

ntid focus

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



***Award-Winning
Alice in Wonderland***

An Overview

On December 20, 1976, a decade had passed since the formal agreement for the establishment of the National Technical Institute for the Deaf (NTID) was signed by the President of Rochester Institute of Technology (RIT) and the Secretary of the Department of Health, Education, and Welfare; and with this fall quarter of operation with deaf students, we entered our tenth year. The end of that year will be the calendar mark for our tenth anniversary; and anniversaries provide us with a time to reflect and a time to project.

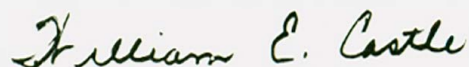
As we project into the larger future and cast our thoughts against the next decade, there are at least three important things to which we need to give special attention.

The first is what could be referred to as a "time for a sense of stability." It is concretized by a leveling off in numbers of students and numbers of full-time staff. It should be concretized also by an absence of any dramatic change in organizational structure. This is not to suggest, however, that NTID will discontinue rational and creative change, that NTID is no longer interested in becoming more effective and even more efficient at what it is doing, or that NTID should, all of a sudden, lose interest in institutional revitalization.

The second important matter is what could be referred to as a "time for outreach." It is concretized by the establishment of a special office for educational extension headed by Dr. Donald Johnson. It should be concretized also by a reduction in our diffidence to share what we are learning, what we are creating, and what we are inventing with a broad range of publics and agencies which can find these things useful. These are the best ways for us to be responsive to the Congressional legislative moves which have recently given us Public Law 94-142 and Section 504 of the 1973 Vocational Rehabilitation Amendments. Quiet deliberation of such legislative acts will not do at all; our discussions need to be prevalent and resounding and our actions and reactions need to be those which demonstrate that we consider that these acts should be seized upon as an opportunity and not something to be afraid of. This is not to suggest, however, that we have not been reaching out before now. We have, and in very significant ways; but now we can afford to be less conservative than we have been in the past.

The third important matter is clearly related to the second, but it merits its own visibility among these printed words. It is the need in the next decade and those after to not forget NTID's "national purpose." It would be possible for us to become so enamored of our chief principle of focusing on our students that we begin to ignore the other things that this Institute was established to do nationally and even internationally. To be trapped by either myopia or provincialism would mitigate our efforts to enhance the economic, social, and educational accommodations of deaf and other disabled persons everywhere. We should instead move on from here with an appropriate vision and high level idealism.

And as we do so, let it be done in a celebratory mood which gives full recognition to the fine accomplishments of NTID's first decade of services to the deaf.



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.

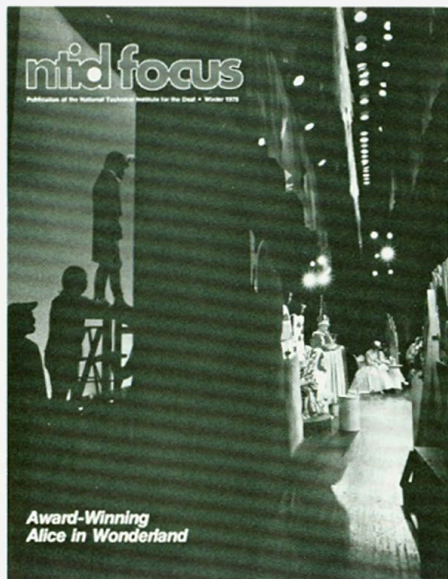
growing. The first group of 71 students enrolled at NTID in the academic year 1968-69. The 1977-78 average full-time enrollment of 900 students will represent almost every state in the nation.

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 united in a common goal, and who are able to be creative and imaginative.

ntid focus

Winter 1978



RIT photographer Chuck Mason captured a backstage view of NTID Theatre's award-winning production of *Alice in Wonderland* for this issue's cover. See page nine for the story.

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media production technology

NTID has added a new career option which is designed to train deaf people in the production and use of visual media.

"We have the only program in the country to train deaf people in the field of media production technology," claims Dr. Walter Brown, chairperson of Visual Communications Technologies at NTID.

Specific tasks which the media technicians perform vary from operating audiovisual equipment to producing graphics, slides or overhead transparencies for audio-visual presentations.

Research indicates that in 1973 there were approximately 127,000 full-time workers in the audiovisual (AV) industry. These figures include those who work for producers, manufacturers and users from industry, education and government. It is estimated that about 40 percent of those people are employed full-time in the production and technical aspects of the AV industry. This is the job market for which NTID's new program will train students.

The new program has accepted its first students this fall.

It is designed to prepare media production technicians who can work in schools, in industrial training centers, or in industries which produce visual aids for resale.

The graduates of the program will receive either a diploma (after 2 years of study), or an associate's degree (after 3 years of course work).

Students who complete the associate's degree requirements in media technology and wish to continue their education will be eligible to apply for admission into the Audiovisual Communication bachelor's degree program offered through the Institute College of Rochester Institute of Technology.

The full-time day program emphasizes hands-on learning opportunities, where instruction is self-paced and students progress at their own rate. A quarter of work experience is currently optional for completing the program; however, the National Media Center for the Deaf in Nebraska has been working closely with NTID as a possible coordinating agency for co-op students.

Assuming a job turnover rate of 10 percent, there will be approximately 5,200 jobs available each year. Pre-

