

# ntid focus

Publication of the National Technical Institute for the Deaf • Summer/Fall 1977



*The Diverse World  
of Students*

# An Overview

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*NTID students are an interesting and diverse group!*

*They come from every state of the Union, the District of Columbia, and Puerto Rico. Some come from big cities, others from rural areas.*

*The same array of nationality, religious, and racial backgrounds is found at NTID as is true of our nation as a whole. So, some are Italian, others are Polish, or German, or English, or Scandinavian. Some are Black, Spanish-American, and Chinese-American. Some are Eskimos and Hawaiian-Japanese. Others are from Iran or other foreign countries on a permanent visa. Some are Jewish, others are Catholic, Protestants of various faiths, and others are agnostic.*

*Some like to act; others like to watch them act. Some like to star in such games as hockey, basketball, football, baseball, or swimming; and others like to applaud their feats. Some like to lead; others like to follow.*

*The average NTID student is 19.5 years old upon entry, but some have been as young as 17 and some as old as 48. Two out of every five are female. Some are from all-deaf families, others have never met another deaf person before coming to NTID. Some are very oral; others are very manual. Some are proud to call themselves deaf; others prefer to think of themselves as hard-of-hearing; and still others don't care to be identified in either of these ways. Some adjust easily; others do not and may need and ask for help in making adjustments.*

*Some like photography, printing, or applied art; others prefer engineering, science, or medical technology; others like business or social services. Still others haven't yet made up their minds what they like; and some of this last group may decide that technical programs are not their cup of tea.*

*Thus, though NTID students have the commonality of deafness, they are a diverse group in many ways; and association with this diversity fosters personal, social and cultural growth among the students. The hearing students with whom the deaf students associate have many of the same differences as well, and associations between deaf and hearing students are their own catalyst to personal and social growth on the part of both groups.*

*Complementing the total impact brought by the day-to-day associations among a diverse student population, the Institute, in honoring its first and most important operational principle of "focusing on the students," also gives specific attention to the need of its students for personal, social and cultural growth by providing certain formal programs and experiences which are designed to meet this need. This issue of Focus highlights many of these programs.*



**Dr. William E. Castle**  
Dean/Director

## National Technical Institute for the Deaf

**NTID is the only national technical college for the deaf**

It is national in the sense that it was created by the federal government and was designed to provide educational opportunities for qualified students from every state in the nation.

It is technical because it trains students for careers in technological areas.

It is a college because it provides educational opportunities in a post-secondary environment.

It is for the deaf in that it serves people with substantial hearing impairments. Also, in order to teach this special clientele, curriculum and classes have to be designed and/or adapted with the special needs of the deaf in mind.

NTID was created because the deaf population has been underemployed or unemployed historically. It was clear that educational opportunities for the deaf were needed in technical fields; and many people felt that, if given specialized training, the deaf could succeed in many technical careers.

**NTID is:**

a public law—89-36 to be exact. It was established by an Act of Congress and is funded through the U.S. Department of Health, Education and Welfare.

located in Rochester, New York, on the 1,300-acre campus of Rochester Institute of Technology.

part of RIT. It is one of the nine colleges of RIT, just like the College of Business or the College of Engineering.

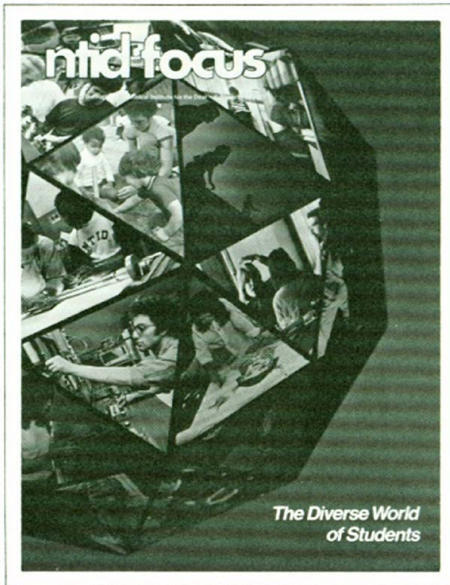
unique. Having NTID as part of RIT is the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students. It is the only one of its kind nationally or internationally.

young. It was established in 1965, and after several years of planning, programs began in 1968.

growing. The first group of 71 students enrolled at NTID in the academic year 1968-69. The 1977-78 average full time enrollment of 900 students will represent almost every state in the nation.

exciting. NTID is reversing major trends for the employment of the deaf. To date, 95 percent of NTID's graduates seeking employment have found jobs. Ninety-four percent have been hired in jobs at a level equal to their training; and 84 percent have been hired in business and industry.

searching, creative and changing. Nothing keeps a place more alive and dynamic than the energy and spirit of faculty, staff and students who are unified in a common goal and who are able to be creative and imaginative.



To depict the numerous and assorted facets of student life at NTID, designer Randall Ross fabricated a photographic "sphere" for this issue's cover.

This is a publication of the National Technical Institute for the Deaf at Rochester Institute of Technology, Rochester, New York.

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The materials herein were produced in the course of an agreement with the Department of Health, Education, and Welfare.

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# learning experiences

Learning at NTID is more than just preparing for a job. It involves getting students ready for all the different roles they will have in their lives—as employees, co-workers, friends, spouses, parents, citizens, students, volunteers, church-goers, tax-payers, consumers, brothers/sisters, sons/daughters, homeowners, hobbyists and many more.

Learning at NTID, in addition to developing academic and technical skills, communication skills and personal/social skills means: cultivating an appreciation of the value of work and earning a living and living full lives; and appreciating beauty and quality in things, people and one's self.

What good is Shakespeare to an engineer, psychology to an accountant, or biblical studies to a photographer?

Why should a college student training for a technical career devote any time to courses on personal finance, outdoor living, community service, drug and alcohol usage, human relationships or contemporary affairs?

These are questions NTID students might ask as they look through the college's catalog and come upon a group of courses known as general education courses.

## General Studies Courses

Students enrolled in associate's or bachelor's degree programs are required to take a variety of courses in language and literature, social sciences, and science and humanities. They can take these courses through RIT's College of General Studies and in classes taught by NTID's General Education Support Team.

In addition, NTID students can choose from 22 developmental education courses which deal with the development of personal and social skills. These courses, which are administered by NTID's Human Development Department, are not required but often recommended based upon a student's needs or interests.

Students are exposed to different areas of learning that can help them mature intellectually, personally, socially and ethically. "General education takes on a special meaning at an institute that focuses on technical careers," says Dr. Barry Culhane, chairperson of NTID's General Education Support Team.

"An engineer would only be half a person if all he or she did was engineering," says Dr. Culhane. "Engineers also need to be able to communicate and develop good

relationships with other people. They need to be able to think creatively and write independently. They need to know how to get information for themselves. They also need to understand the social impact of technological process."

Exposing engineers to Shakespeare won't necessarily make them literary experts, says Dr. Culhane, but it will help them develop better self-expression and an understanding of a part of our culture.

Likewise, through courses such as psychology, sociology and anthropology, students can get a better understanding of themselves and society. For example, students in one class studied mental retardation and visited a hospital for the mentally retarded. "It opened their world to see that there are other people with more severe handicaps," says Dr. Culhane.

A course on science and human values encourages students "to look at the social effects of technological advances," says Dr. Culhane. The course deals with such current issues as: Is nuclear energy good or bad for mankind? What value does a space program serve? What do we do with our waste?

Courses in history and philosophy help students "appreciate how we got to where we are today," says Dr. Culhane. Often, he adds, students have used their technical knowledge to carry out special projects—such as the photography student in a biblical studies course who created a photo essay to tell the story of Judeo-Christian development.

All general studies courses are aimed at stimulating curiosity and encouraging independent study, says Dr. Culhane. "We look at the students' time here as a flow or move toward the independence needed to function in a predominantly hearing world."

Students are taught how to get information from a library and from books. "People who know how to learn and who can get information for themselves have a better opportunity to obtain good jobs and fulfill themselves," says Dr. Culhane.

Students are also encouraged "to think for themselves, to understand the process by which they arrive at their opinions, and to develop their own thoughts in a way to communicate them to others," says Dr. Culhane. The person who has developed good reasoning and communication abilities has a much better chance to advance in a chosen career, he says.

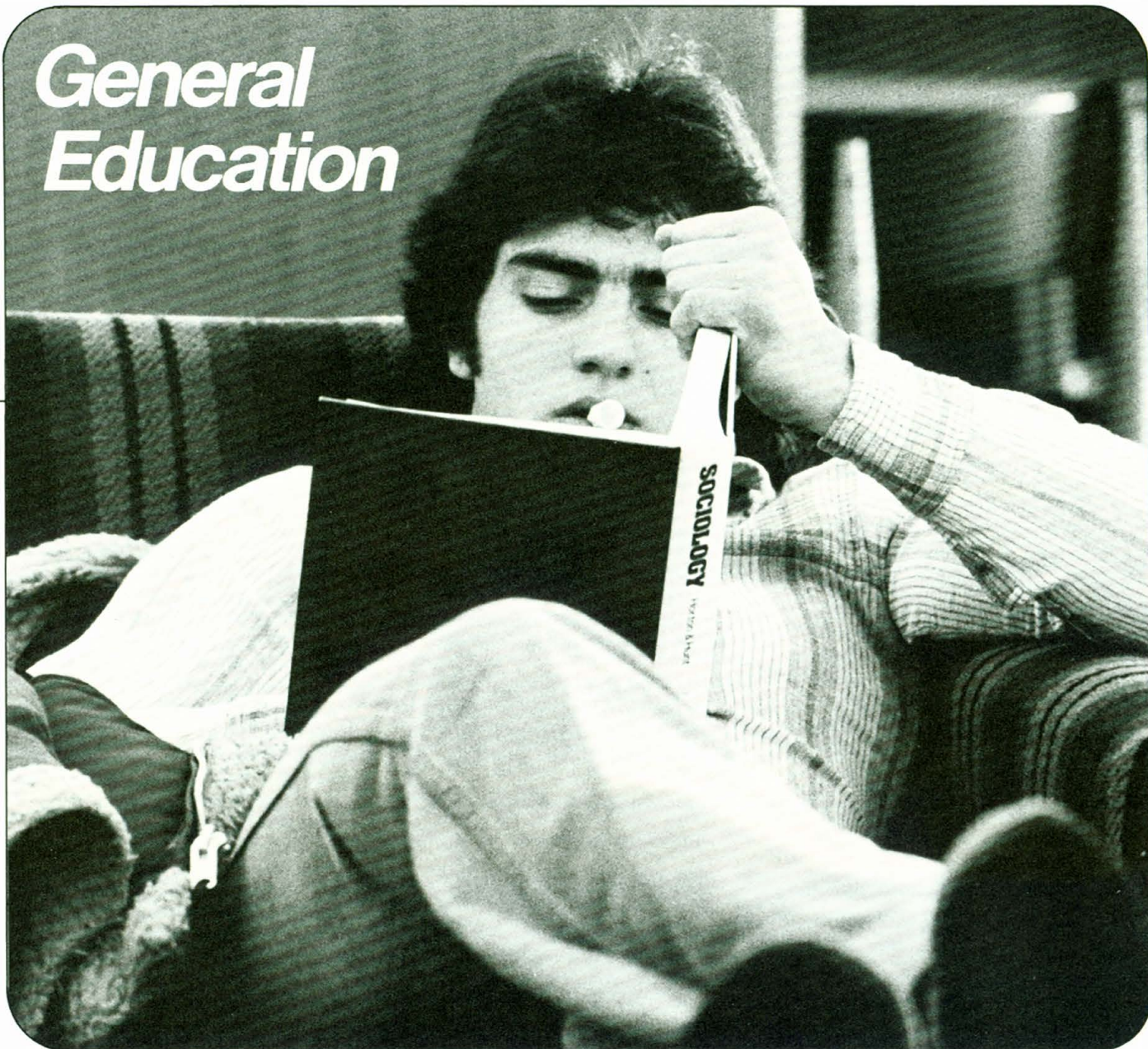
## Human Development Courses and Experiences

General Education at NTID also includes the 22 developmental education courses. Unlike general studies courses, they are not required and do not count toward graduation. However, they provide students with some very important personal and social skills needed to function both on and off the job, says Jeanne Long, chairperson of NTID's Human Development Department.

