

# ntid focus

Publication of the National Technical Institute for the Deaf • Fall 1978



R. I. T.  
COLLECTION

Sunshine & Co.  
Performs  
See Page 12

# An Overview

*NTID's Tenth Anniversary celebration marks a significant accomplishment in our history, and more than that, it marks a milestone in the history of progress for deaf people in the United States.*

*When legislation calling for NTID's creation was enacted, it stood as a new promise for the better economic, social, and personal self-actualization of deaf citizens in our country.*

*There were some who were skeptical that the promise could not or would not be fulfilled. There were also many who were determined that no obstacle would interfere with the full achievement of that promise. Among the latter were the members of the National Advisory Board on the Establishment of NTID. Their work in formulating the Guidelines for NTID and in selecting RIT as the host institution were important milestones toward achieving the promise.*

*In the Fall of 1968, when the first 71 students enrolled at NTID, fulfillment of the promise got underway. But that was only the beginning. There was much work to be done, much learning to be acquired, and many obstacles to be overcome.*

*Ten years later, NTID's roots are in place, many programs have come to full blossom and have begun to bear fruit. The promise has become a fuller reality.*

*In 10 years, NTID has established itself as a national resource for deaf people and the impact of NTID's presence has begun to be felt throughout the United States and even abroad.*

*It is now important to provide an additional impetus to enhance NTID's role as a national resource for education and service to deaf people and others.*

*Therefore, I wish also to officially announce the creation of a special, major, long-term program—national in scope—that will formalize NTID's intent to grow as a resource for schools and other agencies involved in the mainstreaming of deaf persons.*

*This program will be called NTID Project Outreach, and it will provide a focus for the multiplicity of activities that make NTID an international model for mainstreamed education for deaf students.*

*NTID Project Outreach is so named because in its operation, we will reach out with service to others externally, and we will also serve as a resource for those who reach to us here at NTID.*

*NTID Project Outreach will provide a focus for the multiple capabilities that NTID has for helping other institutions throughout the country with hearing impairments.*

*NTID has acquired strength, expertise and maturity to serve as a national resource in sharing teaching/learning techniques for use with deaf and other handicapped individuals. For now, it is clear that we can contribute in significant ways, but it would be unrealistic to anticipate that we could contribute immediately in significant numbers. Therefore, a major thrust of this program is the preparation of other professionals to assist in this process.*

*In my judgment, this model, which relies strongly on the training of support-services managers, is one that is not good enough for the long term. It is, however, one that could be very effective for the immediate future.*

*The better model, and the ideal for the long term, is to prepare the individual classroom teacher to deal independently with the total classroom situation including deaf students as well as other students who are exceptional.*

*Ultimately, in this way, NTID can play an important and constructive role in the evolution of American education in a way that recognizes and develops the full potential of each of our citizens.*

*After all, each of us is exceptional in one way or another.*

*And the fuller greatness of America depends on our ability to have all our people realize their full potential.*



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.

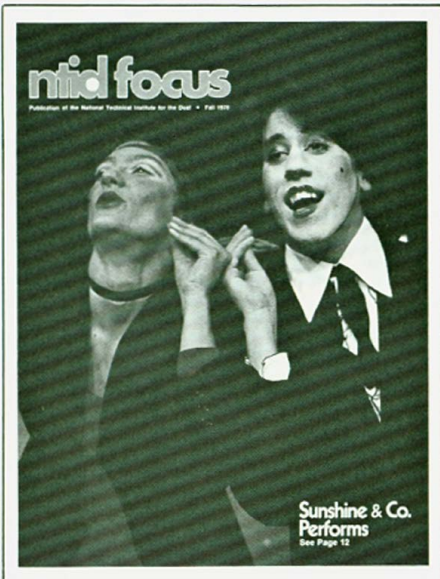
**unique**. Having NTID as part of RIT is the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students. It is the only one of its kind nationally or internationally.

**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 1978-79 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 united in a common goal, and who are able to be creative and imaginative.



One of the most entertaining elements of NTID's Project Outreach (see story on page two) is Sunshine & Co. Kathy Gillies and Steven Fritsch-Rudser, NTID professional interpreters, have regularly brought down the house with their version of "Money, Money," from the hit musical "Cabaret." For more on Sunshine & Co., see page 12. Cover photo by John Massey.

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**Produced by:**  
the NTID Public Information Office,  
N. Phillip Weinbach, Director

**Editor:**  
Joan R. Cooley  
Public Information Associate

**Writers:**  
Barbara W. Brissenden  
Public Information Specialist  
Stephen Dingman  
Public Information Specialist  
William Repp  
Public Information Associate

**Art Director**  
John Massey

**Designer:**  
Frank Weiskopf

**Production Assistant:**  
Ruth Gardner

**Photographers:**  
Anne Bergmanis  
Barbara Brissenden  
Bruce Cook  
Kathryn Douglas  
Steve Maynard  
Chuck Mason  
Rod Reilly

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# NTID Project Outreach

**T**he National Technical Institute for the Deaf recently announced the creation of a new national program to benefit the country's hearing-impaired people in general and further integrate many of them into the mainstream of public education.

"NTID Project Outreach," NTID Director Dr. William E. Castle said, "will make the Institute a top national educational resource for public schools and other institutions involved in mainstreaming deaf people throughout the country."

"NTID Project Outreach will enable NTID to contribute fully to the fulfillment of our nation's interest in equal educational and employment opportunities for its handicapped citizens. We applaud NTID for establishing this program and are confident that it will play a significant role in helping public schools and other agencies to deal with deaf persons as part of our national population," Dr. Edwin W. Martin, Jr., associate commissioner, Bureau of Education for the Handicapped said.

"Educational mainstreaming" is a popular term for the sometimes controversial educational practice which encourages the integration of handicapped students into regular public schools. Mainstreaming has received a great deal of attention because of recent federal legislation which states that every school in the U.S. receiving federal funds for the handicapped will be obligated to provide the same, free public education for hearing-impaired students that it does for other students.

"This legislation will also impact on programs NTID will undertake in order

to help states and local school districts to become better able to meet the requirements of this new legislation," Dr. Castle said.

"NTID Project Outreach is so named because in its operation, we will reach out with service to others externally, and we will also serve as a resource for those who reach to us here at NTID," Dr. Castle explained. "NTID Project Outreach will provide a focus for the multiple capabilities that NTID has for helping other institutions throughout the country to provide equal educational and employment opportunities to citizens with hearing impairments."

NTID Project Outreach will consist of five major components:

- a model for a comprehensive system of support services for deaf students being mainstreamed into public schools;
- a unique approach to communication training and development for deaf students that has made NTID the national center for aural rehabilitation and communication training for young deaf adults;
- training and development for professional staff;
- graduate-level educational opportunities for professionals in education; and
- information dissemination.

As the only Institute in the world where over 900 deaf students are integrated into a hearing college environment, NTID has become a model for the development and delivery of an integrated system of support services for its deaf students.

These services include:

- professionally trained sign language interpreters in the classroom;



*Project Outreach allows NTID to share its knowledge with schools and programs nationally.*



*NTID reaches out with seminars and workshops on a variety of subjects.*



*NTID's internships and in-service training programs help professionals working with deaf people across the country.*

- professionally trained notetakers and tutors for deaf students enrolled in classes with hearing students;
- special academic career counseling;
- communication training;
- job placement counseling; and
- professional staff training.

NTID has become the national center for the development of innovative methods of communication training for deaf students. In the area of aural rehabilitation, NTID is exploring approaches to using residual hearing in ways never previously done, according to Dr. Castle.