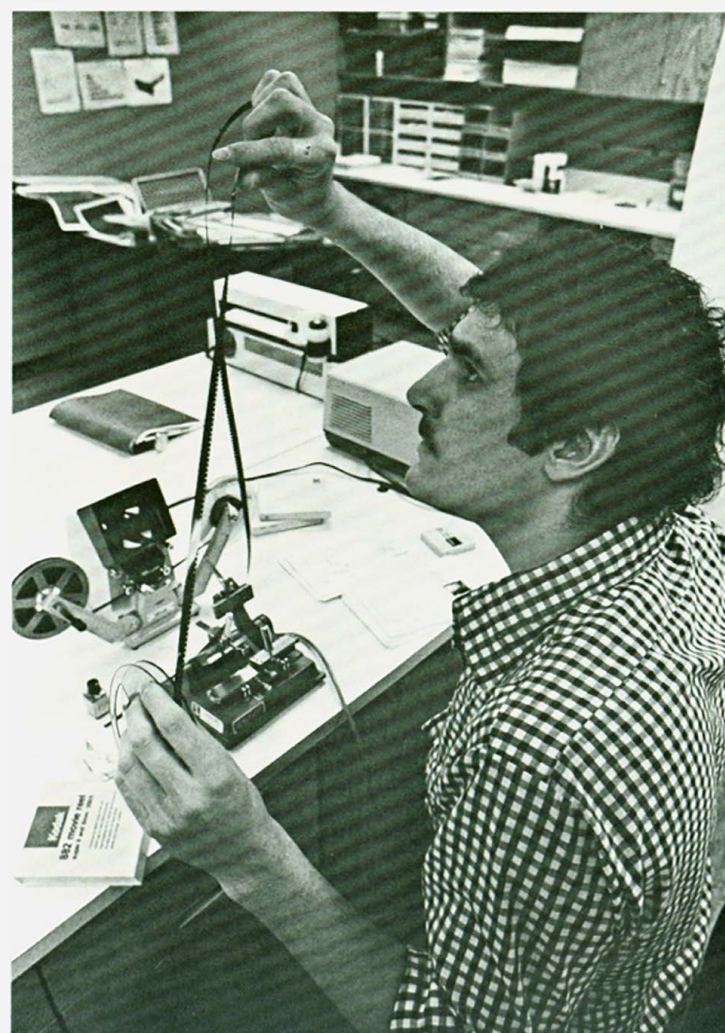
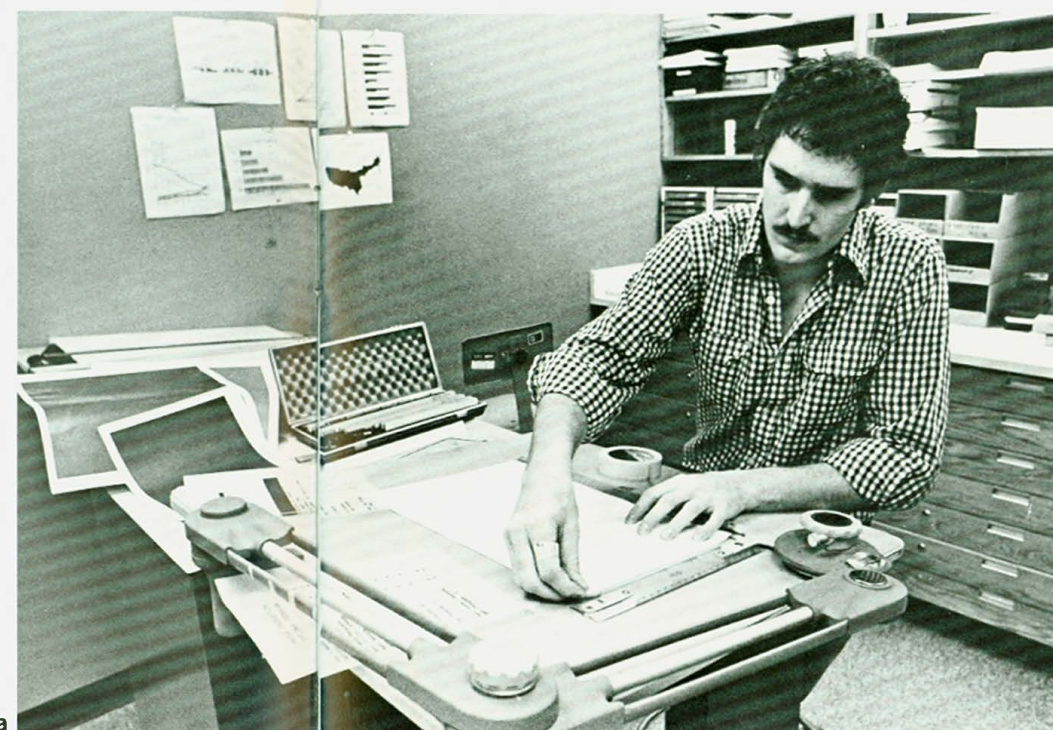
dictions call for continued growth in the use of audiovisual aids in all areas of training and education.

Possible sources of employment have been identified in all regions of the country. They include school systems, colleges and producers located from coast to coast.

Personnel in charge of the two leading national media projects for the deaf have expressed a desire to employ trained deaf media production technicians. They feel it is important to involve deaf workers in media production because media plays such a large role in transmitting information to the deaf public.

—by Barbara Brissenden

Student James Debee, Industry, Pa., demonstrates the kinds of skills he learned in NTID's new program. Counterclockwise from top left: a) Jim at work preparing a graph for overhead projection. b) Editing some Super-8 film. c) Focusing in on a tight video shot. d) Switching camera images on the TV studio control board.



dī·ə·krit·i·kəl 'märk·iŋz

NTID uses diacritical markings found in Webster's Dictionary to assist students with the pronunciation of new and unfamiliar words. (See Spring/Summer 1977 issue of *Focus*.)

To help instructors prepare materials which incorporate diacritical markings, a special diacritical type-writer element has been developed by William Clymer, media specialist in NTID's department of Media Production.

The element is a modified 12-pitch elite Letter Gothic element that has 15 special speech symbols which replace infrequently used characters on the keyboard. Most of the speech symbols are located in the upper case position of the numerics.

To assist the typist, a template which indicates the location of the

symbols on the keyboard has been produced. This template fits on the keyboard of the standard IBM Selectric II machine.

It is hoped that elementary and high schools will show an interest in utilizing this standardized diacritical marking system to improve pronunciation and to increase competence in dictionary use before a student enters college or the job market.

NTID has made arrangements so that the diacritical element can be ordered directly from the manufacturer. If you would like to purchase an element please write: Camwil, Inc., 835 Meeaumoku Street, Honolulu, Hawaii. Be sure to ask for element number 2489-M.

—by Barbara Brissenden

communication profile systems

NTID is coordinating a special project designed to develop a systematic approach to assess general levels of communication skills of deaf children, adolescents and adults nationwide, according to Dr. Donald D. Johnson, director of NTID's new Office of Educational Extension.

"Until such standard assessment measures exist, at all age levels, the task of meeting the individual needs of deaf students in various educational settings cannot be accomplished," he said.

Dr. Johnson is serving as chairperson of the effort, which has been named the Communication Performance Profile Extension Project.

According to Dr. Johnson, data collected at NTID on general student communication skill levels clearly indicate that there are currently weaknesses inherent in the elementary and secondary programs which have been providing communication instruction for the deaf students. "These weaknesses probably result, in large part because appropriate test instruments presently do not exist to evaluate and describe the communication strengths and/or weaknesses of deaf children and adults. Until such instruments exist in a standardized format at all age levels, the task of student program individualization cannot be accomplished," Dr. Johnson said.

It was because of this problem that the Communication Performance

Profile Task Force met at NTID last summer. This initial planning session included participants from the Model Secondary School for the Deaf (MSSD), the Kendall Demonstration Elementary School (KDES), the Maryland School for the Deaf (MSD), the City University of New York (CUNY), the University of Illinois, Champaign-Urbana Campus (U. of I.), and NTID.

"The basic purposes of the initial planning session were to familiarize all participants with existing communication profile systems and the rationale(s) for their development; to prevent fragmentation of future communication profile development; and to plan objectives and strategies for future development efforts," Dr. Johnson explained. Since that meeting, the task force has reconvened several times and has produced an initial Test Selection and Development Manual.

"The purpose of the manual is to make it possible for other interested persons to participate in the project by providing them guidelines for test selection, revision and/or development. In this manner, through collaborative effort, we hope to bring the entire project to successful completion," Dr. Johnson said.

Persons interested in further information about this project should contact Dr. Donald D. Johnson, director, NTID Office of Educational Extension. —by Joan Cooley

media graphics awards



Pictured clockwise from bottom left are: L. Dean Woolever, E. William Clymer, Robert Murray, Thomas Castle, Robert Ianazzi, Ken Merchant, and Bary Siegel.