They include courses in community service, in which students do weekly volunteer work, and a course in outdoor education, in which students take part in such non-traditional activities as maple sugaring, backpacking and camping. "We want students to be aware of community opportunities and to be able to make good use of their leisure time," says Ms. Long.

There is a course on successful community living, which focuses on what is required by an employed, self-supporting adult, and a course on human relationships to help students

# General Education



understand and develop an appreciation for differences among people.

There are courses to help students make decisions about their careers, to find jobs, to fill out applications and resumés, to conduct themselves on job interviews, to understand job benefits, and to understand their relationships with co-workers and supervisors.

There are courses to help students learn how to study, to develop leadership skills, and to manage their own finances. There are also courses in the psycho-social aspects of deafness, basic human sexuality, and practical law for daily use.

The Human Development Department also is involved in a variety of activities outside the classroom. For

example, in housing, the department helps set up informal dormitory programs at the request of students and resident advisors. "Some students never sign up for a course in sexuality but will sit on a floor in a dorm for a rap session on the subject," says Ms. Long.

Last year, at the request of hearing students in six RIT houses where deaf students were living, the department organized dormitory classes in manual communication.

The department has also been instrumental in helping set up an art house, a photo house, and for the first time this fall, an accounting house within the NTID complex, where deaf and hearing students in the same major can live together.

The department, which is based in one of the dormitories, runs a 24-hour crisis support service. It organizes programs to educate the community about deafness. It also advises NTID student government leaders and gives students assistance when they request it, in setting up social activities.

"One of my own professional goals is to contribute to students' personal and social development so that when they leave NTID, they have more options in their personal lives," says Ms. Long. "We want to broaden their horizons, help them deal with the use of leisure time, and help them develop better personal and social interaction with other people both on and off the job."  
—by Judy Cox

# Learning to care by reaching out

## Experiential education

It is a rare and precious moment for a teacher to see students actively get involved in their own learning. It all starts with motivation. And every good teacher since the beginning of time has tried to find the magic formula.

Julie Cammeron, an associate educational specialist for the General Education Support Team, has discovered an effective way to stimulate such motivation in her General Studies' sociology course.

One of the purposes of the course is to help students better understand and participate in their social environment. "So I decided," Julie explains, "to take them on field trips to use all their senses, experience the environment they're in, ask questions and be more responsible and active in their own learning."

A recent day trip brought about such dramatically successful results that

Julie confidently calls it "the best day I've had since I've been here at NTID." And considering that Julie's been around since 1972, that's quite a statement.

To help 45 students to better understand mental retardation and mental illness, Julie arranged a visit to both Newark State Hospital and Willard Psychiatric Institute.

"I think experiential education, such as a field trip, is even more necessary for our NTID students. Because of the isolation factor of deafness, they often have narrower world views; they've never heard of this, never seen or done that," Julie points out.

The students watched, listened, reacted, felt, thought and learned that day.

"I always understood the terms mental illness and retardation through words in my books. I understood with my head. Now I understand with my

heart," relates one field trip participant.

"We saw a boy who was deaf, blind and retarded," reports another student. "His teacher was trying to help him. I don't know what I'd ever do with him if he was my son. It's hard for me to think about."

"I was embarrassed and uncomfortable, but I was really curious to know," relates one shy student.

"One mentally ill woman was surprised that we were deaf, and she told us that was too bad. She felt sorry for us! But I thought she was worse off than us!" claims one dismayed student.

"I never understood the difference between mental illness and mental retardation," says another. "It was amazing to find out that one can be cured and the other can't."

"Was society 'using' these mentally retarded people to do unskilled jobs in the sheltered workshops? Or did they even realize that what they were doing was boring?" asks another one.

Julie remembers that the truly beautiful part of the day was students' learning that "no man is an island."

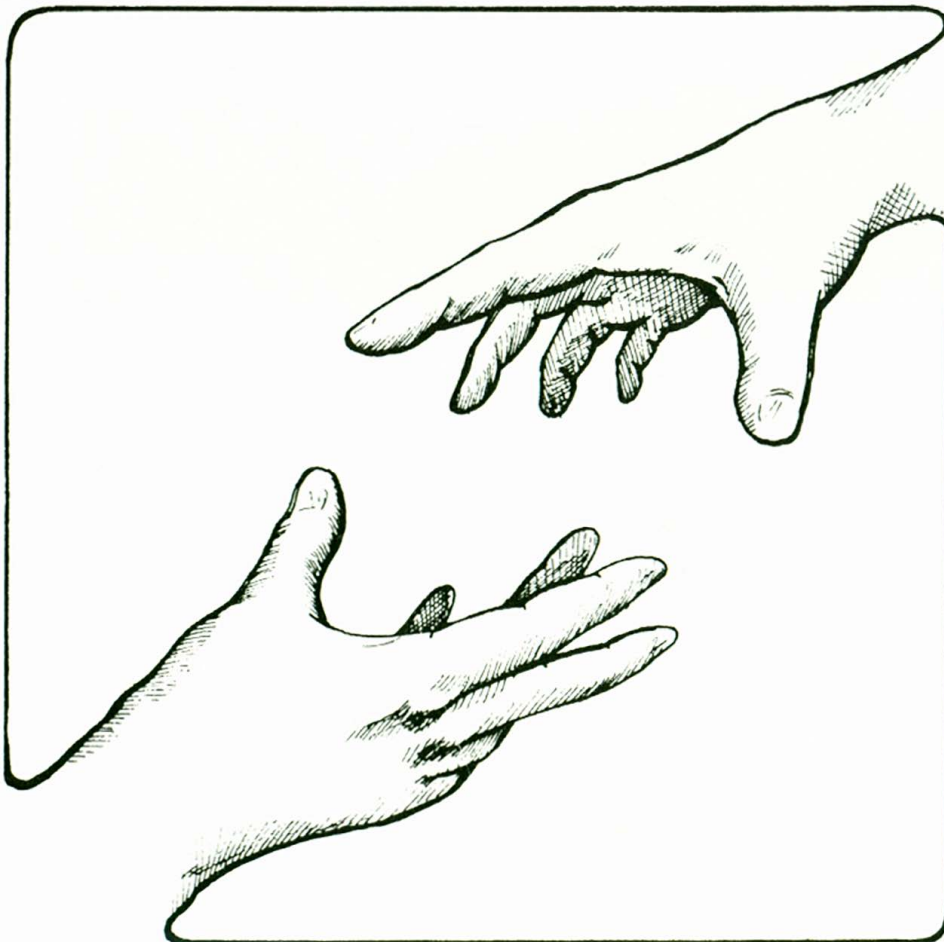
Bob Sidansky, a recent social work graduate, found that by reaching out, you yourself can be touched.

At the psychiatric institute, his group met a 70-year-old deaf woman who was in a wheelchair. She didn't seem to be able to communicate, but Bob volunteered to try. "At first I signed, but she didn't understand. Then I fingerspelled 'Bob' and pointed to myself and then 'Mary' and pointed to her. I did this several times, and she seemed to understand.

"Then I asked her how she felt, and through gestures she indicated she had a headache." Finally, at Julie Cammeron's urging, Bob signed "I love you," and Mary just beamed.

"It was a moving experience for me, for all of us. She had a tear in her eye when we said goodbye. It made me realize what I was getting into in social work. Deafness is not that simple. There are deaf people who are old, who are mentally retarded or mentally ill or blind. It opened my eyes," Bob recalls.

It's often been said that some of the best educational experiences don't necessarily happen in the classroom. Julie Cammeron not only believes that. She can prove it.



# Learning to do by doing without

*Outdoor education*

Bushwhacking through uncharted terrain, jumping into a crystal clear lake with a waterfall backdrop, and tending blisters after a full day of hiking with a 50-pound pack were all part of an NTID experiential education project based on "learning by doing."

Developed as a supplement to general education courses, the outdoor education project helps students "learn by doing, using the wilderness as the medium," explains project coordinator Larry Quinsland.

Larry, a technical science instructor at NTID, feels that personal and social development are prime objectives of such trips. "We are concerned with such behavior as group interaction skills, building self-confidence, and increasing environmental awareness."

Larry teamed up with Career Development Specialist Bill Yust to plan a nine-day camping trip with five novice hikers: Warren Poe, Gary, Ind.; Jackie Mansfield, Clark Summit, Pa.; Judy Belkoski, Bloomsburg, Pa.; Mary Lark Box, Cynthiana, Ky.; and Nancy Robinson, Marcellus, N.Y.

Both Larry and Bill have always enjoyed the wilderness, and each has taken numerous courses in survival skills and first aid.

The first four days of the trip took place at Camp Cutler, a 1,300-acre boy scout camp near Naples, N.Y., which "provided an environment that was safe enough for beginners, yet remote enough to offer real wilderness problems and pleasures," remarks Bill.

Because food and shelter were primary concerns on the hike, everyone was expected to pitch in with all chores.

"College students can be choosy about experiencing new ways of preparing food, but once the peanut butter and jelly sandwiches were gone, they had to become more creative with the other food we brought," explains Bill. "They weren't given any recipes, only the ingredients and a pot."

"For the most part, the meals came out all right," says Larry, gulping a little as he remembers an overly rich cheese stroganoff.

Camp Cutler was actually the training session in basic map and compass skills, and it was also where the first "crisis" situation happened.

"We had hiked in together to a campsite at a higher elevation. I wanted to

test their individual orienteering skills, so each person was sent off on a different trail at five-minute intervals," Larry relates.

With map, compass and whistle in hand, four of the students set out on their quest. A fifth student had forgotten some orienteering equipment and chose not to return to camp to get it and consequently became lost.

"Once the rest of us reached the next camp and realized what had happened," recalls Larry, "the whole group really pulled together to decide how to handle the situation. They decided to split up and retrace their steps back to our point of origin.

"Meanwhile the lost student had enough sense to return to the original site. We finally located everyone, and the student freely admitted that a lesson was learned the hard way—going back for the proper equipment instead of trying to bluff would have been far better.

