

NTID National Advisory Group Confers at RIT Campus



Their roster is distinguished. Their responsibilities are of great magnitude. They are the National Advisory Group (NAG) for the National Technical Institute for the Deaf. This group of educators, businessmen and government officials meets three to four times a year to review progress in NTID planning and implementation, and to provide advice and counsel.

On the morning of Thursday, May 1, the group assembled in a conference room at RIT and began a two-day session with representatives of RIT and NTID.

Dr. Mark Ellingson, President of RIT, opened the first session by welcoming the NAG members to the school. Dr. D. Robert Frisina, RIT Vice President for NTID, added his words of welcome and the meeting was underway. Progress reports were heard from Dr. Jack Clarcq, Dr. E. Ross Stuckless and Dr. William E. Castle, all of the NTID staff. Later in the conference, members had an opportunity to meet and talk with many of the NTID students, and to review plans for construction with the architects.

The NAG's current membership includes: The Honorable Hugh L. Carey, Representative, 15th District, New York; Mr. Alexander D. Hargrave, member, Board of Trustees, Rochester Institute of Technology; Mr. Ben E. Hoffmeyer, Superintendent, North Carolina School for the Deaf; Mr. James N. Orman, Jacksonville, Illinois; Dr. George T. Pratt, President, The Clarke School for the Deaf, Northampton, Massachusetts; Mr. Fred Purcell, International Association of Machinists and Aerospace Workers, Utica, New York; Mr. Gustave H. Rathe, Director of Education, International Business Machines Corporation, White Plains, New York; Mrs. F. Ritter Shumway, member, Board of Trustees, Rochester Institute of Technology; The Honorable Mary E. Switzer, Administrator, Social and Rehabilitation Service, Department of Health, Education and Welfare; Mrs. Homer Thornberry, Austin, Texas; and Dr. Ralph W. Tyler, Science Research Associates, Inc., Chicago, Illinois.



AT LEFT: Dr. D. Robert Frisina talks with National Advisory Group members. Pictured, left to right, are: Mr. James N. Orman; Dr. E. Ross Stuckless; Dr. Frisina; Mr. Fred Purcell; Mrs. Homer Thornberry, (partially hidden); Dr. William E. Castle; Mr. James Stangarone; and Mr. Vernon Davis. AT RIGHT: During a coffee break, Architect Hugh Stubbins visits with Mrs. F. Ritter Shumway.

NTID Student Cited at Convention

An NTID student was named "Mister Congeniality" at the recent convention of the Junior National Association of the Deaf, in Austin, Texas.

Stephan Schultz, a first year Business Administration student and Rochester native, was awarded the title at a banquet near the close of the three-day session. His selection was the result of a vote taken by the attending members, representing many schools for the deaf.

Prior to entering NTID, Schultz attended Gallaudet College in Washington, D.C. He attended the Rochester School for the Deaf and is a graduate of Brighton High School.

The recent convention was the second Youth Leadership Workshop sponsored by the Junior National Association of the Deaf (JNAD). The subject of the workshop was: "Developing Deaf Youth's Capacities for Community Effectiveness." The JNAD's Texas Chapter sponsored the workshop and the "Mister Congeniality" Award.

NTID Profiles

Marilyn Ware, *Counseling Specialist*

Marilyn Ware considers herself a newcomer to the field of the deaf. Her first contact with the deaf, she says, was "just a couple years ago," on her last job, when she was assistant researcher for a community resources project to evaluate needs for the deaf in Tucson, Arizona.

Miss Ware, a native of Batavia, New York, came to NTID in June of 1968 from the University of Arizona, where she was an internship psychologist at the state school for the deaf.

The question . . . What attracted Marilyn Ware to become a Counseling Specialist at NTID? Her reply . . . "I think this is the ultimate in education. It's fantastically good because the individual has the responsibility for his own growth. He's limited only by his own ambition."

At the present time, Marilyn is one of two counselors for the NTID students. Mr. Larry G. Stewart, Coordinator of Counseling Services, is the other. Between the two of them, they are responsible for the counseling of RIT's 64 deaf students. Three additional counselors are expected to join the staff prior to September's arrival of approximately 200 new deaf students.

What is it like . . . being a counseling specialist? Marilyn says, "We're always busy but I love it! The main function is to integrate all experiences for the individual student; present all the facts so that he or she can make the decisions. These decisions may be in regard to problems in curricular and extra-curricular phases of college life; the typical problems are pretty similar to those confronting hearing students."

Marilyn says the goal of this specialized counseling is to achieve "total understanding . . . between groups, within groups, between individual people and actually within individuals. You might call it an understanding of the total self."