Instructional materials created by members of NTID's Media Production Department, Division of Curriculum Development and Evaluation, were among the winning entries in the 1977 Graphics and Design Competition held by the National Association of Educational Broadcasters (NAEB). Thomas J. Castle, department chairperson and graphics manager, announced recently.

The NAEB Graphics and Design Awards recognizes outstanding graphic work in the field of public broadcasting. More than 1000 individual graphic pieces were judged submitted by public and educational broadcast networks throughout the U.S. and Canada.

Of the 13 awards presented, NTID won the award of excellence for graphics. The graphics were designed by L. Dean Woolever for the Instructional Television Department. Photographer for the project was

Robert Ianazzi.

A certificate of recognition was presented to NTID for its individualized instruction program which teaches Webster's diacritical markings to supplement pronunciation training. The set of videotapes and package design were the result of work by media specialist E. William Clymer and designer L. Dean Woolever.

A certificate of recognition was also presented to NTID for a four-minute animated film on the science of film processing. The film shows what occurs in the development stages of processing black and white film. Those involved in the project included: Robert Murray, producer; L. Dean Woolever, designer and art director; Ken Merchant, artist; Don Lichty, photographer; John Head and Bary Siegel, instructors in NTID's applied photography program.

—Joan Cooley

Interpreter trainees display their talents in song, dance and mime.
 Below: (Left to right) Carmella Cornacchio and Carol Yoken.
 Right: (Left to right) James Kurmis, Rick Owen, Evelyn Fitzgerald and Cheryl Cerra.

*"Music is a world within itself—
 With a language we all understand,
 With an equal opportunity for all
 To sing, dance and clap their hands."*

The song is by the popular singer/composer Stevie Wonder. His message—interpreted into sign language by hearing people—"brought the house down" at a variety show at NTID. Deaf and hearing people watched, rocked, sang, and clapped to the beats and rhythms of the language of music and signs.

Performed by the members of the interpreter training program, the variety show was entitled "You Can Feel It All Over," with 480 Fingers by the Really Busy Players.

The trainees for this year's interpreter training program ranged in age from 16 to 45 and involved participants from all over the United States. The 10-week training program was under the direction of Tracy Hurwitz, chairperson of the Department of Support Services at NTID, and co-ordinated by Anna Braddock.

The majority of the trainees took time from other professions to learn to communicate with the deaf and become qualified interpreters.

Following weeks of hard work, the interpreters put on the variety show for the students and staff members.

It began by making the audience "feel it all over." The dancing, signing, moving, smiling and singing were backed up by slides of show tunes like "The Sound of Music," "Fiddler on the Roof," "West Side Story," and "Godspell."

Then the interpreters reminisced with renditions of folk music, with songs like "Blowing in the Wind" and "If I Had a Hammer."

Next came the rock n' roll of the 50's with "Rock Around the Clock," complete with greaser's spit curls and bobby-socked babes. Meanwhile the audience chuckled and remembered those good old days.

The popularity of the country and Western influence couldn't be denied as Kenny Rogers' "Lucille" told of the lament of "a man, a woman, and a problem."

The show's finale brought all 48 interpreters on stage to perform pop tune "Undercover Angel," a favorite of coordinator, Anna Braddock.

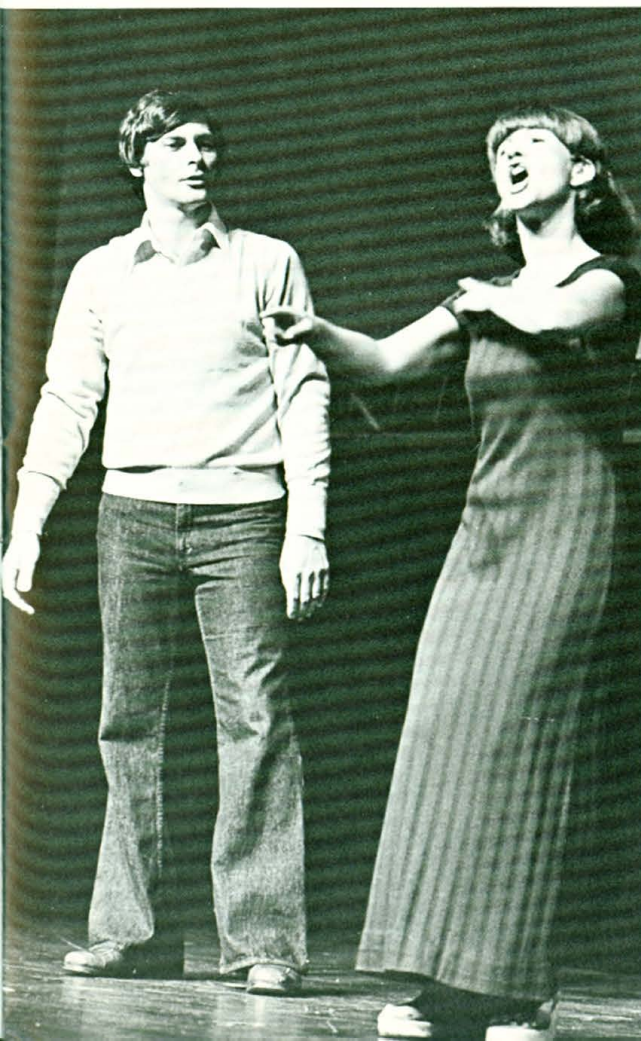
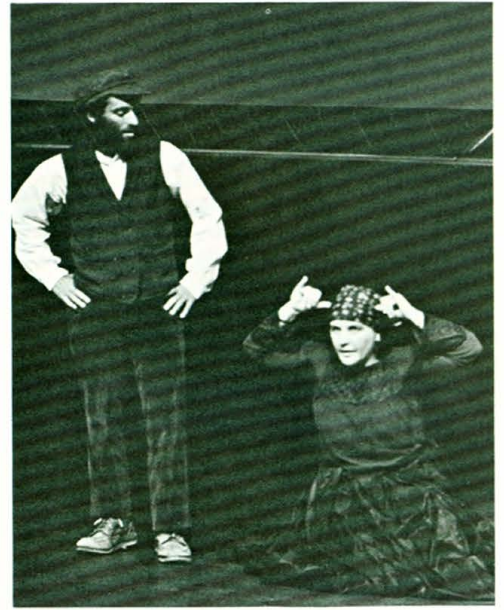
—by Barbara Brissenden



you could feel it....



Above: (Left to right) Kathy Finks, Jim Orr, and Anne Betts.
 Right: Frank Vendetti and Kathy Finks.



Top left: *Linda Crane.*
 Top right: *Richard Seidman and Pam Ryan.*
 Center: (Left to right, front row) *Amy Gravitz, Steven Crabel, Margot Kimball, Meredith Ray, Doni LaRock, Rick Owen and Chris O'Malia.* (Back row) *Evelyn Fitzgerald, Sherlea Dony.*
 Left: *Lil Levy and Rick Owen.*

Sharing Ideas

The 48th Biennial meeting of the Convention of American Instructors of the Deaf (CAID) in Los Angeles provided an excellent opportunity for educators in postsecondary, secondary and elementary schools and programs to exchange information and ideas about developing improved approaches to educating young deaf people.

