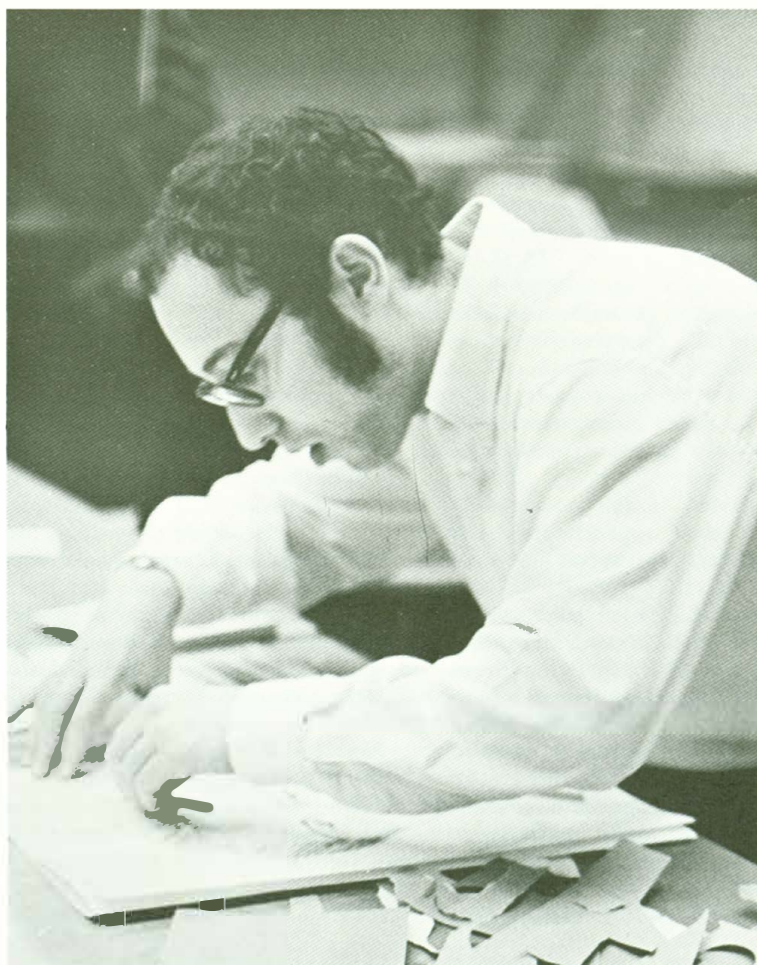
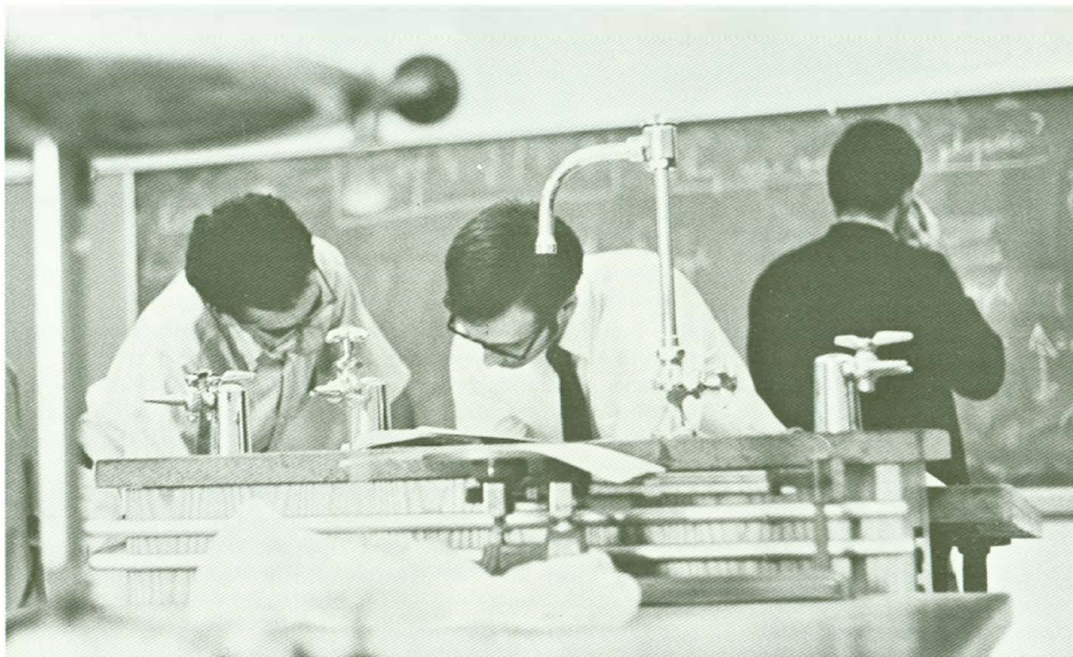


