

# ntid focus

Publication of the National Technical Institute for the Deaf • Summer 1979



Summer 1979



# An Overview

**A** great deal is being said about mainstreaming of deaf people these days because of Public Law 94-142 and Section 504 of the 1973 Amendments to the Rehabilitation Act. As one who has watched mainstreaming of NTID students at Rochester Institute of Technology (RIT) for nearly eleven years, I'd like to offer some important cautions to all of us who are interested in the mainstreaming concept.

First, we must remember that not all deaf persons wish to be mainstreamed during every aspect of their education, employment, and community living; and some may wish never to be mainstreamed. Also, not all parents of deaf children wish to have their children mainstreamed at every point of education; and some may rightfully believe that the least restrictive educational alternative for their child is a residential school for the deaf; and some may rightfully believe that the least restrictive alternative is an oral school for the deaf. Therefore, in our very public haste to implement 504 and 94-142, let us not forget that these laws are really the educational and employment "bill of rights" of handicapped persons and their parents; and they should always retain the right to public attitudinal and fiscal support for the alternative which they choose.

Second, not all deaf persons can be mainstreamed during every aspect of their education, employment, and community living; and some can never be mainstreamed. By illustration, I can point out that 25% of today's NTID students go only to classes which are exclusively for deaf students; nearly 50% more have most of their classes with deaf students only; and nearly all of the remaining 25% have some classes which are for deaf students only, such as classes devoted to the development of communication skills.

Third, educational mainstreaming of deaf students, if properly done, is very costly! It requires that deaf children at all levels of their education have teachers who are fully trained to deal with them or who have received extensive in-service training. It requires that deaf children at all levels of their education have specific and thorough attention from language specialists, speech pathologists, audiologists, and guidance counselors; and that they be given tutors, notetakers, interpreters, and special counseling, including psychological counseling, when needed.

Fourth, educational mainstreaming of the deaf, if not properly done, is also very costly. By this I mean, if the patterns of mainstreaming that have been used in the past continue to be used; we will continue to cheat most of our children in the same ways that we always have, and we will expend a great number of dollars in their later years trying to make up for it. To illustrate, deaf children taught in regular high schools by subject matter specialists who do not know how to teach the deaf are generally no better off than deaf children taught in residential high schools by teachers who are not subject matter specialists!

Finally, for deaf persons to be mainstreamed in the most ideal sense, i.e., making a living and living a life on par with and among hearing persons, they do not have to be mainstreamed during every aspect of their education, employment, and community living. In this case, "to be mainstreamed" is a goal; it is not necessarily a means to that goal!



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 ten colleges of RIT, just like the College of Business or the College of Engineering.

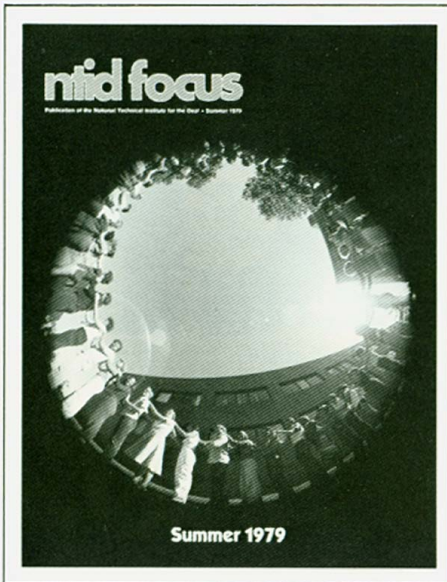
**unique**. Having NTID as part of RIT is the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students. It is the only one of its kind nationally or internationally.

**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 1979-80 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's Basic Interpreter Training Program (BITP) attracted more than 800 applicants from all over the country this year out of which 34 persons were selected to participate in the ten-week intensive program. The cover photo shows an unusual view of the interpreters going through their morning exercises done each day in the NTID courtyard. The BITP curriculum emphasizes educational interpreting and includes segments on interpreting for media, deaf/blind and oral interpreting, an orientation to deafness, as well as other specialties and experiences.

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# COMMUNITY OUTREACH

## Communication Training

**T**he Social Security Administration began a ten-week training course in sign language to better serve Rochester's large deaf community.

"In the Rochester Social Security Office, it's common to interview hearing-impaired people who receive supplemental security income," says Paul Dudak, assistant district manager for the Social Security Office and coordinator for the training program. As NTID has gained recognition across the nation, yearly enrollment has swelled to nearly 1,000 students. Many of these students graduate and obtain employment in the Rochester community.

William Newell, an NTID instructor, taught the course which is one of the first programs of its kind in the country. Instructor Newell incorporated videotapes and outside reading assignments to help employees gain a better understanding of deafness.

Dudak hopes that the hearing-impaired persons who visit his office will benefit from these efforts to better understand and meet their needs. For the 14 employees learning basic sign language and fingerspelling, the course emphasized language used during Social Security interviews. Questions like "Did you bring your birth certificate?", "What is your monthly income?", and "How many brothers and sisters do you have?" are examples.

Claims representative Jenna Rickey was able to use her new skills during a recent interview. "By using sign language," she says, "I communicated with another world. I felt like a guest in that world rather than a stranger." Jerry Penberg, another claims representative, said "The more I learn about people, the better job I can do for them." All participants agree that the course is valuable and has increased their ease of communication during the interview.

To work even more closely with deaf students, NTID and the Social Security Administration are now producing a special videotape that will explain the provisions of the Supplemental Security Income (SSI) program. The special tape will have captioned explanations of the law so that deaf students can read the provisions and better understand their rights and responsibilities as SSI recipients.

"Deaf students needed to have their rights made known to them in a special way unique to them. The Rochester Social Security office has this special need because NTID is in its service area. Also, there's a higher per capita deaf population in Rochester than elsewhere in New York State," said George Kelly, Western New York coordinator for videotape training for the Social Security Administration.

*Barbara Brissenden*





# Continuing Education

One out of every eight working adults (13 percent) in business and industry takes advantage of the \$2 billion spent on employee training programs nationally.

NTID is concerned that less than one percent of the 7,000 deaf people in Rochester are enrolled in continuing education programs.

In October 1977, the Office of Educational Extension investigated specific continuing education needs of the deaf adult population in Rochester through a needs assessment.

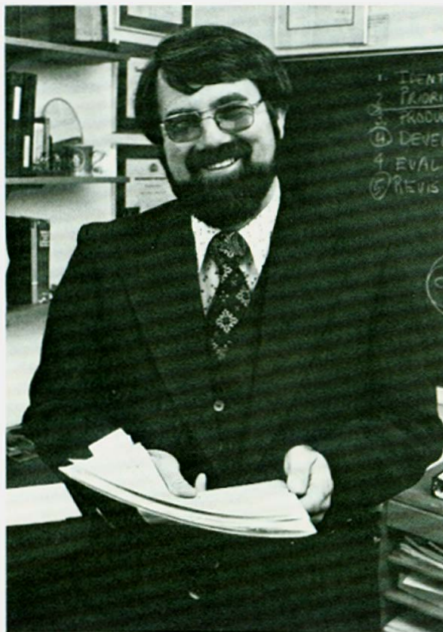
NTID's Office of Educational Extension worked with the Gallaudet College Center for Continuing Education, RIT's College of Continuing Education, and the Monroe County Association for the Hearing Impaired to conduct the assessment.

The results — a definite need for continuing education opportunities. Participants said they were most concerned with: achieving better communication and interaction with hearing persons; updating their professional knowledge and skills; earning more income through better jobs; acquiring knowledge of laws and their rights; obtaining sources for mental health counseling; learning to be better citizens and leaders in the community; and managing their home, money and property wisely.

These findings became the basis for NTID's new Continuing Education program. Coordinator Dr. Lee Murphy feels that further assessments are necessary to determine specific kinds of courses and programs that deaf adults want.

His overall goal is to make learning more accessible for NTID alumni who want to continue their education. Murphy believes that learning "should be a life-long process. It cannot stop the day a student graduates from high school or college. Many hearing people grow up with a self-instruction attitude; it is the educated who seek more education. Deaf people, however, need to learn and develop such an attitude. I want to emphasize that the concept of life-long learning is not only good, but that it is also the key to a satisfying career, both in terms of promotion and job change," explains Murphy.

