

# ntid focus

Publication of the National Technical Institute for the Deaf • Winter/Spring 1979



R. I. T. COLLECT

Moscone

JOURNEY TO YOUR FUTURE WITH NTID

# An Overview

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In 1930, a very bold deaf person named Peter H. Peterson wrote an article which, when printed, took up five pages in a journal called *The Vocational Teacher*. His article was entitled "A Dream—and a Possibility." I would like to quote from that article:

"A National Technical Institute for the Deaf, located at the center of population in a large manufacturing city, is what deaf young America needs more than anything else. It would be a complement to Gallaudet College, and on a par with it in usefulness and influence. It would give all the deaf who wanted it a practical education that would lead to bread with butter spread thick upon it.

"A dream, you say. A wild, fancy fantastic dream! Perhaps so. But more fantastic dreams than this have come true, and this dream is not so impossible of realization as it looks at first sight. . ."

What a shame Mr. Peterson could not have been with us during the past year to celebrate the tenth anniversary of NTID. He would have enjoyed reflecting and feeling pride with us about the more than 2,300 deaf students who have now been served by NTID. He would have enjoyed reflecting proudly not only about their accomplishments but also about many of ours. And he would have enjoyed helping us to express our gratitude in formal ways to the many persons and organizations who have helped us fulfill his dream over the past ten years.



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 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 hopes its new film currently premiering to high school audiences around the country will help students think about putting NTID into their futures. For more about NTID's own space saga see page 2. Cover illustration by Steve Moscovitz.

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

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

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

**Art Director**  
John Massey

**Designer:**  
Frank Weiskopf

**Production Assistant:**  
Ruth Gardner

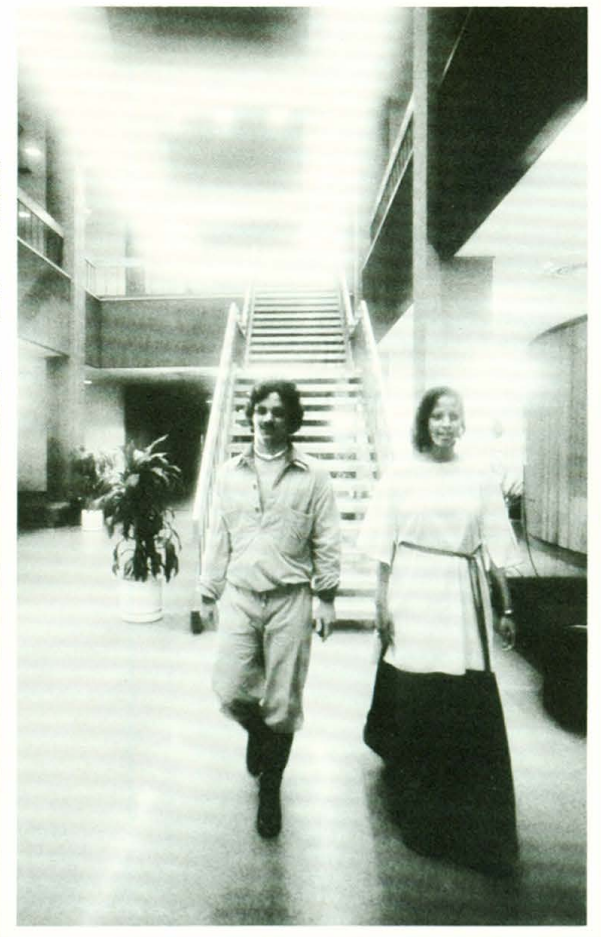
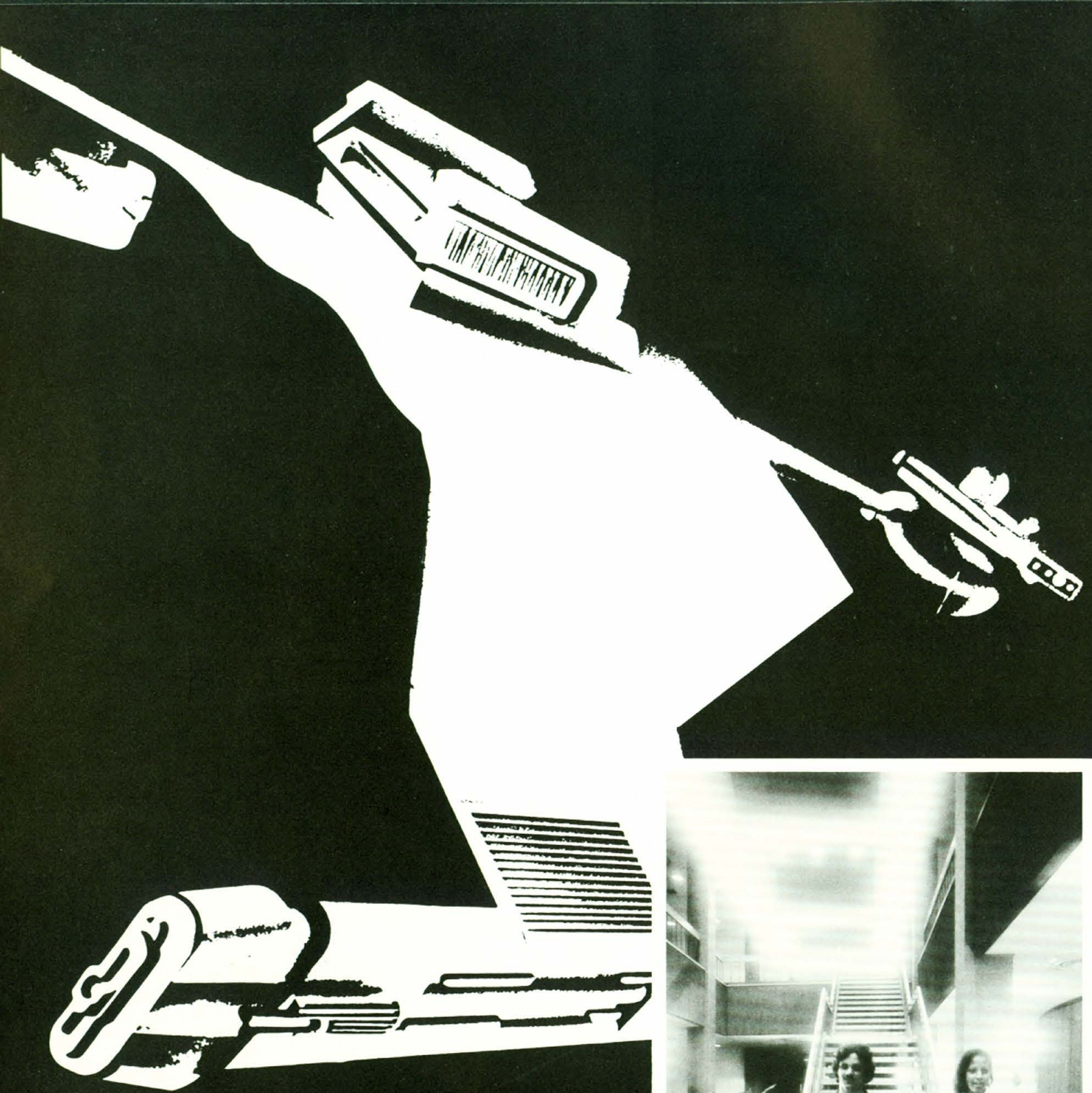
**Photographers:**  
Chuck Mason  
Sue Ann Miller  
Rod Reilly

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# ntid focus

Winter 1979

- 2 Journey to the Future
- 5 Nation's First Deaf Biomedical Photographer
- 8 Performing Arts Festival
- 12 New Educational Extension Products
- 14 Co-op Students at Argonne National Lab  
NTID Program Accredited by AMA
- 15 NTID Graduate Designs His Career
- 16 Winter at NTID
- 18 Tenth Anniversary
  - 18 Deaf Community Can Contact Local Officials
  - 19 Colloquia Series: The '80s
  - 20 Two Staffers Look Back
  - 22 Alumni Return
- 24 NTID Run-In
- 26 Reaching Out
- 28 NTID Creates National Center on Employment of the Deaf
- 28 Students Teach the Community
- 29 SIGI — A New Tool for Career Counseling
- 31 Interpreting To Make People Comfortable
- 32 Miscellaneous
  - Distinguished Alumni Awards
  - New NAG Members
  - Portrait of the Artist...





# JOURNEY TO THE FUTURE

**T**he space ship "Star Fire" hurls into the earth's atmosphere as three visitors from space monitor the control panels. Their destination—a college which is far advanced in technology and education for the deaf.

This is how NTID's new recruitment film "Journey to Your Future" begins. Capitalizing on the recent popularity of space sagas like "Star Wars," the film employs several dramatic special effects including synthesized music.

The 13-minute captioned film relates the full scope of college life at one of the top technical colleges in the country.

The three ethereal beings receive instructions from a master computer screen and prepare to beam themselves inside the NTID building, with the help of a hand-held transporter/communicator device.

"Bzzzzzzzzzzzzzzzzzz"—the unearthly outsiders activate their transporter, disappear from the ship and materialize inside the lobby of NTID's academic building to begin their exploration. The blond stranger converses with the others in sign language, then returns to Star Fire to follow them with the computer and work the ship's controls.

The remaining two space visitors begin their exploration, and we begin to see NTID through the eyes of the two travelers.

Three NTID students play the space travelers. Social work major Pamela Lloyd transported herself from New York, N.Y.; accounting major Timothy Clark beamed himself to NTID from St. Louis, Mo.; and photography student Grace Fears materialized from Bromley, Ky.

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NTID students Tim Clark and Pam Lloyd play space travelers who visit NTID.

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The camera crew used a special technique to give NTID's space travelers a special glow.

Their mission, explains the computer's voice, is to "find out how NTID prepares deaf graduates for technical careers and their futures."

The three unearthly outsiders visit campus classrooms and labs where they gain an interesting perspective of NTID's technical career programs, sports events, and other college activities.

The NTID Public Information Office produced the film for use by NTID recruitment specialists at high school presentations all over the country. "Journey to Your Future" will be used in conjunction with a slide presentation and special print materials.

The major goal of the complete presentation is to help prospective students think positively about technical career opportunities offered through NTID.

Victor Maguran, director of NTID's Department for Career Opportunities, says "the film is entertaining and has the ability to stimulate high school students to think about a career in technology. Our primary audience includes junior and senior high school students who have an interest in pursuing a technical career, and we think the space theme will have high appeal for this segment of our population."

Other audiences for the film include parents, vocational rehabilitation counselors, and high school faculty members.

"Journey to Your Future" had its premiere showings this fall when NTID started its new recruitment year. Students at over 100 schools will view the film in the next eight months.

The next time you go to the movies, take special note of the production and technical crews who worked on that film. Although they are not recognizable "stars," no movie would find its way to an audience without them. "Journey to Your Future" was no exception, and the Public Information staff would like to give special recognition to some of the people who made this one-year-in-the-making film a reality.

## A Special Thanks To:

Our student cast for their sense of humor and patience;  
Robert Pratt for creating the inside





Student Grace Fears pilots the space ship "Star Fire" which NTID staff created in the instructional television master control room.



Students and faculty were an integral part of the filming.

of a space ship from a TV control room;

Wendy Scott for helping to make a 20-foot banner to flag down the helicopter;

RIT Protective Services for not arresting the helicopter pilots for creating a disturbance on campus;

The NTID staff and students who stood in the NTID Quad and waved at the helicopter;

The weatherman for predicting a good day for outdoor filming;

God, for lifting the fog and later (a multiple miracle), for sparing us from the predicted snow storm;

The students, who came out of their dorms to go to class despite school closings because of inclement weather;

Nancy Fabrize for cutting, pasting and organizing the script at home on her kitchen table while her family wondered when they would be able to eat dinner;

The cameraman, for not getting killed by the flying hockey pucks while filming on the ice;

B. Forman Co. and Altiers for donating gowns and other wearing apparel;

Staff of Communico, Inc., a film company, which assisted NTID in the production;

And the hundreds of other people whose efforts helped in the creation of "Journey."



The film crew sets up a shot.

*Barbara Brissenden*



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# Nation's First Deaf Biomedical Photographer

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## TOM COUGHLAN

**W**hile working at a 10-week biomedical photography internship at Rochester General Hospital, NTID student Tom Coughlan was told to report immediately to the operating room. No other medical photographers were available.

"I ran up there, scrubbed down, and when I got inside, I didn't realize I had a mask on," says Coughlan. "Everybody else had masks on too. One of the doctors asked me to take photographs of an area on the patient's body, but all I heard was some mumbling. I couldn't read his lips because of the mask.