The convention was also one of the ways that NTID used to extend its out-reach to educators of the deaf nationally.

Members of NTID's faculty and professional staff made presentations in a number of the concurrent sessions that made up the programs for the five-day conclave.

The NTID presentations covered a diverse range of topics including concepts concerning career development in technical fields, mainstreaming, support services and research.

In addition, NTID discussed its programs, facilities, students and student activities in a new walk-in, multimedia exhibit.

NTID participated jointly with the Rochester School for the Deaf and the Rochester Convention and Visitors Bureau in the exhibit activity. The joint exhibit effort, in addition to presenting information about the two schools, also included a slide presentation about Rochester. Rochester offered to be the host city for the 1981 convention. The CAID delegates accepted the invitation, and planning has already started for the 1981 national meeting to be held in Rochester. The city's invitation was supported by NTID, the Rochester School for the Deaf, and others in the Rochester area.



NTID people at CAID were busy sharing ideas and information with instructors of the deaf from all over the United States.

Top: Dean/Director William E. Castle greets Dr. Rhoda Freeman, coordinator of Professional Staff Development, Department of Special Education, Los Angeles Unified School District.

Center left: Bonnie Meath-Lang, English specialist, Department of Communication Programs.

Center right: Jimmie Wilson, associate educational specialist, General Studies Support Team.

Right: Dr. Milo Bishop, associate dean, Career Development Programs.





What happens when Alice, a young deaf girl, meets the extraordinary inhabitants of Wonderland?

Delighted theatregoers found out when NTID Theatre presented its madcap version of *Alice in Wonderland* recently.

Much more than a children's tale, *Alice in Wonderland* has fascinated people for its intriguing plot, its exploration of dreams and reality and its fantastic characters. Persons of all ages enjoy *Alice* on many different levels—from a simple child's fantasy to an outrageous parody of Victorian life.

In the NTID Theatre production, Alice is deaf. Communicating with

her hearing family is difficult and finds she is able to share her secrets and dreams only with her friend Louis Carroll. He, in turn, introduces her to the strange and hilarious characters of Wonderland.

The Caterpillar, the Mad Hatter, the Cheshire Cat, the Queen of Hearts, and 40 other furry and feathered creatures appeared in costumes imaginatively designed by P. Gibson Ralph. Alice slid down the rabbit hole through a pool of tears into a fabulous Wonderland setting

(Continued on page 10)

Marj Pratt

Marjorie Pratt sees NTID as very likely the only place she could combine the two things she loves the most: theatre and speech pathology.

Marj, 34, helps direct productions in NTID's Experimental Educational Theatre and also teaches a course in the oral interpretation of literature (poetry, prose and drama) - a course which she designed to help students develop their voices and speech as well as characterization, movement and expression.

Marj came to NTID in October 1974, after completing a bachelor's degree in speech education, two master's degrees in theatre and speech pathology, and an extensive career in the theatre. She was once an actress and director with a professional company. She also has worked with a theatre group in a West Virginia prison, with a street gang in Detroit's inner city, with senior citizens doing vaudeville, with seventh graders performing Shakespeare, and with learning disabled children using theatre to develop language.

Through her varied career, Marj says she saw "the potential for the use of theatre for youngsters with various kinds of communication disorders."

Even though theatre is not offered as a major at NTID, it is a very popular extracurricular activity among students, partly because of Marj's contributions.

In January 1976, under her direction, the NTID Theatre presented its first rock opera "Joseph and the Amazing Technicolor Dream Coat," by the authors of "Jesus Christ Superstar." The show, which featured a live orchestra, a chorus of hearing students and staff, and mime acting by deaf students, was a critical success.

This year Marj adapted the Lewis Carroll novels for NTID's production of "Alice in Wonderland," which she directed.

The production was recently honored by being named Best Play at the New York State Theatre Festival. It was also invited to the Regional Festival of the American College Theatre Association.

Marj describes herself as "in a really happy sort of situation" at NTID. "The kinds of activities involved in theatre makes establishing a rapport with students much easier," she says.

Students gain a lot from theatre work, in terms of self confidence, she adds. "It takes a strong person to jump out on stage and say, 'Here I am!'"

Marj also has respect for the students' talents. "Deaf students

are constantly surprising and in general delightful. They have so much to offer. In comparison to other beginning performers, our students learn so quickly. Part of that is their style of communication. They are more used to expressing themselves visually, so that a number of obstacles are already conquered."

Marj's husband Bob is also at NTID, working as technical director and lighting designer for theatre productions and teaching a course in stagecraft. —by Judy Cox



designed and lighted by Robert Pratt.

NTID Theatre Instructor Marjorie Pratt directed the production and adapted the script from Lewis Carroll's novels *Alice's Adventures Underground*, *Alice's Adventures Through the Looking Glass*, and *Alice in Wonderland*. She translated the script into sign language with the help of NTID student Ed Kelly (Darien, Wisc.), Paul Johnston (Lake Oswego, Ore.), NTID student and former member of the National Theatre of the Deaf, worked as sign language consultant in adapting the script into sign-mime and creating new signs for the stage.

Alice in Wonderland was performed in sign language with voice and music. The cast included both deaf and hearing RIT students and staff as well as members of the Rochester community.

Alice played to sold out audiences for two consecutive weekends. After this, "Wonderland" was packed into a truck and reappeared in Oswego, N. Y. where it completely charmed audiences and judges alike. It was proclaimed Best Play at the festival sponsored by the New York State Theatre Association and was also invited to the regional finals of the American College Theatre Festival.

—by Joan Cooley



a



b



c



d



e



f

a. *The Dormouse* (Don Metlay), *Alice* (Marjorie Angelucci), and *the Mad Hatter* (Michael Matter) at the Mad Tea Party.
 b. *Alice and the White Rabbit* (Bill Barber).
 c. *The Knave of Hearts* (Ed Aletto), *Alice*, the *Queen of Hearts* (Kathy Buechel), and the *White Rabbit*.
 d. *Alice on trial*.
 e. *The Duchess* (Pam Giles) and *the Frog* (Kathy McWaters).

f. *The Mock Turtle* (Chuck Smith), *the Lobsters* (Karen Walkney and Joan Sand), and *the Gryphon* (Terry Lee).
 g. *The King of Hearts* (Eddie Friedman), *the Duchess*, and *the Cheshire Cat* (Jim Orr) at the croquet game.
 h. The entire company takes part in *Alice's trial*.



Getting the Job Done in the 'Big Apple'

NTID's employment development team took on the "Big Apple" at one of its recent employment seminars.

More than 33 representatives from 23 major corporations and businesses from the New York City area attended the NTID seminar where they received information about the employment of technically trained deaf workers.

The New York City seminar was a significant project for the employment development team since corporate headquarters from many companies are located there. Some national companies represented at the seminar included: American Telephone and Telegraph, General Motors, IBM, Sears, Xerox Corp., Mobil Oil, Westinghouse, Prudential Life Insurance and General Electric.