Some of these approaches to communication training include:

- a communication evaluation plan for individual deaf students which is now being field tested in schools in Washington, D.C., Maryland and New York;
- a new approach to the orientation and use of hearing aids which has been produced and is being distributed to schools and audiologists nationwide;
- new approaches in the development of language skills, the production of intelligible speech, and the use of the telephone; and
- on-going research into the methodology and usage of sign language by deaf students.

NTID has gained expertise in professional training through its own efforts to equip its faculty and staff to teach the deaf. Many of NTID's staff come from business and industry and had never worked with the deaf before. Part of NTID Project Outreach will be to make this kind of professional training available to others through internships and in-service training.

In the area of graduate-level education NTID is anticipating the establishment of a graduate program, in conjunction with the University of Rochester, for the preparation of secondary and postsecondary teachers of the deaf.

"The program would be designed for high school and college teachers who will have deaf students in their classrooms. Once this program is established we would hope that it would become a prototype and that similar programs might be incorporated in other graduate schools throughout the country," Dr. Castle said.

Some specific activities in the information dissemination phase of NTID Project Outreach include:

- conducting demonstrations and workshops in support-service management and program implementation at schools and colleges throughout the country;



*New curricular and training packages enable NTID to equip its faculty and staff to teach deaf people.*

- conducting special workshops and seminars for teachers, rehabilitation counselors, speech and hearing specialists, school district representatives, employers and professionals in education;
- expanding visitation and internship programs at NTID;
- disseminating curricular and research products; and
- conducting national training programs for interpreters, notetakers and tutors.

"NTID is dedicated to the achievement of equal opportunities for the handicapped. Our long-term interest is in helping other educational programs at all levels to capitalize on: research data we gather; evaluation, diagnostic, and other assessment tools we design; the techniques we have found useful for individualizing instructional programs; and the special programs we have designed for career development, job placement and for fostering interaction between the handicapped and the non-handicapped," Dr. Castle said.

Joan Cooley



*Jim De Caro, staff chairperson, Engineering Technologies, conducts training session on curricular development.*



*NTID students help sensitize the community to deafness through volunteer workshops and activities.*

# Support Services

**M**ainstreaming—educating handicapped students in regular classrooms with non-handicapped students—is a hot issue among educators these days.

But at RIT, mainstreaming has been a fact of campus life since 1968 when NTID welcomed the first deaf students to campus.

The problems of keeping up with hearing peers who possess information processing advantages are formidable for deaf students taking classes in other RIT colleges. In classes offered by NTID, instructors are familiar with the educational problems relating to deafness and they use a variety of communication methods. When deaf students take classes or enroll in programs in other RIT colleges, they can usually be sure that the instructor will have had little relevant experience teaching deaf students. These students quickly become aware of what they are up against and look to support services for help.

Support services give deaf students that extra edge so they can have an equal chance to compete with hearing students in class. Today, almost 25 percent of NTID students are enrolled full- or part-time in programs offered by other RIT colleges. In addition, during any given quarter, about 400, or approximately half, of the NTID student population take one or more classes with hearing students, according to Jim Bailey, NTID coordinator of student data.

Support services at NTID fall into two broad categories: 1) direct classroom assistance, which this article discusses, and 2) indirect classroom services such as career development counseling, job placement assistance, and communication evaluation and training.

Direct classroom assistance comes in the form of interpreters, tutor/note-takers and support team members.

## Interpreting

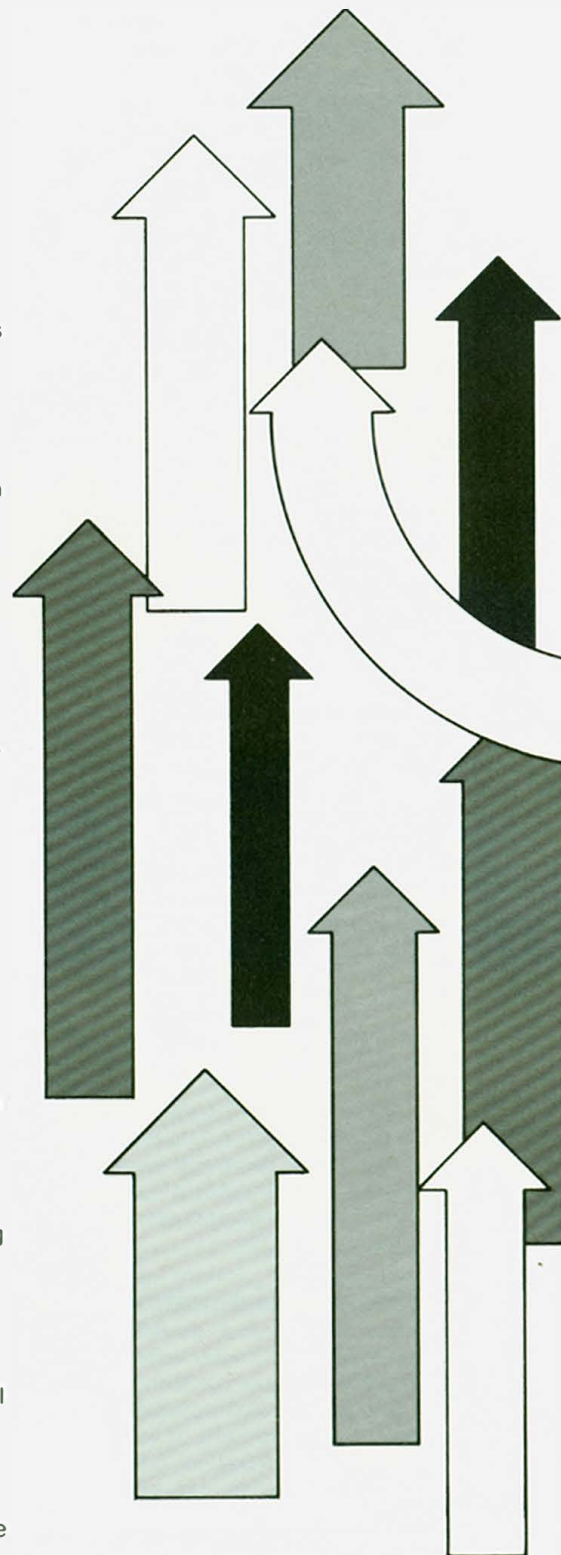
An interpreter is an important resource for many mainstreamed classes at RIT. "I see the interpreter as an extension of the teacher," Anna Braddock Witter, coordinator of Interpreting Services, says.

Besides having to become familiar with technical language and learning to cope with the use of visual media in the classroom, interpreters have to attain a high level of competence in their use of motor skills and body language; and they must have some acting ability. A fast-talking teacher is translated through a fast-moving interpreter. Descriptive stories, gestures and jokes all must be effectively communicated to make sure the deaf student participates fully in the classroom experience. The same goes for emphasis on specific points, or rebukes from an angry teacher.

Fifty-three interpreters, both professional and student, provide about 5,000 interpreting hours each month according to Alice Beardsley, professional interpreter with the Department of Support Services. Ms. Beardsley explains that 70 percent of those hours are spent where most people think interpreters would be—in classrooms. But the other 30 percent of interpreting services provide another kind of crucial assistance to students.

This assistance includes interpreting services for telephone calls; student meetings and club activities; any meeting which deaf faculty members attend; crisis situation interpreting available 24-hours, seven days a week in the dorms; and contacts for medical or legal help. Interpreters are also available for physical education courses, varsity sports, religious services, campus lectures and films.

"It is the interpreter's job to facilitate communication, not to replace it or



make decisions, whether for the deaf person or for the hearing person," says Ms. Witter. "It's a process in which all parties play an active role. It's the interpreter's job to make sure that everyone is comfortable with the process."

## Tutor/Notetaking

A large percentage of students rely on interpreters in their mainstreamed classes, according to T. Alan Hurwitz, director of the Office of Support Services, and the same goes for tutor/notetaking services.