"The over-riding motivation for deaf people should be the realization that they can lose their jobs or promotions



Dr. Lee Murphy

if they don't keep up with the technical changes in their career fields. Continuing education will help prevent these things from happening," says Murphy.

## Community Support—A Must

Currently, Murphy is establishing a consortium of Rochester-area organizations which will develop objectives and programs for adult deaf learners. Local groups and organizations interested in assisting NTID's Continuing Education efforts include local clubs and organizations for the deaf, the NTID Alumni Club of Rochester, and continuing education directors from area colleges and school districts. "We also need to involve local industrial relations personnel so that deaf workers will have the same opportunities to benefit from the billions of dollars spent on employee training program," says Murphy.

## Living Better Lives Through Continuing Education

Rochester-area alumni will be the first group to benefit from Continuing Education programs this summer. They will take courses in communication skills, consumer awareness, and technical and professional skills through RIT's College of Continuing Education.

## Increasing Knowledge and Skills

For adult deaf people to take advantage of educational opportunities, teaching methods must incorporate special communication modifications. Support services such as interpreters

and notetakers or teachers who are skilled in the use of simultaneous communication (speech, sign, and fingerspelling) are examples of the unique needs of deaf adults who wish to continue their education. In addition, research indicates that many deaf people have reading and writing skills which are inadequate to qualify them for entry into formal continuing education classes.

Murphy's first step toward providing support services is to arrange for classroom interpreters in courses offered through RIT's College of Continuing Education (CCE). And to strengthen reading and writing skills, CCE is offering English refresher courses.

To supplement knowledge of "survival skills," NTID Continuing Education will offer consumer education workshops on money management and budgeting, and seminars on legal and medical resources available in the community.

Career workshops and job seminars are ways in which Continuing Education will build upon job-related skills and experiences. Topics include dealing with interpersonal relations, management training, and the how-to's of obtaining and keeping a job.

Although Murphy has been at NTID for less than a year, his 15 years of experience in the field of deaf education have equipped him with the background necessary for developing and implementing this new program.

A native of Buffalo, N.Y., he began his career in deaf education as a high school English teacher at St. Mary's School for the Deaf, Buffalo, where he taught for 10 years.

He then moved to Knoxville, Tenn., where for five years he directed the program for training teachers of the deaf at the University of Tennessee.

Degrees and experience, however, are not the only credentials Murphy has going for him—he's personable, outgoing and caring. He was a three-time nominee for the most outstanding teacher at the University of Tennessee.

His former college students still keep in touch and recently sent him a bright orange T-Shirt imprinted with the following: "If you lead a good life, say your prayers and go to church; when you die, you will go to Tennessee"—perhaps that's true, but right now Murphy is alive and well and working in Rochester to make NTID's Continuing Education program a success for all deaf people.

Barbara Brissenden



## Developing Sensitivity

**S**tore clerks turned away in frustration when seemingly rude customers refused to talk with them about their needs. Bank tellers nervously watched hearing people form impatient lines behind deaf depositors who slowly communicated their bank transactions.

Congress has appropriated millions of dollars to the development of programs for the handicapped, programs which are meant to assure them equal rights under the law. But money cannot buy sensitivity.

Multiply these situations by many thousands of deaf people in the

United States. Communication is the major barrier deaf people face in their daily interactions with the hearing population.

In the Greater Rochester area, there are more than 750,000 people—approximately 7,000 of these people are profoundly deaf and another 40,000 suffer from some kind of hearing loss.

To address this need for better communication between the deaf and hearing population of Rochester, NTID, with the help of RIT's College of Continuing Education (CCE), and a local shopping plaza, developed a program to orient the hearing workforce of the plaza to the problems of deafness. The program included a "simulated deafness" night which gave the participants experience in communicating without using speech or their voices; a panel of deaf



*South Town Tenants Association merchants and their families practice sign language in order to communicate with their deaf customers during a pilot project developed by NTID.*



students who shared their previous experiences in the hearing world, and lessons in basic sign language.

South Town Plaza is a 38-store shopping center located a mile from NTID. More than 40 employees participated in the eight-week Orientation to Deafness program which enabled merchants to better communicate with deaf customers. NTID student volunteers helped conduct the program which focused on sensitizing the merchants, managers, and other key personnel to the problems of deafness.

Dr. Lee Murphy, coordinator of NTID's Continuing Education efforts said South Town Plaza was selected for the project because of its nearness to the RIT campus and the large number of deaf students who patronize the stores. "There are nearly 1,000 full-time students at NTID and

many of them shop and bank at South Town," said Dr. Murphy. "We've been aware of the problems that our students and store personnel have had communicating with one another and decided this was where we should concentrate our efforts initially."

"It's good business for merchants to make their customers feel welcome," explained Joseph Vasile, president of the South Town Tenants Association. "We want them to feel at ease when they do business with us."

Due to the success of this pilot project the Rochester business community is responding to the needs of deaf customers.

Other interested groups who are seeking similar programs include medical and legal associations, airline companies, a major telephone company, and other merchant associations.

Murphy feels that the program has proved that the American public is a responsive audience. "People are often depicted as cold and aloof toward the handicapped. This is not an icy reaction born out of disregard, but rather a confusion resulting from a lack of understanding, a lack of contact, a lack of communication, and a fear of the unknown. Programs such as this one have the potential to unlock doors and encourage handicapped people to participate in daily living," says Murphy.

*Barbara Brissenden*



Larry Arthur (left), chairperson of Communication Instruction at NTID teaches finger-spelling to Joseph Vasile, president of the South Town Tenants Association.



NTID student Brian Vanthyne (right) transacts business more easily at Monroe Savings Bank in South Town Plaza with a bank teller who participated in NTID's Orientation to Deafness program, part of NTID's community outreach activities.

# Co-op Grows at NTID

**T**he concept and practice of co-operative education has been an important part of Rochester Institute of Technology's educational philosophy since 1912. When NTID joined RIT in 1968 it quickly adopted co-op work experiences in many of its programs.

Co-op programs extend the classroom out into the working world. The experience of learning by doing broadens not only students' technical skills but the many other skills they need to become productive employees and to get ahead in their career field.

NTID expects to place more than 300 students next year in co-op work experiences. This is triple the number of co-op placements in 1974. To meet the growing need for co-op work opportunities, NTID's Office for Career Opportunities (OCO) has named Richard Elliott to coordinate co-op development and placement activities for NTID.

"Co-op is an important way to show employers that NTID students can do the job. Many co-op jobs lead to offers of full-time employment for our students," Elliott says.

"Having worked in industry I appreciate the challenge of trying to convince an employer to take on an applicant who has the skills, but perhaps doesn't have the exact qualities the employer originally expected," he says.

From an educational standpoint, Elliott says, co-op or any similar type of work experience program is highly valuable for students for a number of reasons.

"The first goal of any work experience is to integrate classroom study and practical work experience. We think it is very valuable for the student to have the opportunity to actually apply on the job what is learned in the classroom — not under workshop conditions or in-house labs, but under actual working conditions, with the pressures and the time limitations and all those things that are part of the real world of work."

Other benefits of the co-op work experience, according to Elliott, include:

- It allows students the opportunity to test their skills.
- It helps students validate their career choice before they finish college.
- It enables students to gain very valuable personal and social skills "that can only be learned out there in that world of work," Elliott concludes.

Elliott has been with NTID since 1972. He has worked in a number of different roles from placement counselor to working directly with business

and industry to open up job opportunities for deaf graduates. Before coming to NTID, he worked for nine years in industrial relations with General Motors Corp. and later coordinated an educational program for the Industrial Management Council (IMC) of Rochester, N.Y. The IMC offered training programs and job services to disadvantaged young persons.

*Joan R. Cooley*



*Dick Elliott, new coordinator of Co-op Development and Placement*



# National Center Names Coordinator



*Kathleen Martin, coordinator of the National Center on Employment of the Deaf and Vic Maguran, director of the National Center and NTID's Office for Career Opportunities.*

**T**he National Center on Employment of the Deaf, recently established at RIT by NTID has named Kathleen Martin of NTID's Office for Career Opportunities (OCO) as coordinator to manage its operations. The announcement was made by Victor J. Maguran, Director of the Office for Career Opportunities and the National Center.