"From that day on, that student made sure to understand all directions. But

this incident served to build up self-confidence and create good interaction among the group," Larry concludes.

Another confidence building experience arose because of the rigorous physical strength needed for the trip.

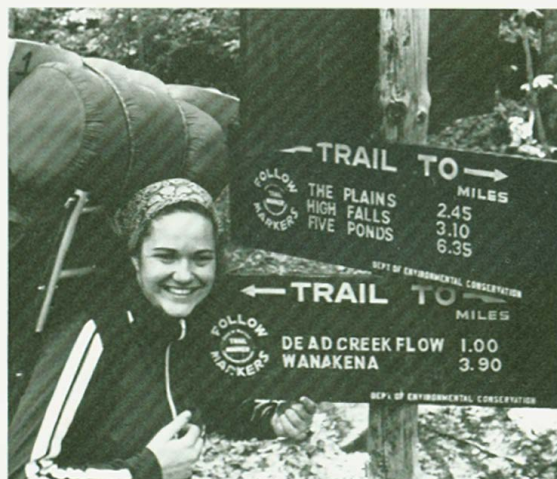
One student was smaller than the others and often felt like "the stone that was dragging the group down," says Larry.

"There were times when she felt that she could not make it another foot. But with a little help with shifting pack weight, she proved she could do it."

Each evening the group discussed these and other experiences. After observing positive behavior changes in the students, both instructors felt that the trip stimulated a new awareness of individuals' strengths and weaknesses.

"We look forward to modifying some of our plans and objectives using student input and going out again with a new group," says Larry.

"But first we're planning an appropriate rest period," adds Bill with a grin.



Clockwise from top left: (Left to right) Warren Poe, Gary, Ind.; Judy Belkoski, Bloomsburg, Pa.; Jackie Mansfield, Clark Summit, Pa.; Nancy Robinson, Marcellus, N.Y.; and Mary Lark Box, Cynthiana, Ky., pose before Adirondack stream. Judy Belkoski stops to check her directions. The hikers share a campfire and a fireside chat.

# student government

The NTID Student Congress, part of the RIT Student Association on campus, is for students who want some leadership or followership experiences. It is a good way to get involved and contribute to social, athletic, cultural, academic and public affairs.

"We've only just begun" was the theme for the Eighth Annual NTID Student Congress (NSC) awards banquet which traditionally marks the first of many galas prior to graduation at RIT.

Chairperson Patrick "Irish" Murray, Metairie, La., aptly coordinated the activities which brought together more than 500 students, faculty, staff and alumni for an evening of entertainment and recognition.

Guest speaker for the evening was Don Pettingill, a logistics specialist at the White House Conference on Handicapped Individuals in Washington, D.C. A deaf man who has four hearing children, Mr. Pettingill began his talk exclaiming how strange a handicap deafness is because he couldn't pick

out who was deaf or who was hearing in the audience. "And perhaps it doesn't matter," he said. He explained that deaf people should show pride in being who they are, as opposed to believing in the I-can't-because-I'm-deaf syndrome.

"Make no little plans; they have no magic to stir men's blood." Mr. Pettingill concluded with "let your watchword be dignity and your beacon, hope and beauty. If you and I have dignity, we have everything."

Dr. William Castle, dean and director of NTID, gave the oath of office to new NSC Vice President David Staehle, Old Lyme, Conn. David accepted by saying that he hoped all of the students would work hard to develop NSC as a strong

campus organization.

Harry Woosley, newly elected NSC president, was sworn in by Dr. Robert Frisina, senior vice president of RIT. Harry's acceptance statement focused on the need for cooperation among all people.

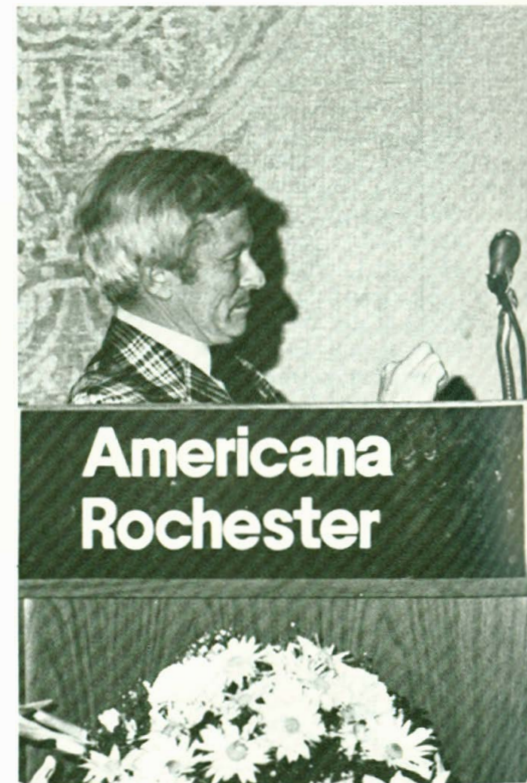
"Our objectives are to have better cooperation with deaf and hearing students and other handicapped people within the RIT community. We can't depend on others to develop these relationships; it must be accomplished through working together. We came to RIT to gain an education, and the best education we can get is to learn how to keep our hearts open to others."

The awards presented at the banquet and their recipients are listed on page 7.



Above: Harry Woosley, new NSC president, pledges his best efforts in serving NTID students.

Above right: Patrick "Irish" Murray, chairperson of the NSC Banquet, welcomes the 500 students, faculty, staff and alumni who attended.



Above: David Staehle (right) is sworn in as the new NSC vice president by NTID Dean/Director William E. Castle (left).



Left: Student Interpreter Award winner Michael Rizzolo (right) thanks everyone for his selection. Alice Beardsley (left) and Anna Braddock (center), both of NTID's interpreting program, look on.



**Athletic Awards**

**Outstanding Male Athlete of the Year**

John Reid Cincinnati, OH

**Outstanding Female Athlete of the Year**

Donna Martin Austin, TX

**Best Community Service Volunteer Awards of 1977**

**Individual Placement**

Joseph Kolash DuBois, PA

**Workshops on Deafness**

Robert Audette Warren, MI

**Free University Outstanding Teacher**

David ("Lizzle") Swanson Sandy Hook, CT

**Student Interpreter Award of 1977**

Michael Rizzolo Rochester, NY

**Professional Interpreter Award of 1977**

Marlene Schechter  
Professional Interpreter, Interpreting Services

**Outstanding Staff Award**

Dr. Paul Peterson  
Assistant Professor, Technical Mathematics

**Mr. and Miss NTID of 1977**

David Staehle Old Lyme, CT  
Susan Thompson Livonia, MI

**Special Award of 1977: Past NSC President Award**

Thomas Penny Columbus, OH

**Dr. William Castle Outstanding NSC Cabinet Member Award**

Jack Rosenthal Gasport, NY

**Dr. Robert Frisina Award**

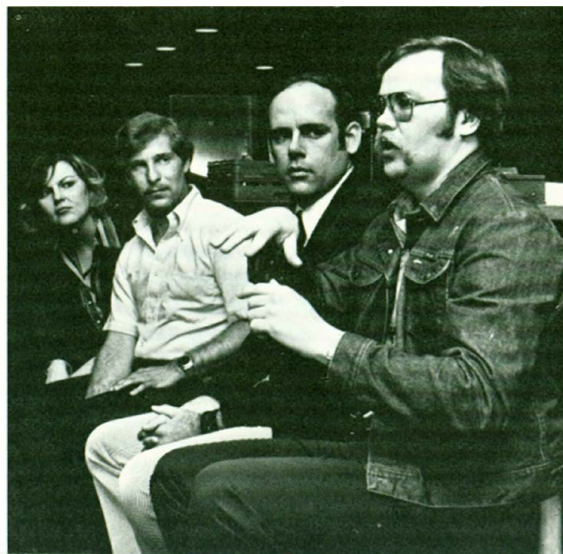
Roger Williams Staatsburg, NY  
(RIT hearing student)

**Humanitarian Award for Student**

Patrick "Irish" Murray Metairie, LA

**Humanitarian Award for Staff**

Margie Roney  
Developmental Education Specialist



Above right: Two award winners—  
Dr. Paul Peterson (right),  
Outstanding Staff Award recipient  
and John Reid, Outstanding Male  
Athlete of the Year.  
Right: NSC activity supports  
returning NTID alumni who talk  
about the "meaning of being an  
NTID alumnus." (Left to right)  
Debbie Helwig, Howard Mann, Kevin  
Nolan, and Gerry Nelson.

Above: Guest speaker Don Pettingill from  
Washington, D.C., shows delight in receiving  
an appreciation gift from NSC.

# athletics

Sports play an important role on campus. The intercollegiate schedule at RIT includes cross country, soccer, football, basketball, ice hockey, wrestling, swimming, baseball, golf, lacrosse, tennis and track.

For those interested in competing, but not at the intercollegiate level, five sports are offered on an intramural basis. These include touch football, basketball, ice hockey, softball and co-ed volleyball.

When RIT middle guard Tom Pepe slams his 205-pound frame into a rival running back, they don't know he is deaf; they just know they've been hit—and hit hard.

"Pepe is a whale of a player," says RIT varsity football Coach Lou Spiotti. "We don't think of him or any other deaf player as different. The main thing is to treat him like everyone else. That's all he wants, and that's what he responds to best. On the football field he is as normal as anyone else and is proving it everyday."

Tom is the first deaf athlete named to the Independent College Athletic Conference (ICAC) All-League Football Team. He was one of four players from RIT named to the team. Tom has played two seasons of football for the RIT Tigers as a middle guard. He has started both years, and this season he led the team in tackles with 109 in nine games. He was 19 short of tying the RIT season record of 128, set last year by his teammate Mike Guinan.

Tom was also named to the Eastern College Athletic Conference (ECAC) team last year and named RIT Athlete of the Week for his outstanding performance against Oswego. He led the team that game with 15 solo tackles.

At the close of last year's season Tom led the team in tackles with a total of 182 tackles for both seasons.

Tom Pepe loves football. As a child he played Pop Warner football in Plainfield, N.J., where he led his league in tackles.

He began playing at the age of 10, but he had to stage a long battle in order to be allowed to play high school football at Hunterdon Central High School, a hearing school, in New Jersey.

The New Jersey State Interscholastic Athletic Association (NJSIAA) prevented the five-foot, eleven-inch athlete from participating in football, claiming he was not a full-time student.

Tom, one of four children of Mr. and Mrs. Tom Pepe, Sr., attended the Marie H. Katzenbach School for the Deaf in the morning and Hunterdon Central in the afternoon. It was because he attended both schools that the NJSIAA labeled him part-time.

It took three years for the Pepe family to gain eligibility for Tom. "We didn't feel Tom's case was any different from students who attend a vocational school a portion of the day and high school the other part of the day," Tom Pepe, Sr., an elementary school principal in Branchwood, N.J. explained at the time.

Tom's family encourages his desire to play football.