# ntid FOCUS

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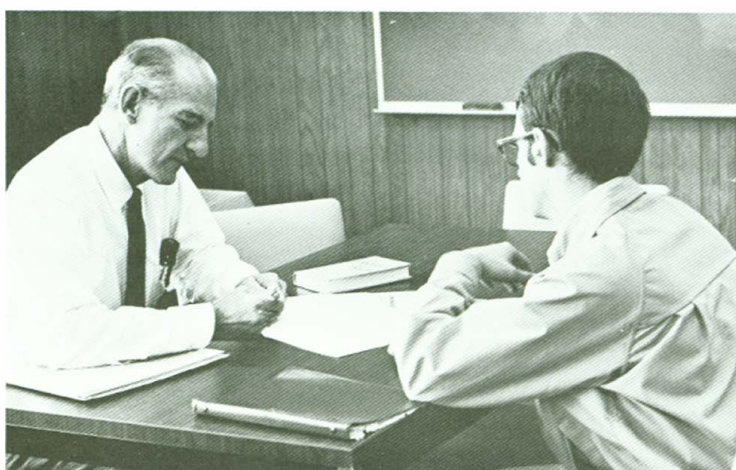
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## NTID's Vestibule Program:

people making progress

UPPER LEFT: Physics laboratory in session.  
LEFT: Art student Daniel Isaacs in studio.



LEFT: Art students, (left to right), Dorothy Knights, Norma Jefferson, and Joanne Fortune participate in Vestibule Program Sampling session. CENTER: Glenn James, (right), is assisted by Vestibule English Department Chairman Robert Ponoro.

## The Vestibule Program

The word "Vestibule" is an important one around NTID. And for a very good reason.

Better than half of this year's NTID students are enrolled in the Vestibule program.

That fact, combined with the basic philosophy behind the Vestibule program, makes it one of NTID's most exciting and important developments.

By definition, Vestibule is a preparatory program. It offers basic and preparatory education in the areas of English, reading, mathematics and science. It offers an extended evaluation period and a program sampling experience to help deaf students determine their career objectives. The program is designed to help the individual student overcome specific and general educational deficiencies and thereby become prepared for advanced study programs.

Also, Vestibule offers supplementary course work for students already pursuing advanced programs.

Dr. James R. Speegle, Vestibule's director, points out: "We are not a college program; we are preparatory; we are post-secondary. We are not trying to model Vestibule programs after college programs."

"Vestibule is designed basically for two types of students," Speegle continues. "The first type of student needs an exploratory program. So we provide the opportunity for him to sample the study programs that are available, and we work with the student, test his abilities, and provide academic counseling to help him select a program of study. In short, for this type of student, Vestibule is a very highly individualized program which is an attempt to prescribe a certain academic curriculum for the individual. The second type of student is the one who needs a supportive background for advancement. In other words, he already has a pretty good idea of what he wants to do, but he needs some remedial or preparatory study to get ready for the more advanced program."

The Vestibule program, which started on full scale operation this past September, has a total of approximately 135 students and 21 faculty-staff members, plus some part-time employees.

The Vestibule program sampling experience begins with three weeks of general sampling for each student, according to James Titus, who manages that particular function. "From that point," says Titus, "he moves into a second stage where he is offered 13 basic categories and asked to pick up to five of them for further exploration. Then he spends a week of concentrated sampling in each of these areas. From here he goes into an introductory major, where he spends a quarter. The whole process is one of narrowing down your range of possibilities to one or two strong areas, then selecting one to pursue full-time."

"It is important here to emphasize," adds Speegle, "that

we allow the student to progress at his own pace. We do not impose arbitrary time limits on the individual student. When a student is ready to move into another program, we get him there."

How do the students feel about the Vestibule opportunities?

One student expressed it this way: "This is one of the few times that teachers have gone slowly enough and really tried to make the work practical and thorough."

Some programs presently on the drawing board for the future are a summer program, aimed at thorough testing, counseling, and program sampling; an evening study program; and a reading program.

"We hope the Vestibule program will serve as a model for other programs to reach people who are, in one way or another, disadvantaged," says Speegle. He adds that plans for the future also include the idea of combining the educational experiences, "so that social and academic are not separate, but one educational process."

Summing up his feelings, based upon a season of full time Vestibule activity, Speegle says: "I certainly think this program will be a success. I think it will take some time for all our problems to be ironed out, but they will get ironed out; and a very major factor in that regard is our teachers. They are enthusiastic and are as fine a group of teachers as I've ever seen!"

## Seminar in Dramatics Features Bernard Bragg

Internationally known deaf actor Bernard Bragg visited the RIT campus for a seminar in dramatics, Nov. 21 and 22.

The first evening's program included presentations by several NTID students, in "mime", poetry readings, a scene from a play, and a demonstration of make-up techniques.

