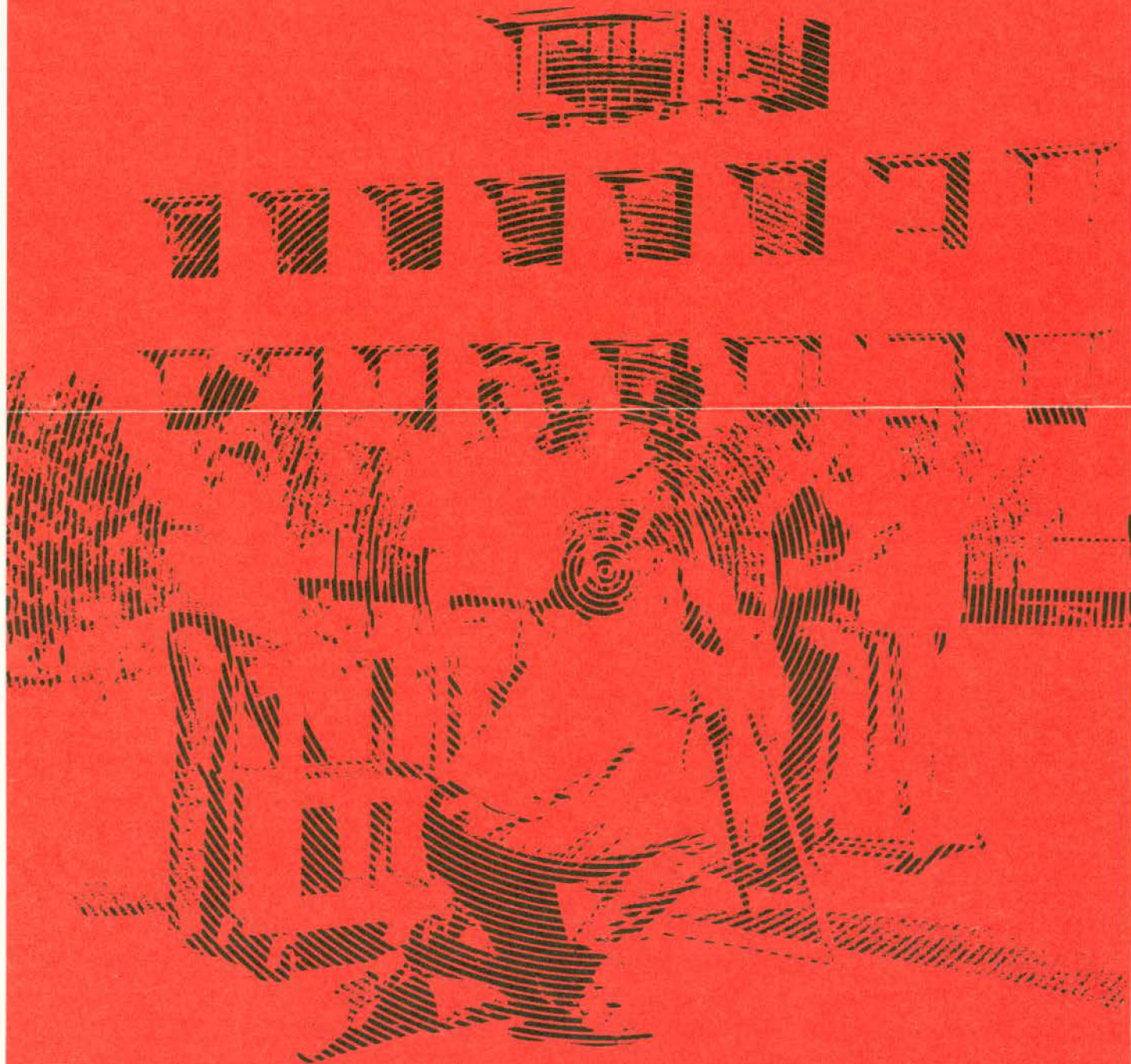


ntid FOCUS

Publication of the National Technical Institute for the Deaf

Rochester Institute of Technology

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NTID Students Prepare
For Future ...