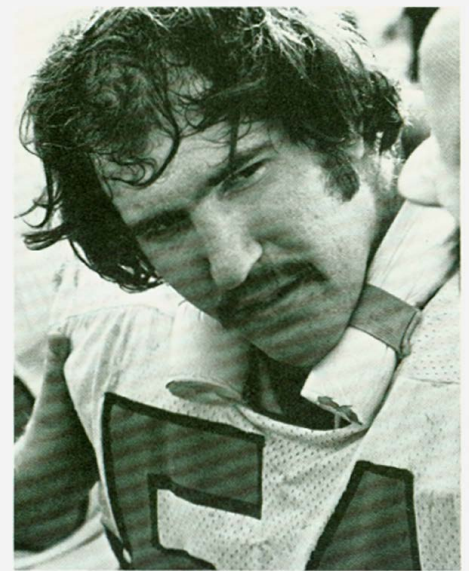
"We have always given Tom as much independence as we possibly could. We do not feel he has any limitation. We wanted Tom to have the opportunity to participate in sports," Mr. Pepe says.

When given the go-ahead to participate in sports at Hunterdon Central, the football season was over, but Tom went out for both wrestling and track his junior year in high school.

Tom fit in exceptionally well with his school team according to Hunterdon Central Head Coach, Jerry Keller. "I was concerned because I thought Tom might have trouble with our complicated defense, but Tom knew this game inside and out. He's a real student of football. Everyone here learned something about the desire to win from him."

In addition to being a star football player in high school, Tom consistently maintained a place scholastically on the honor role.

At NTID Tom is majoring in civil technology and likes being able to mingle with both deaf and hearing students on and off the football field. "I know football, and the other players have accepted me. We even have adapted some sign language to use when giving directions or calling the numbers of defense plays. I'm accepted as an individual at RIT. I'm not afraid of being left out because I'm deaf," he says.



## Tom Pepe



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**"You have to use your brain as well as your body to outmaneuver your opponent."**

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## John Reid



When John Reid thinks about wrestling, his eyes become dreamy and a smile comes over his face.

"Wrestling is something I really enjoy, and I'm proud to have been chosen outstanding athlete at NTID this year," he says. "But the reason I'm going to school is to get an education. I never lose sight of that."

John attended Withrow High School, a public hearing high school in Cincinnati, and finished fourth in wrestling in the district sectionals his senior year. His high school record was 18 wins, six losses, and one tie match. He is good at other sports, but wrestling is his favorite because of the one-to-one competition and the strategy involved. "You have to use your brain as well as your body to outmaneuver your opponent," he explains.

John was offered several scholarships but chose NTID because it was on the hearing campus of Rochester Institute of Technology. "I wanted to continue going to school in a hearing environment, but I knew I could use the special support and other help that NTID offers. RIT also has a varsity wrestling team, and that helped to influence my decision," he says with a grin.

At RIT, John had been wrestling at 126 pounds but gained more weight during last season to wrestle at 136 pounds. He feels that weight gain has helped him. John does calisthenics and runs two to three miles daily. He finished last season with an overall 17 wins, seven losses and one tie record. That record helped him to win the RIT Invitational Meet and the Independent College Athletic Conference (ICAC) Championship. He placed sixth in the New York State Tournament and was captain of the RIT varsity team for the second straight year.

"If I have any other goal besides graduating, it's to make All-American. I've got one more year to do it, and I'm really going to be out there trying," he says.

When the talk switches to education,

John's dreamy look vanishes and his eyes become serious.

"I think I'm the only deaf, black student from Cincinnati to go to college, and that puts a responsibility on my shoulders. But it's a responsibility I want."

John, the son of Mr. and Mrs. Welborn Reid of Cincinnati, comes from a large family of both deaf and hearing children. John's parents are deaf, and he communicates with them in sign language. "But I grew up with both deaf and hearing friends, so I feel pretty comfortable with both groups," he explains.

Undecided as to his career choice, John leaned toward social work but thought the paper work would be tedious. He enrolled in the medical laboratory technology program and soon discovered that chemistry was not one of his favorite subjects.

"I was in the program for a year before I realized that it wasn't really for me, although my marks were okay. I had originally assumed social work involved a lot of forms and red tape and ruled it out before I had even talked to anyone about it. I also had time to learn a few things about myself and what would make me happy," he says.

Happiness, he decided, would be working with people, talking to them, helping them to work out their problems. "I had a lot of moral support from my family, but I know there are hundreds of deaf, black kids who never even think about getting an education. Those are the people I'd like to help."

John will graduate from the social work program in 1978 and hopes to go on to graduate school. He would like a career in vocational rehabilitation counseling.

His schedule is demanding. Besides carrying a full load of coursework he finds time for theatre productions (voted Best Dancer in 1976) and works during the summers with high school students in Rochester's inner city.

And on top of all that, there's always wrestling.

# community involvement

Volunteering is an exciting way to learn more about people, more about community work, and more about one's self.

NTID Student Volunteer Service Program participants can: work with children, teenagers and adults; direct and participate in sports, games, crafts and other activities and educational programs; care for animals; share their special interests and hobbies; and educate people about deafness. Volunteers are placed in schools, rehabilitation centers, community activity and day care centers, hospitals and humane societies for animals, and many more places.

"When I was in high school I worked with a mentally retarded boy . . . He made me feel love. I really want to work with the mentally retarded."

That's a poignant explanation of one deaf student's desire to become part of NTID's Student Volunteer Service program.

Helen McCabe, coordinator of the program, says many NTID students want to become involved in the Rochester community. Their reasons are as varied as the students themselves.

Some hope to improve their communication skills, others to learn more about themselves, to help others, to do something worthwhile, or to gain experience related to their career.

The volunteer program was initiated by Bill Yust, currently an NTID career development specialist, in 1971, Helen says, "because he began to realize that students hadn't had many opportunities to learn about their communities or be of service to them."

Now the program provides dozens of opportunities for students to help others and develop themselves.

The majority of student volunteers are placed in non-profit service agencies on the basis of their interests, skills, schedules and the agency's need.

"We have one student tutoring a deaf client who wants to get his driver's license," notes Helen. Other students have or are working with mentally retarded adults in helping develop basic living skills and the arts, in swimming programs for children with cerebral palsy, as caretakers at the Humane Society, as aides responsible for transporting patients within hospitals and in numerous other places.

Each year about 50 students take advantage of agency placements. Students in the program have the option of receiving credit for their work if they take a series of community service courses.

Workshops on Deafness, formerly the speaker's bureau, is another part of the volunteer program and is outlined elsewhere in this issue.

Group community projects, a third part of the volunteer program, is an

## Volunteer Program

area Helen would like to expand further. In the past three years there have been several projects which have involved both hearing and deaf students. For example, NTID students coordinated a one-day cleanup of Brown Square, an area located near downtown Rochester. In other one-day projects, students made Christmas decorations for persons in nursing homes and helped in swine flu clinics this past winter.

Free University, which is planned, organized and run by students on the RIT campus, also is connected with the volunteer program. It provides classes in sign language to any interested person, on or off campus. Helen recruits deaf students to be sign language teachers for the classes.

The success of the volunteer program can be measured in many ways, but one very interesting measure,

Helen says, is the response of persons who supervise the students.

"I usually feel our students are conscientious and have the sensitivity to work with clients."

"But the Humane Society told us one person we sent them was the best volunteer they'd ever had."

A hospital supervisor said she'd never known a deaf person before, "and it's been a marvelous learning experience. I'd be happy to have any other student you send me!"

That feedback is what makes it all worthwhile, reflects Helen.



Above: NTID volunteers Stephanie Bearhope, Knightstown, Ind., and Archie St. Cyr, Salem, Mass., help Al Sigl Center cerebral palsy students enjoy gym class.

Top right: Archie St. Cyr helps Al Sigl Center students take a refreshment break.

Right: Phillip MacDonald, NTID student from Wilmington, Del., volunteers his time at St. John's Nursing Home and works with the elderly.

When a deaf person is stopped by a policeman for making a wrong turn, neither may know how to act. But NTID's unique speaker's bureau, known as Workshops on Deafness, is developing a program for police, designed to demonstrate how easily officers can communicate with deaf persons.

In the legal program on deafness, students talk to police, teach them some sign language and give details on how to deliver simple messages. The program is just one of the workshops' efforts to promote better communica-



"The Humane Society told us one person we sent them was the best volunteer they'd ever had."

## Speaker's Bureau

tion between deaf and hearing persons.

Until three years ago Workshops on Deafness was part of NTID's Volunteer Program. Although still considered part of that program, it now has a part-time director and a popularity of its own.

Margie Roney, the director, says Workshops on Deafness has more speaking invitations than it can handle and "we don't even advertise. This year we had about 55 volunteers who gave 36 presentations," she recalls.

The majority of the speaking requests are from elementary and high schools. Occasionally, however, deaf students are asked to speak to management groups in local companies, parents of

deaf children, or members of various clubs. They also talk to persons who come to NTID's Visitors' Center.

The main objective of the workshops aside from educating the audience, Margie says, is to provide an opportunity for deaf students to refine their communication skills before a hearing group. Speaking before groups helps students develop confidence and leadership skills.

"We also want to meet the requests of community groups and provide them with information and exposure to deafness," Margie adds.

The workshops students give are varied, depending on the group they are addressing.

In a workshop last fall the parents of deaf children wanted to know whether they "should raise their children in an oral tradition or allow them to learn sign language," says Margie.

"The questions were emotionally draining. The kids all had different answers. I don't ever prime them."

In other sessions, she says students help dispel myths about deafness.

"Many people think if a person has a hearing aid, he can hear anything. Others think a deaf person can't hear anything. A lot of people think you have to know sign language in order to communicate.

"We talk about how a deaf person is not handicapped unless a situation makes him so. We talk about how the terms deaf and dumb and deaf mute are inappropriate."

Margie, who appears with her student speakers, says she often likes to include a student who's good at mime, because "it shows how talented the kids are.

"We really emphasize that manual communication is not necessary for communicating with a deaf person. Caring, wanting to communicate is what makes it happen. The biggest problem is fear. People think they don't know how to communicate."

Margie says Workshops on Deafness is more than educational: "We've had so much fun with the program."

—by Vicki Brown

# dramatics

The NTID drama club—"The Masquers"—is a group of students who want to develop their dramatic and theatrical talents. They practice long and hard and produce some very exciting and interesting plays like "Joseph and the Amazing Technicolor Dreamcoat," "Dark of the Moon," and "The Taming of the Shrew."

And if students prefer to be behind the stage, programs offered through the Experimental Educational Theatre department give them a chance to learn technical aspects of set designing, lighting, makeup and costume design, as well as other things related to the theatre.

Following a leisurely dinner party, the Seventh Annual Masquers' Awards Night shifted into high gear with the presentation of the awards, an entertaining talk from master of ceremonies Robert Panara and the announcement of next year's theatre season.

The highlight of the evening was a special performance by Betty Bonni and Charles (Charlie) Jones of the National Theatre of the Deaf—who also happen to be NTID alumni.

After being warmly introduced by Robert Panara, Betty and Charlie began their performance, captivating the audience with dance routines, sign-mime, and comic vignettes. People rocked with laughter and the two shared some of the funny experiences they've had during their several years on the road with the National Theatre company.

After receiving a standing ovation for their performance, they settled down to helping Mr. Panara and the Experimental Educational Theatre staff present the evening's awards.