"Providing information and allowing opportunities for open discussion regarding employment of the deaf is often the first step in creating a positive attitude toward hiring a deaf worker," Vic Maguran, director of the Office for Career Opportunities (OCO), says.

This strategy has worked well for NTID according to Mr. Maguran and has led to mutually rewarding on-going relationships with companies such as United States Steel Corp., American Telephone and Telegraph, General Tel and Electronics, and American Can Co.

NTID has conducted seminars in Philadelphia, St. Louis, Chicago, Denver, Houston and Dallas.

The purpose behind the seminars is to meet potential employers on their home ground and introduce them to the concept of hiring deaf workers. "Attending one of our seminars is not a commitment in any way for the employer," Rich Giandana, coordinator of the Employment Development staff says.

Usually NTID works through a local chamber of commerce or business organization who agrees to sponsor the meeting and encourages their members to participate. The meeting usually consists of a short film, "Getting the Job Done," about NTID and some of its graduates; a slide presentation aimed at discussing some of the misconceptions employers may have about the deaf; a deafness simulation experience; several workshops and a wrap-up question and answer session.

Following the seminar, companies who wish to further investigate NTID are encouraged to contact a member



Above: (Left to right) Bob Hulse, representing Combustion Engineering Inc., Windsor Locks, Conn., NTID graduate Ron Meotti, Vic Maguran, director of the Department for Career Opportunities.

Below: (Left to right) Tom Connolly, educational specialist, College of Business Support, Team, NTID graduate Mitchell Travers, and his supervisor, James Birtle, Brookhaven National Laboratories, Upton, N.Y.

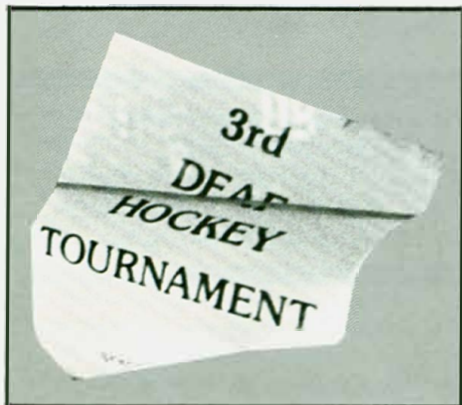


of the employment development staff. "We discuss the organization's needs and tailor a way of meeting them. We may do this by personally consulting with the company's top decision-making and industrial relations management, or we may encourage them to send a representative to NTID where we can show them an in-depth look at our educational facility," Giandana explains.

"It's only after a carefully thought-out process where we work with the employer to determine if the organi-

zation and the deaf worker can meet each other's needs, do we begin to talk of specific placements," Maguran says.

Members of the NTID employment development staff have made follow-up visits to several companies in the New York City area and several company representatives have visited NTID. Their most recent regional employment seminars were held in Los Angeles, San Francisco, and Palo Alto, California. —by Joan Cooley



The third annual Deaf Hockey Tournament, hosted by the NTID Student Congress, Nov. 11 and 12, 1977, was a "slashing" success.

More than 1,000 fans, players and alumni of NTID attended the event, held at the Rochester Institute of Technology, Frank Ritter Memorial Ice Arena.

The Montreal team, sponsored by Centre Des Loisirs Des Sourds De Montreal, captured the tournament's first place trophy for the second year in a row.

Gaetau Jeu of Montreal received the Most Valuable Player award, donated by Dr. William Castle, director of NTID, Greg Grockford of the Windsor team received the Sportsmanship award, donated by the Human Development Department at NTID.



Action at the Hockey Tournament brings the crowd to their feet (above) as the players struggle for possession of the puck (below right).

Tournament All-Star Team

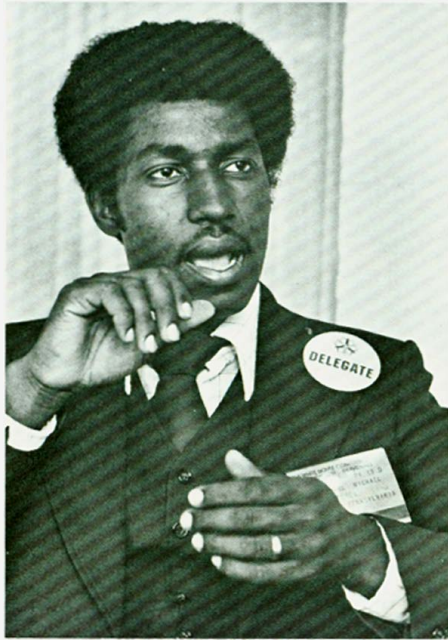
Wing	Terry Stewart, Windsor
Wing	Douglas Grady, U.S.A. (NTID Student)
Center	Len Williams, U.S.A. (NTID Student)
Defenseman	Gaetau Jeu, Montreal
Defenseman	Dean Sigler, U.S.A. (NTID alumnus)
Goaltender	Jeau Davia, Montreal

Tournament Results

First Place	Montreal sponsored by Centre Des Loisirs Des Sourds De Montreal
Second Place	U.S.A. sponsored by The American Hearing Impaired Hockey Association
Third Place	Toronto sponsored by St. Francis DeSales Hockey Team
Fourth Place	Windsor sponsored by Windsor Association of the Hearing Handicapped

Below: NTID Deaf Hockey Tournament All-Star team.





Carl Moore

Carl Moore is black and deaf. And he is proud of it. But he hasn't always felt that way.

Carl was born in 1952 in a lower-class neighborhood in North Philadelphia. His father, who is hearing, had been a longshoreman for many years and has since become a Baptist minister. His mother is hearing impaired and has worked for the Internal Revenue Service for many years. Carl is the second oldest of seven children—three hearing and four deaf.

As Carl's father's church grew and prospered, the Moores were able to move to a slightly better neighborhood in West Philadelphia. It was there Carl began to attend the W. and E. Martin School where lipreading and speech training were added to the regular subjects any young elementary school child would take.

Communication at school progressed. But at home, he had problems. Although he and his mother managed well, Carl could never quite "tune into" his father.

The church and religion, so much the center of activity for his father and family and other black families in his community, was confusing and often boring for Carl. He recalls endless hours of sitting in a church pew, watching people's mouths move, wondering what was so important about what was being said.

Carl worked hard at school, con-

tinually trying to prove that he was just as important and smart as his hearing brother and sisters. But sometimes the more he learned, the less he felt he could understand. He was told by his black friends that he was too ambitious. White children told him he was too different, that he was dirty. Carl scrubbed his body from head to toe, and still they wouldn't accept him because they said black skin was always dirty. Carl was confused and hurt. And somewhere, down deep, he was getting angry.

The "streets" offered another kind of education. Carl chased girls, raced, played daredevil games and fought. He was sometimes cornered by neighborhood bullies, and he would hand over his money and hope his parents wouldn't find out. And then he would wonder even more what his world was about.

Language was a constant challenge for Carl. In addition to the basic language acquisition problems associated with his deafness, Carl was faced with the black English used by most of his friends. This added a whole new dimension to his communication development. When should he use what? Which was correct?