"I felt like an idiot there in the operating room. I couldn't understand what he wanted, so I shook my head indicating, 'I can't understand.' The doctor took off his mask and started asking me all sorts of questions like, where I got my training, could I read lips, and so on. Meanwhile, the patient

was lying there with all sorts of tubes sticking out of his body. We talked for 10 minutes. Finally, we developed a system of gestures—with hands—so he could show me how much of the body area he wanted photographed. We put the masks on and went back to work."

Today, the 22 year-old Coughlan is a national pioneer for other deaf students interested in biomedical photography careers. Coughlan, who will graduate winter quarter, is cross-registered into the RIT Biomedical Photography Communications program, the only baccalaureate degree program of its kind in the country. It's designed to prepare students for careers as biocommunicators as part of an allied health team in hospitals, medical and dental research centers,

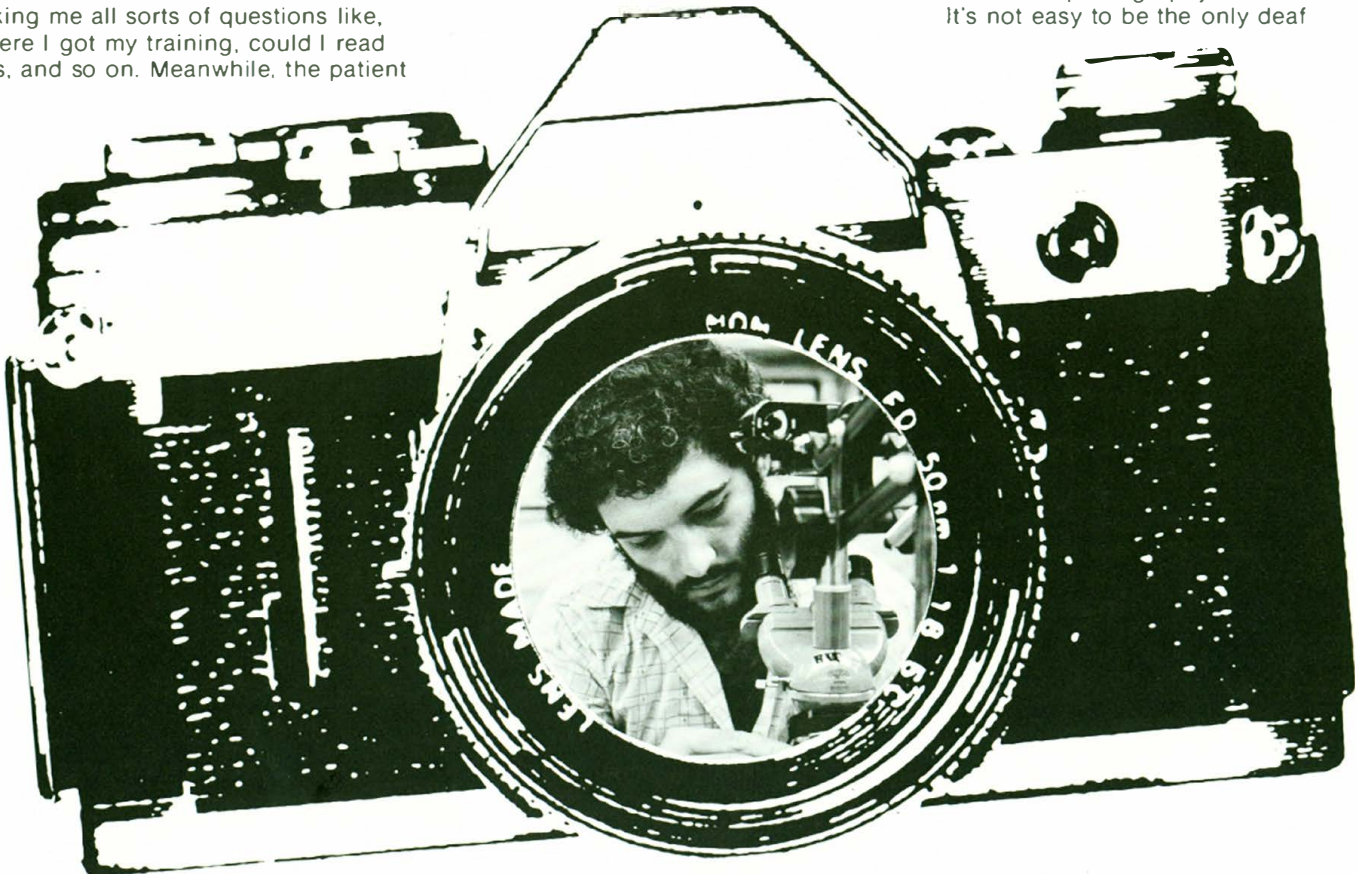
veterinary schools and other health institutions.

Just getting into the program is a task. RIT Associate Professor Nile Root, coordinator of the Biomedical Photography program, explains, "In our program we have strict screening requirements. The deaf students go through the same screening process as hearing students."

Once they're in the program, all students face stiff requirements. For the bachelor's degree, they must complete two years of biology courses, including one year of upper-division science and a year of business.

"In the case of Tom Coughlan and Willy Conley (another top NTID student in the program), their work is as good as anything done here," Root says. "They're superior students. They do beautiful photography."

It's not easy to be the only deaf





student in a classroom. "At first I found it very difficult," Coughlan says. "Since I was the first deaf person in the program, the teachers weren't used to me. It's like communicating over two separate walls: the wall between the teacher and me, and the one between me and the hearing students.

"I hated it at first. I wanted so much to be part of the other students in class." But after awhile, those two walls came down.

"The program is a very competitive one," he explains. "Everyone is always trying to come up with a better way of doing things or produce a better photograph. That's one thing I loved about it, because I thought I had some pretty good ideas myself.

"I have to run twice as fast as others to keep up. Because I didn't just keep up, but sometimes even jumped ahead of the course work, and tried to do high quality, original work, I gained their respect. Others began to say, 'Hey Tom, that's beautiful, how do you do that?' Sometimes, I think gaining their respect is the most valuable thing I've ever had," he adds.

The New Hyde Park, N.Y. native says the program itself is closely related to jobs in the field. The program's photography theory orientation will be especially useful according to Coughlan. "Theory is one of the most useful things to know. It's important

to know why it happens, to know things about lenses, and what happens with different wavelengths," Coughlan explains.

Coughlan says he'll not only be able to take photographs, but determine the cause of photography and photograph equipment flaws. Those skills are in demand. They are also the kind of skills needed by the coordinator of a hospital's medical photography lab.

After finishing his degree requirements, Coughlan says he plans to become a registered biological photographer and eventually a coordinator of the medical photography unit of a hospital.

He's already turned down three biomedical photography jobs offered by medical centers in Nassau County, Long Island, Buffalo, New York and Rochester. "Two departments were not as advanced as I would like," he says.

Coughlan says, "I'm backing off awhile on jobs. I'm taking it easy and looking around for what I want. What I'd really like is to have a hospital photography unit that is a little backwards in their application of quality control, theory and photography techniques and introduce these concepts to the lab."

The soft-spoken senior who is on the verge of becoming the first deaf biomedical photographer with a bac-

calaureate degree in the nation says he enjoys his present enviable position of turning away job offers and knowing there will be more. He got where he is because of hard work and some good advice while working on the high school newspaper and yearbook in New Hyde Park High School in New Hyde Park, N. Y.

"At that time I was interested in biology and photography. I couldn't decide between the two," he explains. "My high school counselor said, 'Why don't you put them together?' I asked where. He said, 'There's only one—RIT.'

"It was a stroke of luck," Coughlan says. "That NTID is located at RIT." But, Dr. Walter Brown, NTID Visual Communications chairperson, feels NTID is pretty lucky to have a student like Tom Coughlan. "He's a trail-blazer," Dr. Brown says. "Tom has opened that whole biomedical photography program to our students." In addition to Coughlan, four NTID students are currently cross-registered into the program.

Once Tom leaves NTID, it's likely that whatever hospital manages to land him will feel lucky too.

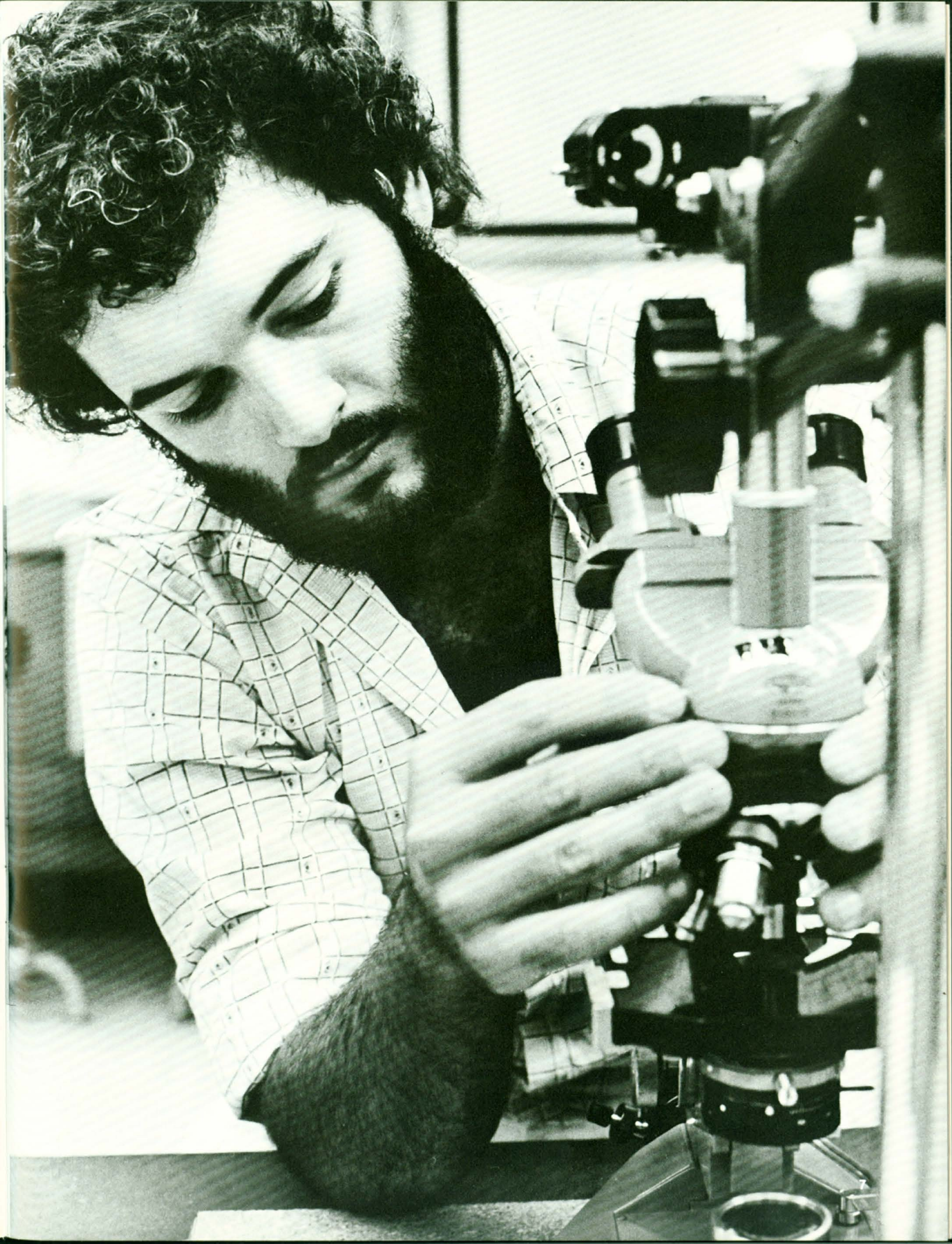
*Stephen Dingman*

**(Photo right)**  
**Tom Coughlan uses both the camera and microscope in his work.**



RIT Associate Professor Nile Root checks equipment with Tom Coughlan in the RIT Biomedical Photography lab.







# Performing Arts Festival



Cheryl McFadden (left), assistant professor of theatre at Brandeis University, shows a student how to relate masks to stage movement.

**T**here was something for everyone this fall in the NTID Theatre, as 10 very diverse performers and performing groups delighted audiences on consecutive weekends beginning September 15 and ending November 3.

The Fall Performing Arts Festival, a first for NTID Theatre, featured nationally-acclaimed guest artists in acting, mime, dance, clowning and other arts.

Approximately 4,100 NTID students, faculty/staff, and members of the RIT and Greater Rochester communities attended festival performances and workshops.