Deaf students need their attention focused on the classroom interpreter in a mainstreamed class, and because of this, are usually unable to direct their attention to other sources of visual information or take notes. NTID provides volunteer hearing student notetakers in class or trained tutor/notetakers to obtain important class notes.

Based on research (see article page 8) which indicated that trained para-professional tutor/notetakers could do an effective job of notetaking and tutoring. NITD began a training program for hearing students to become notetakers and tutors and for NTID faculty and staff to manage these services more efficiently. The training program emphasizes tailoring notes and tutoring techniques to the specific learning characteristics and communication skills of individual students.

Beth Duffin\*, coordinator of Tutor/Notetaking said the training program tries to match up the tutor/notetakers with courses they have already completed or a subject area in which they are majoring.

"For example, a student majoring in science would probably be assigned to take notes for and tutor deaf students in classes such as biology, chemistry, etc.," Ms. Duffin explains.

"An added benefit to the close interaction between the hearing tutor/notetaker and the deaf student is that it lets them get to know each other as people. From a tutoring session it's a short step to a tennis match or a stop by the College Union for lunch," she adds.

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\*Ed. note: Beth Duffin, quoted in the "Support Services" and "Research" articles in this issue, died on August 1, 1978. She was dedicated to the successful development of NTID's tutor/notetaking program. NTID is saddened by her loss and will miss her.

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*Interpreters help deaf students take part in all aspects of campus life such as this scuba diving class.*



*Tutoring sessions enable deaf students to keep up with hearing peers in class as well as develop good study habits.*





*Educational Specialist Julie Cammeron teaches classes and provides academic support for students taking general studies courses.*



*NTID developed NTID "Notetaker," to simplify the task of taking notes for deaf students.*

## Support Teams

Support teams are an integral part of RIT colleges in which deaf students are taking classes. Currently there are support teams in the Colleges of Business, Science, General Studies, Graphic Arts and Photography, Fine and Applied Arts, Engineering and the Institute College. The support team usually consists of educational specialists who are skilled in communications with deaf students as well as the subject matter of their college. Some support teams also include tutor/notetakers and interpreters as integral parts of their teams.

One example of a particular kind of support a team provides is the General Education Learning Center (GELC) according to Dr. Barry Culhane, chairperson of the Academic Dept. for General Education. The GELC is open Sunday through Thursday evenings from 7 to 10 p.m. and directed by Ogden Whitehead.

"Three to four tutors are there on an average each evening," Dr. Culhane

says, "to help in any general education course. The GELC is used quite regularly but its popularity rises rapidly around final exam time."

Besides working with the deaf students in their college course work and planning, support team members may teach classes and perform tutoring duties as well. A very important part of their work also involves working with the faculty of their college to best meet the needs of the deaf students in that college. Some support team members have given informal seminars on teaching techniques for deaf students, have team taught with other faculty members and arranged for instructors to take classes in sign language.

## Support Limits

With the proper mix of motivation and hard work, most students do quite well. While support services are extensive at NTID, there are limitations. "Some people expect interpreters and other providers of support services to create miracles," T. Alan Hurwitz says. Dr. Culhane says, "It's just like some people expect a hearing aid to restore hearing."

Support services provide what the name implies—support. "Support services can help neutralize the gap between deaf and hearing students in the same classroom," Mr. Hurwitz says, "but it will not eliminate core problems related to student learning or achievement. Students need to learn how to help themselves and use support services to enhance their potential for regular classes. Support services can help, but students need a lot more than that to succeed, such as study skills, social skills and good academic preparation," Mr. Hurwitz says.

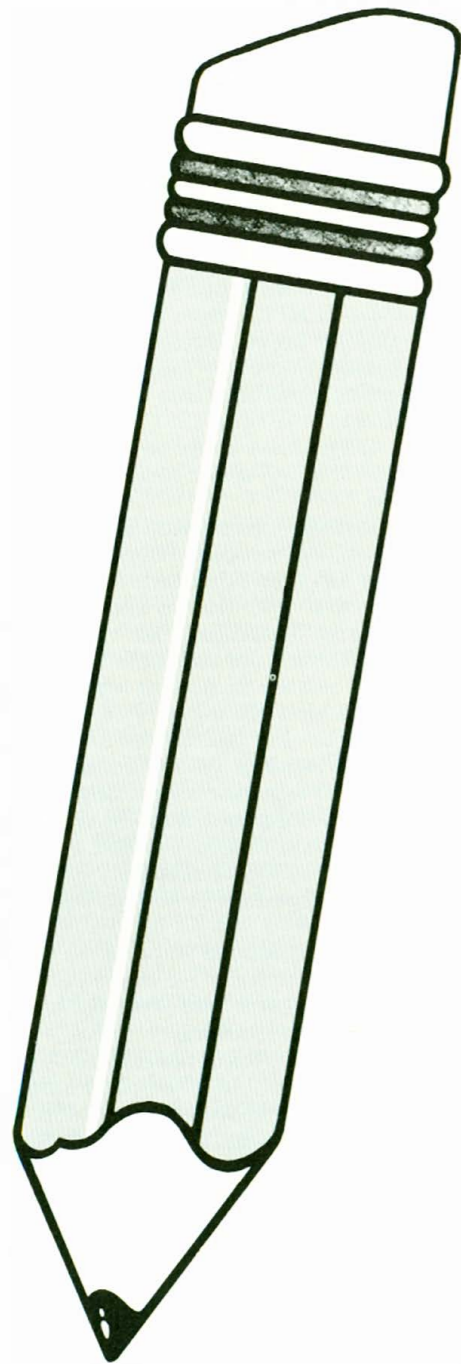
Dr. Culhane echoes some of Hurwitz's concerns: "The whole idea is to move students into the direction of independent learning."

There is room for improvement in support services, but many programs are working rather well and we keep on learning from our own experience."

Gazing into the future a bit, Dr. Culhane feels NTID can be a useful educational model. "I think people will be looking to NTID and RIT. In the near future students will come here because they know they'll get the support they need as well as the career they're looking for."

Joan Cooley

# Research



**W**hen the first NTID students arrived on campus 10 years ago, tutors and notetakers helped them take full advantage of classes they were taking in other RIT colleges.

Originally student volunteers took notes for deaf students and professional tutors worked with them in specific subjects. As student enrollment grew, NTID realized that this method of providing services was becoming outdated.

"Essentially NTID was providing two people, in addition to the RIT professor, for each deaf student enrolled in a hearing class. The cost was high and if we continued we would eventually have had to duplicate the RIT faculty with our own professionals," explained Dr. Russell Osguthorpe, research associate, NTID Department of Research and Development. Applying research techniques to come up with a more practical solution to providing tutoring and notetaking services was the task taken on by Dr. Osguthorpe when he joined NTID in 1975.