The evening was concluded with Bragg's performance of several poems and a dramatization of a short story.

On the following day, three Master Classes were conducted by Bragg, for interested area college students, deaf and hearing. These classes provided instruction and professional tips in the techniques of mime, poetry, recitals in sign-mime, and dramatic readings of literary works.

Bragg's career has included studying under famed pantomimist Marcel Marceau, touring performances in several European countries, his own television show "The Quiet Man", and currently as the star of The National Theatre of the Deaf.

The Seminar's purpose was to develop an appreciation and understanding of dramatic techniques for interpretation and dramatization of literary works such as poems, short stories, and plays.



# focus on people

## Warren R. Goldmann

Assistant Educational Specialist

College of Applied Science

A couple of years ago, a teacher in California asked a volunteer tutor if he would like to try teaching the class.

The tutor, a deaf college student, agreed to do it.

And the next day in that class, which was composed of hearing students, Warren Goldmann had his first teaching experience . . . "I prepared the lesson plan, went in and tried it, and the experience was beautiful . . . just beautiful!"

To say that Warren Goldmann loves teaching would be an understatement. From talking to him about his profession, it becomes readily obvious that this man is wholly devoted to the teaching of his students.

"After that first day of teaching, I taught the class every day for two weeks," says Goldmann. "It was this prime experience that got me interested in teaching. Actually I had been looking for an engineering job but this experience completely changed my plans."

Goldmann, a native of Buffalo, N. Y., studied Electrical Engineering at Stanford University, earning his B.S. degree in 1967. He also studied at U.C.L.A. for a summer session and for several months at Stanford-in-Britain.

Particularly for an educational setting like NTID his experience is extremely valuable. "Having gone to a hearing college myself, it is easy for me to understand at least some of the many problems a deaf student faces in high school and college," he comments.

Goldmann, who teaches science, mathematics, and physics in NTID's Vestibule program, has some definite feelings about teaching methods. "No matter what level you are teaching at," he says "you must give students the opportunity to be themselves. It is absolutely essential to establish good two-

way communication."

He was attracted to NTID because he felt the tremendous need for better education for deaf students. He adds: "I wanted to contribute something and I saw this as a tremendous challenge. As far as I'm concerned, it's the most realistic approach to higher education for the deaf."

Some important aspects of the program, Goldmann claims, are that the deaf students are no longer in isolation, they are forced to be somewhat independent, and they are forced to make choices for themselves.

The future of NTID, he says, "depends very heavily on our ability to communicate with students, and our ability to be realistic about the goals that they and we decide for them. I think at least two points are very important to the success of the educational program. First, the teachers must be able and willing to inspire their students to do better, and secondly, it is essential that the students have healthy attitudes and a willingness to work."

In conclusion, he says, "The ability to compete is all-important for a deaf student. I feel that one of the most important tasks in teaching is to show students how to bring all of their various experiences to bear in problem solving, to explain subject matter well enough to help him build confidence in his ability to understand it, while still challenging his imagination."



Warren Goldmann, (right), assists student Kenneth Castellano.

## FOCAL POINT

### Dr. Jack Clarcq

Director,  
Division of Student Development

*FOCAL POINT* is a series of articles by contributing professionals dealing with current issues and topics of interest in education of the deaf. We welcome the comments and suggestions of our readers.

NTID has a responsibility to provide its students with a variety of experiences designed to help each develop personally, culturally and socially. A programmatic student guidance, evaluation, and counseling opportunity is made available to all students in order to assist in maximizing personal development. NTID at RIT provides an environment in which students can achieve maturity, a sense of social responsibility and a high degree of personal development. NTID's

co-curricular education offerings complement and supplement the educational program by providing organized activities that contribute to good citizenship, personal development, competence and cultural awareness.

Personal growth and development in NTID students is enhanced through an ongoing counseling program. Each student is assigned a counseling specialist who advises him regarding personal problems. All students meet individually and in groups on a regular basis to discuss concerns they may have. Informal seminars for NTID students are held with counseling specialists for the purpose of providing a forum for student discussion. In such situations students have the opportunity to interact and exchange ideas concerning topics of current interest and concern. Hearing students participate in many of these informal seminars, thus affording deaf students interpersonal contact and association with their hearing peers. The counseling program also holds staffings on students who present evidence of academic or personal/social difficulties. Such staffings bring the resources and expertise of NTID into focus with stu-

dent concerns that might be inhibiting successful adjustment. Efforts are made to alleviate the conditions contributing to such student stresses.

Counseling specialists also lead Personal Development Seminars as regularly scheduled classes. Deaf students meet with counseling specialists for two hours each week in three ten-week courses. All first year deaf students are required to take the Personal Development Seminars. The first ten-week course is entitled "Orientation to College Life", and topics covered include study habits, how to organize time effectively, drugs, sex, educational implications of deafness, etc. The second and third ten-week courses relate to personal development and group dynamics.