When he finished at W. and E. Martin School, Carl entered Roxborough High School, where he was on his own. There were no special services for the deaf. Carl worked



"Somehow, I didn't really consider myself deaf Finally I realized I was doing what others had always done to me as a black person."

hard, trying to overcome the stereotype of vocational training for black and deaf people. He wanted the academic track. He knew that he could become "someone" through education.

All during the sixties, when civil rights and black militancy and black awareness were growing, Carl was minimally affected because he had so many immediate, everyday concerns, let alone the things in the newspapers and on television.

Carl had a lot of questions. He needed explanations. He needed guidance.

Fortunately, Carl is a fighter. He decided that he would demand answers. He decided he would not accept less just because he was black and deaf and had less money than most. That drive, that desire to achieve, guided him through high school, where he graduated with honors and went on to NTID.

Carl chose NTID because it offered the two worlds of the hearing and deaf all on one campus. But once he arrived at NTID, Carl didn't want to have anything to do with deaf people. "Somehow," he recalls, "I didn't really consider myself deaf. I especially shied away from sign language so hearing people wouldn't be able to spot me. Finally I realized I was doing what others had always done to me as a black person."

Once Carl learned to approach each person as an individual, "a whole new life — a new world — opened for me," he relates.

Carl studied hard and earned an associate's degree in office practice and procedures in 1974 and then got a position as a clerk in the United Postal Service in Philadelphia. He recently enrolled at Gallaudet College to study social work. He is married and now has two sons—Kevin and Carl Jr.

student feature

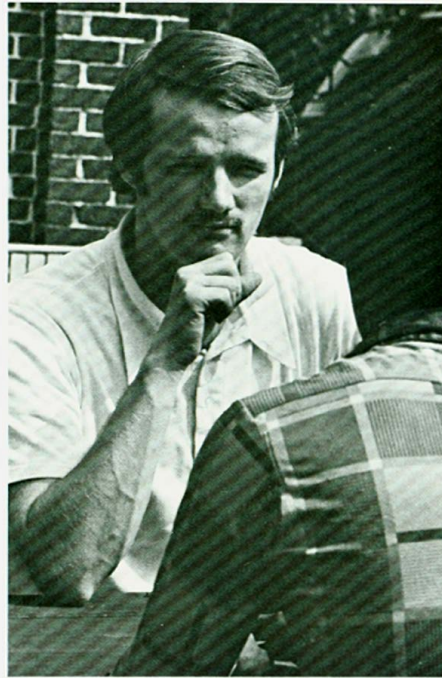
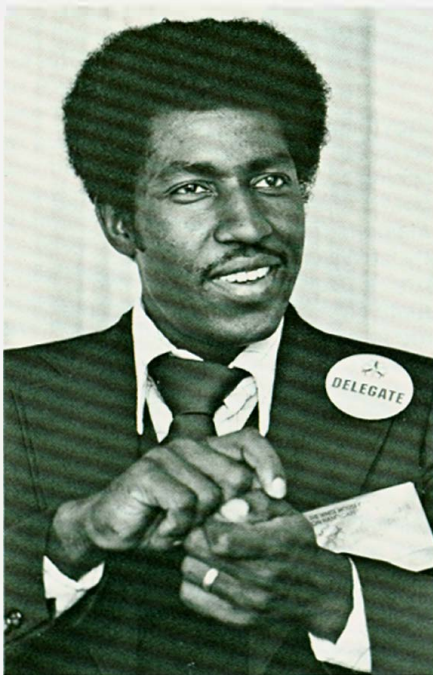
Carl recently became president of the Black Deaf Association in Philadelphia, a 500-member group founded to let the black deaf people know what services are available to them and to let others know their special needs.

In addition, Carl was chosen as the only deaf delegate from his region in Pennsylvania to participate in the White House Conference on Handicapped individuals in Washington, D.C., last May. Governor Milton Shapp, in his confirmation letter to Carl, stated:

"Your demonstrated knowledge, leadership and concern for those citizens who are handicapped make you a good advocate for the Commonwealth of Pennsylvania. I know there are hundreds of Pennsylvanians who are looking to you for leadership and help to appropriate changes . . ."

Yes. He's deaf and black, and after many years of struggling to find himself, he's proud of it.

—by Eileen Biser



Pat Sullivan

Pat Sullivan's success as a student at NTID does not declare itself in loud, boisterous proclamations. Instead, it reveals itself through the quiet confidence of a young man who knows what he wants, where he's going and how he's going to get there.

What Pat wants is to become a social worker who deals with handicapped persons. He knows he will finish his bachelor's degree in social work at RIT and then pursue a master's degree. He is confident that somewhere, someone is waiting for him and his skills.

How does he know all of this? These are not snap decisions. He's been working at his life plan for 27 years now.

Pat, son of Mr. and Mrs. George Sullivan, Potsdam, N.Y., was the only deaf child in his family of two brothers and two sisters. He attended Rochester School for the Deaf and then St. Mary's School for the Deaf in Buffalo, where he graduated in 1970.

"At that time," Pat recalls, "I didn't know what I wanted to do for sure, so I worked as a clerk/salesboy. It was really boring and helped me decide that I needed more education. For two years I worked hard on improving my reading skills, and finally in 1972 I entered NTID."

Pat earned an associate's degree

in accounting and subsequently found a job in the Accounts Payable department at the Smithsonian Institution in Washington, D.C. "It was an exciting place to be, but the job wasn't very challenging. Somehow I knew I wanted to work more with people," Pat explains. So in the fall of 1975, Pat was accepted into the social work program at RIT, and he again became a student.

Since then, Pat has been steadily working toward his goal in social work. Part of that endeavor has been a field experience at the Culver Road Group Home sponsored by Monroe Development Services in Rochester.

Pat has spent a total of over 600 hours working with seven young hearing men between the ages of 16 and 20 who are either mildly retarded or emotionally disturbed and need special attention or services.

"My job," Pat points out, "was to establish a rapport with them and then just to give them attention they wouldn't otherwise get. It was essentially one-to-one counseling, training them in social skills. But I also got into tutoring them with their homework and accompanying them on local field trips."

Pat recalls that at first he had a lot of apprehensions about working with the boys. "I was scared and felt awkward because I didn't know how I was going to be able to make them understand me. As we got to know each other I became more confident and we became friends. Sometimes we communicated through gestures. Sometimes we all had to help each other understand."

Pat's desire to be involved with people has also led him into some interesting jobs at NTID. For the past five years he has been a resident advisor for Summer Vestibule students, and that has led him into a full-time resident advisor position during the school year.

As a resident advisor, he is responsible for 25 students. "I try to help the students feel like they are members of a family who care about each other." Pat has also become involved by teaching sign language to new NTID staff and tutoring students in sociology/psychology courses.

Pat Sullivan, like so many other NTID students, is certain to make his mark in the world by quietly touching the lives of all the people he meets.

—by Eileen Biser



Peggy and Larry Quinsland

Cooking, camping and conservation play a big part in the personal lives of Peggy and Larry Quinsland. But as instructors at NTID, classes are their chief concern.