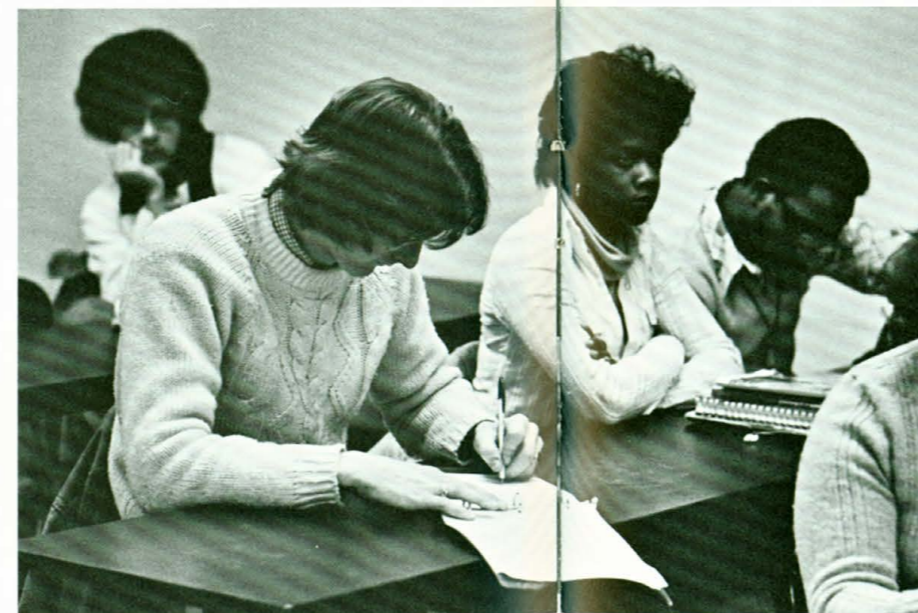
In reviewing some alternatives, Dr. Osguthorpe turned to data collected on tutoring projects developed for public school systems. "Because of the significant number of low achieving students in public schools, there was data collected on programs involving cross-age tutoring; using sixth graders to tutor second graders in math or reading, for example."

Cross-age tutoring proved effective in most cases, but only after the tutors had participated in some kind of training program. "I had been personally involved in developing instructional programs to train managers who then trained students to become tutors. This idea worked in public schools and also worked with a group of mentally handicapped kids who tutored other mentally handicapped kids in general life skills. The idea of using paraprofessionals in tutoring the handicapped is relatively

new and an extremely new concept in deafness."

In 1975 NTID produced a tutor/notetaking manual that was used with a pilot group of 10 RIT students. The students were paid for their time, elevating them from volunteer to paraprofessional status. Requirements were for them to have an interest in deafness, a specific grade-point average and some background in manual communication.

During the first quarter of the project, Dr. Osguthorpe gathered more data by surveying all the people involved in the project, including the tutor/notetakers themselves, students receiving the service, and RIT faculty. The consensus was that the training program answered a lot of previously unanswered questions, the tutor/notetakers felt confident, quality of services being provided increased and, also, the RIT faculty members wanted more contact with the tutor/notetakers—something that had not been anticipated.



A trained tutor-notetaker (above) enables the deaf student (right) to concentrate fully on the interpreter and instructor in integrated classes.



Applying research techniques allowed NTID to develop a practical solution to providing tutor-notetaking services to students.



"Because faculty wanted more contact with the tutor/notetakers, we changed the training program the following quarter. Instead of encouraging tutor/notetakers to interact only with students, we began emphasizing the importance of establishing a positive relationship with faculty, as well. Most tutor/notetakers meet regularly with the faculty member in addition to sharing a copy of each day's notes with the faculty member," Dr. Osguthorpe said.

As more RIT students participated in the training program, NTID researchers discovered many side benefits to having trained tutor/notetakers. The tutor/notetakers got to know individual students and could base preparations on the students' individual needs. NTID students reported that the notes of a trained notetaker were more valuable to them as a study aid than previous notes. It also enabled hearing faculty and students to interact more fully with deaf students and often helped faculty become aware of teaching methods more helpful to the deaf students in their classes.

The original training package was geared to provide tutor/notetakers for the College of General Studies, because about 500 deaf students per quarter take courses offered by that college. Now the program trains tutor/notetakers for six colleges including the Colleges of Engineering, Science, Business, Fine and Applied Arts, Graphic Arts and Photography and the Institute College. Faculty members on the NTID support teams for each college serve as managers to the tutor/notetakers who provide services in their college. These managers include Dan Smialek, College of Business; Judith Zerbe, College of Fine and Applied Arts; Jimmie Wilson, College of General Studies; Ed Cain, College of Science; Warren Goldmann, College of Engineering; Karen Anderson, Institute College; and Florene Hughes, Social Work program.

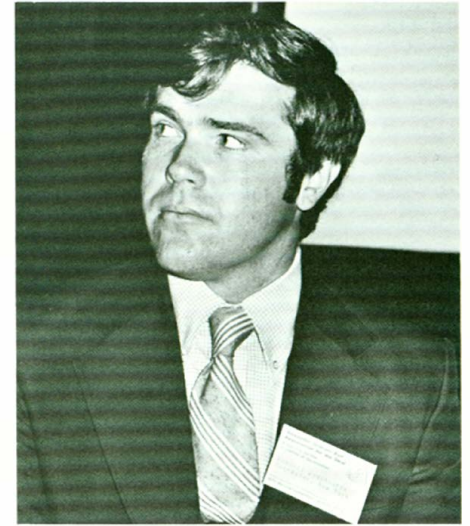
"Each of the managers has added improvements to the program—and we constantly draw on those improvements—especially when we are training at institutions outside NTID," Dr. Osguthorpe said.

The training program has proven so successful that NTID is now sharing its knowledge with other institutions.

Dr. Osguthorpe has consulted with and conducted workshops for the Texas School for the Deaf in Austin and San Diego Community College. San Diego was providing notetaking services to orthopedically handicapped and deaf students but didn't have any training program. "The



Warren Goldmann (left), educational specialist for the College of Engineering, coordinates tutor-notetaking services for deaf students in that college.



Dr. Russell Osguthorpe managed the research project which resulted in improved tutor-notetaking services to students.

verbal reports we have received so far indicate that the program they set up based on our model has been very helpful to them," Dr. Osguthorpe said.

Beth Duffin is coordinator of tutor/notetaking services at NTID and is in charge of the training program that NTID offers each summer. Last year, people from Massachusetts, Texas, Michigan and New York attended. They then went back to their communities or schools to implement and manage similar programs.

A team of NTID trainers recently went to Seattle Community College (SCC) and conducted a joint training program with SCC in notetaking. The team included T. Alan Hurwitz, director of the Office of Support Services, Jimmie Wilson, support manager, Warren Goldmann, support manager, and Dr. Osguthorpe. During the two-day program, notetakers learned techniques for establishing a positive relationship with deaf students, teachers and their support manager, Pamela Seaman. They participated in several simulated notetaking sessions in which they practiced using the notetaking techniques discussed in the *Tutor/Notetaking* manual. Following the simulated sessions, they also took notes in an actual SCC class in which deaf students were enrolled. It is anticipated that NTID and SCC will use this pilot experience in planning a joint regional workshop for tutors and notetakers in the northwest.

Joan Cooley



Florene Hughes (right), educational specialist for the Social Work program, reviews class notes with a student.

# Design Center For the Deaf

**I**t started out as just another big assignment. All seniors in RIT's College of Fine and Applied Arts Environmental Design program are required to write a thesis to graduate.

So former RIT students Larry Barone, '76, and Lynn Wood, '76, decided to team up to write their thesis on how NTID was physically produced.

Barone, who is currently on a graduate fellowship in Sweden, said their thesis was supposed to be on "How do you create a facility for the hearing impaired?"

But as the two collected information, the accumulated data took on a life of its own and steered Barone and Wood into writing a document about how an advisory design center for the deaf should work.

Two years later, in 1978, the Design Center for the Deaf is not only working, it's getting busier each month.

The Center, which became operational in October, 1977, through a \$2,500 Complementary Education grant from the Student Affairs office of RIT, acts as "a clearinghouse of information" for designers and architects interested in including considerations for the deaf in their design plans.

Design Center Director Jim Hennessey said Government Regulation 504, stressing barrier-free design and the accessibility of all buildings for the handicapped, and specifically the "Accessibility Clause," has generated a lot of information about design considerations for the blind and people in wheelchairs.

"But we saw a gap in information for the deaf," Hennessey said.

Apparently architectural designers see a gap too. Hennessey said letters requesting information are "ever increasing."