The awards night celebration was also the occasion to announce next year's theatre season. Four major theatre productions will include: "Alice in Wonderland," "A Streetcar Named Desire," "The Phoney Gentlemen" and a summer variety show. Other productions for the new season will include lab theatre shows, Children's Theatre productions, an orientation show for entering RIT hearing students and a special television production of NTID's award-winning production of "Wall."

Right: Alumni Charlie Jones and Betty Bonni provide the Drama Awards audience with comic antics.



## A Funny Thing Happened On the Way to the Forum

The walls of the NTID Theatre resounded with laughter for two consecutive weekends as audiences gleefully followed the antics of Senex, Hysterium, Pseudolus, and other favorite characters in "A Funny Thing Happened on the Way to the Forum."

The musical comedy—with music and lyrics by Stephen Sondheim and based on a book by Larry Gelbart and Burt Schevelove—was the final production of the NTID Theatre season.

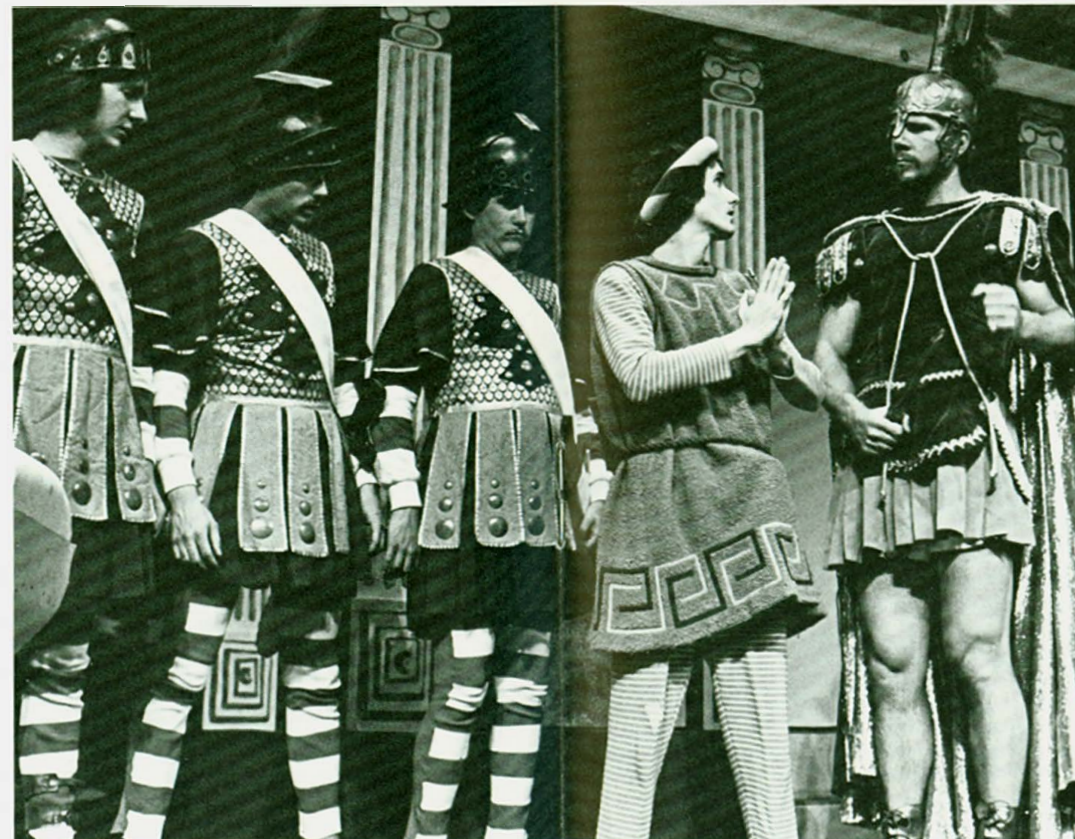
The story utilizes almost every known comic ploy including mistaken identities, female impersonations, wild chase scenes, and slapstick one-liners. It also features some of the liveliest and loveliest music written for the stage.

The story is set in Roman times with a mixture of stock characters including a lecherous old man, his jealous, domineering wife, a clever servant trying to win his freedom, a courtesan with a heart of gold, and a lusty soldier.

In the middle of all this are two innocent lovers being constantly separated by the boisterous mixups of identities and confusion of names.

The NTID production, directed by Assistant Professor P. Gibson Ralph, featured a fine cast of deaf and hearing students and staff from RIT and the Rochester community. The Sodus (N.Y.) High School orchestra, under the direction of Martha Sobaje, provided music for the show.

Outstanding performances were given by NTID students including Michael Lamitola, Smithtown, N.Y.; Mitch Mahar, Salesbury, N.C.; Pamela Giles, Scottsville, N.Y.; Brian Durocher, Bay City, Mich.; John Estes, Baldwin Park, Calif.; and Beth Ann Metlay, Pittsburgh, Pa. Hearing performers Bob Sutherland, Jim Van Houten, Janice Michael, Joanne DeRoller, and Michael Ford were also outstanding.



Highlights from the Experimental Educational Theatre's latest production: Above: Pseudolus (left), played by Bob Sutherland, advises his master, Hero, portrayed by NTID student Brian Durocher, about his love life. Left: Hysterium (left), played by John Estes, Jr., imagines what impersonating a female courtesan would be like. Far left: Pseudolus tries to outwit Miles Gloriosus (right), captain of the Roman Legions, played by Jim Van Houtch.

### Best Actress in a Major Role

Pam Giles Scottsville, NY

### Best Actor in a Major Role

### Best Actor in a Supporting Role

### Best Male Sign-Mime

Michael Lamitola Smithtown, NY

### Best Female Sign-Mime

Sherry Palmer Richmond, VA

### Best Actress in a Supporting Role

Beth Anne Metlay Pittsburgh, PA

### Best Actress in a Minor Role

### Best Female Newcomer

Mary Beth Giangrossi Freeport, NY

### Best Actor in a Minor Role

Michael Matter Racine, WI

### Best Male Newcomer

Harry Woosley Louisville, KY

### Best Comic Performer

Ricky Smith Batavia, NY

### Best Dancer

Janice Michael Rochester, NY

### Best Musical Number

"Comedy Tonight"  
A Funny Thing Happened on the Way to the Forum

### Staff Appreciation Awards

Roger Williams Rochester, NY  
Judy Warchol Palatine, IL  
Kathy Buechel Rochester, NY

### Best Program Design

Rick Burdo Glens Falls, NY

### Robert F. Panara Golden Hands Award

Ed Kelly Darien, WI

### Outstanding Service

Bob Sutherland Rochester, NY  
Linda Crane Rochester, NY

### Technical Excellence

Steve Tesar Brookfield, WI

### Service to Masquers

Pamela Giles Scottsville, NY  
Mario Pelletier Millinocket, ME

### Joseph Velez Award

Jeff Howard Salem, OR

# social/cultural activities

A variety of cultural activities take place throughout the Rochester area, and NTID gives students the opportunity to attend many of them. Art galleries, plays performed with mime, museums, and special events can be attended through the cultural program at NTID.

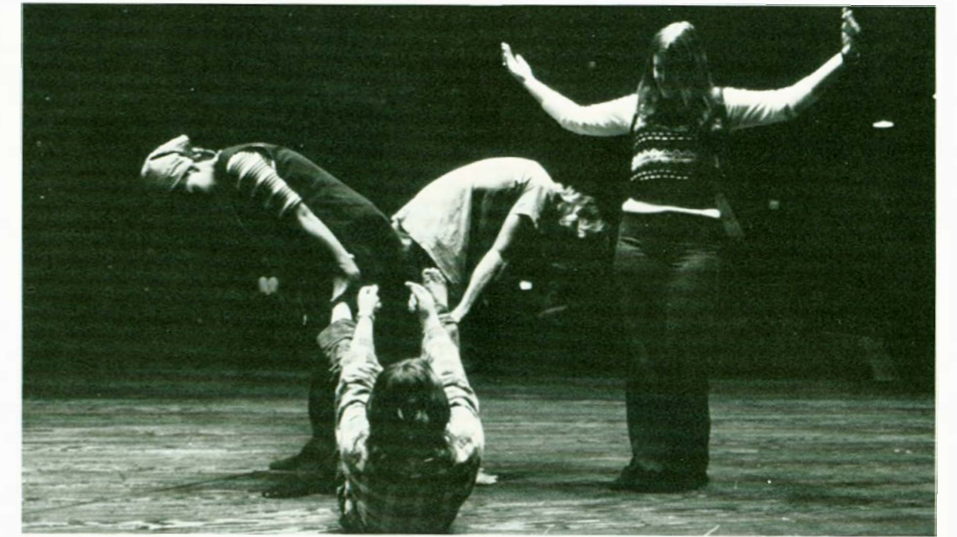
Students can also go to town and enjoy a movie at a local theatre, try attending a museum and science center or a presentation by mime performers at Nazareth Art Center. Or they can stay right on campus and enter an amateur talent contest, or watch a captioned film or attend a dance or picnic. They can enjoy themselves and still be learning at the same time.



Above: Students can enjoy free time playing chess or . . .  
Left: Just getting together for an old-fashioned bull session.