The National Center on Employment of the Deaf serves as a national resource and authority on the employment of deaf people in the U.S. The National Center will coordinate the development of national job opportunities in partnership with other postsecondary institutions, rehabilitation agencies and employers, and will provide a placement resource by establishing a career matching

system for deaf persons nationwide. Initially this system will focus on persons with postsecondary training.

As part of her duties Ms. Martin will be responsible for:

- working with other postsecondary institutions serving deaf students and employers in presenting employment seminars nationally;
- establishing the National Center's career matching system;
- developing training programs for various publics including vocational rehabilitation counselors, employers and professionals working with deaf persons;
- and, establishing a clearinghouse of research information regarding employment of deaf persons nationally.

Ms. Martin joined NTID in 1976 as a research assistant for OCO. In 1977 she became an employment opportunities specialist and handled job placement of graduates of NTID's Engineering Technologies programs. Ms. Martin earned her B.A. and M.A. degrees from Bowling Green State University, Bowling Green, Ohio.

"I'm very pleased with the overwhelming response to the establishment of the National Center. We've received many letters from persons in rehabilitation agencies and from other postsecondary programs serving deaf persons expressing their interest and support for the National Center," Ms. Martin said.

*Joan R. Cooley*



# New RIT President



**D**r. M. Richard Rose became RIT's seventh president in January. Following a six-month search, Dr. Rose, who had been president of Alfred University (N.Y.) since 1974, was chosen from among 127 candidates.

A native of Fredonia, Pa., Dr. Rose obtained his undergraduate degree in 1955 from Slippery Rock State College. He later earned a master's degree in counseling from Westminster College and a Ph.D. in higher education administration from the University of Pittsburgh.

The former U.S. Marine Corps officer began his academic career as a teacher and guidance counselor in Pennsylvania. In 1962, he joined the University of Pittsburgh administrative staff. During his 10 years at that university, he held a

variety of administrative and academic positions, including assistant provost.

In 1972 Dr. Rose was appointed a Deputy Assistant U.S. Secretary of Defense for Education. In that capacity, he supervised an educational establishment operated by the Defense Department.

He had responsibility for policy and fiscal direction of programs relating to the military academies, Reserve Officers Training Corps, overseas dependent schools, professional military education, off-duty education, and adult and management education funded or directly operated by the military.

Two years later, in 1974, Dr. Rose returned to the academic world as Alfred's president.

Dr. Rose and his wife, Clarice, have three children.



I never had a hearing impairment, until yesterday. Luckily, it was only temporary and I volunteered for the 15-minute experiment.

Why volunteer for a hearing loss? For the experience. The feeling that one in ten people in the country live with every single day of their lives.

And for an interview with actress Nanette Fabray.

Dr. Donald G. Sims, a research associate in the audiology department of RIT's National Technical Institute for the Deaf (NTID), molded a putty-like substance into my ears. Then a hearing aid was attached to my pocket and a noise similar to the dull roar of Niagara Falls filled my ears. It was about 40-50 decibels making me a mild-to-moderately deaf person. I was then told to conduct my interview with Miss Fabray, a star of television, movies and Broadway shows. I thought, "You've got to be kidding! I can hardly hear!"

Exactly the point that Miss Fabray was trying to make.

She was in Rochester to attend a meeting of the National Advisory Group of NTID. Miss Fabray has had a hearing impairment since her early teens and has played an active role in making people aware of the daily problems that handicapped people face.

"Working for the handicapped is my real work," Miss Fabray said. But show business is necessary when it's time to pay the bills. She appears on *One Day at a Time* and *Hollywood Squares* when she has time and will be on *Love Boat* next month.

As she talked, I concentrated on watching her lips. She speaks more articulately than most people and sits perfectly still when talking because she realizes the problems of the handicapped. To make a point she put her hand across her mouth and kept talking. I heard maybe four words of about six sentences, and realized that eye contact and lip reading are essential for deaf people. I then got rid of the apparatus, regained my hearing and continued the interview.

Miss Fabray said that my personality changed when I underwent the "simulation of the psycho-social impact of deafness," I opened my eyes wider, concentrated more intently and spoke slower and louder, something most hearing people do when they participate in the experiment.

NTID established a National Center for Employment of the Deaf last December to help advance the employment of qualified deaf persons nationwide by providing placement assistance and starting a job bank.

"What's important about the center is that employers must give equal



# Nanette Fabray

By Lissa Craig  
D&C Reporter

opportunities to handicapped people," Miss Fabray said. "Many employers don't know how to go about hiring the handicapped, particularly the hearing impaired.

"The government gives a tax break to the employer who hires the handicapped but many of them don't know how to go about it," she said. "Many handicapped people don't know how to get hired, so NTID, set themselves up as a catalyst. The center helps handicapped people get jobs and integrates a deaf person into society."

Miss Fabray's hearing problem is called atosclerosis. She has a constant droning in her ears, even after four operations. Last fall during the filming of the movie *Harper Valley PTA*, Miss Fabray was attacked by an elephant and suffered a concussion. It was only three weeks since her last operation and even now, 16 months later, she isn't sure whether or not her balance is corrected. "I haven't been able to dance yet," she said.

Barbra Streisand suffers from tinnitus, also a constant noise in the

ears, and as a young girl wore scarves to muffle the sound because she thought it was from outside, Miss Fabray said.

"At the beginning there was little I could do, but I knew I was going deaf. It wrecked my first marriage," she said. "People just didn't talk about handicaps or impairments. Back then if someone had cancer, you didn't shake his hand."

Besides the employment center, NTID is experimenting with signaling devices for the hearing impaired.

"Imagine what it's like for a deaf person in a hotel. When they sleep they're deaf and blind," Miss Fabray said. "How do they wake up?"

Devices include bed vibrators, vibrating alarm clocks, flash alarm clocks and strobe lights. They are relatively inexpensive so that deaf people can afford them. Miss Fabray is trying to make hotel managers aware of the problem and wants hotels to equip at least one room for the handicapped.

Captioning is one of the most exciting devices coming out for deaf people, according to Miss Fabray. There are lines below a television screen that are never used so Sears Roebuck and Co. has developed a device that raises the picture and make the lines available for captions.

In the fall of 1980, ABC, NBC and PBS will start with 20 hours a week of captioning programs. CBS is working on their own captioning device, but Miss Fabray thinks they should get on the bandwagon with the other networks, since it has already taken 20 years to bring captioning to prime-time entertainment.

She says making people aware of the problems of the handicapped is a slow process and "there's a lot of foot dragging." It took her ten years to get a national program to allow her to use sign language on the air.

"Carol Burnett is a good friend so she let me do it on her show," she said. "That was the first time ever and we did three song and dance numbers."

Now sign language is used frequently on television. Earlier this year Jane Fonda signed her acceptance speech when she won an oscar for Best Supporting Actress for her role in "Coming Home."

Miss Fabray is "limitedly optimistic" about making people aware of the problems of the handicapped.

"It's a long, slow, uphill grind," she said. "People have their own problems. They listen but we need all the help we can get."