"We see an average of 20 inquiries a month," he said. Half of these



*Design Center students research inquiries about design considerations.*

inquiries are from professional architects and designers, and the other half are from organizations for the handicapped such as the National Center for Barrier Free Design, National Center for the Deaf at Gallaudet College and the President's Committee on Employment for the Handicapped, all in Washington, D.C.

Each inquirer is sent the Center's general information brochure, explaining what the Center offers professionals, and an "Interior Design Considerations for the Hearing Impaired" publication which explains acoustical, visual and atmospheric considerations and some of the devices available to signal and communicate with the deaf. Information concerning very specific design questions are retrieved from the Center's files and copies are sent to the inquiring party.

The answers to some questions have to be researched. "If we don't have it, we'll find it," Hennessey said.

"A lot of professionals in the design field don't include any information about design considerations for the deaf," Mr. Hennessey said, "basically because they don't have the time, and

the available information is usually limited and unorganized."

"There's good general information. But nothing about what you can do about hospital corridors to make them more akin to needs of the hearing impaired," Hennessey said. "How do you keep noise down in corridors to help someone with a hearing aid? If you have a deaf nurse, how can you contact her?"

One typical request the Center received was from an architect in Cleveland who has two hospitals as clients. "He wanted to know how the hospital environment could be improved, made more accessible to hearing-impaired patients," Hennessey said.


Nineteen junior and senior students and one NTID professional staff member, Chuck McDougal, associate educational specialist, who acts as an advisor, staff the Center. "We have a selection process," Hennessey said. "At the sophomore level, students are encouraged to participate. Anybody can help. When they become juniors, a select number are invited to participate in the Center."

In addition to sending design information, the Center is sending teams of three students to attend design conferences, in which they explain what the Center can do for attending professionals. "We plan to become very active in the Rochester community," Hennessey said.

As Jim Hennessey explains, the Center can do something for everyone involved. While the student volunteers who collect and manage information make professional designers aware of design considerations for the deaf, the students get a chance to become involved with professionals on a working basis, and perhaps make the working world a little more aware of their future employment hopes.

Steve Dingman

# Sunshine & Co.



**N**TID is spreading sunshine, love and simple things to all parts of the country.

"Sunshine, Love and Simple Things," is the name of a super variety show that brings together the talents of more than 30 members of the NTID staff—both deaf and hearing.

The Sunshine and Co. group combines singing, dancing and sign language and has been delighting audiences wherever it has performed. The group uses a variety of music—from disco to country—and has interpreted the songs so creatively that standing ovations have become the rule at the end of each performance. Requests for the show to perform in around the country have been pouring from organizations and schools for the deaf.

Sunshine and Co. was originally conceived and directed by Anna Braddock Witter to raise money for the National Registry of Interpreters for the Deaf and the National Association for the Deaf conventions held in Rochester in July.

The group uses recorded music in addition to the Sunshine Band from Rochester, N.Y., made up of high school and RIT students, Peggy Dolan, Dan Veltri, Rick Teresi and Dave Coons.

Sunshine and Co. includes: Joe Avery, Alice Beardsley, Anna Braddock Witter, Kary Clark, Nancy Demarest, Steve Fritsch-Rudser, Susan Eadie, Kathy Gilles, Terry Johnson, Connie Menkis, Paul Menkis, Marilyn Mitchell, Liz O'Brien, Barbara Ray, Meredith Ray, Linda Reed, Mike Rizzolo, Margie Roney, Gail Rothman,

Jim Stangarone, Mark Wambach and Ogden Whitehead. Sets and lighting were coordinated by Bob Pratt, audio-visuals were directed by Frank Cataldo, and choreography and staging directed by Jerry Cushman, all of whom are on the NTID staff.

Joan Cooley



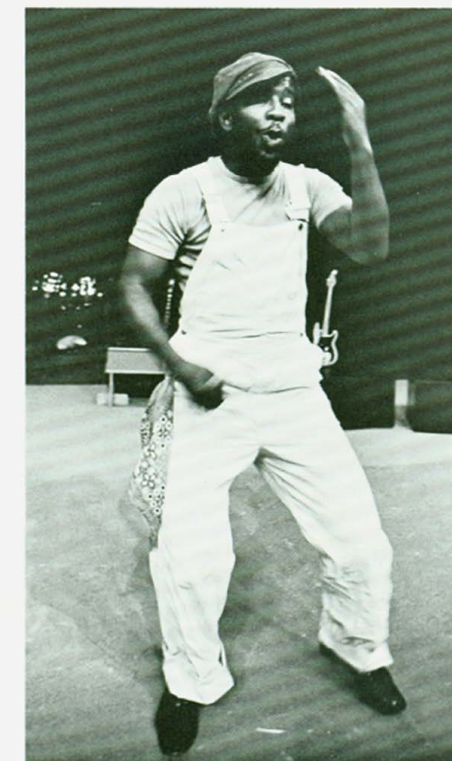
Anna Braddock Witter



Terry Johnson



Barbara Ray (front left) and Susan Eadie (front right) lead Sunshine & Co. in a number.



Ogden Whitehead

# Mini Convention

**N**TID began its Tenth Anniversary celebration with its Mini-Convention. "With our greater emphasis on sharing what we have learned, it is especially appropriate to begin that sharing among ourselves," Dr. Ken Nash, director of the Office of Professional Development and co-chairperson of the Mini-Convention, said.

The purpose of the Mini-Convention is to enable faculty and staff to share information and exchange ideas about the deaf student at RIT. The Mini-Convention also provides an occasion for staff to prepare and present information to an audience of friends and colleagues.

Presentations included workshops, panels, exhibits and papers plus some special events planned to highlight the Tenth Anniversary. Sixteen topics were chosen which focused on what NTID has learned as a result of research.

In addition, NTID presented a special series of five seminars led by nationally prominent professionals in the field of deaf education. Special seminar topics and moderators included: "The Future Role of the School of the Deaf," Dr. Ben Hoffmeyer, superintendent of the American School for the Deaf, West Hartford, Conn.; "What the Deaf Person Expects from Society," Frank Sullivan, grand president of the National Fraternal Society of the Deaf; "The Deaf Student in the Context of Special Education," Dr. Samuel Kirk, Professor of Special Education at the University of Arizona; "The Deaf Adult as a Citizen in the Mainstream of Society," Dr. Richard Thompson, director of the Massachusetts Office on Deafness; "The Relevance of Research to Educational Goals for Deaf Students," Dr. Richard Silverman, director emeritus, Central Institute for the Deaf, St. Louis, Mo.

Each of the above moderators is a former member of NTID's National Advisory Group.



The entire faculty and staff turned out for NTID's



Tenth Anniversary birthday party.



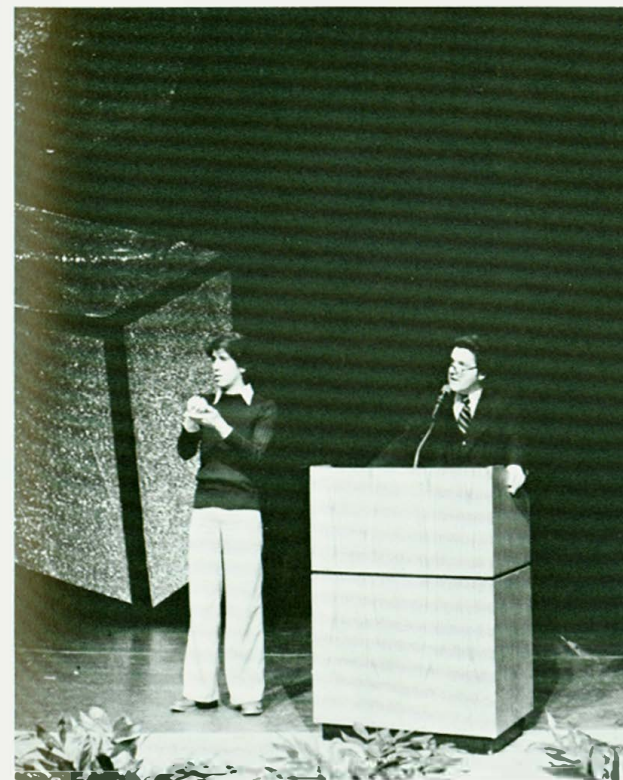
Jim Biser, career opportunities specialist, shared information about NTID's recruitment program.