Peggy, a former sign language instructor for new staff members at NTID, is now a language and literature instructor on the General Education Support Team.

Larry is an NTID technical science instructor who teaches biology, anatomy/physiology, and medical terminology.

Experiential learning is a teaching philosophy Larry advocates by "involving students in the actual process, rather than talking at them."

He is presently working on a role playing teaching strategy which has students diagram a chart showing blood flow through the body. Larry then has the students role play arteries, veins, atria, ventricles and red blood cells. Once the red blood cell traces the path to and from the heart, the students describe to each other how it works. "This cuts the learning time down to one-third of what it was before, primarily because a relatively abstract concept is

experienced in concrete terms," Larry claims.

"An important part of the experiential learning process is doing something with the experience after the student has gone through it. Telling another person helps reinforce and personalize the knowledge," Larry emphasizes.

"In addition, the same process includes personal/social skills development. At various times during the course, students assume leadership responsibilities, and group interaction seems to come naturally," Larry says.

Peggy uses her knowledge of the linguistics of sign language in her English composition classes to help the deaf students relate the structures of English to those of American Sign Language.

Like Larry, she also believes in relating writing to experiential learning situations. "I find that students are more motivated when they can take the concrete situation and write about it. Many of the students who are apprehensive about writing often become more motivated to write with these assignments," says Peggy.

Peggy began her career in education of the deaf when she landed a teaching job at the Wisconsin School for the Deaf, after she earned her master's degree from the University of Wisconsin, Milwaukee.

Larry, a zoology major in undergraduate school earned his master's degree in exceptional education at the University of Wisconsin. He also holds a master's degree in curriculum and instruction.

Larry was the first one to learn about NTID when he came as an intern in NTID's graduate internship program in 1974.

Larry refers to that time as a real "culture shock." Before being accepted to the training program, he went through two days of intensive interviews. "I was bombarded with visual and professional stimulation. It was so exciting that I hoped someday I could become a permanent member of the staff."

A position in the science department opened up shortly after he completed his internship. Peggy, Larry and their Irish Setter moved from Wisconsin to the rolling hills of the Finger Lakes Region of New York State.

They purchased an 1850 schoolhouse in the heart of the wine pro-

ducing country. Today, after renovation and a planned addition of bedrooms, baths, darkroom, and laundry, the school is a comfortable home with a picturesque view of rolling hills, a nature center and a lake.

Conservationists at heart, they have tried to maintain the wildlife and foliage which surrounds them.

As far as their culinary expertise is concerned, Larry refers to them as "serendipity" cooks. They often find themselves creating new concoctions with anything that's available on camping trips.

Avid campers, their honeymoon was a 3-month European camping trip the summer before their senior year in college.

They have also spent a great deal of time trying out equipment and techniques for Larry's NTID Program in Outdoor Education. The program which is an offshoot of Larry's own interest in experiential learning, utilizes the outdoors as its medium for learning by doing.

"It's a real trip to live in a small town," says Peggy. We have been given the key to the town library to hold our Explorer Post meetings. And it's been heartwarming to come home late on a cold winter's day to find our driveway's been plowed of snow by a concerned neighbor."

Their neighbors are also part of the appeal of the country; they consist of a mixture of the "hill people" who have lived there for generations, and city residents who have moved to the serenity and beauty offered by the country.

Peggy and Larry feel there is a commonality among all of the different types of people who live around them.

"We find that we each have something to contribute to our community," says Peggy.

"All of us share educational concerns whether we are teachers or parents," adds Larry.

—by Barbara Brissenden



Kevin Nolan

Kevin Nolan, one of NTID's first graduates, returned to his alma mater and became a career opportunities specialist "to pay back a debt and to serve as a role model for prospective and present NTID students."

A former teacher and department head at Beverly School for the Deaf, Beverly, Mass., and an alumnus of the Clarke School for the Deaf, Northampton, Mass., Kevin has held close ties with NTID for the past nine years. He has served on the NTID Alumni Advisory Council and is a past chairperson of the National Advisory Group.

"NTID has been very good to me; it has given me the opportunity to mature. I believe relating my first-hand experiences as a student will be beneficial for potential NTID students to learn as I travel to schools across the country," he said.

A career opportunities specialist serves as a resource to high school students and to the persons who impact on their career decisions.

"I believe I can bring a special insight into some of the situations students face while making a career choice, because I've been through

it myself," Kevin said.

Kevin received his master's degree in deaf education from Western Maryland College, after he taught for three years at the Maryland School for the Deaf, Frederick, Md.

A lover of spectator sports, Kevin and his family also enjoy camping, skiing, swimming and traveling.

As a former member of NTID's drama club, Kevin attended a Summer Institute at the National Theatre of the Deaf, Waterford, Conn., and enjoys attending the plays put on by the NTID Theatre.

He was recently named the Distinguished Alumnus during RIT's Homecoming Activities.

—by Barbara Brissenden

National Advisory Group Gains New Members

The National Technical Institute for the Deaf (NTID) has named five prominent new members to its National Advisory Group. They represent the fields of law, education and entertainment.

The new members include: Nanette Fabray, actress, Pacific Palisades, Cal.; Rose C. King, principal, Virginia School for the Deaf, Hampton, Va.; Robert J. Mather, lawyer and NTID alumnus, Washington, D.C.; Lawrence R. Newman, assistant superintendent, California School for the Deaf, Riverside Cal. and Dr. S. Richard Silverman, director emeritus, Central Institute for the Deaf, St. Louis, Mo.

The National Advisory Group serves in an advisory capacity to the director of NTID in all matters of growth and development of the Institute.



Chairman of RIT's Board of Trustees Richard H. Eisenhart (above, left) welcomes new members of NTID's National Advisory Group.



Actress **Nanette Fabray's** interest in the problems of the hearing impaired is a result of her personal experience with deafness. She began having hearing problems in her mid-20's. Today, after three major operations which have left her with an artificial conductor in one ear and a hearing aid in the other, she is considered legally handicapped. Ms. Fabray began her career as a child star in the "Our Gang" comedies and in vaudeville. She has worked on radio, Broadway, television and in the movies. Famous for her

work in musical comedy, she won a Tony award as the best musical actress in 1947 for her performance in "Love Life."

She has served as chairman, National Easter Seal Society for Crippled Children; chairman for the National Mental Health Association; vice president and board member of the National Association of Hearing and Speech Agencies; and past chairman of the National Advisory Committee on Education of the Deaf.

Ms. Fabray is currently a trustee and member of the

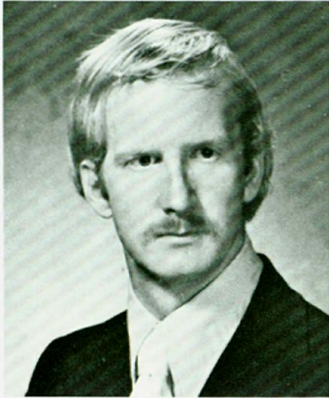
Eugene O'Neill Foundation and National Theatre of the Deaf; honorary board member of the Lexington School for the Deaf; and a board member, President's Committee on Employment of the Handicapped and other organizations.



