

ntid FOCUS

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National Technical
Institute of the Deaf,
Rochester Institute of
Technology

From concept to reality;

NTID Welcomes First Freshman Class Early in September

"Tell it like it is". "Say it loud, say it clear."

That's exactly what Dr. Robert Frisina did as he welcomed NTID's first class to the Rochester Institute of Technology campus. The group of young men and women were on campus for a special orientation prior to classes starting in September.

Dr. Frisina detailed briefly the history of deaf education. NTID as a concept and then as a reality, and what everyone's responsibilities would be in order to make NTID a success.

"We will be living in a glass bowl, and the entire nation will be watching us very closely," Dr. Frisina said.

"For many years we have told the world that the deaf, if given the opportunity, could be educated on a college level, and as a result could make some outstanding contributions in the professions and business. Well, we now have the chance, and we must take advantage of the opportunity.

"A little over 100 years ago Gallaudet College was just a dream and not fully accepted. A lot of hard work by many people went into the Gallaudet dream, and now it is a reality. It proved that deaf young people with desire and interest can make achievements, similar to their hearing peers, if they are given the chance. We can benefit from the Gallaudet experiment, but we must make our own contributions."

Dr. Frisina went on to define various areas of responsibilities. "You have a responsibility to your parents and your former teachers. They all worked hard to get you to this point in your lives, and now it is your turn to reciprocate. We have to show them that their efforts were not in vain. Make them proud of you, and in turn you will be proud of yourself.

"As mature young people, ask yourselves this question: Why was I chosen for this program?

"Let me give you the answer as I see it.

"First of all, you were chosen because your record indicated that you could benefit from post-secondary education. Secondly, you have made a commitment to everyone concerned that you will give it all that you have in order to be successful. This is important.

"College should be fun, and a place where you have a good time. However, don't go hog wild in one direction. Al-

Dr. Robert Frisina prepares to welcome his first NTID class to the R.I.T. campus.



ways balance your studies and social activities. Remember your prime mission here is to get a solid education so that after you graduate you can be placed in a meaningful, creative job."

"Everyone at NTID and R.I.T. is anxious that all of you succeed, and we will do all in our power to make this a reality. However, we can't do this alone — we will need, and we will expect your complete cooperation.

"Remember, study as hard and as long as you need. You will know the problem and solution better than we. Never fail to yell for help, but don't panic. There's a difference and we should know what the difference is. Try to iron out your own problems. By doing this you undoubtedly will be a better person."

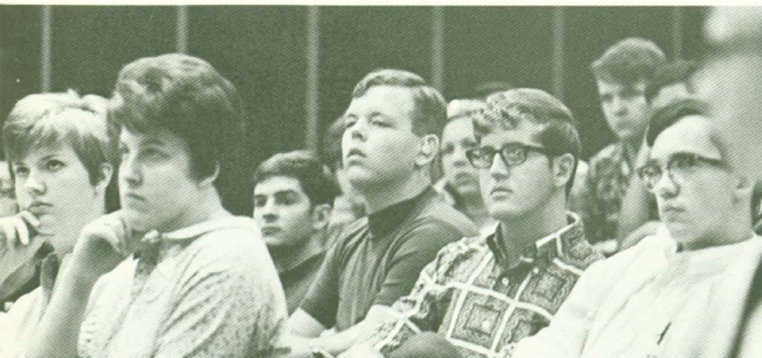
Dr. Frisina addressed himself to the area of cooperation for a few more moments. "This is an area of critical importance. You must help each other and you must also help the hearing students and instructors help you. This will determine, to a great extent, your degree of success.

"All of you will find life at R.I.T. interesting, different, and rewarding. At the same time it will place many demands on each of you. Accept them as responsible young adults. Many other colleges throughout the U.S. tend to accept as inevitable their dropout rate. We are different here at R.I.T. We will consider ourselves failures if you fail. Therefore, with your cooperation and determination, we will do everything in our power to make your college life a successful experience as well as lots of fun.

"Your families, friends, teachers, future deaf students, and the entire NTID staff are counting on you. Don't let us down. Play hard, have fun, but remember your prime mission at NTID is to study hard and prepare yourself for a promising future."

In closing, Dr. Frisina told the class that they were good guys and good gals. "You're all cool cats, and — in your vernacular — keep your cool. Good luck to all of you."

The class was quiet throughout. The message was clear, and they understood. They responded with an ovation as Dr. Frisina left the podium. All were satisfied. Each side had its tasks defined.



Portion of the attentive NTID class listening to Dr. Frisina. From left to right: Dorothy Knights, Montoursville, Pa.; Kathy Froning, Calif.; Bill Ingraham, Brockport, N. Y.; David Killam, Orlando, Fla.; Joanne Fortune, W. Springfield, Mass.; George Dorough, St. Augustine, Fla.; Russ Huggins, Rochester, N. Y.; Jim Montgomery, Niagara Falls, N. Y.



Entrance to the dining hall lobby was the scene for the official registration for NTID students.