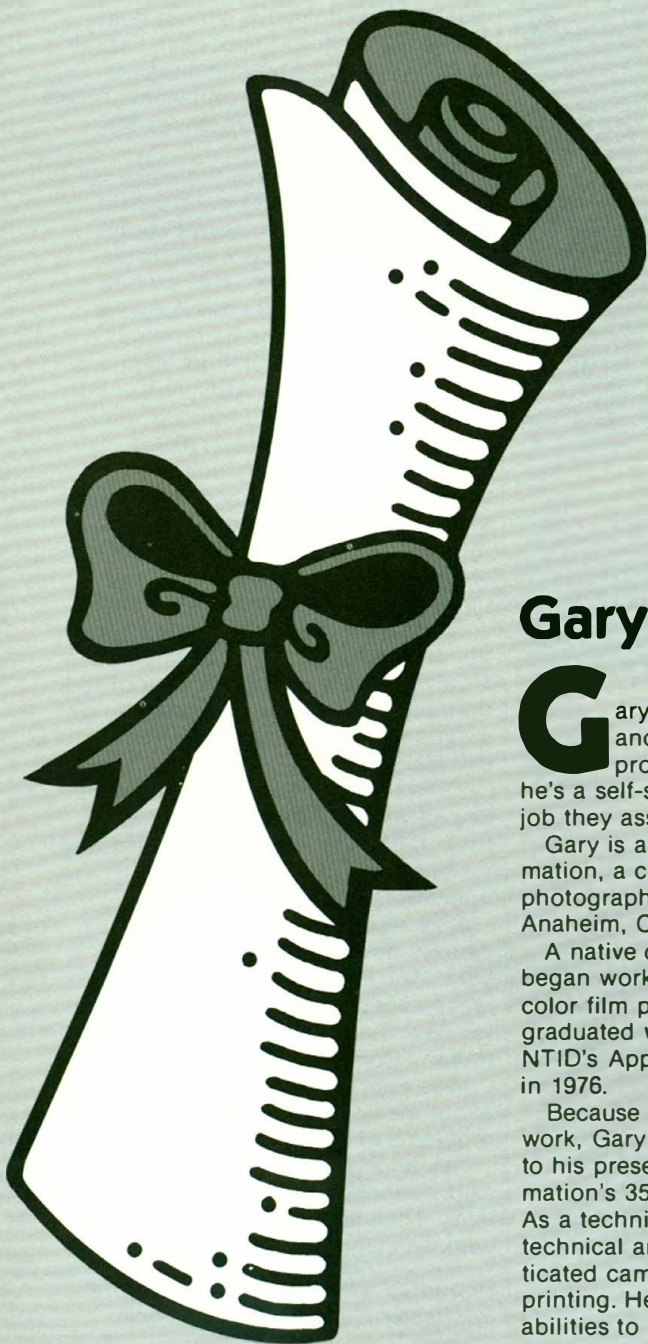
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# Graduates



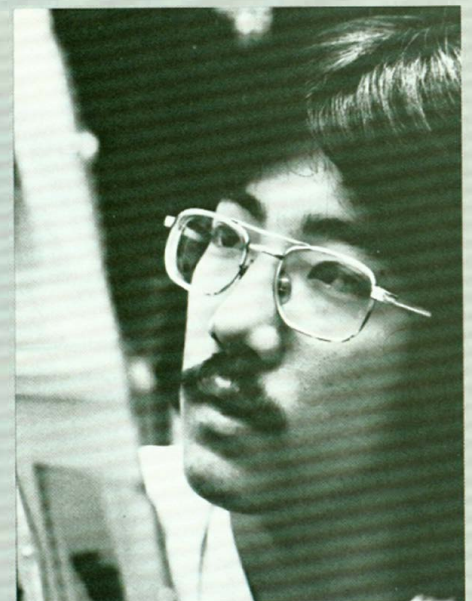
## Gary Shiroishi

**G**ary Shiroishi is bright, likable and cooperative. He's also proven to his company that he's a self-starter who can handle any job they assign him.

Gary is a technician for Photomation, a commercial/industrial photography laboratory and studio in Anaheim, California.

A native of Bellflower, Calif., Gary began working at Photomation as a color film processor soon after he graduated with an AAS degree from NTID's Applied Photography program in 1976.

Because of his interest and hard work, Gary soon received a promotion to his present position in Photomation's 35 mm slide department. As a technician, he performs skilled technical and creative work on sophisticated cameras designed for optical printing. He uses his professional abilities to produce 35 mm slides from



flat art, and prepares detailed title slides in which the color is created optically. He also duplicates and mounts slides.

When communicating on-the-job, Gary takes the time to make sure he understands all directions and that what he says is understood by his co-workers.

"Gary can hear warning signals and is a good lipreader. Although his speech is difficult to understand at first, the 40 employees at Photomation have become familiar with his speech patterns and are always ready to listen," explains a company representative.

"Gary has proven to be very reliable and much of his day is spent unsupervised. He's very easy to get along with, and his excellent training has made him an asset to company teamwork," said a company spokesperson.



## Janice Bonehill

I get a good feeling when I draw a job, and the whole thing is assembled, bolted, welded, and mounted exactly the way I drew it," says 1973 graduate Janice Bonehill.

Ms. Bonehill, a senior facilities drafter for Xerox Corporation's Plant Engineer and Maintenance Section in Webster, N.Y., gets plenty of good feelings from her work these days.

Her drawings have led to a lot of bolting and welding at Xerox. She did the site plan drawings for Xerox's Central Refurbishing Center in Washington, D.C., and the drawings for a new vacuum system for oil reactors in the Xerox Webster plant.

Janice was also the drafter for a big project titled, "Laminar Air Flow Recirculation Air System." "I drew everything from new fan units and air duct diagrams to sprinkler piping plan diagrams for an air flow system through the Coater Room," Janice explains. The Coater Room is where technicians

refine the toner for Xerox copiers. "It was a very critical job," she explains.

"An engineer has a rough outline of something he wants built," Janice says. "He gives it to me and I draw it to scale from his specifications and notes."

It's no accident that Xerox's engineers send a number of big jobs to her drawing board.

Manager of Plant Engineering Service, David Lindsay, says, "Janice is a very serious, dedicated worker. We rely on her a great deal. She consistently meets the target deadlines."

"She works on mechanical and architectural drawings, and electrical drawings as well," Lindsay says. "Her drawings are excellent and her overall quality of work is very high. She's particularly good at ink drawings because she's very neat."

Janice's direct supervisor, Robert McVay, says "I wish I had 20 more like her."

Lindsay adds, "Frankly, I just recommended a promotion for her and she got it. This will be her third increase in 18 months."

Janice earned her NTID architectural drafting certificate in 1973. She worked for two small Rochester firms before coming to Xerox in July, 1977. While working full-time at Xerox, Janice completed the requirements to earn her associate's degree in architectural technology at NTID.

"I plan to continue my education," the Scottsville, N.Y., native says. "I'm going to enroll in Xerox engineering courses and start working on a Bachelor of Science degree in engineering at RIT."

"I find engineering very challenging — especially solar heating and energy conservation," she adds. Someday she hopes to design some of the projects she's drawing now.

Janice's good feelings about her work can only get better as she engineers her own advancement plans.

"Engineering is not a bad place for a woman," she adds.

*Stephen Dingman*







Barry White (left) discusses a job with his supervisor, Paul Unzicker.

## Barry White

**W**hat is a Drafter?" is the title of a tongue-in-cheek trade journal article posted on the bulletin board of the drafting room at Raymond L. Goodson Jr., Inc., Consulting Engineers. It begins by stating that "Somewhere between a Senior Design Engineer and a Himalayan Rice Grower is that creative creature known as a drafter. Drafters come in all shapes, sizes, dispositions and ages and can usually be found—near the coffee machine—sleeping in the conference room—asking for a raise or working at their desks on pay day."

NTID Engineering Technologies grad, Barry White, chuckles over that part along with the other 11 drafters in the Dallas, Texas firm for which he works; but then he points out the expectations of a "boss" further down the page.

"Supervisors expect drafters to meet their schedules, work for nothing, never make mistakes, never complain, and remain hourly 'til they die."

That's the kind of easy-going atmosphere Barry's worked in for over a

year. For, although the job is professionally demanding, his co-workers still maintain their sense of humor.

Barry's specific responsibilities include preparing ink drawings from sketches given to him by engineers like Paul Unzicker, Barry's immediate supervisor.

Paul reflects upon progress Barry has made during his time with the company.

"Although we did quite a bit of training with him initially, this is typical of any new employee, because each company has its own procedures and methods. What Barry needs most is practical experience; he's already able to grasp concepts readily."

Preparing drawings from a survey party's field notes, or making quantity calculations (for example, determining the cubic yards of earth which need to be excavated) are other aspects of Barry's job, and those he most enjoys.

"Eventually I want to perform advanced calculations on quantities of materials needed for a job by using computer input. And I'm really looking forward to participating in on-site surveys," he says. But Barry knows

this level of expertise requires a bachelor's degree in civil engineering which he is currently considering.

On a recent project Barry's client was Dallas County. His assignment: to plot the existing topography of Greenville Ave., a downtown Dallas street which needs widening to accommodate the city's rapid population growth.

"In a few years, Greenville Ave. has become an over-burdened thoroughfare of fast food spots, theatres, and discotheques," says the firm's vice president Fritz Beck. Beck is working with Barry on this project to determine what obstacles need removal or alteration to facilitate expansion of the road. "As each day goes by, I rely more and more upon Barry's growing expertise as a drafter," Beck says.