Marilyn Ware, at left, reviews information with Cindy Johnson, secretary for Counseling Services.

Asked her opinion on the past year's progress, Miss Ware reported: "I think it's gone exceptionally well, considering everything. When you have something this dynamic, it's necessary that the individuals involved all be dynamic, and that includes the students as well; and I think this is the way it's been. We started this past September with 70 students and we now have 64. That's about a 10 percent attrition rate, as compared to a national average attrition rate of 40 percent. This low dropout rate is due, I think, to the individualistic approach at NTID; the individual student is really given the help he needs. I remember last fall they were very timid. Now they've grown. You can really see the progress."

And perhaps that explains "why".

National Theatre of the Deaf Invites NTID Students

by Robert F. Panara

A lucky group of talented NTID students will participate in the 1969 Summer School Program of the National Theatre of the Deaf, June 7 - 26 at Waterford, Connecticut. Applications are now being reviewed by the screening committee of the National Theatre of the Deaf, and they include students from Gallaudet College and hearing students from various New England colleges.

As of this writing, the following students have been accepted as participants; Paula Ammons, of Wheaton, Maryland; Adriana Blasina, of Buffalo, New York; Ed Holder, of Elmhurst, Illinois; Steve Schultz, of Rochester, New York; and Guy Wonder, of Vancouver, Washington.

As in the past two summers, the theatre program will be held at Waterford, Connecticut — the original home of America's greatest dramatist, Eugene O'Neill, and the headquarters of the Eugene O'Neill Memorial Theatre Foundation, which has sponsored the work of the National Theatre of the Deaf.

The objectives of the Summer School are to provide comprehensive instruction in the techniques of acting and play

production; to develop an understanding and appreciation of the theatre arts; and to encourage further study and practice in this activity.

The composition of the faculty reflects the nature and philosophy of the Summer School Program. By working with theatre professionals and with deaf persons recognized as authorities in special areas of theatre, students are exposed to the theory and practice of all phases of the theatre arts. These include History of Theatre, Acting, Tumbling, Fencing, Ballet, Eastern Dance Movement, Pantomime, and Creative Sign-Mime. Special classes are also provided for those students interested in Scenic Design, Costume Design, Stage Lighting, and Theatre Management.

The opportunity to learn from real theatre professionals and noted deaf authorities should provide rich dividends to the participating NTID students. When they return to RIT next fall, they will form the nucleus of the planned NTID-RIT Drama Club. And when the new NTID "Auditorium-Laboratory Theatre" becomes a reality two years from now, it will find a trained and talented company of actors, costumers, designers, and technicians ready to turn on the footlights and start the show.

Seminar Draws Wide Audience

A crowd of more than 70 students, staff, faculty, and area businessmen filled the General Studies Auditorium on the evening of May 1st to discuss, "Communication between Deaf and Hearing — Whose Responsibility?", the second in a series of NTID co-curricular seminars.

Mr. Paul Peterson, Coordinator of Co-curricular Activities, acted as host for the seminar. Following his brief introduction, a tape-and-slide program was presented, entitled "Deafness and Communication".

Peterson then introduced a six-member student panel, consisting of three deaf and three hearing students, all in their first or second year of study at RIT.

The panelists were: Paula Ammons, a first-year School of Retailing student from Wheaton, Maryland; Kevin Nolan, a freshman in Business Administration, from Attleboro, Massachusetts; and Steve Schultz, a Rochester native completing his first year of study in Business Administration; all representing NTID. Completing the panel were: Karen Gates, a second-year Retailing student, from Flourtown, Pennsylvania; Peter Clement, of Haverford, Pennsylvania, a first-year Photography student; and Dan Smialek, a sophomore in Photography, from Cecil, Pennsylvania.

To lead off the session, Peterson asked the panelists to describe problems they had anticipated in the mixing of deaf and hearing students at RIT. Varied answers were given by panel members and students in the audience.

Next, the panelists were asked to compare their present attitudes with their attitudes at the beginning of the school year. The responses that followed involved the entire audience as well as the panel. The general reaction was one of encouragement and optimism, seasoned with a "try harder" attitude. Problems were brought up, debated, discussed, and argued. Compliments were extended and humility was reflected. Grips were aired and shortcomings were noted. When two hours had elapsed, problems had been solved and new responsibilities had been outlined.

The seminar had served its purpose.

AT RIGHT: Graphic Designer David Saifman, (left), discusses new project with IRL Coordinator Frank Argento. BELOW: Argento, and Student Assistant Debbie Elsenheimer, work on display for NTID.