NTID meets the social and cultural needs of deaf students by providing: a) a recreational and physical education program for all students, b) an intramural team sport competitive athletic program; c) service oriented clubs and social group activities; and d) opportunities for students to become engaged in wholesome social experiences and activities which include contact and as-

(please turn page)

(continued from page 3)

sociation with hearing students.

Recreational captioned films are shown each weekend students are on campus. Television newscasts are videotaped and interpreted four evenings per week. A hearing student, trained as an interpreter, moderates discussion of the newscasts. Special television events are also, videotaped and interpreted for deaf students.

NTID students are required to take physical education as part of their curriculum. Deaf students are integrated with hearing in physical education classes. Interpreters are provided to take into account the communication barrier in all institutional activities. Deaf students are active in inter-collegiate athletic activities such as football, golf, swimming, wrestling, baseball, cross-country, and soccer.

An intramural team sport competitive athletic program is available for all deaf students. Deaf students participate in volleyball, baseball, football, basketball, and other such intramural competition with teams of other deaf and hearing students.

A variety of service oriented clubs and social group activities are made avail-

able to all deaf students. A variety of alternatives are available so that each student can select those activities that best suit his interests. Several deaf students are members of social and service fraternities at RIT.

NTID is represented on the RIT Student Government by a subcommittee that reports to the President of the Student Association. This provides an opportunity for deaf students to present to the larger hearing student body their interests and concerns. Deaf students are active in a variety of other service oriented clubs and social group activities on campus. These include campus publications, cheerleading, life saving and scuba clubs, etc.

Wholesome social experiences and activities are provided all NTID students through regularly scheduled cocurricular seminars. These serve to complement and supplement the instructional program. Cocurricular seminars are organized to meet the needs of deaf students but are open to the hearing student body. Guest speakers and faculty members discuss topics at these seminars. An example of these seminars was a recent drama seminar that was developed and held in order to assist deaf students

in increasing their understanding and appreciation of drama and literature. Planned in cooperation with the NTID Vestibule English Department, the two-day seminar workshop provided deaf students with an opportunity to express themselves via mime, soliloquy etc., and to meet in small workshops where the rudiments of acting and interpretation of literary works were discussed. Mr. Bernard Bragg was involved in the two-day seminar as a consultant and workshop leader.

Interpreting services are available for deaf students who wish to participate in the ongoing social and cultural programs of RIT. Hearing student interpreters, who are trained in manual and oral communication, provide such services. Thus, the communication barrier is reduced in all cocurricular activities.

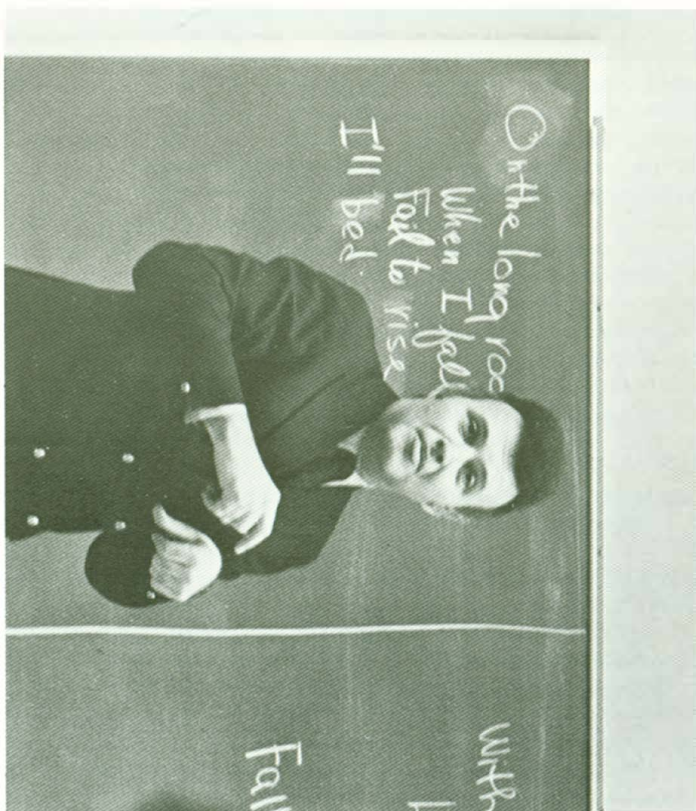
NTID views the personal, social, and cultural development of students as being of prime importance to future successful employment. A variety of programs and activities are available to meet the developmental needs of all deaf students. In this manner deaf students are being prepared for living and working in a modern hut complex society.

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Recent Seminar in Dramatics brought well-known deaf actor Bernard Bragg to the campus. Story Page Two.

photograph by Ed Holder