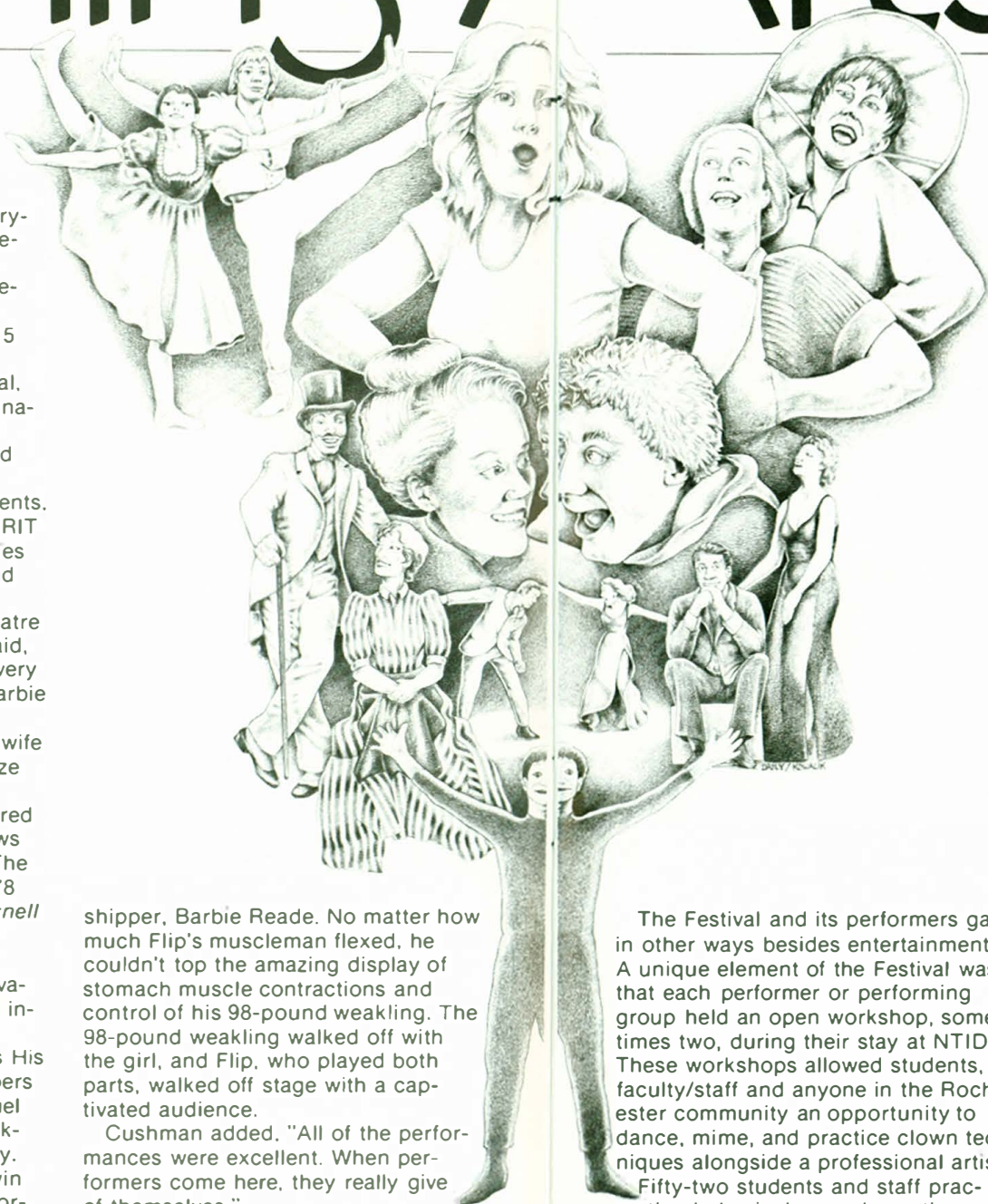
Jerome Cushman, an NTID Theatre instructor specializing in dance said, "I think there's been a highlight every weekend, starting with Flip and Barbie Reade."

The Reades are a husband and wife team from California who specialize in physical comedy and acrobatic pantomime. Flip Reade has appeared on several national television shows and was a regular performer as "The Golden Athlete," on CBS-TV's 1978 winter series, *The Shields and Yarnell Show*.

Flip and Barbie's opening night performance drew two standing ovations from a packed house: one at intermission and one after the final sketch. Flip's "Charles Atlas Meets His Match," sketch brought theatre-goers to the beach as they watched a duel between a paunchy 98-pound weakling and a muscle-bound beachboy. Both were trying to impress and win the affections of bikini-clad sun wor-

shipper, Barbie Reade. No matter how much Flip's muscleman flexed, he couldn't top the amazing display of stomach muscle contractions and control of his 98-pound weakling. The 98-pound weakling walked off with the girl, and Flip, who played both parts, walked off stage with a captivated audience.

Cushman added, "All of the performances were excellent. When performers come here, they really give of themselves."



The Festival and its performers gave in other ways besides entertainment. A unique element of the Festival was that each performer or performing group held an open workshop, sometimes two, during their stay at NTID. These workshops allowed students, faculty/staff and anyone in the Rochester community an opportunity to dance, mime, and practice clown techniques alongside a professional artist.

Fifty-two students and staff practiced physical comedy routines and

acrobatic pantomime sketches with Flip and Barbie Reade at the first workshop. Altogether, a whopping 260 students and faculty/staff and members of the community participated in the 10 workshops.

If there was a standout weekend of the festival, most people would point to the two-week residency and the resulting two performances of Rochester's own critically-acclaimed dance company, the Bottom of the Bucket, But Dance Theatre, Inc. The residency, a long time dream by NTID Theatre staff members, began with 28 students and 2 staff members stretching, moving, learning and through two weeks of practices evolving into dancers, dancing alongside members of the Bucket Company.

On Friday night, October 20, 1978 these 30 beginning dancers performed with members of the professional company in a special presentation seen by over 350 people.

The two exclusive Bottom of the Bucket, But concerts presented modern dance movements which celebrate the illustrious cultural heritage of Africa, the West Indies, Mississippi and Harlem along with contemporary issues. The sold-out performances drew some added enthusiastic applause from NTID faculty-staff members in the audience as Mary Greeley, NTID career development counselor and seven year member of the dance company staged a brilliant performance. Ms. Greeley's vibrating body movement in the world premiere presentation of Garth Fagan's "From Before," stole the show.



Flip Reade, TV performer and master of physical comedy, delights students with an impromptu performance in the NTID Dining Commons.



"If nothing else," Jerome Cushman said, "the Festival has brought NTID Theatre into the limelight and establishes us as a major cultural center in the Greater Rochester area."

The box office records show that about 40 percent of the festival audiences had never been to an NTID Theatre performance before.

In order of their appearances, Festival guests included: Flip and Barbie Reade, physical comedy and acrobatic pantomimists; Cheryl McFadden, lecturer on masks, mime, and clowning in the Chaplin/Keaton tradition; Spectrum American Deaf Dance Company performing ballet "Interactions"; The National Theatre of the Deaf performing "Volpone," and a Dylan Thomas piece; the Open Eye Children's Theatre performing "Twilight Crane," a Japanese folk tale told through exquisite four-foot tall hand-made puppets; Bottom of the Bucket, But Dance Theatre Company; Annabelle Gamson, performing solo dance movements of her own and movements reconstructed from the choreography of world renowned dancers Isadora Duncan and Mary Wigman; and Gayle LaJoye, performing as "The Classic Clown and Mime."

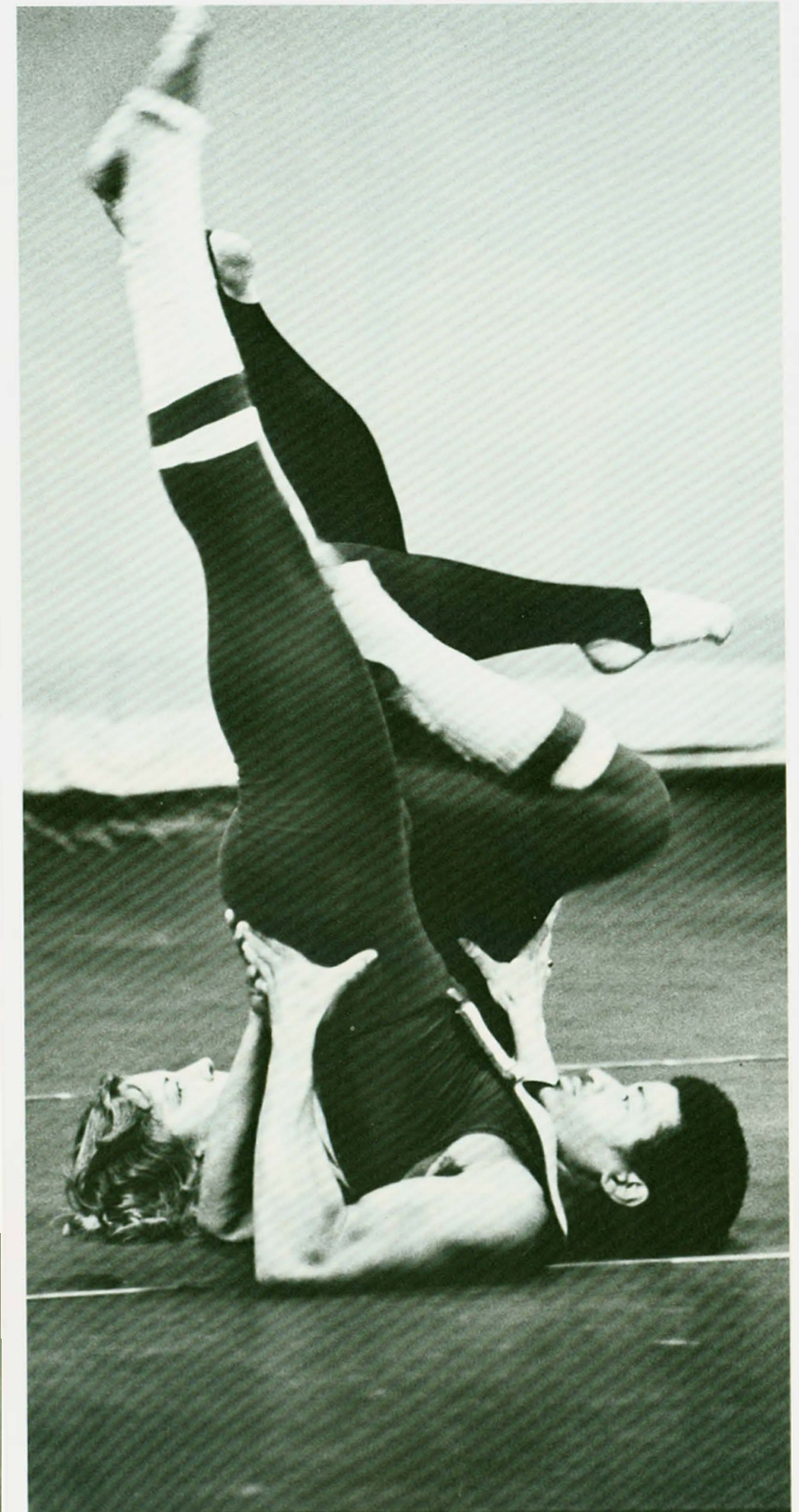
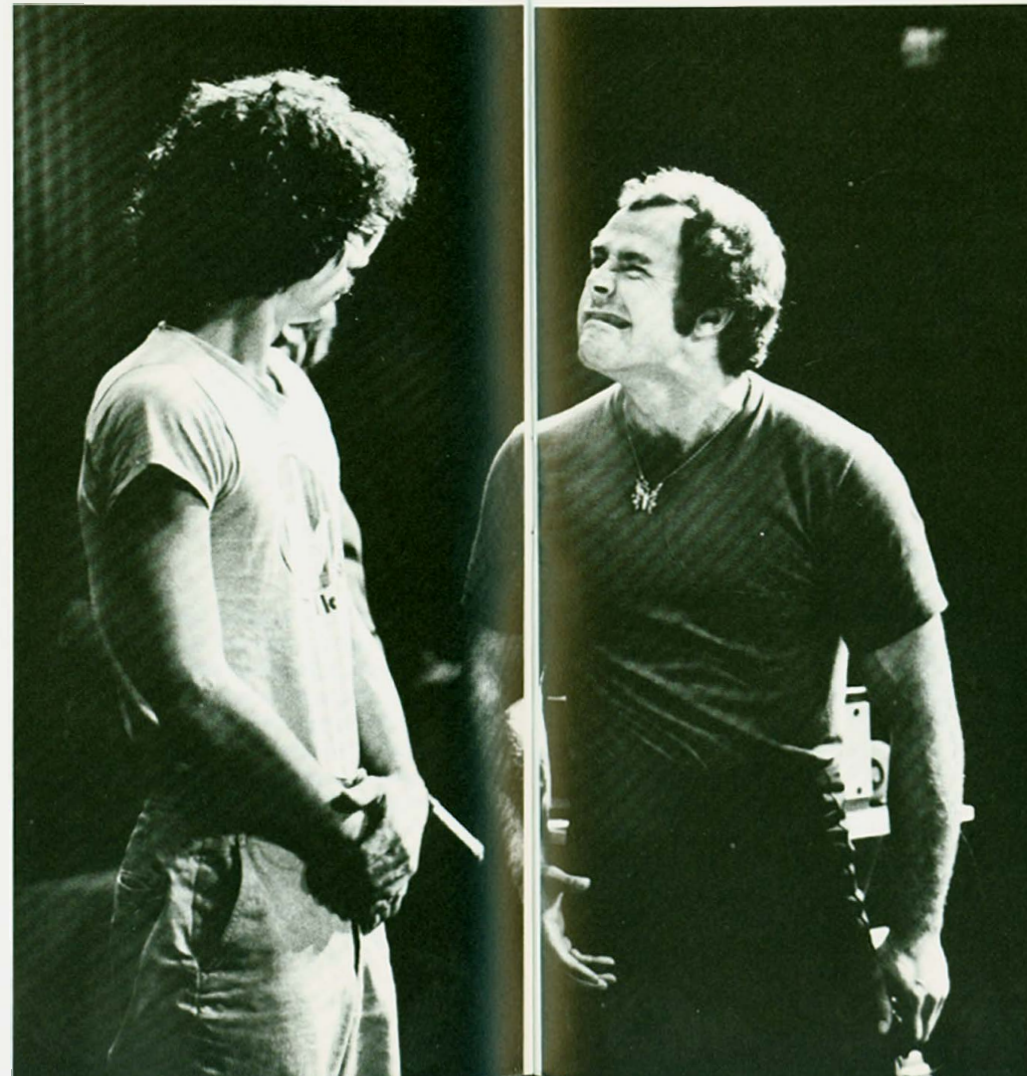


*Stephen Dingman*

(Photo above) Cheryl McFadden (right) uses masks to help a student develop characterization. (Photo below) Flip Reade (right) emphasizes facial expression during a mime workshop.