Goodson Jr., Inc. provides their clientele with civil engineering services. Some of these services include feasibility studies, surveys, cost estimates, preliminary plans and design for projects. The firm performs many of these services in connection with flood control and irrigation; highway, bridge and airfield construction; and site development.

Proud of the enthusiasm his co-workers have shown for learning sign language, Barry notes the finger-spelling cards displayed on many of the drafting tables. Beck explains, "A number of our people learned sign language by taking a basic course from a local school. The company picked up the tab for any tuition costs. Some employees took advanced classes because of their desire to communicate more easily with Barry, who prefers writing messages to using his voice."

It's apparent that Barry has found a circle of friendly people and a place where he enjoys going to work each day.

An active volunteer for the deaf community, Barry serves as a board member of the Deaf Action Center of Dallas which was founded in 1976 by deaf citizens of Dallas. The Center's purpose is to "provide services which meet the unique needs of the deaf and deaf/blind population," explains Barry.

"We offer services in legal matters, crisis intervention, interpreting, job placement, counseling, education and special services for senior citizens," he adds.

In 1977, he was a rookie with an associate's degree in Engineering Technologies, but he had confidence in his drafting skills. Now his success at Goodson has confirmed that confidence.

*Barbara Brissenden*



# Visual Problems

**V**isual problems occur more frequently among deaf youngsters than general-population children. Because any eye problem is more disabling to someone who is deaf than to someone who can hear, extraordinary measures must be taken to detect visual defects in deaf children and to prevent further defects from occurring," says Jerome D. Schein, author of "New Directions for Deafness," a recent article which appeared in *The Deaf American*.

The following excerpt was taken from a letter written by an entering NTID student to his English instructor. It illustrates how vision problems have affected this student as a learner.

"I do not know sign language and my residual hearing is almost nothing, forcing me to rely mostly on some ability to lipread. However, my reception and speechreading in the classroom setting is poor. I feel that the best way for me to clarify important questions that I have is one-to-one communication, perhaps after class, rather than responding to my questions from a distance which makes speechreading difficult. (My average comprehension of speech in class is not more than 5 percent.)

"Also my vision is poor and I cannot see the board adequately in the classroom, so it may become a problem when you give the class important information or a 'pop' quiz.

"If you give such tests on the board, I would appreciate it if you would

write a copy of the test on paper for me, because it may make the difference between my passing and failing."

This student has retinitis pigmentosa and seems to possess an unusually clear understanding of his own educational needs. (Retinitis pigmentosa is a hereditary disease that damages the retina causing night blindness, narrowing of vision and eventual blindness.) Retinitis pigmentosa occurs in three to six percent of all people who are genetically deaf.

It's NTID's hope that educators of the deaf, speech pathologists, audiologists, otologists, ophthalmologists, counselors and others working with deaf persons, will possess this same depth of knowledge about each hearing-impaired student's visual communication skills and how these affect learning.

The concerns of NTID classroom instructors about services for deaf students with visual impairments led to the establishment of a Visual Task Force which was organized in 1976.

The committee is chaired by Dr. Donald D. Johnson, director of NTID's Office of Education Extension. The research portion of the committee's work is under the direction of Dr. Frank Caccamise. The committee has three main objectives:

1. To determine types and incidence of visual impairments among NTID students.
2. To conduct research which will determine the most appropriate means of identifying these visual impairments.
3. To conduct research that will assist counselors in giving advice on appropriate careers for the deaf persons with vision impairments.

To meet these objectives the Task Force designed several approaches for identifying vision impairments. These include the use of personal questionnaires for students, off-campus general health physicals, off-campus ophthalmological examinations, an on-campus visual screening program and a follow-up on-campus ophthalmological exam, if appropriate.

The Task Force is also interviewing instructors in various technical areas to solicit information which will assist career counseling efforts.

Progress toward these three objectives was presented at the March 1979 Otology-Audiology Workshop, in Vail, Col. A more complete research finding is planned for publication by NTID in 1980 as an *InfoSeries*. This will be available to interested publics at that time.

## Benefits to Deaf People

The Task Force believes that once all the data are in, deaf and hard-of-hearing persons will benefit greatly from the results in a number of ways:

- Professionals will be able to identify and recommend appropriate medical treatment for vision problems.
- The Task Force will identify environmental modifications that will allow the deaf worker to better function on the job. This may also open up new career areas for the hearing impaired.
- Deaf students will have improved career and personal counseling services.
- Communication will improve between deaf and hearing people.
- The Task Force will recommend specific procedures to identify vision problems among the hearing impaired.

*Barbara Brissenden*



# INTERNSHIPS

**J**oseph Avery, coordinator of graduate and professional internships, would have an easy job if all he had to do was recruit interns for NTID. "The easy part," Joe says, "is when people do find out about the opportunities here, they want to come."

One of NTID's original missions was "to train graduate students and other special groups to serve deaf people," Joe notes. "That's why we're actively seeking graduate students and other professionals who are committed to serving deaf people."

People looking for internship opportunities seek NTID because it offers a wide range of graduate and professional internships, according to Joe. The enthusiasm of the staff makes such a wide range of offerings possible, he adds. "Everyone at NTID helps interns meet their professional needs."

"Potential interns are amazed that there are so many specialists at NTID, working in so many ways to solve the problems of deafness," Joe says.

NTID's almost 1,000 deaf students and the extensive support services, interpreters and tutor/notetakers, that accompany their education are two of the Institute's main areas of attraction for interns, Joe reports. He visited the Oregon College for Education, Mommouth, Ore., on a recent trip. "They have four programs that train specialists to work with deaf people and 30 to 40 deaf students who take classes there," Joe says. "When I mentioned that RIT has nearly 1,000 deaf students at NTID—they were really impressed."

"Most interns have had very little contact with or knowledge of deaf people. When they hear that 1,000 deaf students study and live on the

RIT campus with about 6,000 hearing students, they have a lot of questions.

"They ask me how hearing people react to deaf students on campus. I tell them the truth: it's mixed. A lot of hearing students get turned on to deafness. A few don't like deaf students, and the majority are neutral."

Joe says his recruiting efforts get a welcome assist from deaf education professionals, including some NTID intern alumni, who increasingly recommend NTID to students "as a place that has all the resources."

It's Joe's job to match all those specialists, their research and advanced equipment, with some 60 interns a year. Joe looks to find the right specialist, or mentor, and course of study for the right intern. It's quite a task because he strives to have all of NTID's internships individually designed to meet the interests of each intern. "It's a challenge for me to think of all the resources that each intern can and should use," he says.

Professional interns are his biggest challenge. These internships involve advanced in-service training given to school teachers/administrators, rehabilitation agency people, personnel administrators from the private sector, and others who work with deaf people.

"They come in with a tremendous variety of interests," Joe explains. "Their programs have to be made from scratch. And what makes it more difficult is that their internships may last from two weeks to one academic quarter—about 11 weeks." For example, Ronald LaFayette, coordinator of the program for the deaf at Seattle Community College in Seattle, Wash., sent an audiologist, an English diag-

nostician, and a counselor to NTID in the summer of '77 to study for a month.

"Requests for professional internships are growing," Joe says. "This is primarily because of new public laws (specifically Public Law 94-142) which put many hearing-impaired students in classrooms with hearing students. And NTID Project Outreach makes us the national resource for providing information to school districts involved in mainstreaming."

Both professional and graduate internships have greatly increased since the mid-70's. "We have grown from about four a year in 1974, (the year Joe was hired as a full-time coordinator) to 60 a year," he says.

A total of 276 people have completed internships at NTID since 1969. The first six years, 1969 to 1974, accounted for 39 interns. But since 1975, 237 internships were completed. Counseling, audiology, and teaching are the three most popular internship areas in the program, and counseling represents over 15 percent of the total NTID internships.

Joe says one of the more gratifying results of the program is the number of people who go on to become professionals at NTID. He estimates 14 percent of NTID's current staff (330 professionals) were once interns. A whopping 44 percent of the current counseling staff were interns and 30 percent of NTID's audiology staff started out as interns.

"These statistics tell me the internships have been really useful to the individual, and to NTID for determining the intern's feasibility for employment here. It also suggests that we choose good people."