There was a mood of celebration among staff members at this year's Mini-Convention. Many greeted old friends and colleagues who had been invited to join in the Tenth Anniversary celebration. These guests included all former members of the National Advisory Group, members of the National Advisory Board on the Establishment of NTID and members of Congress who were instrumental in NTID's creation and development.

Plenary speakers included Dr. Edwin W. Martin Jr., deputy commissioner, Office of Education for the Handicapped, Bureau of Education, U.S. Dept. of HEW; Dr. Paul A. Miller, president of RIT; and Dr. William E. Castle, dean/director of NTID.

The Mini-Convention ended with a spectacular birthday party complete with a multi-tiered cake, hundreds of balloons and a singing-signing version of "Happy Birthday." Robert Panara, professor of literature, Academic Dept. for General Education, and Dr. Ross Stuckless, director of Integrative Research, the first staff members hired 10 years ago, shared the task of cutting the elaborate cake and leading a toast to NTID's future success.

Joan Cooley



Dr. Edwin W. Martin, Jr., (right) associate commissioner, Bureau of Education for the Handicapped, praised NTID's accomplishments in his keynote address as Steven Fritsch-Rudser interpreted.



Mini-Convention workshops provided hands-on involvement for faculty and staff.

# California Seminars

California employers got a new perspective on the employment of technically educated deaf workers at the latest series of regional employment seminars presented by NTID.

More than 175 leaders from California business, industry, vocational rehabilitation and the deaf community attended seminars in Los Angeles, San Francisco and Palo Alto.

The California Department of Rehabilitation as well as the Los Angeles Area Chamber of Commerce, the San Francisco National Alliance of Businessmen, the San Francisco Mayor's Committee for Employment of the Handicapped and the Santa Clara Valley Personnel Association co-sponsored seminars in their respective areas.



(Left to right) graduate Bahram Ghods-Shoghi, engineering troubleshooter with Fairchild, Inc.; Leo Howe, his supervisor; Patrick Murray, NTID co-op student with IBM Corp.; and his supervisor, Jerry Kinnsch, discussed their job roles for employers in Palo Alto, Calif.



Employers in the Los Angeles area listened to NTID graduates and their employers tell about their working relationships. Pictured left to right are: NTID graduate Farid Bozorgi, designer with Formalite Pharmaceuticals; John Mann, his supervisor; NTID graduate Bob Burns, electrical engineer with General Dynamics; and Al Waters, his supervisor.



Dr. Steven L. Jamison (left), personnel consultant, IBM Corp., accepted a certificate of appreciation from Victor J. Maguran, director, Office for Career Opportunities at the seminar held in San Francisco. The certificate recognized his support in expanding career horizons for deaf people nationally.



A highlight of the California seminars was the demonstration of telecommunication equipment deaf people can use on the job.

# A Streetcar Named Desire

**D**irector P. Gibson (Trish) Ralph had more than a case of "opening night jitters" before the curtain opened on the NTID Theatre production of Tennessee Williams' *A Streetcar Named Desire*. And she had two good reasons.

This was the first full-length serious drama ever attempted at the NTID Theatre, and Ralph, known as "a classics director," (Greek tragedies and Shakespearean productions) by her peers, was directing her very first modern play.

But the finished product, unveiled to near capacity audiences on consecutive weekends in February, revealed a mature cast who proved they could act in a powerful, haunting tragedy and a director who could direct "a modern."

"It worked very well," Ralph said. "The actors went much farther than I originally thought they would be able to go. They had a professional approach to their roles."

Set in a New Orleans slum in the 1940's, the Pulitzer Prize winning drama revolves around Blanche DuBois, a middle-aged dreamer suspended between the past and present, unwilling to let go of an upper-class past and incapable of waking up to a stark working-class present. Her crude brother-in-law helps bring about Blanche's destruction in the end.

The three lead roles—Blanche, Stanley and Stella—were played by NTID students, Ellen Stucky, Moundridge, Ks.; Jeffery Howard, Salem, Ore.; and Betti Bonni, Mount Prospect, Ill., respectively.

Fine performances were also given by Julie Bonta, Marion, Ind.; Dean Zimmerman, Orangeville, Ill.; Harry Woolsley, Jr., Louisville, Ky.

Hearing actors from the RIT and Rochester communities were Gladys Abraham, Jim Hanley, Robert Lehde, Jim Leone and Treva Haynes. They provided voices for the on-stage actors.

Steve Dingman



Jeff Howard, as Stanley Kowalski and Betti Bonni as Blanche DuBois in a dramatic moment.



# Frisina finds unexpected role in China...

It was in a small, chilly classroom for the deaf in Shanghai where Dr. Robert Frisina, former director of NTID, had perhaps the most moving experience of anyone of the Rochester Institute of Technology's delegation during their 18-day swing through mainland China.

Dr. Frisina, RIT's senior vice president for Institutional Advancement and an internationally renowned expert on deafness, was, of course, particularly interested in seeing how the Chinese dealt with their deaf. But he certainly wasn't prepared for what he saw.

In 1962 at the request of the government of Hong Kong, Dr. Frisina had developed a manual system of communicating with the deaf, based on the Cantonese dialect.

Watching the teachers working with the deaf children in the Shanghai school, Dr. Frisina gradually began to realize that they were using hand signals to help each child understand what he or she had difficulty in comprehending through lip reading.

"The more I looked at it, the more I realized that I understood what they were saying," he recalls.

Suddenly, he began attempting to communicate with the children through the system he had developed for Hong Kong 16 years ago. The children could understand virtually everything he communicated to them.

"The children were beside themselves," he says. "Apparently this was the first westerner who had knowledge of their system of communicating."

The mainland Chinese apparently have adopted Dr. Frisina's Hong Kong system for use with their own deaf. The system had been modified slightly to conform with Shanghai's own Chinese dialect. Nevertheless the basic hand signals are the same.

Dr. Frisina says he had absolutely no idea that his Hong Kong system had become one of the major communicating tools for the deaf in the world's largest nation.



*Dr. Robert Frisina (center) takes time during his 18-day tour of mainland China for tea with new friends.*

"I spoke with the teachers to try to find out the origins of the system, but they didn't know," he says. "They learned the system there in the school themselves."

About the only negative aspect of that memorable experience, he says, was the shortness of his visit to the school.

"We were on a very tight schedule and couldn't stay too long at the school," he adds. "That was too bad because the teachers were very excited about the entire situation and wanted me to show them a lot of other things."

Dr. Frisina remembers the teachers

in that school as "very warm, caring individuals who had a tremendous concern for the children.

"They demonstrated all the dedication that you could want in a teacher. Although they were teachers, they had not been formally trained in dealing with deaf students," he adds.

The tour started in Peking and covered an area of China comparable to a trip from Maine to Florida. Eight people from RIT and their spouses made up the delegation that toured China's educational, industrial and social institutions.

# David & Beth (Lynch) Hazelwood

David and Beth (Lynch) Hazelwood are both natives of New Jersey and NTID graduates who have successfully taken on a new life style and new jobs in the South. Charlotte, N.C. is where they call 'home' now, as Dave pursues his career at GAF, and Beth expands her knowledge of medical laboratory technology at the American Red Cross Blood Center.