Flip Reade (seated center) gives a workshop from center stage in the NTID Theatre.



Members of the Spectrum American Deaf Dance Company in an exercise.





# New Educational Extension Products

## InfoSeries 3

**T**en years of research in deafness and the education of deaf students has been summarized in a new booklet released by NTID.

Entitled *InfoSeries 3: A Review of Research at NTID*, the 92-page publication reveals the topics and types of research NTID conducted between 1967-76. This is NTID's third publication of *InfoSeries* documents designed to share research findings.

"The major purpose of this review," states author E. Ross Stuckless, who directs the Office of Integrative Research, "is to bring together results of the first 10 years of research activity at NTID into a single reference source and to organize this work in an integrated and readable way."

More than 100 research papers, reports, and journal publications were produced during 1967-76.

The bibliography shows that 95 different persons authored these reports. Eighty were NTID staff members and 15 were associates from other institutions of higher education.



The first four chapters of this review are organized around four general education processes: Instruction, Learning and Information Processing, Assessment, and Planning and Evaluation.

More than 125 references are cited; most refer to work originating at NTID.

Inquiries and requests for obtaining copies of the *InfoSeries 3: A Review of Research at NTID* should be directed to the National Technical Information Service (NTIS), 5285 Port Royal Road, Springfield, Va., 22161. They are available at a cost of \$4.75 each.

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## Orientation to Hearing Aids

**A**s part of its Educational Extension efforts to share information and expertise in deaf education, NTID professionals have written, developed and published a new teaching package designed to motivate hearing-impaired clients to use a hearing aid.

Orientation to Hearing Aids (OHA) is an individualized instruction package which motivates and trains students to use hearing aids to improve their communication skills.

The package was developed by NTID staff members: Jaclyn Gauger, clinical audiologist; William Clymer, media specialist; Marsha Young, instructional programmer; and L. Dean Woolever, artist-designer.

NTID has field tested the OHA package through use in a communications course with staff audiologists.

The teaching package was selected by the National Society for Performance and Instruction as the outstanding Instructional Development project for 1977-78. Now NTID is sharing this instructional package with audiologists across the country.

The OHA package contains everything the client will need. It includes five workbooks, self-quizzes, a student manual, evaluation instruments and a data recording form. There is also a 96-page comprehensive audiologist manual available.

NTID wrote the materials at an eighth grade vocabulary level and designed them for use in an individualized instruction situation with an audiologist who is doing the hearing aid fitting.

Supplemental materials which include additional post-tests, take-home tests and hourly charts can be purchased also.

The package represents one of the first products of NTID Project Outreach. NTID Project Outreach is a program in which NTID serves as a national educational resource for public schools and other institutions involved in mainstreaming deaf people throughout the country.

Dr. Edwin W. Martin Jr., deputy commissioner, Bureau of Education for the Handicapped, HEW, has noted that Project Outreach will "contribute to the fulfillment of our nation's interest in equal education and employment opportunities for its handicapped citizens."

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## Bibliography on Mainstreaming

**T**his fall, nearly half a million youngsters with hearing impairments returned to school with a fuller opportunity to sit in classrooms with hearing students if they so desire.

Because of a section of Public Law 94-142 which went into effect in September, most school districts in the country are now trying, whenever possible, to develop ways to educate handicapped children in regular classes. Special classes or separate schooling will still occur when the nature or severity of the handicap requires that they occur.

NTID's Dean and Director, Dr. William E. Castle said that the idea of educational "mainstreaming" (educating exceptional and regular students together) has been under especially intense study during the last three years.

Dr. Castle noted, "We have spent much of our efforts in the last 10 years to find the best ways to educate deaf and hearing students together in a college setting. We now feel good about what we've learned about the process and we're interested in sharing our knowledge. Certainly, the use of special devices and an appropriate model of educational support services, including help from trained interpreters, can allow deaf students to take full advantage of education provided to hearing students. This is not to suggest, however, that main-

streaming is necessarily the right thing for all deaf persons."

To help specialists implement the new programs influenced by Public Law 94-142, NTID has published a special bibliography on mainstreaming. The two-volume literature search, containing more than 900 entries, summarizes literature published from 1966 to 1977 on the problems and opportunities of mainstreaming the hearing impaired, the mentally retarded, and visually impaired. This set also includes citations on other categories of exceptional students such as the learning disabled, gifted children and the emotionally disturbed.

Dr. Castle says the movement toward more mainstreaming for the handicapped will require some adjustments in some school systems. But he notes, "Education in the 1980's will mean educating all children according to their needs and their preferences. As a result, our society should be greatly enriched by the contributions of well-educated handicapped people."

The authors, Ronald D. Hein and Milo E. Bishop of NTID, have reviewed books, journal articles, conference papers, Educational Resources Information Center (ERIC) reports and other published and unpublished reports from a variety of sources. The new bibliography is one of the first efforts of "NTID Project Outreach," designed to reflect NTID's role as a national educational resource for teaching and training handicapped people.

Each article in the bibliography is cross-referenced to indicate the primary topics addressed in that article. The authors selected 15 separate topic areas considered important to anyone interested in the concept of mainstreaming. Examples of the topics are: personal/social factors; communication skills; pre-school, junior high and senior high school settings, and vocational training programs.

Volume I includes an annotated author listing to allow fast identification of the content of each article in the bibliography. Volume II includes a cross-referenced cluster of the 15 topics identified and annotated in Volume I.

Priced at \$20, copies may be ordered from the National Technical Information Service, 5285 Port Royal Road, Springfield, Va. 22161. Phone: (713) 557-4650.

Literature explaining the new bibliography is available at no charge from the Office of Educational Extension, NTID, RIT, One Lomb Memorial Drive, Rochester, N. Y. 14623.



## NTID Program Accredited by AMA

NTID has received accreditation from the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA) for its Medical Record Technology Program. The Accreditation was made in collaboration with the American Medical Record Association (AMRA). NTID's Medical Record Technology Program is the only one, taught to deaf persons, in the country to secure this accreditation.

Marilyn G. Fowler, R.R.A., director of NTID's Medical Records Technology Program, says the accreditation officially recognizes that the program is equivalent to all other accredited medical record technology programs undertaken by hearing students. "Furthermore," Miss Fowler says, "the accreditation now permits the NTID graduate to write the AMRA national accreditation examination. We think the career mobility for our students who write the accreditation examination successfully will be greatly enhanced."



NTID students Richard Skyer and Linda Ross discuss a project at Argonne National Lab.

# Deafness No Handicap for NTID Co-op Students

Reprinted from *Argonne News*,  
Argonne National Laboratories  
Argonne, Ill.

**A**rgonne's Summer Undergraduate Research Participation Program, sponsored by the Center for Educational Affairs, has been a regular feature of the Laboratory's educational efforts for a number of years. But this summer was exceptional because it marked the first year that students with hearing and visual handicaps participated in the program.

Thomas Czeslawski, Linda Ross and Richard Skyer Jr., NTID students cross-registered in Rochester Institute of Technology's College of Science worked with Argonne staff members this summer—Ross and Skyer in the Biological and Medical Research

(BIM) Division, and Czeslawski in the Office of Program Management Support (PMS).

Ross, who received her BS degree in biology this spring, feels that working with Norman Anderson to develop methods of detecting and identifying cell proteins in blood serum and urine, helped her develop self-confidence. Ross is attending graduate school and plans to go into either biology or science education for the deaf.

Skyer worked with Phyllis Stearner, studying the effects of radiation on microscopic blood vessels—an experience Skyer said has given him a clearer picture of research procedures. He plans to study for an advanced degree in biology after he receives his BS degree next spring.

Working with Casimiro Garcia on the World Energy Data System, a data bank that catalogs worldwide energy research and development activities,

Czeslawski learned to use the computer language PL-1. He expects to receive his AAS degree in data processing next winter.

All three students agreed that working at Argonne proved to be an educational experience, but they feel that additional preparations should be made for hearing-handicapped students in the future.

Skyer suggested that the interpreter provided for group meetings be better illuminated so the deaf students can see the translation more clearly.

Ross pointed out the need for a technical interpreter who can translate technical and scientific language for the deaf students during scientific seminars and meetings.

"It is so much better if we can understand exactly what is being said," Skyer commented, "rather than guessing what someone is saying."



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## NTID Graduate Designs His Career

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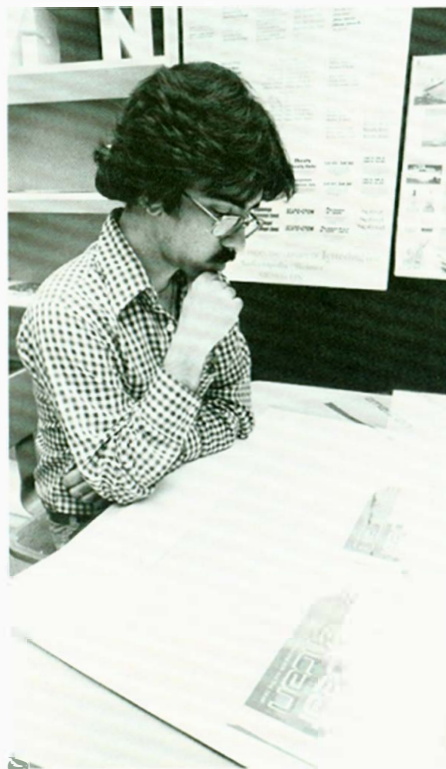
# JOE VISCARDI

**T**he fresh new look on the cover of *The Deal American* Magazine is the work of graphic designer Joseph Viscardi, Jr. who earned his bachelor's degree in fine arts from RIT's College of Fine and Applied Arts through NTID. Joe's development in communications design has been so outstanding that a few months before graduation he had several companies bidding for his talent.

Five years ago, with little background in art other than what he picked up in high school, Joe entered NTID's Summer Vestibule Program. That summer's introduction to college life showed him he had an unusual talent for art. In the fall, Joe began a year's prep-program called "Introductory Art Major," at NTID to prepare himself for entry into the College of Fine and Applied Arts at RIT as a cross-registered student.

Joe's work on the new cover design for *The Deal American* was one of his assignments for the NTID Art Department's In-House Co-op program. The program helps students majoring in art to gain "hands-on" work experience for real clients within RIT, NTID and the Rochester community. For example, students learn how to ask the right questions, write up job tickets, set up a production team, and supervise the entire job through to completion.

Joe created the new cover design for *The Deal American* after many attempts, and for some fairly specific reasons. "I wanted the masthead design of the magazine to reflect the strength of the deaf community. To



Joe Viscardi

accomplish this, I chose good, firm letters set in a clean, modern typeface. The final design is the one I felt most comfortable with. I really think it's an important design for an important magazine."

Another project Joe worked on for the co-op was a total graphics identity program for the town of Henrietta, a suburb of Rochester, N. Y. His work also included a visual identity manual

for the town to direct the implementation of the program.

Joe's career counselor and advisor, Jack Slutzky, says he's an unusual student: "He's a fantastic person who's not intimidated by hard work. He puts out as much as the job needs in a really solid effort."