*Stephen Dingman*

## **NTID offers professional internships in 15 areas. They are:**

- Orientation to deafness
- Communication skills
- Models for providing support services
- Techniques for diagnosing communications skills (speech, English, audiological, and manual language assessment)
- Interpreting
- Management skills associated with establishing and operating training and service programs; i.e., interpreting, notetaking/tutoring
- Special teaching techniques
- Career development
- Counseling deaf people
- Job placement techniques
- Curriculum development
- Development of instructional materials
- Leadership skills

## **NTID offers graduate internships in:**

- Audiology
- Speech pathology
- Career and personal counseling
- Educational administration
- Teaching
- Job placement
- Theatre
- Curriculum development and evaluation
- Media development
- Research





*Counseling intern Ceola Digby (left) counsels a student as her mentor, Mary Greely, career development counselor, looks on. Ms. Digby is a doctoral candidate in counseling psychology at Ball State University in Muncie, Ind.*



*Audiology intern Donna Hollander (right) gives Ernest Goodis, a student from Greenville, S.C., an articulation test. Ms. Hollander is a master's degree candidate at the State University of N.Y. at Geneseo.*



# Profile

## Kari Hilstad

"I'm studying everything it seems," says social worker Kari Hilstad, professional intern from Norway.

Kari counsels deaf people at Ullevål Hospital in Oslo, Norway. She also handles the education of audiologists and develops new curriculum for audiologists in Norway.

"Last year a Norway psychologist and a therapist visited NTID and recommended I go here," she said.

Kari was a professional intern at NTID for six weeks last summer. During her internship, she tried to get an overview of the whole Institute.

"I have a special interest in curriculum development and the administration of NTID," she said. "I had quite definite goals for coming here. I wanted to find out if NTID had worked out specific techniques for helping deaf people accept their handicaps. Then I wanted to learn the habilitation/rehabilitation techniques that you have developed to help them."

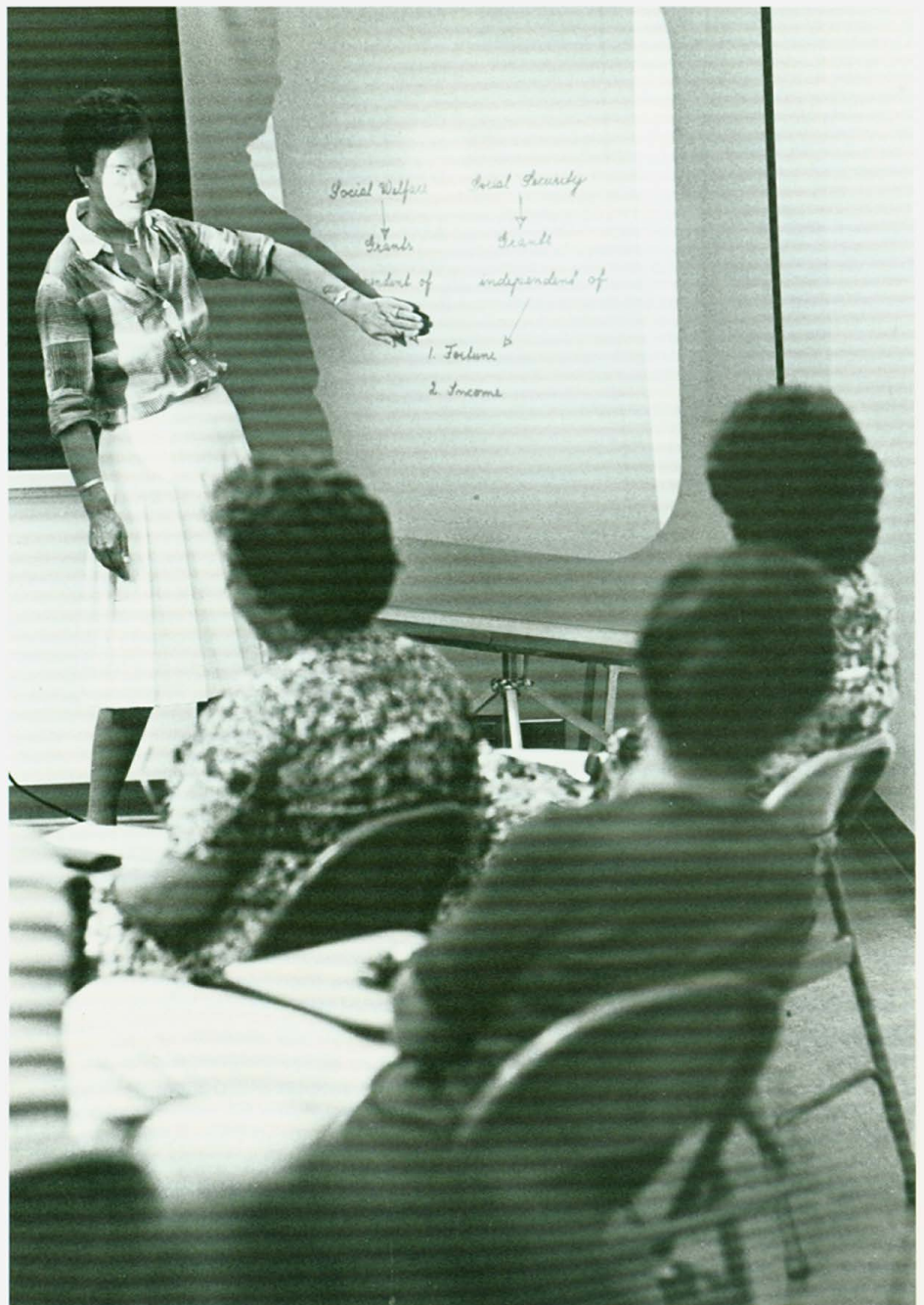
Kari learned those techniques and much more. "I've learned how to diagnose student communication skills and the techniques you've developed to teach students."

The curious, 50-year-old intern has been in just about every corner of the Institute. "I must say, the job placement department impressed me very much—especially in their use of placement professionals who have business and industry experience. They speak the same language as employers."

"I'm so impressed with what NTID is doing for placement. The whole time students are here they're guided toward the job."

Kari says her hospital administration hasn't always been receptive toward adopting NTID curriculum and teaching techniques. She's received an explicit "No" about some of the techniques she's tried to adopt.

"But at least I'll try to influence them. I'm bringing back a stack of NTID papers—as much as I can carry. And, I hope to come back for more."



Intern Kari Hilstad, a social therapist at a hospital in Oslo, Norway, gives a special presentation on the rehabilitation and education of deaf people in Norway.



# NTID People:

**P**ete Seiler loves to read. He especially likes plots with strong character development—where the main character is forced to cope with hostile elements. That character usually comes out on top after a fierce, exhausting struggle, but the struggle leaves a mark.

Pete was the NTID coordinator of programs on deafness and is quick to acknowledge that he sees a bit of himself in this character. He lost his hearing after a bout with tonsillitis when he was six months old, and faced an indifferent education system in the hearing Chicago, Ill., schools he attended. Pete attended neighborhood Catholic schools which didn't offer special classes for hearing-impaired students.

But just as Pete's favorite fictional characters have some ally to help battle the elements—he had two special allies—his parents.

"When I was two years old they stopped looking for a cure for my deafness, and started working on my education," he says. "My father and I developed a communication system, most of which was written. So I was reading by age four."

After a few unsatisfactory years at the Chicago Public School deaf-oral program, his parents transferred him to a regular Catholic elementary school. "I started going to hearing classes with no support services in third grade," Pete says. "I haven't been to a deaf class since except as a teacher."

## I Learned How to Sleep With My Eyes Open

Of course from third grade throughout high school Pete couldn't hear a thing the teacher said. "I learned how to sleep with my eyes open," he adds jokingly.

"I was punished a lot for not hearing bells, and there were a lot of kids who mocked me and a few teachers who did too. They'd say 'Hey Seiler, turn off the radio (hearing aid), it's not fair for you to listen to the game.'"

Pete, a bookworm with a fullback's build, adds "If I punched any of them, I had to punch them all. So that didn't do me any good. Most of the time I kept to myself and tried to avoid problems with students and teachers."

Pete's real teachers were his parents. "My father and mother both taught me at home. And I could read well—that was my saving grace."