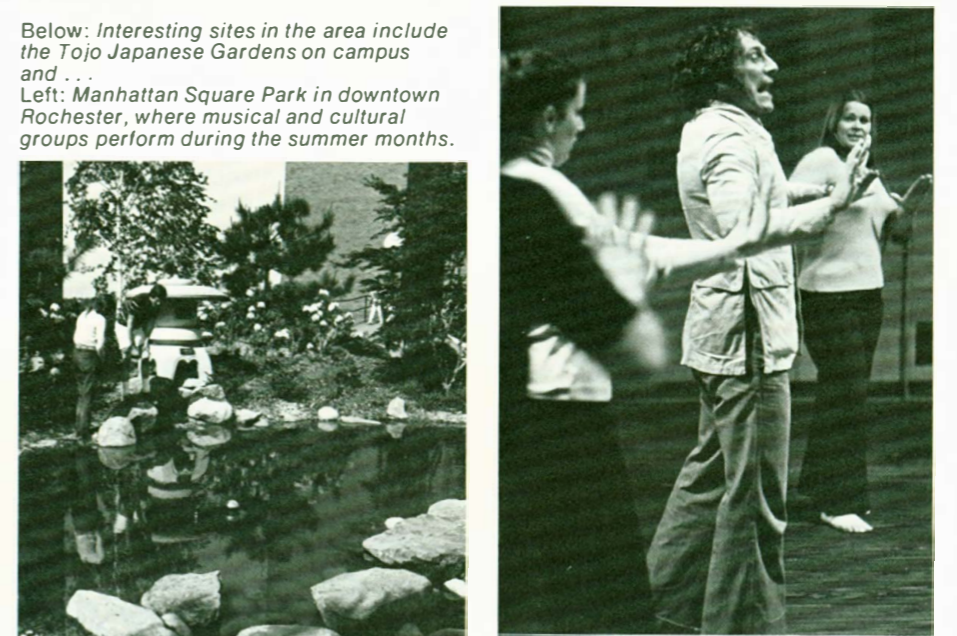
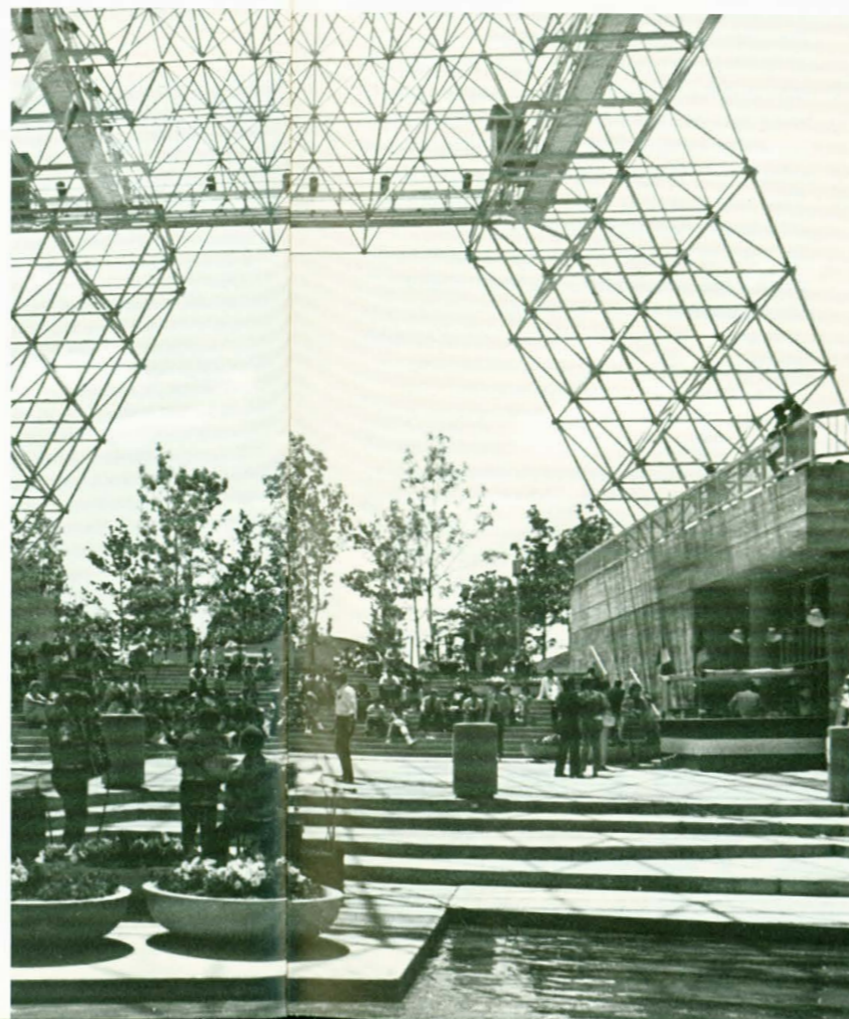
Above: Activities range from outdoor dances in the dorm area to . . .  
Top right: Workshops in acting sponsored by the Experimental Educational Theatre.



Below: Interesting sites in the area include the Tojo Japanese Gardens on campus and . . .  
Left: Manhattan Square Park in downtown Rochester, where musical and cultural groups perform during the summer months.



Above: Students can enjoy art exhibits on the campus or at Rochester's own Memorial Art Gallery.  
Above left: The International Museum of Photography at the George Eastman House offers a collection of cameras, lenses and photographic equipment believed to be the largest in the world.  
Left: The Strasenburgh Planetarium is one of the nation's most contemporary.



Guests on campus range from lecturers on politics to musical and theatrical performers.  
Above: Claude Kipnis, an internationally acclaimed mime, holds a workshop for students.  
Above right center: Rock Gospel is a musical group which uses sign language.

# student feature

Beginning with this issue, *Focus* will highlight a particular student's interests and activities. Graduate and staff features also will continue to appear.

## Debbe Hagner



When does a routine school fire drill turn into a nightmare?

For the Mount Prospect Illinois Fire Department, the nightmare began when an entire class of students at the River Trail Junior High School didn't evacuate the building during a practice fire drill.

The reason? The students in the class couldn't hear the alarm. They were deaf.

For Fire Chief Larry Pairitz, the implications of this situation were immense. When the department's part-time secretary, Debbe Hagner, now a student at NTID, found out about the problem, she suggested that a class in fire safety, geared to deaf students, be incorporated into the schools.

"The chief was so excited about the idea that he asked me if I would help out on the project, and my new job began the next day," Debbe, then in a high school work/study program, says.

Debbe was a good choice for the job because she had learned a lot about fire safety in her position as a fire department secretary. And Debbe is also deaf. With the help of a hearing aid she is able to hear some conversation, but she still can't understand everything.

"I graduated from John Hersey High School in Arlington Heights, Ill., last

June, and now I'm majoring in data processing at NTID," she explains.

Debbe, the daughter of Mr. and Mrs. LeRoy Hagner of Mount Prospect, has used her knowledge of fire safety education and her experience as a deaf person to work on several projects concerning the deaf for the Mount Prospect Fire Department. She has explained to firefighters and paramedics the meaning of deafness and the problems that hearing-impaired persons may encounter in a fire emergency. Debbe also has spent time accompanying fire inspectors to local schools where she interpreted lectures for deaf students. She has given lectures on fire safety to the local adult deaf community too.

"When I first started working, everyone was very nice and would ask me questions about deafness. I offered to teach the firefighters some sign language, but I don't think they took me seriously until the incident with the deaf class at River Trail school," she explains.

Her most ambitious project for the fire department has been to adapt to deaf student audiences a series of lectures on fire safety originally geared to hearing students. Debbe has interpreted the material into sign language at a level she feels deaf students can understand. She did this with the cooperation of Bonnie Everhart, a teacher of the hearing impaired at River Trails Junior High School. The program consisted of eight one-hour lectures and two movies.

"I feel that by showing a simple movie with a lot of action, the deaf students can get a better understanding of fire and how to escape from a home. Since there are no captioned safety movies, I have helped to interpret them."

After the lecture and movies, Debbe often has had the students role-play situations. She asks each student to pretend that his/her own house is on fire. The student has to escape from the burning house and run to a neighbor's to explain that the house is on fire.

"The students have become very frustrated when the 'hearing people' couldn't understand them. At the same time I know that hearing people get very frustrated when they can't understand a deaf person."

In both her lectures to students and to the firefighters, Debbe has suggested some tips for communicating between deaf and hearing persons, explaining that deafness is an invisible handicap and suggesting ways for a hearing person to find out if a person in an emergency situation is deaf. "I've told them that the hearing person can shake his head 'no' and point to his ear or do a pantomime, or something."

After establishing that the emergency victim is deaf and any injury has been treated, Debbe usually has suggested trying to get an interpreter, offering more advice for helping communication:

- if an interpreter is present, remember to talk to the deaf person and not to the interpreter.
- watch the deaf person's face for clues that he/she understands you. A nod or smile is NOT always a sign that you are getting through.
- if you don't understand the deaf person let him/her know and offer a paper and pencil if necessary.

Debbe says that some younger deaf students have had a difficult time understanding that not all hearing people know sign language.

"I try to explain to the deaf person to use gestures or to write on paper in an emergency. We have also practiced crawling on the floor to escape and what to do if their clothes catch on fire. The role-playing has helped me to see if they understand the movie and lecture. If they had trouble understanding I have helped them by acting out the situation."

A video tape was made of each of the eight lectures, and the video tapes were shown at a conference in Delaware held in conjunction with the Public Education Office of the National Fire Prevention Control Administration.

Other fire safety suggestions coming out of the convention with regard to hearing-impaired persons in the community were: to identify deaf persons' homes in a community for the fire department; to make available to the fire department a blueprint of the bedrooms in a home; to develop smoke detectors which give off visual as well as sound signals.

However, Debbe does work at the fire department during her vacations.

Debbe has found out about deaf children and adults in other suburban areas and also worked on a program in home fire safety for deaf adults. The programs for the deaf have been so successful that Fire Chief Pairitz asked Debbe if she would teach the firefighters and paramedics some of the common signs.

"I taught more than 40 firefighters and paramedics signs such as fire, smoke, drink, hear, telephone," she says.

Because of the success of the programs she has worked on, Debbe was asked to speak at a fire safety conference in Athens, Ga., last December and at other conferences in Illinois and Tennessee.

"When I arrived at the Georgia Fire Safety Education Conference, there were more than 100 fire educators, including representatives of the fire service, insurance agencies, the Georgia Department of Human Resources, forestry, and the education field and day care centers. The conference was held to share information on public fire education programs in Georgia and across the nation. I explained verbally and in sign language the special needs of the hearing impaired to get safety information," she says. "After I gave my speech, I got a standing ovation."

One of Debbe's biggest thrills has been receiving her hometown's Outstanding Public Service Award from the Mount Prospect Junior Chamber of Commerce.

"I feel very proud of the projects I've worked on for the fire department. Presentations to junior high school students and adults with hearing losses have now become a part of the fire department's public education program. I feel it is very important for the fire department to know about deafness as well as the deaf community to learn about fire safety. I'm going to continue to do all I can to educate the firefighters and other people in the community about the needs of hearing-impaired persons," she says.

—by Joan Cooley





# commencement

The day finally comes when NTID students proudly walk up on stage and receive their certificates, diplomas or degrees. Now they are NTID alumni, prepared and anxious to go out into the world of work to earn a living and live a life.

Graduation weekend 1977 began with a gala open house for NTID graduates, their parents, and invited guests on Friday, May 20. Faculty, staff, graduates and parents gathered to celebrate long hours of hard work and study which were about to pay off with new futures for the graduates.

During an evening reception on the same day, outstanding academic achievement awards (based on scholastic excellence) were presented to students with the highest cumulative grade point average (G.P.A.) in each degree level program.

Recipients of the outstanding academic achievement awards were Charles Wallace, East Lansdowne, Pa., a printing production technology major with a 3.69 overall G.P.A.; Paul Kuplicki, Detroit, Mich., a civil technology associate's degree recipient with a 3.80 G.P.A.; and bachelor's degree graduate in social work Robert Sidansky, Brooklyn, N.Y., whose G.P.A. was 3.26.

Outstanding student awards were presented to associate's degree recipient Laura Hahn, Fly Creek, N.Y.; and bachelor's degree recipient Robert Sidansky, Brooklyn, N.Y. These awards are given to students who have earned a grade point average of 3.0 or better and, according to their instructors, have contributed to their college community by significantly interacting with teachers and students.

## Beginnings

NTID's graduation ceremony took place on Saturday, May 21, along with a total of 3,042 RIT graduates from all nine colleges. An organ prelude began each of four ceremonies, and the marches of graduates were punctuated with fanfares by a local high school brass ensemble.

NTID's graduates proudly marched along brick sidewalks, under pennants, balloons and more than 30,000 yards of color-coordinated fabric fashioned into medieval-style banners. The NTID graduates included one who had earned a master's degree, 35 who had earned bachelor's degrees, 64 who had achieved associate's degrees and 54 diploma and certificate recipients.

The list below is an indication of the types of positions secured by a number of this year's 153 graduates.