Mrs. Rose King's involvement in the Virginia School for the Deaf began 16 years ago. Since then, she has served there as a kindergarten teacher, special primary teacher, guidance counselor for the deaf and blind schools, director of Title I projects, and is now principal. Mrs. King earned her B.S. and M.A. degrees from Hampton Institute, Hampton, Va., and has pursued further study at Virginia State College, Norfolk State College, Gallaudet College and other institutions.

She is currently a member of

the Virginia Education Association, the National Education Association, the National Association of Elementary School Principals, the Conference of Executives of American Schools for the Deaf, the Convention of American Instructors for the Deaf and other organizations.



Robert J. Mather is an attorney-at-law in Washington, D.C. and is believed to be one of only two lawyers in the United States who was born deaf.

He recently joined the staff of the Architectural and Transportation Barriers Compliance Board, Department of Health, Education and Welfare. In this position he will assure that the needs of the handicapped will be met in the area of eliminating architectural and transportation barriers. Mather served as staff attorney for the National Center for Law

and the Deaf and as secretary for the National Center for Law and the Deaf Legal Defense Fund. A 1974 social work graduate of NTID, Rochester Institute of Technology, Mather graduated last year from DePaul University Law School and was admitted to the Illinois bar in May, 1977.

Mather is a member of the American Bar Association, the Illinois Bar Association, Chicago Bar Association and the National Association of the Deaf.



Lawrence R. Newman served as principal of the Taft School for the Hearing Impaired, Santa Ana, Cal., until this past August when he was named assistant superintendent, California School for the Deaf at Riverside. In his professional activities, he has served as: a teacher of math at the New York School for the Deaf, Rome, N. Y. and the California School for the Deaf; education consultant, New Mexico State Department of Special Education; chairman and member of the Advisory Board, Center on Deafness,

California State University, Northridge; president, International Association of Parents of the Deaf; and first vice president, California Association of the Deaf.

He is currently a member of many organizations including the Convention of American Instructors of the Deaf; Conference of Executives of American Schools for the Deaf; California Association of the Deaf; Gallaudet College Alumni Association; and the Association of California School Administrators. In 1969, he

received the California Teacher of the Year award.



Dr. S. Richard Silverman is currently director emeritus of the Central Institute for the Deaf (CID), St. Louis, Mo., and has been professor of audiology at Washington University since 1949.

Dr. Silverman has served the field of deaf education for more than 40 years and was a member of the National Advisory Board on the Establishment of NTID, the Board that produced the guidelines for and selected the site of NTID. He was an instructor at CID, served as

administrative executive and then was director of CID (1947-72). In his other professional activities, he has served as: director, Project on Hearing & Deafness, CID, during World War II; consultant on problems of deafness to the Secretary of War (1944-48); consultant on audiology, U.S. Air Force (1951-53); chairman, National Advisory Committee, Education of the Deaf (1966-70); co-chairman, International Congress on Education of the Deaf; and member, Board of Fellows, Gallaudet College.

Dr. Silverman has addressed many professional and lay groups and has counseled the establishment of audiological facilities in many countries. He is a member of the American Speech and Hearing Association, Alexander Graham Bell Association for the Deaf; Council of Education of the Deaf, Acoustical Society of America; and the Royal Society of Medicine.

NTID Grads On the Job in Film and TV

NTID graduate Ron Meotti (left) is featured in a new film "Getting the Job Done," recently completed by NTID. The film points out the advantages of hiring technically trained deaf workers and encourages potential employers to find out more about what NTID graduates have to offer.

Filming of Ron Meotti was done at his job at Combustion Engineering Co., in Windsor Locks, Conn., where he is a senior draftsman. Another NTID graduate, Faith Nelms, was filmed at her job with Xerox Corporation, where she is a junior programmer.

The completed film was shown recently to groups of employers in Houston, Dallas and New York City. It was produced through Communico, a communication company in Fenton, Mo.



The Office Products Division of IBM Corporation has sponsored a 60-second public service announcement (PSA) about NTID which will be seen on television throughout the country.

The announcement features NTID graduate Joanne Black Helmick (left) who works as a secretary in a busy word processing center. Mrs. Helmick is a graduate of NTID's office practice and procedures program.

The PSA was made for IBM by Sheridan-Elson Communications Inc., of New York City. Robert Elson (right) was the cinematographer on the project.

Facilities, Services Intrigue Foreign Visitors



A high-level delegation representing the government of India visited NTID recently.

The Honorable Saran Singh (above, right), secretary of the Department of Social Welfare, New Delhi, India, and Mr. Lal Advani (left), special deputy for the handicapped in India; visited programs in the U.S. dealing with the education of and services for the handicapped. The government of India is interested in creating new services and facilities for the deaf, blind, mentally retarded and orthopedically handicapped in their country.

They were specifically interested in NTID in order to set up a similar educational facility for the deaf in India. While on campus, they met with Dr. William E. Castle, dean and director of NTID; Dr. Paul A. Miller, president of Rochester Institute of Technology; and Dr. D. Robert Frisina, senior vice president for RIT. They also toured NTID, viewed classes and met with members of the faculty and staff.

NTID provided technical assistance to visitors representing the government and programs for the deaf in Egypt.

Mr. Gamal Khalid, Mr. Rashad Abul Azm, and Dr. Zeinab Ismael, Cairo, Egypt (pictured below, left to right) toured NTID with Dr. William E. Castle, dean and director of NTID, and received an overview of programs from various members of the faculty and staff.

The group visited several programs in the U.S. to see how this country operates technical education and rehabilitation facilities for the deaf. They hope to use the information they received to improve services for the deaf in Egypt.

NTID is one of only five facilities that the group visited during their two-week stay in the U.S.

Dr. Ismael is director of Special Education, Programs and Projects for the Deaf, Government of Egypt.

Dr. Khalid is director of the Cairo Rehabilitation Center for the Deaf. He also serves as a staff member on several projects relating to deafness for the department.

Mr. Abul Azm is a deputy in the Department of Social Affairs and Rehabilitation and the associate director for Cairo Rehabilitation Center for the Deaf.



Howard Mann Joins Staff

Howard Mann, a 1974 Social Work graduate of NTID has joined the Institute's professional staff as special publics assistant in the Public Information Office.

Among his major responsibilities, Howard conducts and coordinates NTID Alumni Activities and serves as a liaison to RIT's Alumni Programs.

A native of Chicago, Ill., Howard attended Alexander Graham Bell School, and later attended Lane Technical High School.

While at NTID, he was involved in the NTID Student Congress, the Drama Club, and intramural sports.

After college, Howard returned to Chicago to work for the Board of Education as a parent-interactor.

An active member of the Chicago deaf community, Howard served as vice president for two terms in the Congregation Bene Shalom/Hebrew Association of the Deaf (CBS/HAD). He also helped establish the NTID Alumni Club

of Illinois in 1975 and was elected to be one of the three original members of the NTID Alumni Advisory Council.

Shortly before starting his new career in Rochester, Howard married the former Cynthia Brown, who is a 1972 Medical Record Technology graduate. She is now teaching in the Medical Record department at NTID.

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