A HELPING HAND — NTID student Adriana Blasina (right) and Linda Sheak, who is interested in admission, talk about procedures with Joseph Dengler, Coordinator of admissions for NTID. Both girls are residents of Buffalo, N. Y.

NTID's Admissions Policies Keep Doors Open to Deaf

A maximum number of deaf students are being given the opportunity for a post-secondary technical education thanks to the National Technical Institute for the Deaf's "Open Admissions Policy" and "Rolling Admissions Program."

"Through our 'Open Admissions Policy', a broad range of students are offered admission," stated Jack R. Clarcq, director of Student Development. Under a 'Rolling Admission Program', deaf students are admitted throughout the year as space becomes available. Typical entry points are September, January, March and July."

Like Rochester Institute of Technology, the home of NTID, the NTID programs operate on a quarterly basis.

"NTID admitted 110 new deaf students to the fall term which began September 23. Total enrollment is now 330, representing 39 states and Puerto Rico.

"We currently have a waiting list of qualified students who will be enrolled as soon as space is available for them," reports Joseph Dengler, coordinator of admissions for NTID. "We accept applications from October 1 through June 30 of a given year for enrollment the next school year."

Only a lack of available space on the Rochester Institute of Technology campus keeps the program for the deaf from expanding even more rapidly, Clarcq points out.

"Admission to NTID is based on a comprehensive evaluation of each student's potential for successfully completing a program of study at the Institute which will provide employable skills," says Dr. Robert Frisina, director of NTID. "We particularly appreciate the excellent cooperation of educators in schools and programs for the deaf and from rehabilitation counselors in recommending students."

"The desire for each student to be successful is the single factor that drives everyone connected with NTID," Clarcq adds. "It's the reason we have extensive support services such as counseling, remedial help and tutoring."

So when a deaf student applies for admission, Clarcq and his staff use the following criteria from NTID's "Open Door Policy:"

1. Has the student had prior special educational programming on the basis of deafness.

2. Does he or she have a hearing impairment that seriously restricts opportunities for success in regular post-secondary programs.

"There is general agreement that an average hearing level of 60dB (ASA) or 70dB (ISO) or greater, across the 500 to 2000 H range constitutes a major educational deafness," Clarcq explains.

3. An applicant must have an educational background that indicates potential for success in study programs at NTID.

"Educational attainment levels of deaf selected for admission will range from those who are in the eighth grade and above," Clarcq adds.

4. There should be social maturity as reflected in information forwarded from referral sources that suggest readiness for entry to the kinds of programs offered at NTID.

5. An applicant must be a United States citizen or resident of the United States on other than a temporary basis.

6. Applicants currently or previously enrolled in other post-secondary educational programs will be considered for admission only if one or both of the following conditions are met:

- a. There is a clear evidence that support services provided by NTID are required for success and that these services are or were not available in his educational institution.

- b. Support services required are available in the current or post-secondary institution, but the student is changing educational objectives and the desired program is or was not offered.

"We hope that those students currently enrolled in public or private school programs serving the deaf will take advantage of the possibilities for education and training that the NTID programs offer," Clarcq says.

"We should add that it's our flexible "Open Door Policy" to admissions that will best enable us to serve the deaf of the nation," Clarcq concludes.

Summer School Unique For 78 Deaf Students

Summer school was uniquely different this year for 78 deaf students from 23 states enrolled in the National Technical Institute for the Deaf.

The deaf students participated in an eight-week evaluation and sampling program designed to give new students exposure to academic programs and college life.

"As part of NTID's Vestibule Programs, the intensive sampling was another step for deaf students in relation to academic advancement and career selection," said Dean William E. Castle.

"In providing program sampling, we tried to get away from the lecture syndrome and give the students actual hands-on experience," said William T. Darnell, student evaluation specialist and director of the program.

While lectures were an integral part of the summer session, the program also provided career seminars and trips to business and industry in the Rochester, N. Y. area.

Programs in the general categories of visual communications, mechanical and electrical technology, technical science, and business technology were available for sampling.