A significant number of students also have chosen to further their education either at RIT, NTID or other colleges around the country. One of these students of whom NTID is especially proud is social work graduate Robert Silber, Silver Spring, Md., who will be attending Antioch College Law School, Washington, D.C.



Graduate	Job	Company
Antonina Biondo	clerk/typist	Blue Cross/Blue Shield; St. Louis, Mo.
Mary Box	medical lab technician	McDowell Hospital; Danville, Ky.
Thomas Conway	mechanical artist	Tri Mark Publishing; Wilmington, Del.
Patrick Cullen	computer programmer	Rochester Gas & Electric; Rochester, N.Y.
Gary Elkie	junior programmer	Kane County; Geneva, Ill.
Robert Frye	film processor	GAF Corporation; Somerville, Mass.
Colleen Daviton	lab assistant	Dr. Alan Gardner; University of Nevada at Reno
Gina DiNicola	optical finishing technician	Duffens Optical Co. Inc.; Denver, Col.
Alan C. Gifford	engineer	Joseph A. Kestner Jr.; Troy, N.Y.
Maryann Gregory	medical record technician	Greenwich Hospital; Greenwich, Conn.
Jerry Hawkins	photo processor	Fox Photo; Houston, Texas
Lawrence Kajen	photo technician	Polaroid Corp.; Cambridge, Mass.
Paul Kuplicki	draftsman	Spalding, Dedecker; Madison Hts., Mich.
Paul Mente	management trainee	U.S. Steel; Pittsburgh, Pa.
Robert Sisco	chemical technician	General Food, Inc.; Tarrytown, N.Y.
Amy Vaughn	photo printer	Fox Photo; Houston, Texas

# National Technical Institute for the Deaf Graduates of 1977

Dr. William E. Castle, Dean/Director

## ART DEPARTMENT

Thomas Raco, Chairperson

### Certificate

Michael J. O'Brien	Glen Rock, NJ
Nancy Patton	Sioux City, IA

### Diploma

Deborah J. Bosworth	Pasadena, MD
*Thomas I. Conway	Newark, DE
Wai Pong Ng	New York, NY

### Associate in Applied Science Degree

Kylette R. Bashaw	St. Louis, MO
Sandra Bozoian	Manchester, NH
*Louise M. Quaglieri	Everett, MA
Jeffrey T. Stone	Stratford, CT

## BUSINESS TECHNOLOGIES DEPARTMENT

Joseph W. Panko, Chairperson

### Certificate

Paul John Gilpatrick	Levittown, PA
Randy B. Olmstead	Jamestown, NY
Cynthia Reese	Ames, IA
Terry D. Huff	Ava, MS

### Diploma

John C. Baker	Zanesville, OH
David W. Bayonnes	Detroit, MI
Jeanne Bellacera	Stonybrook, NY
Reginald Boyd	Chalfont, PA
Antonio Campagnano	Schenectady, NY
Barry Cossman	Burlingame, CA
Robert K. Donaldson	Belmar, NJ
Maureen Ewing	Mattapan, MA
Carol J. Feuerstein	Rochester, NY
Debbie Joplin	Dallas, TX
Timothy McLaughlin	Bangor, ME
Marsha Morrison	Brockway, PA
Katrina Poquette	Alburg, VT
*Ricky Alan Schultz	Faribault, ME
Randi Silverman	Miami, FL
Lynn Butch Smith	Centerport, NY
John A. Stiteler	Springfield, PA
**Teresa R. Stransky	Wichita, KS
Mark Stephen Trugman	Bayside, NY
David W. Varney	Wenham, MA
Kathleen Wourms	Dayton, OH

## Associate in Applied Science Degree

Thomas F. Anderson Jr.	Lake Jackson, TX
Sheryl Bieniak	Kenmore, NY
Antonina Biondo	St. Louis, MO
***Gary J. Etkie	Dearborn, MI
*Laura Ellen Hahn	Fly Creek, NY
**Philip E. Horne	Ridley Park, PA
Janice E. Kruger	St. Louis, MO
Suzanne M. Lemanski	Pittsburgh, PA
Patricia Marie Noel	Ardsley, NY
Karen M. Park	Waynesburg, PA
Mario A. Pelletier	Millinocket, ME
**Thomas J. Ricetti	Brooklyn, NY
Timothy A. Rostorfer	Kickersville, OH
Diane M. Sirianni	Wayland, NY
Glenna J. Stephens	Carmichael, CA
Cathie Ann Wildeisen	St. Louis, MO

## ENGINEERING TECHNOLOGIES DEPARTMENT

Edward Maruggi, Chairperson

### Diploma

Richard Corrado	Florence, ME
Donald Dauheimer	Massapequa Park, NY
Douglas Dorman	Brooklyn, NY
Ritchie Fisher	Niagara Falls, NY
David Heymann	Palo Alto, CA
Jeffrey Hodson	Pittsburgh, PA
*Robert Layton	Stoystown, PA
William Oehler	Harleyville, PA
Robert Rehbeck	Milwaukee, WI
Hal Simard	Concord, CA
Paul Tomasian	Cranston, RI
Michael Wine	Harrisonburg, VA

### Associate in Applied Science Degree

Larry Blout	Villa Park, IL
Keith Bechtel	Camillus, NY
Robert Buchalski	Detroit, MI
George Drymalski	Northbrook, IL
Daniel Ford	Superior, WI
Robert Hatterick	Cynthiana, KY
Jeffrey Holcomb	Bettendorf, IA
James Jones	Shawnee Mission, KS
Raymond Kovachik	Canton, OH
Paul Kuplicki	Detroit, MI
Henry Liebman	Cincinnati, OH
Phillip Magouirk	Shreveport, LA
William Middelmeer	Wilton, CT
Gregory Pawlikowski	Mayfield Heights, OH
Thomas Schmider	Orchard Mines, IL
Ron Swartz	Utica, MI
Shiu-Kit Yu	Brooklyn, NY
Barry White	Irving, TX
Michael Wine	Harrisonburg, VA

**TECHNICAL SCIENCE DEPARTMENT**

**Fred Hamil, Chairperson**

**Diploma**

Sara Butterworth Salt Lake City, UT

**Associate in Applied Science Degree**

Julie E. Becker	Temple, TX
Mary L. Box	Cynthiana, KY
Colleen D. Daviton	San Leandro, CA
Gina R. DiNicola	Madison, CT
Jerry A. Gorelick	Scranton, PA
**Maryann F. Gregory	Brooklyn, NY
Samuel K. Holcomb	Rochester, NY
**Nancy L. Krohn	Denver, CO
David Legg	Anamosa, IA
Frederick Mangrubang	Hawi, HI
Karen D. McCalister	Sunland, CA
John J. Muszynski	Simsbury, CT
***Lois A. Pearce	Elizabeth, PA
Mary G. Sabino	Jamestown, NY
***Toni Smith	Waterford, NY
Judy E. Sylvester	Chicago, IL
Deborah K. Vosick	Plymouth, NM
Judith L. Warner	New Berlin, WI
Kenneth J. Warso	Smyrna, GA
Mary B. Weber	Hazelton, PA

**VISUAL COMMUNICATIONS  
TECHNOLOGIES DEPARTMENT**

**Walter Brown, Chairperson**

**Certificate**

Chris Blatto	Buffalo, NY
Alexzandra Marie Brzybek	Bridgeport, CT
Zachary L. Phillips	Levittown, PA

**Diploma**

Robert T. Frye	Londonderry, NH
Ernest M. Goodis	Greenville, SC
Jerry L. Hawkins	Concord, TN
Steve L. Jones	Midway, TN
*Dennis J. Lawrence	Meriden, CT
Theresa Marie McLaughlin	Portland, ME
Diana C. Thompson	Cuyahoga Falls, OH
***Charles R. Wallace	E. Lansdowne, PA

**Associate in Applied Science Degree**

*Lawrence M. Kajen	Saugus, MA
Dana L. Pargaukas	Chicago, IL
Victoria M. Reilly	New Harbor, ME
*Ronald P. Rice	Warren, MI
Timothy J. Schuld	Salem, OR
*Amy Diana Vaughn	Huntington, WV
**Thomas J. Vickers	Jacksonville, IL

\*honors  
\*\*high honors  
\*\*\*highest honors



Clockwise from top left:  
1. Graduate Bob Silber of Silver Spring, Md., and his parents share a moment's enjoyment.  
2. Dr. Jack Clarq, associate dean, views a lively conversation with staff and parents.  
3. Mr. and Mrs. Joseph Kajen of Saugus, Mass., are delighted by son Larry's accomplishments.  
4. Festive decorations and good food highlighted the reception in honor of the 1977 graduates.



# Degrees for NTID Students Awarded Through RIT Colleges

## COLLEGE OF BUSINESS

### School of Business Administration

#### Associate in Applied Science Degree

Marcella G. Egan	Portage, WI
Mark Forrest	Weymouth, MA
*James M. Lindsay Jr.	Merrimack, NH
Stephanie Phillips	Levittown, PA

#### Bachelor of Science Degree

Robert C. Goy	Lombard, IL
Larry Mark Gulino	Elmwood Park, NJ
Gregory B. Morden	Detroit, MI
LeRoy J. Terrio	Baton Rouge, LA

## COLLEGE OF ENGINEERING

### Associate in Applied Science Degree

#### Mechanical Engineering Department

Douglas F. Grady	Middletown, NJ
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#### Bachelor of Science Degree

#### Electrical Engineering Department

Yim Wu Chan	New York, NY
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#### Mechanical Engineering Department

Frederick G. Feldman	Yonkers, NY
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## COLLEGE OF FINE AND APPLIED ARTS

### School of Art and Design

#### Associate in Applied Science Degree

Lee Ann Akau	Honolulu, HI
James S. Baer	San Francisco, CA
Allan Harvey Balston	Wentzville, MO
Michael Matter	Racine, WI

#### Bachelor of Fine Arts Degree

William F. Jennings Jr.	Warminster, PA
Joseph Spiecker	Miami, FL

#### School for American Craftsmen

Ronald Trumble	Jacksonville Beach, FL
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## COLLEGE OF GENERAL STUDIES

### Bachelor of Science Degree

#### Department of Social Work

Amy Lorraine Cullen	Philadelphia, PA
Robert I. Sidansky	New York, NY
Robert M. Silber	Silver Spring, MD

## INSTITUTE COLLEGE

### Associate in Applied Science Degree

#### Department of Computer Science and Technology

Diana Pryntz	New York, NY
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#### School of Applied Science

### Bachelor of Technology Degree

#### Civil Engineering Technology

Allan Courtney Gifford	Fairhaven, MA
David Steinmetz	Middletown, OH

#### Electrical Engineering Technology

John D. Krause	University City, MO
Paul Louis Mente Jr.	Pittsburgh, PA

#### Mechanical Engineering Technology

James F. Boos	Pittston, PA
Robert Brian Marcus	Oak Park, MI

#### Center for Community/ Junior College Relations

### Master of Science Degree (ET)

Anthony E. Spiecker	Miami, FL
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## COLLEGE OF SCIENCE

### Biology Department

#### Associate in Science Degree

Katherine G. Milroy	Hamden, CT
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#### Bachelor of Science Degree

Nancy J. Menefee	Rochester, NY
Thomas P. Redding	Scranton, PA

#### Chemistry Department

#### Associate in Science Degree

Ted Mishket	South Burlington, VT
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#### Associate in Applied Science Degree

Robert L. Sisco	New Rochelle, NY
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#### School of Health Related Professions

### Associate in Applied Science Degree

#### Medical Technology

Matthew J. Starr	Melville, NY
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## staff feature

### Margie Quilter

Margie Quilter was born deaf, with cerebral palsy. She started her speech therapy in an iron lung, where she was receiving treatment for early problems in breathing and paralysis.