COMMUNICATION: The Job of IRL

The Instructional Resources Laboratory (IRL) is a small complex of rooms in the basement of the Wallace Memorial Library. Various pieces of work adorn the unpainted concrete walls. Drawing tables, work benches and equipment nearly cover the entire floor. Within these walls, a team of a half dozen people busily pursue the many daily projects that make up IRL's job . . . communication.

"Generally, we have been producing materials for instructors to teach with", says Frank Argento, IRL's Coordinator. Argento, an Assistant Professor at RIT, is a 1964 graduate of the School of Art and Design. Although IRL serves the entire RIT complex, Argento says, "A very good share of the lab's time is devoted to NTID, in consultation, design and production."

Two graphic designers head up Argento's team in the Instructional Resources Laboratory. They are David Saifman, a graduate of RIT's MFA program and Harvey Carapella, a 1965 graduate of RIT in Advertising Design. Saifman also teaches in the School of Art and Design's evening sessions.

The lab's services range from graphic design, illustration, overhead transparencies, black-and-white photography, color transparencies and motion pictures to television graphics, audio tape recording, and multi-media programmed instruction. IRL has designed and produced several large-scale projects for use in NTID. In the summer of 1968, the lab developed four motion picture films, based on lipreading tests. These films are utilized to test the lipreading ability of the incoming student.



Another important project was the production of a captioned slide program, consisting of 53 color transparencies and an information sheet. This concise and informative program became a key tool in recruitment programs for NTID. "Right now, we are planning a program for NTID admissions which will be produced as an eight-paneled exhibit," Argento added.

Nearly anyone would agree that communication is a prime requisite in any educational environment. Certainly a highly specialized program like NTID demands highly effective use of communication skills. Argento further described the lab's philosophy: "We are interested in opening up new communication channels for people. People grow up in a visual world. That's why this type of instruction is so important. I would not attempt to discount the value of verbal and other forms of information, but we are trying to encourage the use of visual media in classrooms to supplement the other forms of information. I feel that deaf students are already visually oriented, they already realize the merits of visual communication. This is why a great majority of our work is devoted to the NTID program."

Argento believes that the methods currently in use for education of the deaf have great promise for education of hearing students as well. He believes that visual communication will play a very significant role in new educational techniques. In summary, he says, "What does all this lead to? . . . Basically, the object is to create more communication channels for students to expose themselves to. That's our job."

Colloquium Features Larry Stewart

Larry G. Stewart, Coordinator of Counseling Services, NTID, was the speaker for the April 2nd NTID Colloquium. His topic, "Fostering Independence in Deaf People", was based upon a presentation he made in February at the Second Annual Forum, Council of Organizations Serving the Deaf, (COSD), in New Orleans.

"Independence, or the lack of it, is an expression of the whole personality of man, and we know that the personality represents the sum total of the individual's interaction with his environment", Stewart began. He then described, briefly, several concepts relating to the make-up of the individual's personality.

Stewart related the psychological concepts to the specific area of the deaf by discussing his personal thoughts on fostering independence in deaf people.

"I have noted many times that deaf youth are encouraged to be as much like hearing people as possible. The goal of developing speech and speechreading skill sometimes appears to be more important to some professionals than the goal of encouraging individual self-actualization which, as we know, requires that the individual pursue excellence according to his own unique needs and abilities rather than in accordance with absolute standards established by 'authorities'. We see

this in educational programs which emphasize only one method of communication and in others which disparage the deaf who use manual communication. These approaches negate the principles of individual differences and may affect the deaf person's emotional security and self-concept."

Continuing, Stewart presented two suggestions for fostering independence in deaf people: "First, instead of encouraging deaf people to be like hearing people, we should encourage them to take pride in themselves and pursue excellence as a deaf person. Such an attitude would certainly not be a repudiation of the values of the hearing world; rather, it would add a new dimension to the totality of meaning and existence for the deaf person."

Stewart's second suggestion was that the objectives of each educational and rehabilitation program for the deaf should be made explicit. He said, "Too much of our work proceeds from implicit and traditional foundations that have seldom been examined critically."

He summed up his interesting talk with this final thought: "Should any approach demonstrate that it is undermining the deaf's person's emotional security, self-concept, conceptual skills, or behavioral repertoire, then I am confident that as sincere friends of deaf people we will want to change this approach."

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Mr. Paul Peterson, (at left), poses a question for panelists, (left to right): Peter Clement, Daniel Smialek, Karen Gates, Kevin Nolan, Stephen Schultz, and Paula Ammons. Story Page Three.



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