During the first two weeks a student was required to select two of the sampling programs to attend. For the third through the eighth week, graphic arts, photography and fine and applied arts were added as divisions of the visual communications field, with student concentrating on one field only.

To acquaint students with types of jobs available within major fields of study, visits were made to such places as the Memorial Art Gallery, George Eastman House, Eastman Kodak Company, Rochester Telephone Company and several hospitals in Rochester.

Students also were exposed to personal development seminars, physical education programs, evaluative programs in math, science, and English, and student government. Student government was instituted in the residence halls to give students experience with governance and the responsibilities of college life.

"Extensive testing during the sampling program will assist us in proper educational placement," Darnell added. "But other objectives were to broaden students' experience and knowledge of career opportunities available to them, and provide an introduction to remedial, preparatory academic work which enables students to transfer to specific programs."

Students returning to NTID for the fall quarter could continue in the Vestibule Programs for more remedial help, or enter a Certificate, Diploma, Associate, or advanced program of study.

"The summer sampling program is just part of NTID's primary objective of professional training which will direct deaf students toward successful employment," Darnell concluded.

Enrollment Increases to 330

Enrollment in the National Technical Institute for the Deaf (NTID) has increased from 256 to 330 students for the fall term which began September 23.

The students represent 39 states and Puerto Rico. Incoming new students account for 110 of the total enrollment. There are 38 freshmen females and 72 males.

There were 387 applicants this year for the NTID programs, according to Joe Dengler, admissions coordinator.



A MATTER OF CHOICE — Barbara Wood of Scotch Plains, N. J. and Tom Mathers of Oak Park, Ill. discuss career possibilities in art and design. A summer program was designed to acquaint incoming students with possible career choices.

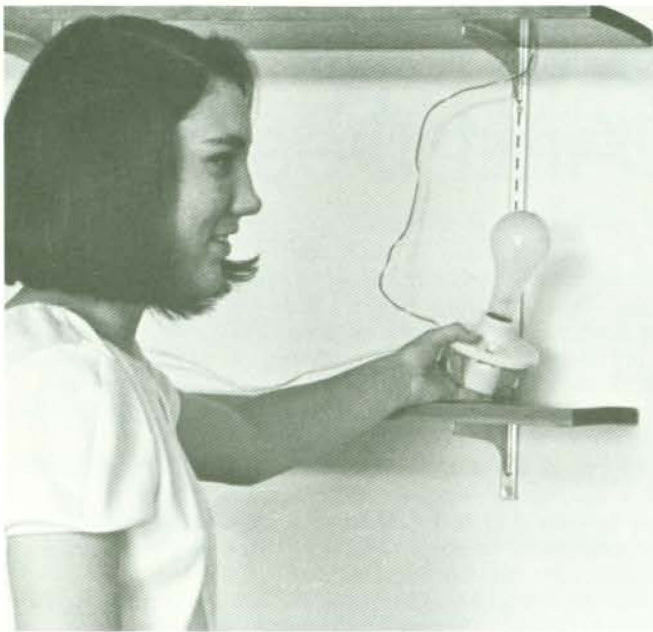


DISCUSS NEW CONCEPT — Thomas Raco, educational specialist in the College of Fine and Applied Arts, works on an art concept with Wendy Hewis of Cleveland Heights, Ohio.



*Welcome
To NTID*





S.O.S. Warning Device Could Help Save Lives

SENDING AN S.O.S. — Paul Peterson, coordinator of co-curricular education for NTID, explains an S.O.S. warning system device used in dormitories by deaf students. Receiving the S.O.S. are Victoria Graffius (left) and Trudy Clayton, both incoming students from Phoenix, Arizona and graduates of the Arizona School of the Deaf.

S.O.S. for 1300 incoming Rochester Institute of Technology students means Student Orientation Seventies, an orientation program which was held September 17-22. But for 110 new students in the National Technical Institute for the Deaf at RIT, S.O.S. is a warning device that could help save their lives.

As part of the orientation program, a Student Optic System was placed in every dormitory room occupied by deaf students. The unique door bell system is a warning device to attract the attention of a deaf person.