Her parents were told that she was not educable, and that she should be placed in an institution. But through their love and devotion, Margie has successfully met one challenge after another.

Today, 31 years later, Margie holds both a bachelor's and master's degree and is a personal counselor in NTID's

Human Development department.

In this capacity, Margie does crisis prevention and referral counseling. She interprets crisis counseling as a two-fold responsibility—keeping little problems little, and referring students to specially trained personnel to solve problems she is not equipped to handle.

The kinds of problems Margie calls "little" tend to change with the seasons. During the fall Margie listens to many "adjustment to college life problems" from freshmen who are not yet able to cope with the new freedoms of a changing life style. She also has numerous phone calls from parents who worry about their son's or daughter's first long stay away from home.

The older students often find that their last summer's "flame" has dwindled by autumn, and Margie tries to help them cope with this rejection.

Most often students come to Margie for community resource information. Her open door policy and peer referrals offer Margie the chance to see between five and 15 students per day, all of whom come in voluntarily.

To increase her interaction with students Margie tries to eat at least one meal per day in the student dining commons. "They can then see me as a human being," she says. A night owl at heart, Margie loves her 3 p.m. to 1 a.m. hours.

She sees her major task as "increasing students' assertiveness to establish a solid basis of self pride."

Margie also works as a consultant to several community groups, including community colleges, potential interpreters, school children, and college students in deaf education, speech and audiology.

The most rewarding aspect about her job, she claims, is maintaining a student's trust. "When I see kids feeling better about themselves and about their relationships with others—that's all I can ask."



Margie Quilter (left), personal counselor at NTID, talks with a student.

## graduate feature

### Judy Temple

Judy Temple is a 1974 NTID printing graduate who currently works as an IBM/composer for the Technical Information Illustration Department at Exxon in Houston, Texas.

This division consists of 21 illustrators who are engaged in depicting all of the earth sciences relative to Exxon's search for oil.

Judy's supervisor, Earl Chase explains the significance of her job. "This job throws a tremendous burden on Judy because, as a composer, she must typeset technical vocabulary pertaining to each of the sciences we deal with. It can easily come out wrong if the composer doesn't know the correct terminology. Judy has performed exceptionally well in this position."

The attractive, soft-spoken redhead

is a native of Pasadena, Texas. She first realized her interest in printing at the technical vocational shop in the Texas School for the Deaf, Austin, where she attended high school. Later, while she attended NTID she worked summers as a reproduction photographer and proofreader for her hometown newspaper, the *Pasadena News Citizen*.

Judy has been with Exxon for two years and is considered by her co-workers and superiors to be a dependable, hard-working employee.

Although Mr. Chase communicates directly with Judy by writing notes, the situation changes in group meetings. One employee who knows sign language interprets for Judy and makes sure she knows what is going on.

"Her performance record and pleasant personality have been a definite asset to her company," says Mr. Chase.



Graduate Judy Temple confers with supervisor Earl Chase.



## THE WHITE HOUSE CONFERENCE ON HANDICAPPED INDIVIDUALS

May 23-27, 1977

Washington, D.C.



Above: President Jimmy Carter captivates the audience with his enthusiasm and support at the opening ceremonies. Top right: Songs (interpreted by Anna Braddock of NTID) and color guard maneuvers highlight the first night of the Conference.

Over 3,000 people packed into the Sheraton Park Ballroom, eagerly awaiting the President of the United States. But it was no ordinary crowd.

People in wheelchairs filled the aisles, while those with seeing eye dogs or companions made their way to their seats. Some with artificial limbs or braces or no limbs at all searched for advantageous positions. Others chatted with one another in sign language. Still others maneuvered motorized beds and stretchers into place.

Expectation traveled like an electric spark. Each person hoped. Each dreamed that Jimmy Carter's coming signified a deep concern for the well-being of the nation's 35 million handicapped. Every person there wanted to trust that America was ready to listen and respond.

And, for the most part, that unique crowd was not disappointed. President Carter warmly delivered an energizing speech full of honest commitment from him as a person and as leader of this Administration.

"I say to you tonight the time for discrimination against the handicapped in the United States is over. . . . It is long overdue. For too long handicapped people have been deprived of a right to an education. For too long handicapped people have been excluded from jobs and employment. For too long handi-

capped people have been kept out of buildings, have been kept off of streets and sidewalks, have been excluded from private and public transportation and have been deprived of a simple right in many instances just to communicate with one another."

He continued with a plea for understanding. "It is not a time for hatred or lashing out or recrimination or condemnation of the non-handicapped for the long delays in meeting your needs, because many people who are not handicapped cannot understand those special needs. So it is a time for education both ways."

The White House Conference on Handicapped Individuals (Public Law 93-516) had officially begun, and the crowd was ecstatic.

President Carter was followed by Health, Education and Welfare (HEW) Secretary Joseph A. Califano, Jr. In his easy-going, direct style, he charged conference participants with three responsibilities:

- to provide a national assessment of the problems and the potentials of individuals with handicaps;
- to generate a national awareness of these problems and potentials, and;
- to make recommendations to the President and to the Congress which will enable individuals with handicaps to lead proud and productive lives.

(continued)

Then Secretary Califano outlined Section 504 of the Rehabilitation Act of 1973, a sweeping civil rights provision for the handicapped that bans discrimination by programs receiving federal financial assistance. He pledged that it will be monitored forcefully, fairly and expeditiously by HEW.

He continually echoed President Carter's strong words of support.

The Conference had not merely begun. It was off and running with a tremendous bang.

But the next four days' work was up to the 700 delegates and 700 alternates selected by a system used at state and territorial conferences. Fifty percent of the delegates were handicapped. Twenty-five percent were parents of handicapped children, and 25 percent were professionals from agencies dealing with handicaps. Equitable delegate representation had been assured for each different handicap.

The agenda of the Conference had been fashioned by handicapped individuals who had identified 1) problems that most affected their lives and 2) suggestions for solving them. The focus had been on the total life cycle of an individual—education, health, economics, social and special concerns.

"The consumers themselves have brought out what their priority issues are. They have been offered their greatest challenge and opportunity—to play a role in determining their own destiny," said Jack F. Smith, executive director of the Conference. "They will want action and follow-through, along with a commitment in both legislative and financial areas."

The four days of eight concurrent workshops and state caucuses were filled with challenges and arguments, acquiescences and resounding approvals. The hours were long, and sometimes the rewards seemed remote. But the delegates had an opportunity to vote on the 282 issues. And this is what they had come for.

To insure that the promise of this White House Conference would be realized after the hotels emptied and the media carried away their cameras and typewriters, Senator Jennings Randolph, Democrat of West Virginia, introduced concurrently with the Conference, a bill in the Senate to establish a National Center for the Handicapped as part of HEW, to implement the findings of the Conference.

Each delegate will receive a report on the outcomes of the voting which will eventually be presented to the President and Congress.

It is hoped that the results will have a lasting impact on the lives of all handicapped Americans.

—by Eileen Biser



HEW Secretary Joseph A. Califano, Jr., challenges Conference participants.



Below left: Senior Vice President of RIT Dr. Robert Frisina (right) serves on the panel for Post-School Educational Concerns. Below right: Dr. William E. Castle, dean/director of NTID, moderates the Social Concerns Workshop on Communications.



Below: Liz O'Brien of NTID provides interpreting services to deaf individuals at the daily press conferences. The Conference received national media coverage.



Below: President Carter displays the sign language symbol for "I love you."



## Deaf Individuals at the White House Conference



Karen Finch was among the interpreters from NTID for the Conference.

It's often said that deafness is a hidden handicap. But at the White House Conference on Handicapped Individuals, the largest gathering of its kind ever held in this country, the deaf delegation was highly visible.

Over 76 deaf delegates and alternates were chosen to represent their 47 different states. Three were NTID graduates (Carl Moore, Pa.; Wayne Dore, Mass.; and Charles Bearman, Vt.). By virtue of the constant presence of sign language and oral interpreters at every workshop, caucus and nightly cabaret, deafness was "seen." Sign language intrigued people as a new and beautiful way of communicating.

Twelve of NTID's top interpreters, along with several from Gallaudet, donated their services to the Registry of Interpreters for the Deaf, the organization responsible for coordinating all interpreting needs during the Conference.

The twelve interpreters from NTID were: Bob Ayers, professional interpreter; Anna Braddock, coordinator of interpreters; Marian Eaton, part-time professional interpreter; Karen Finch, professional interpreter; Florene Hughes, educational specialist for Social Work; Karen Kirkey, part-time professional interpreter; Liza McDaniel, professional interpreter; Liz O'Brien, career opportunities specialist; Dr. Paul Peterson, instructor, Math Learning Center; Gail Rothman, career development counselor; Jim Stangarone, career opportunities specialist; and Mark Wambach, professional interpreter.

Jim Stangarone and Liz O'Brien proudly interpreted at the opening session—Jim for President Carter and Liz for HEW Secretary Califano and Conference Executive Director Jack Smith. They were both elated to do this for such prominent persons, but for both of them the real joy was in knowing that each and every deaf person there (including Liz's father who was a delegate from Washington) understood what these men were saying.

President Carter greeted the deaf

persons in the audience with the sign language symbol for "I love you" and ended with a well-rehearsed "God bless you."

Cabaret sessions held nightly from 9:30 to midnight also helped to make deafness noticeable. Bernard Bragg, a nationally known deaf actor with the National Theatre of the Deaf, gave outstanding performances.

The Rock Gospel, a group which performs nationally, featured rousing to sublime live music and sign language. Their "ballet of hands" was acclaimed by young and old, hearing and deaf, as a vivid and enjoyable time of entertainment, sharing and acceptance.

Four deaf persons also served on the National Planning and Advisory Council to the Conference: Dr. Victor Galloway, Albert Pimentel and Dianne Smith, all of Washington, D.C., and Barbara Sachs, McLean, Va.

Each major issue—educational, social, health, economic and special concerns (in service delivery, housing, communications, civil rights, and other areas)—had special implications when applied to the deaf population.

The Social Concerns Workshop on Communications was moderated by Dr. William E. Castle, dean and director of NTID. This group dealt with a wide range of issues in communications techniques, systems and devices, from questions concerning TTYs to Medicaid coverage of hearing aids.

Dr. Robert Frisina, senior vice president of RIT, served on the panel for Post-School Educational Concerns. Workshop participants dealt with questions about attitudinal barriers, services, employer education, funding, research, integration, and many more.

The significance for deaf people of all of the Conference issues will depend on the interpretation of the voted priorities and the implementation standards and restrictions deemed most important by the President and the Congress.

For further information contact:



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