David Hazelwood

## David Hazelwood

Dave Hazelwood, a graduate of Mainland Regional High School, Linwood, N.J., scored two "firsts" in the past two years. He became the first deaf photo management graduate from RIT's College of Graphic Arts and Photography ('76 B.S.), and he became the first deaf person GAF Plant Manager Ray Mitchell has ever hired.

When Dave first came to GAF, Mr. Mitchell "made him no promises. I told him his future lies down the road and we would just have to wait and see."

But after a year as a quality control technician at GAF's Photo Service Division in Charlotte, N.C., Dave's standing within the company has solidified.

"Now I know Dave has the desire and knowledge to get ahead, and I can't think of anything that would hold him back," Mr. Mitchell says.

The Photo Service Division is responsible for film processing and delivery for the general public.

Dave fits into this network by being a part of the film processing team that "puts out a good product," says Mr. Mitchell.

"I feel that how a customer's order is processed should be as important to me as it is to the customer," says Dave.

"There are four elements which control the processing of film," explains Mr. Mitchell. "The amount of time, the temperature, the agitation rate and the replenishment of the necessary chemicals."

Dave must be aware of all of these elements. He must know the color correction process, and how to use a densitometer, a machine which helps correct color problems.

"Once I run test strips through the processing machines to see that the film is properly balanced, I can give the go ahead to print," Dave explains. "If the machine is not working correctly, I must analyze the problem and adjust it," he adds.

"Hiring Dave was an entirely new experience for us," says Mr. Mitchell. "Although he had some initial difficulty understanding instructions, we found out it was because we did not always face him when we talked. The staff has since made an effort to speak directly to him and not to

mumble."

In addition, one of Dave's co-workers has learned enough sign language to communicate with him around noisy machines which cut down on Dave's residual hearing.

Dave chose the GAF company because they offered him a chance to use his skills and develop his management potential. He eagerly jumped at the opportunity to keep himself up-to-date on new equipment at the plant by attending a special week-long seminar in Minneapolis, where he learned how to work a new Pako Mach II printing machine.

Dave's ultimate goal is to be in plant management and he feels this means knowing both parts of the business—the people and the equipment.

"You can manage people better if you understand the machines they work on and what they do," Dave says.

Dave works the 9:30 p.m. to 6:30 a.m. shift and finds plenty of free afternoons to pursue his hobbies of refurbishing old cars, hunting small game, and taking photographs.

## Beth Hazelwood

If Beth Hazelwood makes a mistake on her job, it could be fatal.

Beth is a laboratory assistant at the Piedmont Carolinas Red Cross Blood Center's main laboratory in Charlotte, N.C.

She is a 1975 medical laboratory technology graduate who holds an associate's degree from NTID.

The American Red Cross is responsible for blood banking and distribution, and is supported by volunteer donors. After the blood has been made into components and tested at the Center, it is distributed to hospitals as well as dialysis centers for kidney patients.

"Beth's responsibilities depend upon which one of the eight different labs she's working in at the Center," explains Betty Baker, director of

laboratories.

"She has been here for less than a year and already has worked in a number of the labs testing donations for transmissible diseases, and separating the blood so that each patient may receive needed blood components. Beth has also successfully learned the process of freezing and thawing blood for future use," Ms. Baker says.

"The only part of the job Beth cannot do, is to be on call for the Center because she cannot use the phone," Ms. Baker explains.

Although Beth's responsibilities don't warrant much public contact, she can read lips well and as long as people look at her when they are speaking, Beth doesn't have any major problems understanding her co-

workers.

"I try to impress upon Beth to ask people to repeat what they've said to make sure she understands their directions. She has accepted this as a good strategy to use, and appears motivated to do a good job and please the people she's working with," Ms. Baker says.

Barbara Brissenden



Beth Hazelwood

## Student Feature

# Richard Norton



Richard Norton (center) is shown with Rod Thompson (left), NTID interpreter, and Anthony Frothingham (right), an Eastman Kodak Co. vice president, following the photo awards banquet at the national 4-H Congress in Chicago.

NTID photography student Richard Norton grew up using photographs as his special way of expressing himself.

A 19-year-old freshman, Richard recently gained national acclaim as one of six national winners in the 4-H photography program. Recognized for his outstanding work in photography, Richard received a \$1,000 scholarship presented by the Eastman Kodak Company of Rochester, N.Y.

This award makes Richard eligible for the scholar incentive award of an additional \$500 on the basis of his academic standing.

Richard, whose home is near Greenwich, N.Y., was one of 45 state winners in the photography project selected by New York's Cooperative Extension Service. As a state winner, he received an all-expense trip to the 4-H Congress held in Chicago.

As an expression of thanks to Kodak as the sponsor, Richard composed a slide presentation which represented all the winners.

Prior to receiving this award, Richard had been chosen to represent a typical 4-H member as the 'star' of a

three-minute public service announcement (PSA).

The Chicago Congress marked the first public showing of that film.

The PSA is being used as a 4-H recruitment tool on television talk shows nationally.

Richard's interest in photography began at age 13 when he accompanied his family on a western vacation and he wanted to communicate with friends back home about his trip. His speech was unclear, so he decided to learn to take pictures to help express himself.

Once his interest was piqued, Richard developed an insatiable appetite for trying new and different visual techniques. Self-taught through trial and error and reading photo manuals, he entered county 4-H photography competitions every year and was a consistent winner.

In ninth grade Richard's interest in still photography expanded to include movie-making. In four years, he made three comedies, two horror films, two travelogues and one drama. In all his films he was "director, cameraman, set

designer, actor and editor."

"I am proud of them because they contain sophisticated lighting effects, slow motion photography, symbolic sequences, and other advanced techniques," he says.

Richard attended the New York State School for the Deaf, Rome; the Lexington School for the Deaf, New York City; the Central Institute for the Deaf, and Special School District, St. Louis County, St. Louis, Mo., before he transferred to a hearing high school, Parkway West, St. Louis, for his last two years of senior high. As the official high school yearbook and sports photographer, Richard found he had an impressive skill. "I found I had something to offer to hearing people, and it made it easier for me to make friends and to succeed socially."

What began as a means of communication became a career when he entered NTID last fall. Richard felt photography was a good career choice for him because it meets both his needs.

"I need a career in which speech will not be a major importance, and where my technical and artistic talent can be used," he explains.

After only one year at NTID, Richard has earned the admiration of photography instructor John Head. "Richard is an exceptional student and a pleasure to work with. He's eager to get into new aspects of photography and highly motivated to use his creative talents as a service to other people."

Right now, Richard is debating between majoring in custom-color printing or going into the new media production technology program offered at NTID.

"I enjoy color printing, but I think I'm leaning toward the media program because it will give me a chance to be more creative," Richard says.

In the meantime, Richard is basking in his recent successes and striving to improve his skills by taking close-ups, still life and action shots with his new wide angle and telephoto lenses.

Barbara Brissenden

# Bonnie Meath-Lang

Bonnie Meath-Lang's house is open territory for NTID students. It is a place where students might go for dinner, for captioned films or for a discussion on the relationship between art and technology.

Bonnie's involvement with NTID students runs deep. As an English specialist and communication counselor for art students, she advises art students about which communication courses they need. She also teaches English courses which she specially designed for art students to help them develop the reading and writing skills they will need for future jobs.

She regularly visits the art classes to confer with art teachers and to see students at work. This helps her monitor students in terms of their communication needs. She also is advisor to the NTID student newspaper.

In addition, Bonnie's office is a friendly spot where students sometimes come for help with everyday problems, such as filling out tax forms and unscrambling government letters.

"I feel very strongly that teachers should be physically present in the students' environment," says Bonnie.