## My Dad Only Cared About What I Had to Say, Not How I Said it

Pete credits his father for his exceptional reading skills. "My dad only cared about what I had to say, not how I said it. If I couldn't come up with the word, he would find the word. He really motivated me. I have no bitterness toward my high school days, but if I had a choice, I wouldn't attend a hearing high school again."

He believes a majority of today's deaf students shouldn't attend regular classes with hearing students unless they can read at or near the levels of their hearing peers. "If they can't read at these levels, they're in trouble."

The Chicago native is a 1967 graduate of Lewis College, Lockport, Ill., where he earned his B.A. degree in English. His one-year stint teaching English and reading at Chicago's St. Patrick's High School taught him that teaching 250 hearing students wasn't what he wanted. "The same day I gave them my resignation—I got a letter of dismissal in the mail. So it was a mutual understanding."

At age 22 he entered DePaul University's master's program in deaf education where he met the program's advisor, Dr. Virgil Flathouse, "the first person to sign a lecture for me." (Dr. Flathouse, who is now Superintendent of the Texas School for the Deaf, was an NTID Tenth Year Anniversary colloquia speaker in 1978.)

After earning his M.A. degree, Pete taught high school English and

reading for three years at the Indiana School for the Deaf. He taught for six more years at the Hinsdale High School and at Illinois State University before joining NTID's Office of Professional Development in May, 1978.

"I was doing what I think is the key thing—teaching reading," Pete says he employs a personable, hands-on approach to teaching. "I try to get students to do their own learning in the classroom. I become a facilitator of learning."

## Deaf and Bright

Although he's worked at NTID a short time, Pete has become known throughout the Institute for his disarming, sometimes mischievous humor.

He says there's a lot to laugh about when viewing human behavior. He probably finds more to laugh about than others. "People who don't ever laugh about deafness want to view it as a sad thing. Some parents are like that. They want to view themselves as martyrs. I enjoy life to the fullest."

Sometimes he'll sport a big black button with the words, "Deaf and Bright," in blazing white letters.

Besides reading, Pete enjoys hiking with his family. He is the father of two girls and one boy, all of whom have normal hearing. A former stand-out schoolboy wrestler, Pete plays racquetball twice a week and enjoys watching wrestling matches and his beloved Chicago Bears football team.

"I refuse to let my deafness become a barrier." In fact, he gets paid for lowering barriers between people. In his first job at NTID he worked at increasing hearing faculty and staff understanding of deaf students and deafness. He revamped the new staff orientation program and redirected other training programs. He was also responsible for a deafness colloquia series which brings distinguished deaf professionals to NTID for presentations.

Pete says his first work was the closest he had come to a management



# Pete Seiler



*Pete Seiler (left) likes working directly with students as NTID's General Education Support Team's Staff Chairperson.*

position. "My goal is an administrative position in a deaf education program that allows me to be as close to the students as I can be. Here I have helped the students indirectly by helping the staff do a better job with the students."

He feels strongly about the use of direct communication. "I would like to see all the people here use direct communication—no interpreters. NTID should be the model for the whole country in the use of direct communication," he says. All NTID faculty

and many staff members use direct communication and almost everyone takes sign language courses.

Pete became the Staff Chairperson of NTID's General Education Support Team on June 1, 1979.

He's responsible for academic, interpreting, and tutor/notetaking support for all NTID students enrolled in general education classes in the other nine colleges of RIT. Pete says his new position allows him to "work more directly with students."

Pete has some clear personal goals

too. "I hope to finish writing my dissertation for my doctoral degree in Education Administration at Illinois State University this summer." And there's always the possibility of his writing an adventure novel some day.

As for Pete's exploits, they may never be the stuff of which adventure novels are made of, but they're quite real, and at NTID, people await future chapters.

*Stephen Dingman*



# ORAL INTERPRETING CONFERENCE



Four key participants of the oral certification conference were (left to right) Dr. Winifred Northcott, president of the Alexander Graham Bell Association for the Deaf; Fred Schreiber, executive director of the National Association of the Deaf; Alan Hurwitz, NTID director of support services; and Arthur Simon, co-founder and past president of the Oral Deaf Adults Section (ODAS) of the A. G. Bell Association.

**F**our communication experts at NTID have proposed certification requirements for oral interpreters. The four experts, Anna Witter, Dr. Diane Castle, Marjorie Jacobs, and James Stangarone, presented their proposal to representatives of the Alexander Graham Bell Association for the Deaf (AGBAD) including four members of the Oral Deaf Adults Section (ODAS) of that organization, the National Association of the Deaf (NAD), and Registry of Interpreters for the Deaf Inc. (RID) conference at NTID this past spring.

Oral interpreters help a hearing-impaired person understand what someone is saying by silently moving their lips, without voice, to the words of the speaker. Oral interpreters use natural gestures, facial expression, and lip movement *exclusively* to interpret. Other interpreters use manual communication—signs, fingerspelling, expression, mime, and they may or may not include much lip movement.

NTID and the AGBAD have been asked by RID to take a leading role

in determining certification requirements for oral interpreters.

The one-day conference allowed participants a chance to evaluate the certification proposal. The final proposal which emerged out of the NTID conference—has been sent to RID for review and approval.

RID President James Stangarone, an NTID staff member, says, "We hope to approve the certification requirements soon, and implement them by October 1979." The RID Board must approve the proposed certification requirements before they can be put into effect.

Stangarone adds, "RID will need time to publish the certification requirements and disseminate them to members and interpreter training programs throughout the country. We hope all interpreter training programs will include the oral certification requirements in their regular programs."

NTID will develop a training package for oral interpreting from the approved certification requirements, according to committee member

Marjorie Jacobs. Anna Witter, committee chairperson, and NTID coordinator of interpreter training programs, says NTID will sponsor two oral interpreter training programs starting in March, 1980. Each program will last about three weeks, she adds.

According to Dr. Diane Castle, a member of NTID's communications faculty, the people who will benefit from trained and certified oral interpreters are hearing-impaired people who have been trained to understand communication through speech-reading and limited listening rather than through sign language. Clients will tell the oral interpreter whether they want an exact translation or an abbreviated, condensed version of what the speaker is saying.

"In the past, people who wanted oral interpreters had to rely on their friends, family and former teachers to fill in," Dr. Castle explains.

*Stephen Dingman*



# Outstanding Scholars

Tim Kenny  
Rhonda Gee  
Susan Forman  
David Okel  
Keith Mousley  
James Slay  
Perry Conley  
Dr. William Castle  
Antonio Neves  
Craig Sturgen  
Erika Moltzan  
Jeanne Sheffer  
Edward Mazur



**T**welve deaf students have received special academic achievement awards from Rochester Institute of Technology and the National Technical Institute for the Deaf. The awards are newly established and this is the first time that they have been granted to the Institute's deaf students.

The outstanding student scholarship awards are designed to encourage and promote academic excellence among deaf students.

The Scholarship Incentive Awards for students majoring in NTID programs were made to:  
Rhonda L. Gee, Orchard Lane, Mich., Applied Art; Erika Moltzan, Brookfield, Ill., Data Processing; Antonio Neves,

Bridgeport, Conn., Applied Photography; James Slay, Lafayette, Ala., Civil Technology; Craig Sturgen, Tully, NY, Optical Finishing.

Student Scholarship Incentive Awards for students majoring in one of RIT's other colleges were presented to:

Perry L. Conley, Lutherville, Md., Biomedical Photography, College of Graphic Arts and Photography; Susan D. Forman, Brooklyn, N.Y., Social Work, College of General Studies; Tim Kenny, Rochester, N.Y., Electrical Technology, Institute College; Edward Mazur, Cleveland, Ohio, Art & Design, College of Fine and Applied Arts; Keith Mousley, Lansdale, Penn., Computational Mathematics, College

of Science; David Okel, Cincinnati, Ohio, Mechanical Engineering, College of Engineering; Jeanne L. Sheffer, Dresher, Penn., Accounting, College of Business.

NTID Director and Dean, Dr. William E. Castle, said, "This is the first in a series of such annual awards. The Scholarship Incentive Awards and reflect the students' outstanding academic performance. It means that each student has done better than his or her deaf peers in the same programs."

*Howard Mann*



# See How They Run

**T**hey," NTID actors, made bundles of mistakes throughout the NTID Theatre production of Philip King's "See How They Run," and audiences loved them for their errors.