"Since the deaf are unable to hear a knock on the door in case of fire or some other emergency, something had to be devised as an S.O.S.," said Paul Peterson, coordinator of co-curricular education for NTID. "The system also is used when another student wants to enter the room."

The S.O.S. works like this: A door bell is hooked to the outside of the door and a wire is then attached to a junction box inside the room. A 150-watt light bulb, mounted on top of the box, lights when the door bell button is pushed.

"The system is really amazing," Peterson added. "Even when a student is sleeping, the flashing light wakes him up."

Both students and faculty played major roles in making S.O.S. a reality last year. Peterson gave the specifications for the device to Warren Goldmann of the College of Engineering, who designed the system. Deaf students then assembled the systems.

The S.O.S. is one way NTID helps deaf students adjust to college life. NTID is the first program in the world to integrate deaf students into a post-secondary technical hearing college community—RIT.

"Incoming deaf students generally have a rougher time adjusting to college life than hearing students," Peterson pointed out. "Many come from residential schools for the

deaf where their lives are very regimented. At RIT they are on their own and must learn to adjust quickly."

But NTID partially solved the program of adjustment for 74 of the 110 first-year deaf students by conducting a unique summer program. The eight-week program gave new students exposure to academic programs and college life.

Enrollment in the National Technical Institute for the Deaf has increased from 256 last year to 330. The students represent 39 states and Puerto Rico.

As part of the summer session, students participated in a self-governance program. Under the supervision of Peterson, strict dormitory rules were established. Students on each floor of the dorms elected their own officers and they in turn petitioned Peterson for rule changes. By the end of the summer program, the rules matched those used throughout RIT housing.

Peterson termed the summer experiment a complete success.

Deaf students received the same orientation this fall as hearing RIT freshmen. The program partially consisted of a complete tour of the facilities along with explanations of programs and services available on campus. NTID provided interpreters for all lectures.

"Thanks to the summer program, most incoming NTID students felt at home on campus prior to orientation," Peterson remarked. "But their status became official when they received their identification cards and S.O.S."

"And if help besides S.O.S. is needed," Peterson concluded, "all of RIT is ready to respond."

RIT Students Help Bridge Gap Between Hearing And Deaf

Seventeen Rochester Institute of Technology students spent last summer bridging the gap between hearing and deaf college students.

A concern for deaf students in the National Technical Institute for the Deaf (NTID) at RIT prompted 50 students to volunteer for a unique training program in interpretive communication techniques. Seventeen of the 50 were then selected for a rugged 8-week program in interpreting for the deaf.

"It makes everyone working with the deaf proud when college students are willing to go to classes all summer, get no credit for their work, and spend long hours studying," said Dr. Robert Frisina, director of NTID.

The students were chosen because of their strong academic standing and interest in providing interpretive service for their deaf peers. The interpreters will be used primarily in social settings where deaf and hearing students need and want to communicate.

A few of the better students also may receive the opportunity to interpret in classroom situations, indicates Dr. E. Ross Stuckless, director of research and training for NTID.

"This is the first major effort nationally to train hearing students to be interpreters in so short a time," Stuckless said of the intensive eight-week program.

The complete involvement of students learning to communicate with the deaf doesn't seem unusual to Barbara Kowalczyk, a young interpreter from Herkimer, N.Y.

"Anyone who spends any time around the deaf students in NTID soon gets excited about programs that help the deaf," said the pretty sophomore art and design major. "You just know that you have to give something of yourself."

Oddly, the small community of Herkimer, N.Y. provided three student interpreters—Kowalczyk, Dave Sakowski and Frank Miles. All 17 students, however, vary on their reasons for joining the program.

For some, it's a labor of love. For some, it's a deaf girlfriend. For others, it's a deaf member of the family, a deaf neighbor or a deaf friend.

Richard Mozzer, for example, has two deaf sisters. The 20-year-old chemistry major from Manchester, Conn. already could understand his sisters with the finger spelling technique, but learning sign language has improved his speed

and quality of communication.