Marilyn MacGregor and Greg Evans of R. I. T.'s OPUS '68 Committee discuss the orientation program with NTID's Robert Panora.



Kevin Nolan, Stuart Menkes, Dove Killam, Karl Goodwin, and Dr. Jack Clorcq pause after moving NTID students into the dormitory. Kevin and Dove are NTID freshmen; Stu and Karl are resident hall advisors. Dr. Clorcq is NTID director of student affairs.



A full range of social activities were planned. Picnics, ball games, and swimming parties made the orientation program enjoyable. It's time out for this group of NTID students relaxing in the College Union area.

Roster Truly Nationwide

Paula Ammons, Wheaton, Maryland
 Clifford Andrews, Cleveland Heights, Ohio
 Judy Bezner, Brooklyn, New York
 David S. Birnbaum, Bayside, New York
 Adriana M. Blasina, Buffalo, New York
 William J. Brown, Webster, Massachusetts
 Anthony Caloroso, Castro Valley, California
 Louis Campero, Pittsburgh, Pennsylvania
 Darlene Carrus, Dunkirk, New York
 Christine Ciamarra, Buffalo, New York
 Raymond Connolly, North Troy, New York
 Cynthia Davidson, Rochester, New York
 William Davidson, Seattle, Washington
 Terry DeBoer, Berwyn, Illinois
 Wayne C. Dore, Fairview, Massachusetts
 George Dorough, St. Augustine, Florida
 Simeon Ferraro, Kenmore, New York
 Joanne Fortune, West Springfield, Massachusetts
 Kathleen M. Froning, Oakland, California
 Robert L. Gamewell, Murfreesboro, Tennessee
 Robert N. Gilmore, Ithaca, New York
 Charles Green, Bon Wier, Texas
 Phillip Grein, Chicago, Illinois
 Robert P. Havill, Scarsdale, New York
 Edward L. Holder, Elmhurst, Illinois
 Lev M. Horowitz, Queens Village, New York
 Bernard E. Horwitz, Indianapolis, Indiana
 Russell K. Huggins, Rochester, New York
 Susan G. Huntley, Morrisville, New York
 Norman Ingraham, Brockport, New York
 Paul F. Jakins, Quincy, Massachusetts
 Glenn James, Hatboro, Pennsylvania
 Norma Jefferson, Chicago, Illinois
 Jeannie Kafitin, Forest Hills, New York
 Paul Kangas, Rudyard, Michigan
 George Karras, Rochester, New York
 Betsey Kaplan, North Natick, Massachusetts
 David Killam, Orlando, Florida
 Dorothy Knights, Montoursville, Pennsylvania
 Valerie Lee, Glenshaw, Pennsylvania
 Geoffrey D. Lowe, Hinsdale, Illinois
 Alfred J. Manfredonio, Brooklyn, New York
 Thomas McCarty, Elmira, New York
 Richard J. McElwain, Sudbury, Massachusetts
 Lucinda Minnick, Baltimore, Maryland
 Janet Mitchell, Stanwood, Washington
 James Montgomery, Niagara Falls, New York
 Sheila Moore, Greensburg, Pennsylvania
 Erika Nathanson, Philadelphia, Pennsylvania
 Donald L. Nelms, Downingtown, Pennsylvania
 Kevin Nolan, Attleboro, Massachusetts
 Cynthia Nyc, Westchester, Illinois
 Roy Otterman, New Kensington, Pennsylvania
 Charmaine Paront, Brooklyn, New York
 Richard Potter, Santa Monica, California
 Robert Proctor, Northampton, Massachusetts
 Edward V. Rogers, Riverside, California
 Linda K. Sanders, Eagle Springs, North Carolina
 Stephen R. Schultz, Rochester, New York
 Edward M. Schwartz, Long Island City, New York
 Sandra Sharoff, Forest Hills, New York
 Mary Sloan, Pfafftown, North Carolina
 Miriam Sotomayor, Bronx, New York
 Donald Stoops, Aliquippa, Pennsylvania
 Richard L. Townsend, Dryden, Michigan
 Thomas J. Vigna, North Adams, Massachusetts
 Thomas J. Virnig, Little Falls, Minnesota
 Patricia Vogel, Woodside, New York
 Susan Wolf, Rydal, Pennsylvania
 Guy C. Wonder, III, Vancouver, Washington



R.I.T. "OPUS 68" Eases Transition During NTID Orientation in September

They looked like the typical freshmen one expects to see on any college campus across the U.S. There were the "beanies", mini-skirts, the casual dress, the bewilderment of being in a new environment . . . and the usual questions — where is my room? . . . where and when do we eat?

Yet, there was one visible difference. This group of 70 young men and women are deaf, and are the first class sponsored by NTID. The youthful group, representing a geographical cross section of the U.S., were on the R.I.T. campus three days earlier than other frosh so that they could "get a feel" for their new home.

During the three day period the 44 men and 26 women received a briefing on special services available for them, met faculty and fellow students, and took a battery of tests. It wasn't all work — special social events were also included.