Jack says Joe has developed an outstanding level of personal confidence over the last five years. "When he first came here he was what I call a 'nudge'—a yiddish term for a pest. He'd want to check everything with you before he started a job. . . and at every stage of the job's development. Now he's so confident and enthusiastic, he makes others feel really comfortable around him."

Joe enjoys bicycling in his hometown of Whitestone, N. Y.—a suburb of New York City. When he's not cycling, he likes talking with friends and, in quieter moods, oil painting.

"Wherever Joe decides to work," Jack Slutzky notes, "he should do well. His personality of wanting to please people and the development of his skills has brought him to the fine position he's in today. . . and it'll be a big advantage for him in the business world he's entering."

Joe feels it will take him about two years to find out what he likes to do best in the graphic design field even though he's already landed a job as a graphic artist at Benton and Bowles, one of New York City's largest advertising agencies.

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William Repp



# Winter at NTID





# 10<sup>th</sup> Anniversary

## NTID Celebrates Ten Years Serving Deaf Students

**N**TID celebrated its Tenth Year Anniversary with a week-long whirlwind of special presentations, exhibits and performances at NTID and throughout the Greater Rochester area.

The week's activities began Monday when the Dean and Director, Dr. William Castle, presented the City of Rochester and Mayor Tom Ryan with special equipment to help deaf and handicapped people better communicate with city government and services. Later NTID presented its thanks to the Town of Henrietta, in which the Institute is located.

Throughout the week the Rochester Telephone Pioneers organization displayed the newest communications equipment available for hearing-impaired people in Midtown Plaza.

On Tuesday, NTID held receptions in the Institute's academic building for community deaf leaders, Rochester political leaders and key business and educational leaders.

Another major activity, a *Legal Education Workshop for the Deaf Community*, took place in the Brighton Town Hall. Judge Michael Telesca from Surrogates Court at the Hall of Justice helped show hearing-impaired people how to handle three everyday legal situations: landlord/tenant disputes, a domestic dispute involving two people and a will and probate dispute.

*Sunshine and Company*, a newly formed performing group composed of deaf and hearing people from NTID presented songs in music, mime and sign language from "The Wiz," a long-running Broadway musical hit, at several Rochester locations during the week.



(Left to right) Former RIT President Paul A. Rochester Mayor Thomas Ryan at the presentation of telecommunication equipment gives the local deaf community direct access to government officials and service

Miller, NTID Director William E. Castle and

### Deaf Community Can Now Contact Local Officials

Over 47,000 people with hearing problems in the area surrounding Rochester can now talk to city officials on a new teletype machine on loan from NTID.

The unit will allow more than 7,000 area deaf persons and another 40,000 who have slight to moderate hearing problems to communicate directly with the Mayor's office.

NTID provided the unit as a gesture of thanks to the City of Rochester and

the surrounding communities "for their gracious encouragement and support of NTID during its first 10 years of serving deaf students." At the presentation Mayor Thomas Ryan proclaimed the week of October 16-21 as NTID 10th Anniversary Week in Rochester. As a separate gesture of thanks to the town of Henrietta, in which NTID is located, NTID presented the town with a special plaque.

The first phone message transmitted

over the new line came from Ralph White, president of the National Association of the Deaf. He telephoned Mayor Ryan from his office in Austin, Texas to compliment the City of Rochester for installing the system. His message read:

I would like to compliment the City of Rochester and the National Technical Institute for the Deaf for their continuing efforts at opening lines of communication with deaf people. I feel I speak for all people in this country who have hearing problems when I say that this effort to help deaf people in the Rochester area communicate with city government is a singularly important event for this country. Mayor Ryan, I would like you to have my assurance that if there is any way I or the National Association of the Deaf can assist your effort for reaching out to deaf people, please feel free to call me on my TTY. The number is (512) 447-0294. My congratulations again to the City of Rochester.

The presentation was made to the city by Dr. Paul A. Miller, former

president of RIT and Dr. Castle. Dr. Miller thanked the city for serving as an outstanding host not only to NTID but to all of RIT.

Dr. Castle added, "We are pleased that the City of Rochester has accepted this unit," he said, "so that deaf persons will have greater access to city government officials. We're especially interested in this effort, because we hope to learn more about the communication and governmental needs of deaf people. Periodic review of the messages, at least those that aren't confidential, which deaf people send to city hall should greatly help us in our research efforts."

"The special telephone number and teletype unit will serve not only the 47,000 people with hearing problems in the greater Rochester area, but their families and friends as well. So it's reasonable to say the new system will bring city and community government closer to well over 100,000 people. It will also be a significant resource to the nearly 1,000 NTID students and graduates. Many students may spend as much as three to six years of their lives in the communities surrounding NTID."

## Colloquia Series: The 80's

Dr. Winifred Northcott, associate professor at Monkato State University, Monkato, Minn., and current president of the Alexander Graham Bell Association for the Deaf presented a paper in May 1978 on the "Implications of Mainstreaming for the Education of Deaf Children in the 1980's."

In June 1978 Dr. Virgil Flathouse, superintendent of the Texas School for the Deaf, one of the largest residential schools in the nation—600 students, gave a presentation on "The Changing Role of Residential Schools for the 1980's."

The series' fourth distinguished speaker was Dr. William Marshall, director of the Model Secondary School for the Deaf (MSSD) located on the campus of Gallaudet College in Washington, D. C. Dr. Marshall's speech was titled, "Educational Futures: Directions and Alternatives for the 1980's."

In early November, Dr. Robert Sanderson, coordinator, services for the adult deaf, Utah State Board of Education, Office of Rehabilitation Services in Salt Lake City, Utah, gave a presentation on "Rehabilitation

Dr. S. Richard Silverman, director emeritus of the Central Institute for the Deaf (CID) in St. Louis, Mo., was the sixth and final speaker in the NTID Tenth Year Anniversary Colloquia series. Dr. Silverman presented a paper entitled, "What It Will Mean To Be a Teacher of the Deaf in the 1980's."

Dr. William Castle, director and dean, initiated the special Colloquia series by inviting six national leaders in deaf education to present their personal and professional insights into what the 1980's may hold for the education and employment of deaf people and those who will work to educate them.

The first of the five preceding Colloquia series speakers was Dr. Edward C. Merrill Jr., president of Gallaudet College, Washington, D. C. Dr. Merrill's presentation was titled, "Gallaudet in the 1980's."



has administrative experience.

"The results of the Colloquia Series," Dr. Castle says, "is that the NTID community has had an opportunity to gain perspectives from some powerful external people. Those perspectives have been granted from a variety of unique vantage points in deaf education.

"From Dr. Northcott, we gained insights into what has been and what will be happening in education for very young deaf children.

"In Dr. Merrill we had the opportunity to carefully compare notes with our most prominent sister institution.

"In Dr. Flathouse, we had a leading residential school superintendent who could give us some predictions on the status of residential schools in the 80's, especially in light of current legislation on mainstreaming of deaf students.

"Drs. Sanderson and Marshall offered a perspective of the future that is not only professional but quite personal." Both Dr. Sanderson and Dr. Marshall are deaf people.

"In Dr. Silverman, we had an individual who has 46 years of experience in the teaching of deaf people. I don't know who could give us a better pronouncement of what deaf education in the 1980's will be like," Dr. Castle says.

Colloquia booklet reprints will be available for most of the speeches. For more information contact the Public Information Office, NTID, RIT, One Lomb Memorial Drive, Rochester, N. Y. 14623.

**Dr. S. Richard Silverman, director emeritus, Central Institute for the Deaf, St. Louis, Mo., was the concluding speaker in the Anniversary Colloquia series.**

# Two Staffers Look Back

## Reflections of Ten Years

### Bob Panara

**A**t age 10, Bob Panara, professor of English and drama at NTID, was yanked into the world of silence: spinal meningitis raised his body temperature to 107 and burned out his auditory nerve. Thereafter, his constant companion became the ringing in his ear—"Tinnitus," he calls his "speaking friend."

When Bob joined the NTID staff in 1967—the first deaf person to join the professional staff—he at once became a goodwill ambassador to RIT students. He frequently gave talks on deafness and communicating with deaf people to help build a sensitivity on the RIT campus for the needs of the hearing impaired and create an early bridge of understanding. More than 125 RIT students accepted his initial invitation to learn the manual alphabet.

Bob established NTID's English Department, selected the staff and trained them. Soon after, he organized the NTID Drama Club to provide an outlet for creative expression for deaf students, and involved many other

students in making posters, holding box office jobs and managing the business aspects of theatre sales. His goal, as he puts it, was to "give students as much hands-on experience as possible in whatever their field." He spoke to any community organization that would listen to him—Rotary, St. Paul's Church, The Chat-terbox Club, PTA groups. Eventually, the Drama Club grew into the NTID Experimental Theatre.

### *Enhancing The Image*

One of Bob's goals has been to try to enhance the image of deaf people to show they're fully qualified in their profession. In his own case, he's a successful teacher of both deaf and hearing students at RIT. He teaches Shakespeare, Great World Drama and the Contemporary American Novel. He's developed two courses: Deaf Studies—which parallel the lives of deaf characters in literature with those of living deaf people—and Creative Interpretation of Literature in Sign Language.

As a goodwill ambassador, his efforts have paid off. Today, for example, in one NTID dormitory more than 150 of the 700 students are hearing students who chose to live there because of their friendships with deaf students and their interest in deafness.

When Bob looks back on his 10 years with NTID, he sees it as an opportunity that comes only once in several lifetimes. As he puts it, "I see my work here as opening doors for people—opening the way for other deaf people to learn and develop in a primarily hearing world. In a sense, he considers his 10-year experience at NTID in the words of one of his favorite poets works—Robert Frost's "Mending Wall":

"Something there is that doesn't love a wall, that wants it down. . ."

One of Bob's former teachers at Gallaudet College, Dr. Powrie Doctor, told him, "I believe your niche in life is to be a teacher of the deaf." Bob says it was the best advice he ever got—and it helped him develop a satisfying and rewarding career. "I try to pass this philosophy on to students—that they should do something with their life that will be rewarding and satisfying."







Professor Robert Panara (left) and Dr. E. Ross Stuckless, celebrate ten years at NTID.

## Ross Stuckless

In the 10 years NTID has served the deaf community, the faculty and staff have completed over 130 major research projects. Today, with a large research staff representing over 20 disciplines, it takes a special assignment to keep track of it all and coordinate the total research efforts. That's Ross Stuckless' job. One of the original members of the NTID staff, Ross now directs the Office for Integrative Research.

In 1967, as one of its associate pro-

fessors, Ross helped the University of Pittsburgh write its proposal to bring NTID to that campus. However, the Department of HEW chose Rochester Institute of Technology as the site. Drawn to the highly progressive and innovative idea of NTID which was to function under the guidance of one of his former instructors, Dr. Robert Frisina, Ross decided to join the NTID staff.

"I've not been disappointed in any way," he notes. "In fact, I'm probably more enthusiastic about NTID today than I was then. Right now, we're on the verge of bringing our work for the last 10 years to fruition—nationally.

We're now ready to make substantial, direct contributions to the education of deaf people everywhere."

Ross notes that the past 10 years have given the entire NTID staff the chance to look at important subjects such as: assessing communication skills and needs and using that information to prescribe instruction; some of the effects of encouraging deaf students to enter the mainstream of education; what educational programs seem to work best for what deaf students. Much of that research, he feels, can now be applied to hearing-impaired students, not only in college but in regular high school classes as well.

### *Research Which Makes A Difference*

One example of this, he says, is NTID's system for note-taking. This special approach is now being field tested around the country—Texas, California, and New York State. (An earlier version of the "Note Taker" listed 10 suggestions for taking good notes. A hearing student who took the notes simultaneously made a second copy for a deaf student—without the mess of carbon paper.)

Ross also believes that tutoring will grow in importance to deaf students as they move into the hearing environment. "We've learned some valuable ideas about what makes a good tutor for the deaf student, along with some ideas of what courses work best with the hearing impaired."

One reason tutoring is so important, Ross notes, is that many deaf students tend to lag behind hearing students in their reading skills. "But we live in a reading world," he points out, "and so the only approach that will really help the deaf student gear up quickly to survive in that world is to develop reading skills as soon as possible. Reading is important for all college students, and especially for the deaf student."

### *Better Use of the Eyes*

Furthermore, learning for deaf people depends greatly on vision. "We've been inclined to focus our attention almost exclusively on the deaf students' ears," Ross observes, "and have ignored the role of the eye to the deaf person. We've got to promote greater attention to the processing of language with visual aids and allow the deaf person to use his or her eyes to better advantage."

Both Ross Stuckless and Bob Panara have an obvious mission in life—to open all kinds of doors for deaf people to enter and enjoy all the world has to offer. It's clear that their work at NTID during the last 10 years has opened quite a few doors already.