She and her husband Harry Lang, an NTID physics teacher, occasionally invite groups of art and science students to their home.

"We were both seeing in our classes that engineering students had no appreciation for art, and art students were blaming engineers for all the problems of the world," says Bonnie. "But they all really become excited when they see the relationship."

Bonnie came to NTID in 1972, after getting a bachelor's degree in English and Theatre from Nazareth College in Rochester and a master's degree in English from Western Illinois University.

She met her husband, who is deaf, while taking a sign language class during her first few months at NTID, and they were married in 1973.

Bonnie's father Eddie Meath is host of a Rochester television talk show, and her family has a strong



Bonnie Meath-Lang

background in theatre, which she says influenced her own interest in communications.

Her outside interests include writing poetry and acting in local theatre productions. She and her husband are both studying for doctorate degrees at the University of Rochester.



Paula Stengel

## Smile

Beauty pageant participants quickly learn that one should smile and smile and smile.

Paula Stengel, Miss NTID of 1978, never stopped as she carried her natural, Colorado-girl smile right through the important talent competition where she read a poem, appropriately titled, *A Smile*. She and 14 other contestants appeared before a capacity audience at the NTID Experimental Educational Theatre recently for the 1978 Miss NTID Cultural Pageant.

Paula, 21, a junior majoring in Office Practice and Procedures, said winning the pageant crown was "hard to believe."

She credits her performance in the talent competition as a key to gaining the title, but some of that credit belongs to Paula's mother.

"My mom picked the poem out for me," Paula said.

Classes, sports activities (volleyball, tennis and "a little running") are the main items on her schedule but she's one girl who's not resting on her laurels. The winner of the Miss NTID Pageant became the official NTID representative to the national Miss Deaf America Pageant, which was held in conjunction with the National Association of the Deaf annual convention in Rochester, July

2-8, at the downtown (Genesee Plaza) Holiday Inn. Unfortunately Paula didn't win the title but her smile never wavered as she clapped in congratulations for Jackie Roth, Miss Maryland, the new Miss Deaf America.

### Miss NTID Results

Sixteen young women participated in the 1978 Miss NTID Cultural Pageant.

In the preliminaries each contestant presented a brief introduction of herself to the judges and the audience. This was followed by five-minute talent performances (dancing, poetry recitations, dramatic movements) and the modeling of evening gowns by each woman.

Seven semi-finalists were selected to participate in the final competition.

The results were:

Miss NTID: Paula Stengel, Denver, Colo.

First Runner-up: Deborah Vondrasek, Bolingbrook, Ill.

Second Runner-up: Karen Walkney, Pittsburgh, Pa.

The other four semi-finalists were:

Lauren Adasko, Cedarhurst, N.Y.

Tracy Barnes, West Plaines, Mo.

Stephanie Dequarto, Rosedale, N.Y.

Nancy Oyos, San Diego, Calif.



## Exceptional Achievements for NTID

*NTID Focus* magazine has won the Council for the Advancement and Support of Education's (CASE) award for Exceptional Achievement in Magazine Publishing.

The *NTID Focus* "Year-In-Review" issue also won a citation in the Magazine Publishing Special Issues category.

The awards were presented as part of CASE's 1978 Recognition competition. CASE is the leading association for public relations professionals in colleges and universities in the U.S.

The U.S. Industrial Film Festival awarded its certificate for creative excellence to NTID's new film "Getting the Job Done." The Festival is the largest international competition devoted exclusively to industrial film media. The film was produced to help promote NTID's employment development and placement efforts.

Both *Focus* magazine and the film "Getting the Job Done" are productions of NTID's Public Information Office.

## Media Department Wins Award

NTID's Media Production Department has won the prestigious 1978 Outstanding Instructional Development award, sponsored by the

Steve Dingman

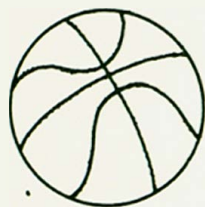
National Society for Performance and Instruction (NSPI).

NSPI is an organization for professionals who engage in the practice of making training programs that resolve corporate needs and instructional programs to be administered in educational environments. Other award winners in the instructional development category were the Xerox Corporation and the National Center for Disease Control of Atlanta, Georgia.

The award winning entry, **Orientation to Hearing Aids**, a comprehensive, individualized workbook package is designed to teach and motivate students to use and care for hearing aids. It has been used successfully at NTID for the past two years.

Orientation to Hearing Aids has also been selected as the Institute's first instructional package to be disseminated by NTID's Office of Educational Extension through the National Technical Information Service of Washington, D.C.

This package was developed by Thomas Castle, media production chairperson,; E. William Clymer, media specialist,; and Marsha Young, instructional programmer.



## Tournament Final

A big 13-point NTID Student Congress (NSC) team lead in the second half was not quite big enough, as the Union League of New York team rallied for a thrilling 60-59 victory in the championship game of the 33rd Eastern Athletic Association of the Deaf (EAAD) Basketball Tournament held in the RIT main gymnasium in March.

NSC's poor shooting and a sloppy stall (trying to hold the ball to run out the clock) let the taller Union League team chip away at NSC's lead, and finally take the lead, 52-51, with three minutes left.

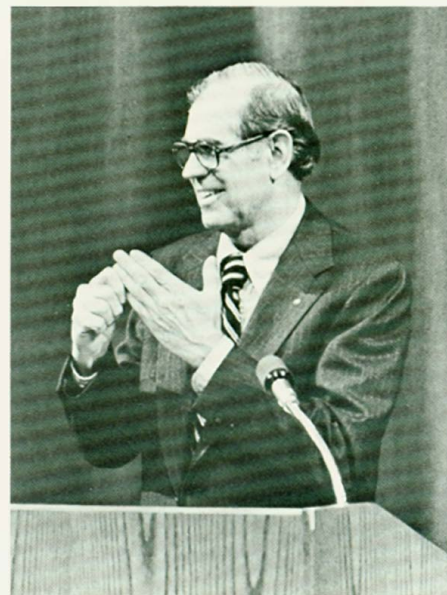
The Student Congress team staged a rally of their own in the final frantic minutes to tie the game at 59-59. But a wild pass, and an untimely foul with 18 seconds left meant the difference, as a Union player made one of two foul shot attempts to break the tie. NSC's last shot with two seconds left, bounced off the rim into the hands of a Union League player to end the game.

Earlier that afternoon, the Providence Club for the Deaf team captured the tourney's third place trophy by defeating the Hudson Valley Club of the Deaf 73-67.

Despite the team's loss, several NSC players won individual awards. Forward Ernie Goodis, Greenville, S.C., was named most valuable player for the tournament. Goodis and NSC guard Mark Babich, Pittsburgh, Pa.,

were both named to the tournament's first team all-stars. NTID alumnus, William Benz, playing forward for the arch-rival Union League team was also named to the first-team all-stars. Forward Steve Gasco, Philadelphia, Pa., was a second-team all-star selection.

Eight teams from New York, Connecticut, Rhode Island and New Jersey participated in the two-day tournament. The winner of the tournament advanced to the American Athletic Association of the Deaf's 34th National Basketball Tournament held at St. John's University in April.



*Dr. Edward C. Merrill Jr.*

## Tenth Anniversary Colloquia Series

Dr. Edward C. Merrill Jr., president of Gallaudet College, Washington, D.C., was the first speaker in the NTID Colloquia Series.

Dr. William E. Castle, director and dean, initiated the special Tenth Anniversary series by inviting six national leaders in deaf education to present their personal and professional insights into what the 1980's may hold for the education and employment of deaf persons.



For further information contact:

**National Technical Institute for the Deaf**  
**Rochester Institute of Technology**

Public Information Office  
One Lomb Memorial Drive  
Rochester, NY 14623