"We brought them in early in order to alleviate the fears they might have about being on a new campus." Dr. Jack Clarck, NTID director of student planning and services said.

R.I.T. student leaders took part in the special orientation program, and were very helpful in welcoming their new deaf classmates. One member of the R.I.T. OPUS '68 Committee said, "The NTID students are really sharp, and they will do well here." The deaf students, in turn, felt the R.I.T. students were "friendly and helpful . . . We like them."

The deaf students are attending regular classes with the hearing students, but are receiving special NTID support services. These include interpreting in classrooms, tutoring, notetaking by their hearing classmates, counseling, and special speech and hearing services. They are enrolled in virtually all of R.I.T.'s programs. They're integrated throughout the regular residence halls, and in some instances deaf students have roommates who can hear. Each individual was given the choice of rooming with another deaf student or with someone who could hear.

Some of the students have spent most of their lives in schools for the deaf and have little experience with their hearing classmates. Others attended special classes at regular high schools and have not been around many other deaf people. Others are just starting to learn the language of signs and finger spelling.

The NTID students are somewhat older than the usual freshmen. Their average age is 20 because it takes a deaf person longer to get through elementary and secondary school.

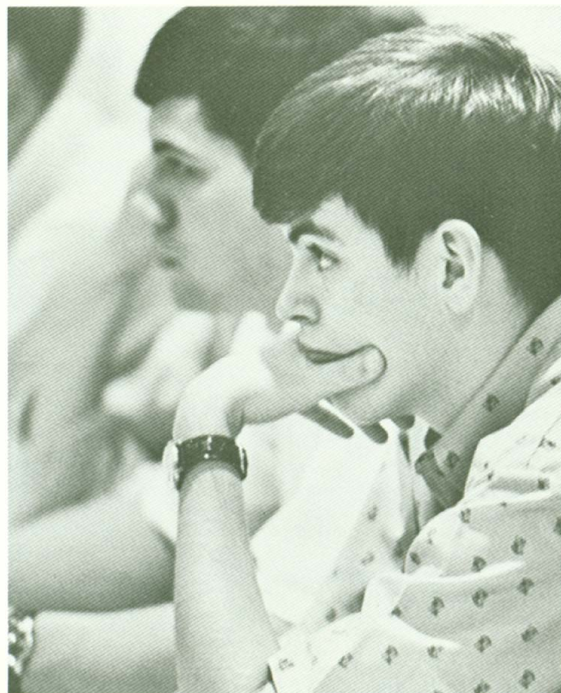
NTID is a landmark in the education of the deaf. It is the first attempt in the country to educate large numbers of deaf students at a hearing college.



Joanne Fortune, left, and Cynthia Nyc, discuss a common problem during a break in the orientation program.



The entire NTID group spent about eight hours taking a series of tests. A typical portion is shown above, from left: Darlene Corrus, Dunkirk, N.Y.; Adriano Blosino, Buffalo, N.Y.; Kathy Franing, Oakland, Calif.; Dorothy Knights, Montoursville, Pa.; Robert Hovill, Scarsdale, N.Y.



Edward Rogers, Riverside, Calif., and Robert Gamewell, Murfreesboro, Tenn., intently absorb instructions prior to commencing series of tests.

All photos in this issue were taken by Frank Orienter, a third year student in the School of Photographic Arts and Sciences at R.I.T.

Mrs. Barbara Bobbini, right, a deaf instructor, shows R.I.T. faculty member Raymond M. Biehler the proper finger spelling method. R.I.T. faculty members, below, attend a panel discussion covering psychosocial and educational development of deaf students. Tom Russell, R.I.T.'s television director shows the R.I.T. faculty group the use of television in teaching the deaf.



NTID Summer Institute Aids Faculty, Staff of R.I.T.

It takes a special kind of training to teach the deaf. That's the reason NTID decided to have a Summer Institute for some fifty R.I.T. faculty members.

The objective of the six-week seminar was not to make the R.I.T. teachers specialists in deaf education, but to give them a good base for developing their own teaching methods.

A major emphasis was placed on the communications aspects of deafness. Many hours were spent in manual communications, and ways to present more information visually. Although the R.I.T. teachers aren't asked to conduct their classes in either sign language or fingerspelling, manual communications will help them in their interpersonal relationships with the deaf.

The psychology of deafness and the various kinds of deafness were studied. This will give the teachers a better understanding of the problems their deaf students will face during the school year.

NTID staff members told R.I.T. faculty members not to do anything to aid deaf students which would make their teaching less effective for students with normal hearing. There was to be no favoritism for the deaf.

The seminar which started June 7 and ended July 26 was termed a big success by the R.I.T. faculty. They said it was interesting, informative, and valuable.

Similar short courses were held for R.I.T. students, secretarial staff, and residence hall advisors.

As a result, when school opened on September 26, the R.I.T. community was properly prepared, and the NTID students felt "at home".

*"The materials herein were produced
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