# Alumni Return

## To Celebrate Their Tenth Anniversary

**W**hen NTID alumni, spouses and families gathered in Rochester for NTID's Tenth Anniversary Alumni Celebration in July, they experienced an atmosphere of warmth and friendship that they will remember for years.

The whirlwind activities began as arriving alumni entered NTID's main lobby. NTID's "streets" buzzed with excitement and glowed with the special love of old friends meeting again.

"Registration became the center of action because everyone waited to see who would walk in the door next," says Howard Mann, NTID special public assistant. Howard, one of three original elected members of the Alumni Advisory Council (AAC), coordinated the entire Alumni Celebration along with the official planning committee made up of NTID alumni and staff.

Later in the evening, Kevin Nolan, NTID career opportunities specialist and elected member of the AAC, officially kicked off the celebration by offering NTID's warmest greetings at a welcome ceremony held in the NTID Theatre. Howard Mann, Gerald Nelson (the third of the three original elected AAC members), and NTID Dean and Director Dr. William E. Castle followed Kevin in extending their own personal greetings to alumni.

Alumni and NTID staff gathered at a reception after the ceremony to catch up on what had happened since graduation. For many alumni the party didn't end with the reception. Afterwards, the old college gang went to nearby pubs to talk and toast into the morning hours.

The next morning, alumni joined their former instructors in roundtable classroom discussions on what their respective job experiences were like. Fifteen "What's Happening With You?" Staff-Alumni Information Exchange sessions covering most alumni degree areas were held throughout the morning. NTID instructors briefed alumni about the changes which had occurred in their programs since graduation. In turn, alumni discussed their job experiences, interactions with hearing co-workers, chances of ad-

vancement at present jobs, and how NTID programs might better prepare current students for jobs within their field.

The afternoon was filled with sunny activities. Most people chose the Genesee Outdoor Cafe, better known as the NTID Quadrangle, where beer, pretzels, potato chips, and watermelons helped everyone enjoy the sun. Special beer mugs helped keep the tap flowing on a hot, humid 95-degree afternoon. "It was a good day to drink beer and enjoy each other's company," Howard Mann says.

More sports-minded alumni headed for the RIT tennis courts and swimming pool. A late afternoon softball



(Photo above) Old friends greet each other... (photo right) and greet new additions to the NTID alumni family.



game pitted the alumni against the Summer Vestibule Program students, who won the game.

In the evening, alumni and their guests attended a special performance of the NTID Theatre production, "The Phoney Gentleman," starring Bernard Bragg, internationally acclaimed deaf actor.

When the performance ended and the laughter stopped, alumni enjoyed an evening of disco. The inner courtyard was decorated with candle-lit tables, bathed by four colored spotlights and taped music for dancing.

The next day's events held several options for alumni. Many met with SVP students who were eager to discuss their career areas. Alumni answered student questions and explained what they could expect on the job.

Later that afternoon, about 75 alumni attended an Information Exchange where officers of the Missouri, Illinois, New Jersey and Greater Rochester Alumni Clubs spoke on the basics of forming alumni clubs, and other alumni matters.

The best was saved for last. The celebration banquet, held in the evening at Rochester's Holiday Inn Downtown, climaxed a non-stop weekend. Bob Panara, NTID associate educational specialist and the first staff member hired at NTID, was master of ceremonies. Panara presented a year-by-year capsule of NTID's class histories. Those mentioned who were in the audience were asked to stand up and be recognized by their peers. Later, awards were given to people who had made special contributions to the celebration and the national alumni organization.

More than 350 alumni and staff attended the banquet which featured New York Governor Hugh L. Carey, as special guest of honor.

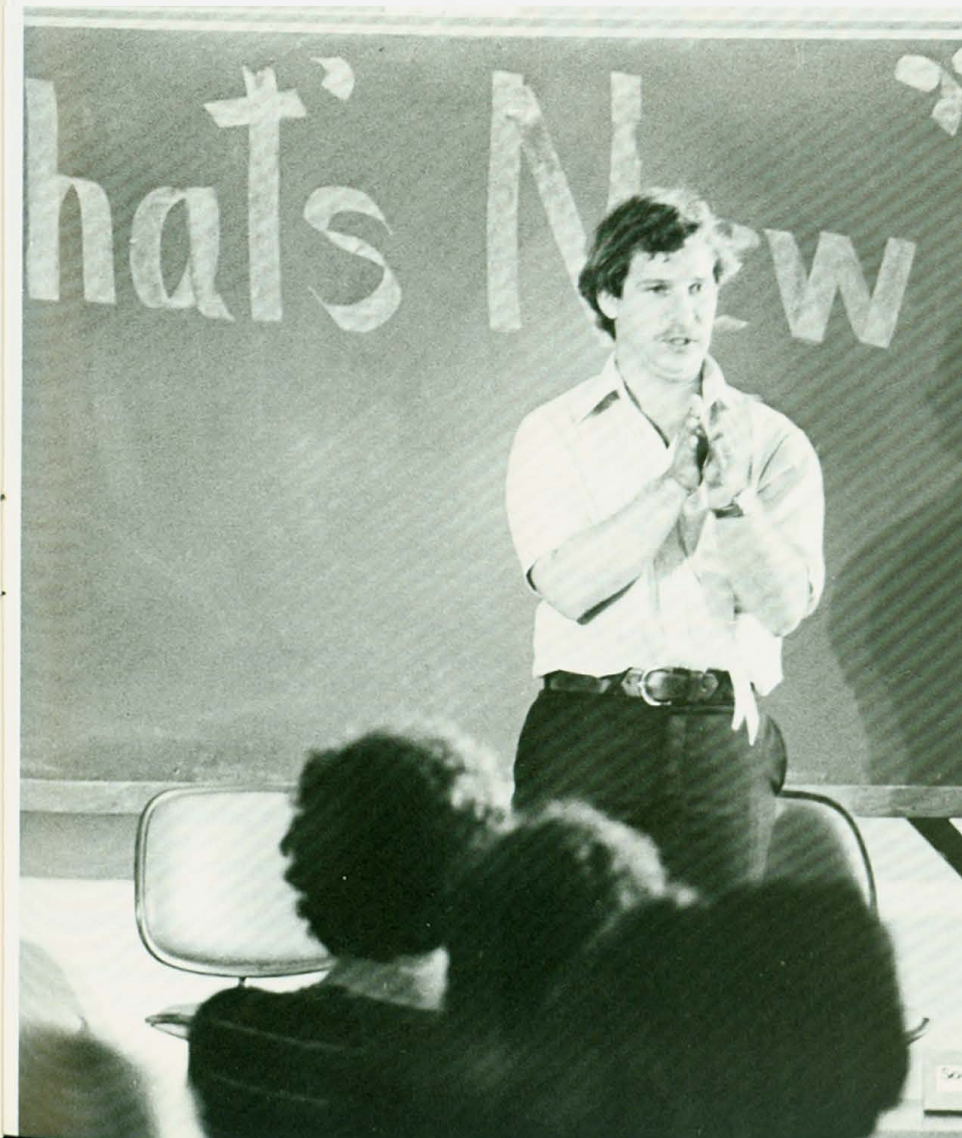
Noting that this was NTID's Tenth Anniversary, Governor Carey said, "I know what it means for ten years to go by. You have organized yourselves, you have brought yourselves together, you have chosen your leaders, you know that in your areas of work and professions you are being received as you wanted to be received... as full-fledged members of society: earning, learning, living in first class accommodations in a first class way. That's what it means to be a graduate of NTID."

He added, "America, because of institutions like NTID, leads the world in showing people we care enough to do the very best."

*Stephen Dingman*



(Photo above) New York Governor Hugh L. Carey praised NTID alumni for their accomplishments at their celebration banquet. (Photo right) Howard Mann, NTID Alumni Programs, led a staff-alumni information exchange, one of the highlights of the three-day alumni celebration.







# NTID Run-In

## Everyone's A Winner

Some ran, more jogged, a number pattered, and a few staggered across the finish line, but what counts is that 311 students, faculty/staff and friends "did it," in NTID's First Invitational Run-In held in October.

On a perfect autumn day for running, 65 degrees and sunny, they ran in one of three races: the 1,500 meter (less than a mile), 5,000 meter (3.1 miles), or 10,000 meter (6.2 miles) race.

All the race courses led runners off the RIT track on winding tours of campus sidewalks and roadways. There was even a water trap to cross. Actually, the water trap amounted to a knee-deep flooded drainage ditch with a wooden pallet spanning it. By the time the first 50 runners of the first race had stepped on the overworked bridge, it had sunk. The other 260 runners ended up leaping across the water. But there were no complaints.

"The idea behind the Run-In is for people to have a good time," says Dr. James De Caro, NTID business careers acting department chairperson

and a Run-In committee member.

NTID Dean and Director Dr. William Castle, who admits to being a non-runner on a run-crazy campus, led all the runners on a fast-paced "warm-up" lap around the track before the real races began.

The serious fun started with the starter's gun, which didn't go bang, but instead greeted runners with a red flag popping out of the gun barrel saying, "BANG!"

Medallion awards were given to the first three overall finishers for each race. Medallions also were given to the first three male and female student runners and the first three male and female faculty/staff runners for each race. Other awards were presented to the top male and female dormitory resident assistants (RA) in each race and the ugliest and most fashionable runner at the Run-In.

The intangible awards of student and faculty/staff togetherness were the most important, according to 30 volunteer race officials. "In the eight years I've been at NTID, I've never seen such great interaction between

students and staff, hearing people and deaf people," Dr. De Caro says. "It was very impressive."

All finishers were awarded specially designed NTID Run-In T-shirts, featuring a runner's track shoe stepping on the lettering in the front and a naked foot with a prominent Band-Aid attached on the back of the shirt.

Carl Spoto, NTID career development counselor and Run-In committee member adds, "The most important thing we were trying to accomplish was good communication between everyone. The Run-In gave the NTID community something to share. In fact, students are still talking about it."

Spoto, who finished fourth overall in the 10,000 meter race said, "I had a lot of students say before the race, 'I'm going to run past you.' I said, 'Well, we'll see what happens.'"

"The student's told me they can't believe the 'old' teachers could do anything out there. Now they're telling me, 'We'll be ready for you next year.'" Spoto estimates 450 runners will line up for next year's Run-In.

The top three overall finishers in the 1,500 meter competition were students. They were:

1. Rick Legner, Pontiac, Ill.
2. Ritchie Zimmer, hearing student, Manassas, Va.
3. Robert Weber, Lyndhurst, Ohio

The first three male faculty finishers for the 1,500 meters were:

1. James Reminicky, NTID management services assistant
2. Larry Pschirrer, NTID Speech pathologist

3. Everett Merritt, director of personnel, RIT

The top three female student 1,500 meter finishers were:

1. Rebecca Mapstone, Minoa, N. Y.
2. Katherina Kuhns, Niagara Falls, N. Y.
3. Ann Fenwick, Warner, N. H.

The top three female faculty/staff finishers were:

1. Phylis Naiman, NTID research consultant
2. Nancy Streim, NTID assistant to the associate dean
3. Betty Hurley, adjunct math instructor

### 5,000 Meter Competition

The top three overall finishers for the 5,000 meter event were:

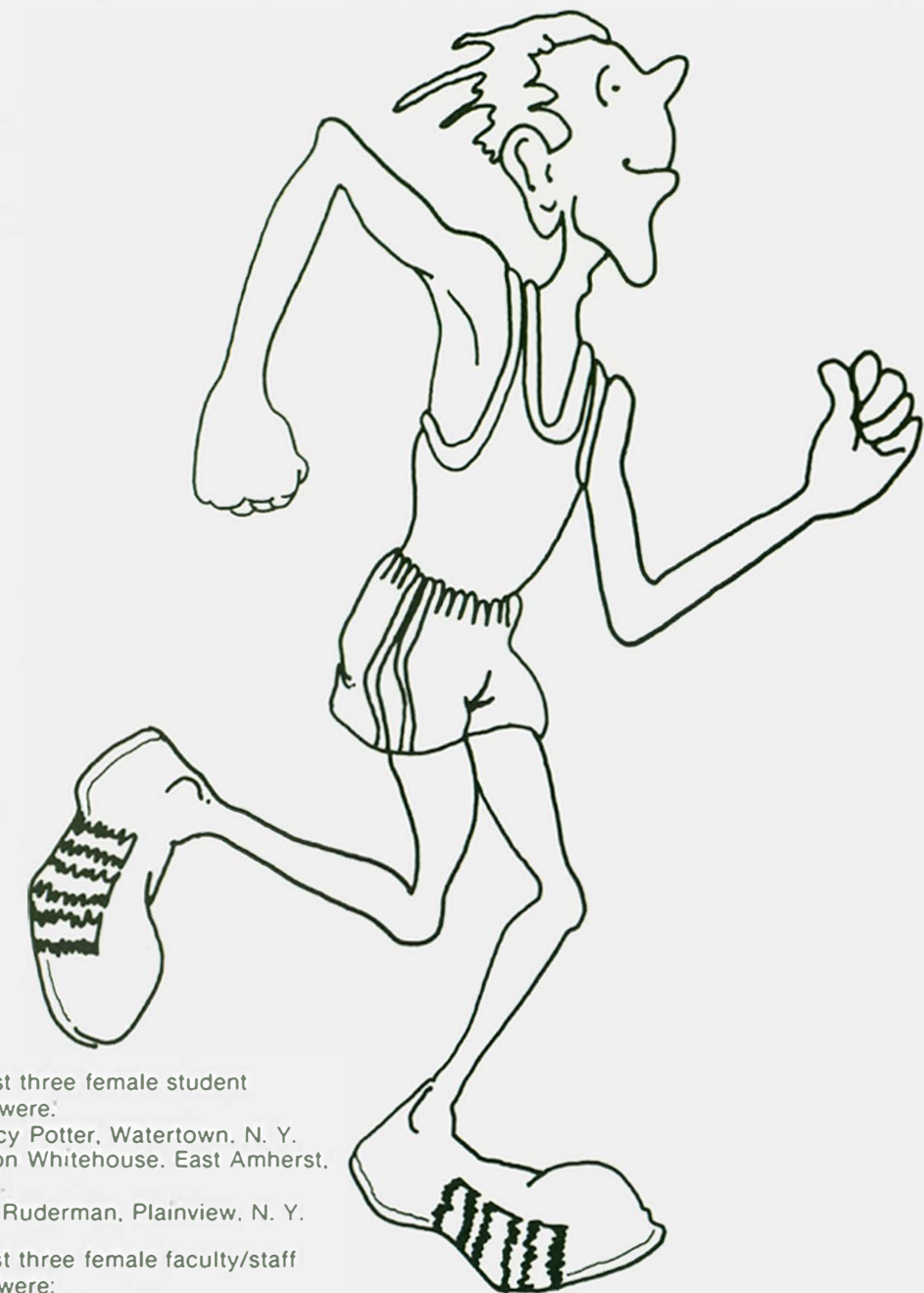
1. Mark Blesch, Cupertino, Calif.
2. Stephen Dingman, NTID public information specialist
3. Fred Hawkins, Dunbar, Pa.

The first three male student finishers were:

1. Mark Blesch, Cupertino, Calif.
2. Fred Hawkins, Dunbar, Pa.
3. John DeNaples, Kettering, Ohio

The top three male faculty/staff finishers were:

1. Stephen Dingman, NTID public information specialist
2. Michael Miller, NTID associate educational specialist
3. Robert Whitehead, NTID research associate



The first three female student finishers were:

1. Nancy Potter, Watertown, N. Y.
2. Alison Whitehouse, East Amherst, N. Y.
3. Lisa Ruderman, Plainview, N. Y.

The first three female faculty/staff finishers were:

1. Clare Holland, NTID adjunct technical science instructor
2. Barbara Chandler, NTID adjunct faculty
3. Paula Spector, NTID speech pathologist

The top overall finishers in the 10,000 meter race were:

1. Winton Hancock, NTID engineering/computational technology instructor
2. Jeff Frink, Columbus, Ohio
3. Mathew Lesko, Binghamton, N. Y.

The first three male student finishers were:

1. Jeff Frink, Columbus, Ohio
2. Mathew Lesko, Binghamton, N. Y.
3. James Newton, Rochester, N. Y.

The first three male faculty/staff finishers were:

1. Winton Hancock, NTID engineer-

- ing/computational technology instructor
2. Carl Spoto, NTID career development counselor
3. Marshall Smith, RIT assistant professor, social work department

The first and only female student finisher was RIT freshman Margaret Weaver, Endicott, N. Y.

The first three female faculty/staff finishers were:

1. Carmella Cornacchio, NTID interpreter
2. Kathy Hutchinson, NTID clinical audiologist
3. Ann Lieberth, NTID speech pathologist

Stephen Dingman





More than 500 representatives from the Registry of Interpreters for the Deaf and National Association of the Deaf national conventions held in Rochester this past summer toured the NTID facilities. (Above photo) A group gets an overview of NTID's television studios.



NTID Associate Dean Dr. Milo Bishop (at podium) headed a short course presentation offering some practical ideas on mainstreaming deaf students into regular school environments at the Alexander Graham Bell Association for the Deaf national convention in June. NTID staff who presented were from left to right: T. Alan Hurwitz, Anna Witter, Ron Hein, Dr. . Bishop, Dr. William Hinkle, Dr. Barry Culhane, Beth Duffin, and Dr. Russell Osguthorpe.

# Reaching Out

## At Home and Across the Nation



Dr. Kenneth Hoyt, director of the Career Education Office, U.S. Department of Health, Education and Welfare, was a keynote speaker at the Working Conference II on Career Development for the Hearing Impaired. The program was jointly sponsored by NTID and the Model Secondary School for the Deaf in September. Day school programs throughout the country sent representatives to the conference which was coordinated at NTID by Dr. Judy Egelston-Dodd.

**D**uring the past year NTID contributed to a number of conferences and workshops held throughout the country, including the Alexander Graham Bell Association for the Deaf and American Speech and Hearing Association national conventions. At some, NTID was there to share its knowledge; at others, to learn.

In June, NTID initiated and hosted the first national conference on the art and science of captioning for deaf audiences. The first workshop on Prosthetic and Technical Devices for the Deaf was sponsored by NTID in August.

In September, NTID co-sponsored, with the Model Secondary School for the Deaf, the second working conference on Career Development for the Hearing Impaired. NTID also hosted the second annual planning workshop for the Communication Performance Profile Extension Project in October at which 50 participants representing nine institutions with programs associated with deafness, attended.

During the summer, NTID was pleased to welcome the Registry of Interpreters for the Deaf and the National Association of the Deaf to Rochester for their national conventions and hosted many individual members at tours of the NTID facilities.

Following are some photo highlights of these events.



(Photo above) NTID Division of Media Development and Services (MDS) planned and hosted the first conference ever held on captioning television programs for the deaf. From left to right: Instructional TV Department Chairperson Dr. Barry Cronin shares a story with Sharon Early of the Captioning Center, WGBH-TV, Boston, and Frank Argento, director of MDS.



(Photo right) Left to right Drs. Klaus Schulte and Ludwig Schwinger of the Research Center of Applied Linguistics for the Rehabilitation of the Disabled, Heidelberg, West Germany, were two of the internationally known scientists and educators of the deaf who attended NTID's five-day workshop on prosthetic and technical devices for the deaf.



# NTID Creates National Center on Employment of the Deaf

NTID has established the National Center for Employment of the Deaf—the first effort of its kind anywhere—to help advance the employment of qualified deaf persons nationwide. NTID Director William E. Castle announced recently.

"This Center represents an exciting organizational effort, designed to blend the efforts of educators, rehabilitators and employers to assist deaf people nationwide in reaching their career potential in the mainstream of the American workplace," Dr. Castle said.

The National Center will serve as a national service agency and authority on the employment of deaf people in the U.S. Dr. Castle said the Center will be available to coordinate the development of national job opportunities in partnership with other post-secondary institutions, rehabilitation agencies and employers and will provide placement assistance to those organizations by establishing a job bank for deaf persons nationwide, initially focusing on individuals who have postsecondary training.

The Center will also provide information related to employing deaf persons; will conduct active programs with employers on job analysis and job modification; and will train job placement professionals and employers who work with deaf persons.

NTID expects the first operational phase of the National Center to occur September 1979.

Dr. Castle pointed out that the new National Center on Employment of the Deaf is consistent with federal legislation recently passed by the 95th Congress amending the Rehabilitation Act of 1973.

The National Center for Employment of the Deaf is an important component of NTID Project Outreach, through which NTID shares its expertise with others to aid in the accommodation of deaf persons nationwide.

During its 10-year history, NTID has consistently achieved a 95 percent or higher placement rate for securing employment for its graduates.

Dr. Castle notes that NTID has reversed the history of unemployment and underemployment of deaf per-

sons; has become an international leader in the field of technical education for deaf people; and has worked professionally and cooperatively with leaders of business, industry and government to dispel misconception about hiring deaf persons.

"We believe it is natural for NTID to extend this leadership role through the Center because of our national responsibility and the success we have achieved in placing our own graduates," Dr. Castle explained. "Given this history of helping deaf persons to compete side-by-side with their hearing peers in the U.S. labor market, we think it's both important and appropriate for NTID, in concert with other agencies, to take this bold and creative step to ensure that career opportunities for deaf persons will advance and endure."

*Joan Cooley*

## Students Teach The Community

Andrea Alpern's hand motions reflect the words she is saying to her 12 students. She sees some are having difficulty with a word; so she exaggerates the mouth movements and overemphasizes her hand gestures.

"Com-for-ta-bly," she repeats while her oldest student leans over to his wife, and corrects her hand movement. Then he stops and begins manipulating his own hands, which are weathered by his 70 years.

Andrea is one of 11 NTID students who volunteered to teach sign language to hearing people within the Rochester community at a local high school.

The 10-week class was part of the Rush-Henrietta, N. Y., school district's Community Education Program coordinated by Marcia Slutzky. Mrs. Slutzky told everyone when the course began that by the end of the course "those of us who already talk with our hands will be able to use them to really communicate with the large



Members of the Rochester community concentrate on learning the correct signs from NTID students.

population of deaf people in our area."

About 50 people ranging in age from 11 to 70 regularly attended the two-hour Monday evening sessions.

Many of the people who enrolled cited work-related reasons for wanting to learn sign language.

The Van Ordiers came after learning Mrs. Van Ordier was losing her hearing.

Others wanted to more fully communicate with neighbors and friends who are deaf.

NTID Director of Volunteer Services Helen McCabe was pleased by the dedication the student volunteers showed throughout the 10 weeks.

"Many of the students had never volunteered for community work before, and I was astounded by the number of students who gave the time to develop a good relationship with community members."

The student volunteers were: Patricia Brown, Bangor, Maine; Kim E. Crawford, Hampton, Ga.; Ernie Goodis, Greenville, S. C.; Mary K. Madigan, Saginaw, Mich.; Sarita McGuire, Elsmer, Ky.; Kathy McWaters, North Bennington, Vt.; Bill Oehler, Harleysville, Pa.; Philip Parker, Perry, N. Y.; Diane Sirianni, Wayland, N. Y.; Kelly Tate, Tarzana, Tex.; and Beebe Volk, San Antonio, Tex.

The student volunteer service program is part of the Department of Residence and Community Life of NTID's Division of General Education.

*Barbara Brissenden*



# SIGI

## A New Tool for Career Counseling

**T**oday, personal computers enable you to keep your check-book balances, store recipes, maintain an up-to-date address book and add a new dimension to home entertainment through computer games. Now a computer can also assist in career selection, and it's happening at NTID.

In 1974, the Educational Testing Service (ETS), Princeton, N.J., expanded the use of computers to "assist people in examining their values toward work, to explore career options, to interpret relevant occupational data, and to formulate tentative career plans. . . ." explains Martin R. Katz, project director at ETS.

Katz' project was called SIGI—System for Interactive Guidance and Information. SIGI (pronounced Siggie), enables college counselors to capitalize on computer benefits for career decision-making. According to Katz, its implementation with hearing students in junior or community colleges nationally has been very successful. To date a total of 23 colleges—11 four-year and 12 two-year have adopted it as a supplement to counseling services.

Currently in use at NTID, SIGI's benefits include a capacity to store vast amounts of information, immediate user access, and the ability to adjust to individual needs of students.

"SIGI is more than just an automated filing cabinet. It is the only computerized system in existence that takes into account a combination of value orientation, decision-making processes and information dissemination to assist the counselor in providing guidance to the student," claimed the NTID Task Force which investigated bringing the system to campus.

"Choosing a career from a sea of elusive occupations, can be a mind-boggling task," explains Career Counselor James Kersting. "SIGI personalizes the sequence of steps necessary to achieve a satisfying job by matching up a student's career choice and value system."

NTID has used SIGI with selected students since March 1978, and so far has received positive reactions from the 163 students and 15 counselors who have worked with it work to help students in formulating, refining and executing their career plans.