This fast-paced, wild British farce depends on mistaken identities and the hilarious misunderstandings that go on with them. The NTID players played their mistakes to the hilt with ribtickling results.

The action takes place in and out of four doors in the home of an English minister. The minister had recently married a charming American actress much to the dismay of Miss Skillon, the very proper town gossip who wanted the minister for herself. Miss Skillon visits the minister seeking to cause trouble between him and his wife, but Miss Skillon gets drunk and finds herself in a closet. She ends up reeling in and out of the closet at the worst possible moments.

Meanwhile, racing in and out of the four doors are an American airman disguised as the minister, a flirtatious maid who chases anything in pants—especially American airmen, and three other men dressed in clergy suits, one of which is the real minister.

They're intent on chasing each other to find out "Who is who?" (One is an escaped Russian spy and another is a usually dignified Bishop who is even more aghast at all these happenings than Miss Skillon.) The ending is literally a knockout, with Miss Skillon getting clobbered by an errant punch from the charming minister's wife.

The plot is relatively simple, but the comedy is not. The tricky part for the actors was to make sure the audience understood every character's identity while acting convincingly as though they themselves didn't have any idea who was who.

The players also exhibited a fine sense of comic timing—all of which helped to make the production, directed by Jerome Cushman, one of the most entertaining and popular productions in the NTID theatre's history.

Near-capacity audiences, with standing-room-only on the final night, saw the play on consecutive weekends in February. "This is the first time we've ever sold out the house for a winter production," says theatre house manager Wendy Scott. (The NTID Theatre seats 500 people.)

Barbara Ray, playing the plump, but prim Miss Skillon, gave an outstanding performance. Her shocked and shameful expressions were a delight. Ms. Ray is an NTID alumna and an NTID manual/simultaneous communication instructor.

The other three leads also gave fine performances. They were played by NTID students. Barbara Delia, Bristol, Pa. (Penelope); Thomas Wink, Macungie, Pa. (Clive); and NTID Alumnus, Robert Marcus, Rochester, N.Y. (Lionel).

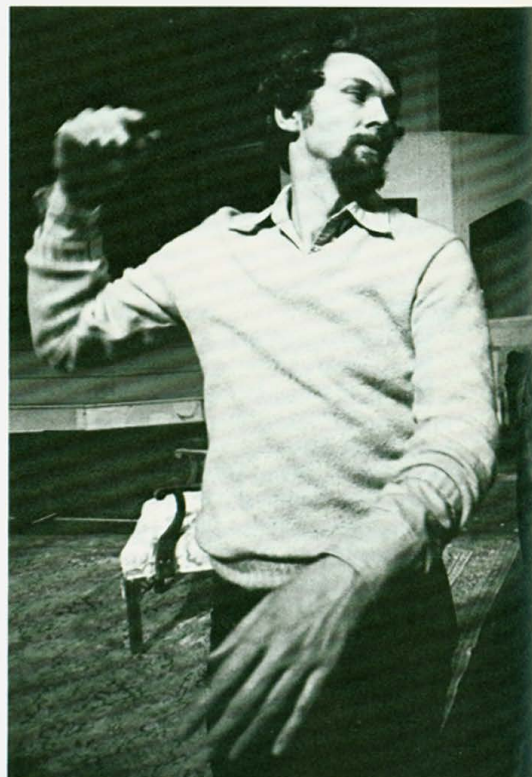
Deaf students Marjorie Angelucci, Norristown, Pa.; Frederic Hartman, New London, Ct.; Gerald Ash, La Crosse, Wi.; Bruce Zelek, Yardley, Pa.; and alumnus Mitch Mahar, all gave commendable performances.

On the far left of the stage, hearing actors provided voices for their deaf counterparts in the style of an old-time radio drama, complete with studio and director. Hearing actors from the RIT and Rochester communities were Bette Kober, Suzanne Connors, Larry Washington, Chris Felo, Joanne DeRoller, Ken Stabbins, Ed Alletto, Virgil McCullough, and Jim Orr. NTID Theatre artistic director P. Gibson (Trish) Ralph designed the magnificent, two-story set interior of the English Country home.

*Stephen Dingman*



Director Jerome Cushman (right) blocks the stage movements of (left to right) Barbara Delia and Marjorie Angelucci who play Penelope, the vicar's wife and Ida, the maid in the comic farce.



Barbara (right) gets lessons in the proper comic attitude from Director Cushman.



An escaped Russian spy (Fred Hartman) tries to force Penelope (Barbara Delia) into giving him money.



# Miscellaneous

## NTID Friends Honored

**D**r. S. Richard Silverman, director emeritus of Central Institute for the Deaf in St. Louis and chairperson of NTID's National Advisory Group, and Deputy Commissioner of Education Dr. Edwin W. Martin, long-time supporter of and HEW project officer for NTID, were honored recently by the Alexander Graham Bell Association for the Deaf at their annual awards banquet in Washington, D.C.

Dr. Silverman was presented with the Honors of the Association Award. The award is "given when an outstanding person whose career is involved with the hearing impaired is recognized for distinguishing themselves and the Bell Association by extreme dedication to, and sustained efforts towards, the goals and purposes of the Alexander Graham Bell Association." Dr. Gary Nix, director of the Mystic Oral School, Mystic, Conn., and president-elect of the Bell Association, said.

Dr. Martin received the 1979 Alexander Graham Bell Award in recognition of his commitment to the concept of individualized educational programming. As Deputy Commissioner of Education and Director, Bureau of Education for the Handicapped, Dr. Martin is the primary federal official responsible for program direction, and development of policy, planning and budgets affecting the education of all handicapped persons in the U.S. The goal of educating all handicapped children by 1980 was originally developed by Dr. Martin.

The other award-recipient at the same ceremony was Ms. Kitty O'Neil, film stuntwoman who received the Volta Award in recognition of her courage in overcoming her own handicap and her efforts to encourage young deaf children and their parents.



## Actress Jane Fonda Receives NTID Distinguished Citizen Citation

**A**ctress Jane Fonda, who received the Oscar for "Best Actress" for her role in the film "Coming Home," recently received NTID's first Distinguished Citizen Citation at the Greater Los Angeles Council on Deafness (GLAD) Tenth Anniversary Deaf Awareness banquet in Los Angeles.

NTID Dean and Director, Dr. William Castle and Lawrence Newman, assistant superintendent at the California School for the Deaf at Riverside and a member of NTID's National Advisory Group presented Ms. Fonda with the award.

The Citation read:

The National Technical Institute for the Deaf Presents this Distinguished Citizen Citation to Jane Fonda in appreciation of her support for the advancement of the general welfare of deaf persons nationally.

It was signed by Dr. Castle and Dr. M. Richard Rose, Rochester Institute of Technology president.

Her sensitive remarks and her signing of them personally at the Academy Awards generated great enthusiasm among faculty, staff and students at NTID as well as among other handicapped students at RIT.





Career Opportunities Specialist Elizabeth O'Brien (right) gave presentations on NTID to vocational rehabilitation counselors in southern and northern California recently. Pictured from left to right are: Bill Davidson, VR counselor for the deaf in Pasadena, and Ed Rogers, coordinator of VR Services for Southern California. Both Davidson and Rogers are NTID alumni.



New York State Motor Vehicles License Inspector Sharon Brown uses manual communication to interview a deaf license applicant Michael McDonald, as part of new procedures developed by the department to deal better with hearing-impaired persons. The project was developed as a joint effort of the Department of Motor Vehicles and NTID.

## Deaf Women's Conference At NTID

Over 50 women attended New York's first statewide Deaf Women's Conference held recently at NTID on the Rochester Institute of Technology campus.

Sponsored jointly by the Empire State Association of the Deaf and NTID, the conference focused on four key topics:

- "Assertiveness Training"
- "The Changing Role of Women in Today's Society"
- "Dialogue: Homemaker/Working Mother/Career Women"
- "Deaf Women's Rights"

Conference Leader Vicki Hurwitz, Records Supervisor of NTID's Math Learning Center, says the day-long meeting is the first of many planned for the future. Keynote speaker for the conference was Roz Rosen, project director, Kellogg-Gallaudet Special Schools of the Future.





For further information contact:

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