Mozzer, like many of the student interpreters, is planning a career in deaf education when he completes his college education. One immediate project, however, will be to convince deaf students that they can be successful in scientific fields.

NTID is the world's first endeavor to educate large numbers of deaf students within a hearing college community. It was this goal of integration that prompted Phil Nelson, Horseheads, N.Y., to become an interpreter.

"Some of the deaf students have a hard time integrating, and a few of the hearing students want to stay apart from them because they feel they can't communicate," said second-year mechanical engineering major. "And any two people are strangers until they can communicate."

Dr. Stuckless insists that Nelson and the others are doing remarkably well. "To learn to communicate manually is more difficult than learning a foreign language. In addition to learning signs, the interpreters must learn idioms from around the country."

The program, mapped out by Michael L. Jones, an instructor specialist, placed each student interpreter in a dormitory with a deaf student during the summer training. They also are rooming with a deaf freshman this fall when they work part-time as interpreters in dormitories, classrooms and laboratories.

Margie O'Jea, a 19-year-old chemistry major from Newburgh, N.Y., says her deaf roommate still has to "slow down" when she flashes signs. "Most deaf people are grateful for the people who take an interest," says Miss O'Jea.

Most NTID administrators and interpreters credit around-the-clock exposure in helping to boost reading sign language skills from 25 to 100 words a minute.

"Reading a deaf person is harder than interpreting a teacher in a classroom," Jones evaluates.

"The interpreters want to build a bridge of understanding between hearing students and their deaf peers," Dr. Stuckless added. "NTID recognizes the need for interpreters in all walks of life. But for now, the assistance these interpreters give, will help make deaf students more productive in the classroom."

GETTING INVOLVED — Margie O'Jea, a Rochester Institute of Technology student, gives sign language examples to (from left) Debbie Spencer (NTID), Simon Ferraro (NTID) and Dick Mozzer (RIT). Seventeen hearing students from RIT, the home of NTID, took part in an intensive eight-week program to become interpreters. The RIT students will assist their deaf peers in classroom and social situations.



'Someone God Granted Hearing'

"I asked for a drink of water after the operation, and when I swallowed it sounded like Niagara Falls."

That was the beginning of a new life for Mrs. Robert K. Beardsley of Penfield, N. Y.

It was the end of 37 years of life with 70 per cent of her hearing gone.

And it was the start of a career of helping other people with hearing problems.

At the age of five, Mrs. Beardsley contracted scarlet fever which left her with a 70 per cent loss of hearing. She spent the next three years in kindergarten—failing each year because everyone thought she was retarded.

Then a man came to her parents' farm in Savona to work on the alfalfa harvest and inquired about her. He was told she was retarded, but he watched her behavior and decided she was like his two grandsons who were deaf and attended the Rochester School for the Deaf. Four RSD teachers visited her, and in September 1930 she was admitted to the school.

"I'd never been around anyone like me before, and I didn't know there was anything wrong with me," Alice Beardsley says. "I was just a carefree kid. When I got to the school and everyone was using hand-spelling, I finally settled down and started to learn."

Mrs. Beardsley spent 11 years in the school, graduated with honors and went to work as the manager of a dry cleaning store. In 1963 she got a virus infection in her ears. After clearing up the infection, her physician suggested an operation to restore her hearing. She underwent the operation and now has total hearing in her right ear, and with the help of a hearing aid, almost total hearing in the left.

During her 11 years at the School for the Deaf, she met and married her husband, a plant manager and chief engineer at Parzin Corp. They have two daughters, Victoria and Valerie, who both have normal hearing. Beardsley has a nerve deafness, which cannot be corrected.

"I guess my getting hearing back was quite an adjustment for my children and husband. I went around and turned everything down because loud noise bothered me. It was hard for my husband because when I turned the TV or record player down, he couldn't even get the vibrations."

She's still bothered by many noises: "I answer the telephone the minute it rings just so I don't have to hear it."

In 1966, Mrs. Beardsley heard that the National Technical Institute for the Deaf would be located at Rochester Institute of Technology. She had experience as an interpreter through her work with a safety seminar sponsored by the Rochester Police Department.