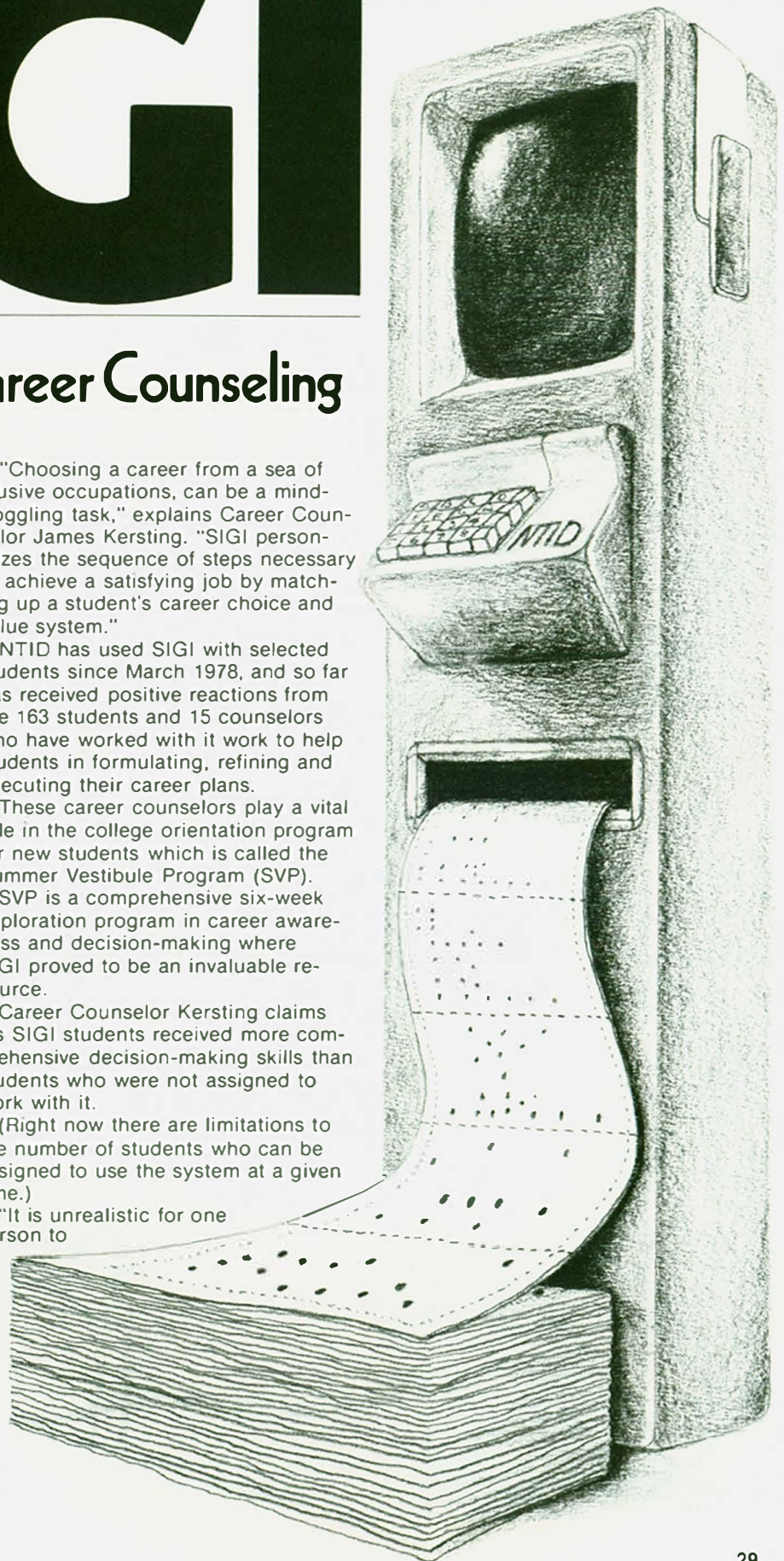
These career counselors play a vital role in the college orientation program for new students which is called the Summer Vestibule Program (SVP).

SVP is a comprehensive six-week exploration program in career awareness and decision-making where SIGI proved to be an invaluable resource.

Career Counselor Kersting claims his SIGI students received more comprehensive decision-making skills than students who were not assigned to work with it.

(Right now there are limitations to the number of students who can be assigned to use the system at a given time.)

"It is unrealistic for one person to





be able to provide the variety of information with the speed and accuracy that is necessary to meet the students' needs, and still maintain students' interest," says Kersting.

"I couldn't duplicate the depth of occupational information and concepts that SIGI deals with in the same time period," he adds.

Gail Binder, another counselor who used SIGI this summer stated that "By using a pre-session orientation to explain SIGI and then followup activities in class, I found my students invested more of themselves in the SIGI program, with little need on my part to stimulate motivation."

### Playing The Game

SIGI is based on the premise that each student represents a unique combination of needs, values, interests, abilities, and perceptions. Therefore, each student requires individual

treatment. Like chess or football, player tactics differ, yet there are regularities in the structure which can be used to establish a basic "game plan." SIGI explains the rules of choosing a career and provides the format for a thought-provoking game.

### Steps in the Game

SIGI at NTID is made up of five different systems. Each system is designed to give the user specific career-related information and teach a step in the decision-making process.

For instance, if you had to choose which is more important—making a lot of money or having job security, what would you decide.?

Here are the five steps in the SIGI process at NTID.

1. *Values*—Determining your value system and what satisfactions you want from an occupation is the first

aspect SIGI considers. Deciding what it is you want from a job and prioritizing those values. The 10 values are: high income, prestige, independence, helping others, security, variety, leadership, field of interest, leisure and early entry.

2. *Locate*—Choosing values and a list of occupations which satisfy your values is the second step in the process. For example, the user may ask for a list of occupations which meet the following criteria: average salaries are over \$10,000 a year; appeal to interest in personal contact; provide a greater than average amount of security; and offer at least average amounts of opportunity for independence and leadership. The computer then displays occupations that meet or exceed these specifications.

3. *Compare*—The next step is to ask questions about specific occupations and consider advantages and disadvantages of your choices in order to narrow down the possibilities.

4. *Planning*—Determining a course of action for each choice gives the user an awareness of the steps he/she must take to prepare for a specific occupation including kinds of college courses.

5. *Strategy*—Evaluating the rewards and risks of each plan of action is the final step.

After completing these five systems which usually takes 4-6 hours, a user can repeat any part necessary to come to an occupational decision.

It's important to emphasize that SIGI does not tell you the answer to your decision-making dilemma, but rather helps you examine what you want, how to retrieve that information and finally how to interpret the predictions.

"In this way, it enhances the student's freedom of choice, develops his understanding of the elements involved in choice, and increases his competence in the process of making an informed career decision," states SIGI Specialist Kathy Schroedl.

Kathy holds a master's in counseling and was hired to plan SIGI's future at NTID, interpret printouts, answer vocabulary questions, and assist with technical problems students might encounter.

"I've observed that the majority of students using SIGI have a very positive attitude toward the system. When SIGI is used properly, it forces the user to interact and makes the student dig into him/herself for the answers."

SIGI Specialist Kathy Schroedl (standing) works with a student who is "playing" the career decision-making game.



Barbara Brissenden





Anna Witter

# Interpreting

## To Make People Comfortable

**I** think that having some theatrical or artistic background is very beneficial to an interpreter," says Anna Witter, chairperson of interpreting services at NTID. "That's especially true in the NTID environment, where there's broad use of various kinds of media. A large part of college life revolves around music. A creative background really helps with your use of expression—with internalizing and projecting another person. That's the real job of an interpreter."

Anna should know. She supervises a staff of 53 interpreters who provide over 12,000 hours of service each quarter—in the classroom, over the telephone, in NTID's television studio, in the college's varsity sports program, even in hospital emergency wards, if necessary.

### *A Lifetime of Experiences*

While Anna has been professionally involved with deaf people only for about five years, she brings a lifetime of experiences to her job: both her parents are deaf. She came to NTID from Atlanta, Georgia, where she coordinated a statewide community service program for deaf people. That assignment involved some job placement training for interpreters, scheduling, handling referral services, sign language instruction—"You name it," she says.

After attending Abilene Christian College in Abilene, Texas, Anna became a sales representative (and eventually an assistant vice president of sales) for Bestline Products—a soap and chemical cleaning products company. But traveling 20 days a month finally got to her and she welcomed the invitation of a friend to apply for the position with the Georgia Association of the Deaf and the Georgia Registry of Interpreters for the Deaf.

Interest in the field of deaf people and deafness as a profession. It's not the only reason I first became involved in the profession, but it's what gave me skills I wouldn't have had otherwise."

Sign language has always been a part of her life, she recalls. "I understand from my parents that all three of us girls were signing before we were actually speaking. I think we're all much more sensitive to handicapped people in general because of our own parents' attitudes about their own handicap. Actually, they never considered their deafness a handicap, but a disability. I think it's because of this that there is very little prejudice in our family—be it against race, sex, or whatever."

### *Sensitivity From Her Parents*

Anna also learned some of her sensitivity to the needs of others directly from her parents. "I was always very active in music and drama. My parents



could never understand that fully because of their disability," she recalls. "But they always made sure they were present when my sisters or I were performing. In fact, we used to have a regular Friday night routine where we'd rehearse and then do a little show for Mom and Dad. They clapped for us and encouraged us and thought it was just great. And we never did it in sign language. We'd just come out and sing and tell jokes and do whatever came into our heads. But they always laughed in all the appropriate places and encouraged us. That really helped us to believe we could be anything we wanted to be."

Anna now brings that same sensitivity to the needs of others into the selection of interpreters. "A person coming into this profession has to have hand-mind coordination, of course," she explains. "But they also have to have a high degree of interpreting competency. This environment is a very technical one and the speed in the average classroom is around 150 words a minute. But it can go as high as 200 words a minute, too."

"We use a lot of media in this place which you won't find elsewhere, so an interpreter we hire has to be able to deal with that media."

#### *Pantomime Helps*

"We look for someone who has excellent use of expression and the ability to pantomime when the need arises. I think they have to have a little bit of the artistic nature in them, and, of course, I think we need to deal with this profession from a very artistic standpoint. It's really more of an art than a science. To me, it's a form of acting. When you take on the character of the speaker (and it could be President Jimmy Carter, which happened on one occasion), having some artistic or theatrical background can be very helpful in interpreting the message."

Anna herself is a good example of this approach to interpreting. As she talks to a deaf person, her hands spring to life and ideas dance across her face. And it's not uncommon to see those ideas light up the face of the person she's talking to.

It's clear that Anna Witter personifies the role she outlines for NTID interpreters: "It's our job to facilitate communication, not to replace it or make decisions, either for the deaf person or for the hearing person. It's a process in which all parties have to play an active role. It's our job to make sure that everyone is comfortable with the process."

*William Repp*

## Miscellaneous



Each of two deaf alumni received the RIT Distinguished Alumni Award. Dan Langholtz, graduated in 1974 with a B.S. degree in Social Work from the College of General Studies. He is currently acting coordinator at Cincinnati Ohio Community Services for the Deaf and Hard of Hearing.

William S. Mather received an AAS degree from NTID in 1974 in NTID's data processing program. He is the grand treasurer for the National Fraternal Society of the Deaf, Mt. Prospect, Ill. Pictured above from left to right are: Dan Langholtz, Dean Mary Sullivan, of RIT's College of General Studies and William Mather.

## NAG Adds New Members

Seven new members were recently named to NTID's National Advisory Group.

The new members are: Former Senator Edward W. Brooke (Commonwealth of Massachusetts); Mary Lu Brook, president of the Women's Council, Rochester Museum and Science Center; Mary Campbell, Supervisor of Special Education, Plymouth-Center Community Schools, Plymouth, Michigan; Harvey Jay Corson, superintendent, Louisiana State School for the Deaf; John C. Honey,

professor of Political Science and Higher Education, Syracuse University; Alfred J. Murrer, president and chief executive officer, The Gleason Works; and Senator Jennings Randolph (West Virginia). The new members will advise the Director of NTID, Dr. William E. Castle, in formulating and carrying out basic policies concerning the operation and direction of the Institute.

The National Advisory Group currently consists of members of the deaf community, parents of the deaf, educators of the deaf, postsecondary educators, members of Congress or other governmental bodies, members of the RIT Board of Trustees, and persons from business and industry.





## Portrait of the Artist...

Carl Zollo's newest sculpture, the largest he has ever created, is located at the main entrance of NTID's Academic building.

"The Split Cube" sculpture visualizes Zollo's concept of education as a process which teaches students the art of analyzing, taking apart and putting together knowledge and information in new and creative ways.

The cube is split apart and gives the illusion of floating in space. The exterior is made up of two-and four-foot square, welded-together sections of mirror-finish stainless steel panels

which reflect the changing world around them. The interior panels are one foot squares of cortin steel which will naturally oxydize and change appearance.

The separation of the total cube into component parts reflects on the knowledge of the past and visions of the future. Dynamic and ever changing, the process of education exists to inspire us all to new creative heights.

Zollo, an RIT alumnus, created the work in celebration of NTID's Tenth Anniversary.



Carl Zollo





For further information contact:

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

Public Information Office  
One Lomb Memorial Drive  
Rochester, NY 14623