She applied at RIT, and went to work there in the fall of 1968 when the school opened. She is now the full-time interpreter in the College of Graphic Arts and Photography, where she sits in the classroom and through sign-making, finger spelling and lip movements, passes on all the instructor teaches to the deaf students.

"People told me when I could finally hear, that I didn't have to live in the world of the deaf. But somehow that didn't seem right. I felt so lucky that I just had to do something for someone else. I was someone God had granted hearing to. And I'm dedicated to this work now. After all, all my friends are deaf."

Mrs. Beardsley is in her third two-year term as president of the Empire State Association for the Deaf, and is vice



ALICE BEARDSLEY

chairman of the Temporary Commission to Study Problems of the Deaf in New York State. Her jobs with both include aiding education for the deaf, helping the aged, early detection of hearing problems and aiding people with multiple handicaps.

Every day is an educational experience for Mrs. Beardsley.

"I'd read a lot of poetry about how beautiful the singing of birds is. The first birds I heard were a flock of starlings, and I couldn't imagine how anybody could think that was beautiful. But now I know what the poets mean."

And she discovered that things such as a gas stove, refrigerator and cars make noise: "Now I can hear music. Before, I just knew by the vibrations whether it was fast or slow. And I know what my own voice sounds like. Most people take that for granted."

Mrs. Beardsley says she'll never get used to the sound of a bell on campus at the beginning and end of class time.

What concerns her most is that deaf people don't trust people with normal hearing.

"I guess it's because the deaf are left out of a conversation. Once in a restaurant, after my operation, a group of us were using sign language. The couple at the booth next to us started talking about what a shame it was we were deaf and dumb. I turned to them and told them we might be deaf, but we were not stupid. More people have to realize that."

(Editor's Note: The preceding article was contributed by Nancy Shaw, a reporter with the Democrat & Chronicle newspaper of Rochester, N.Y.)

23 New Staff Members Added

Twenty-three new staff members have joined the National Technical Institute for the Deaf (NTID) for the fall quarter.

The increase in staff from 76 to 105 was the direct result of a rapid increase in student enrollment, according to Dean William E. Castle. Student enrollment has risen from 265 last fall to 330.

The instructional affairs department of NTID has the largest increase in staff with 12 new instructors, counselors and three speech pathologists.

NTID Students Earn Awards In Convention Contests

Seven NTID students won a total of nine awards in Cultural Contests at the triennial convention of the National Association of the Deaf in Minneapolis, Minn., in August.

Theresa Szupica, a graduate of St. John's School for the Deaf, Milwaukee, Wisc., won the Nanny statuette for first place in the national poetry recital competition. Miss Szupica spoke and signed Robert Frost's "Stopping by Woods on a Snowy Evening," which she had recited in winning the northern New York and Eastern regional contests. She had never recited poetry until the NTID Drama Club tryouts last October revealed her talent.

A black and white photographic study of NTID student Guy Wonder as a Shakespearean character, earned Eddie Holder the second place award in photography. Holder is a native of Elhurst, Ill.

Dave Natkaus, Salem, Ore., earned second places in a Bible quiz and dramatizing a Bible story. William Schutt, Owosso, Mich., placed second in chess and third in checkers.

The cast of Carole Bailey (Bowie, Md.), Susan Mozzer (Manchester, Conn.), and Charles Reisinger (Oil City, Pa.) won second place for their presentation of Chekhov's "The Marriage Proposal."

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TOUCH OF "MARCUS WELBY, M.D." — David Victor (right), executive producer of the television program "Marcus Welby, M.D." recently toured the NTID facilities and explored job potential for the deaf in television with four NTID students in a taped television interview. Here Jack Clarcq (left), director of Student Development, talks with Jeannie Jones, an NTID student. Victor's visit was arranged through WOKR-TV in Rochester, N. Y.



WORKSHOP AIDS TEACHERS — Art teachers representing 17 states and Canada participated in the nation's first Workshop for Art Teachers of the Deaf last summer at NTID. The program was designed to assist in upgrading art programs and provided a career employment seminar.