

# ntid FOCUS

Publication of the National Technical Institute for the Deaf

Rochester Institute of Technology

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# Medical Technicians Program To Meet Needs of Industry

Government statistics indicate the demand for medical laboratory technicians will reach the 100,000 mark by 1975. The National Technical Institute for the Deaf, keeping abreast of job potential in technical fields, recently established a medical laboratory technician program.

"Keeping our finger on trends in industry will continue to influence program development in the National Institute," said Jack R. Clarcq, assistant dean for technical education. "The students enrolled in our medical laboratory technician program are developing the technical skills which will help them capture a portion of a meaningful job market in the medical laboratory field."

The new program, which began enrollment in the fall of 1970, is part of NTID Technical Sciences Department. It has a first year enrollment of nine students, but enrollment is expected to expand rapidly in the next few years. The first students will graduate in June 1972 and at that time will be qualified to enter the job market in a number of areas.

Depending on the program the individual student enters and the amount of time he remains in the program, he will be eligible for employment on three levels: Certificate, qualifying him as an histological technician or a physician's office technician; Diploma, with a specialty qualifying him as a hematology assistant, a microbiology assistant, clinical chemistry assistant or a medical records technician; and an Associate of Applied Science degree qualifying him as a medical records technician or medical laboratory technician.

The curricula are interrelated and allow for multiple combinations of highly specialized courses. These permit considerable flexibility in the preparation of individual deaf students for employment in a variety of paramedical technologies.

A unique part of the medical technicians program is cooperative education during a summer session. Through NTID placement efforts, the students will work in a doctor's office, a hospital, pharmaceutical or research lab or any other type of lab relative to their field, preferably close to their own home town. The co-op employer, along with NTID personnel, will evaluate a student's progress.

The new program is designed so that students can exit to employment at different times. After two quarters, students

may qualify for work in a histology lab; after two to three quarters, students may qualify for work in hematology. Since deaf students are often undecided as to what their major area of study should be, these curricula, particularly the most basic lab courses, can serve to test out specific interests and capabilities before advanced study is undertaken. The co-op will serve a similar purpose in letting students, through practical experience, choose the area in which they have the most aptitude and interest.

Leoba Schneider, chairman of NTID's Technical Sciences Department, says that there is a demand for qualified lab personnel and medical technicians on a national level. Statistics indicate an increasing dependence on laboratory tests in routine physical checkups, as well as in the diagnosis and treatment of disease. New hospitals and medical facilities, including nursing homes, will continue to increase the demand for this lab personnel.

Other factors affecting increasing growth in this area are the growing complexity of laboratory work and expanding medical research; new automated equipment requiring well-trained persons to operate it; replacement of

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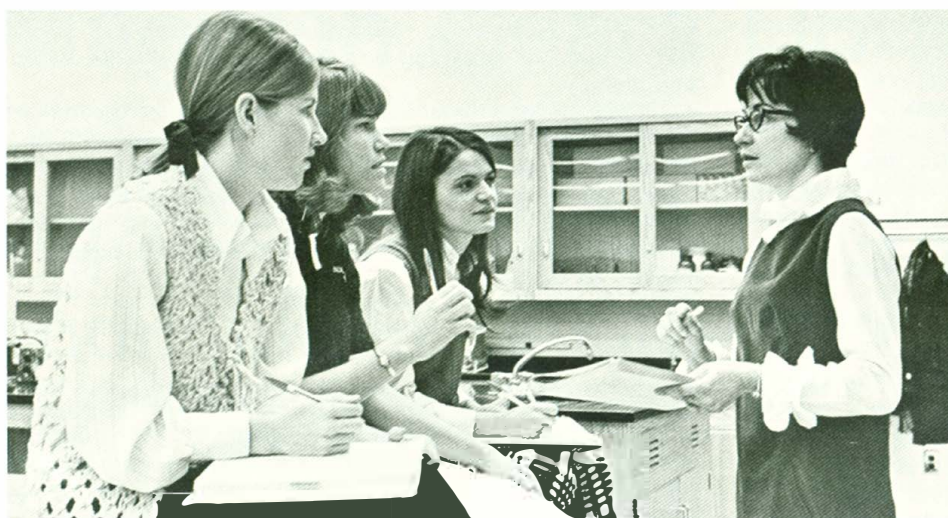
INTERESTING VIEW — Jorjan Neri, St. Charles, Ill., learns the proper use of a microscope.



TEACHING TOOL — Instructor Beverly J. Price (M.I.-ASCP) (right) uses an overhead projector as a teaching tool in her hematology lab in the medical laboratory technicians program at the National Technical Institute for the Deaf. The instrument enlarges the microscope field and projects it on a screen. Deaf students in the recently established program are (from left) Jorjan Neri, St. Charles, Ill.; Carol Tufts, Van Nuys, Cal.; Kathy Froning, Oakland, Cal.; and Simeon Ferraro, Kenmore, N.Y.



**DEVELOP SKILLS** — Students in the medical laboratory technicians program learn to do white cell differential counts and hemoglobin blood tests during a hematology lab. They are (from left) Ann Daltry of Bradenton, Fla., Janice Scagliotta, Manville, N.J., and Anita Butler of Lyndhurst, Ohio.



**MEDICAL TERMS** — Deaf students study medical terminology with instructor Marilyn G. Fowler (right). The students are (from left) Cynthia Nyc. Westchester, Ill.; Jeanne Buller of Covina, Cal. and Diane Rizzo of Rochester.



**GIVES DIRECTIONS** — Deaf instructor Edna Wilkinson (right) uses sign language to communicate with Ann Daltry (left) of Bradenton, Fla., and Janice Scagliotta of Manville, N.J. The deaf students are being given directions for a Hematocrit Blood Test.

## Technicians

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women leaving the field for marriage and family responsibilities and an increase in the number of part-time jobs available.

"Upon completion of their courses, our deaf students will be as highly qualified as any hearing technician," Clarcq added.

Miss Schneider concurs with Dr. Clarcq on the quality of the training the students are receiving.

"These students are learning a variety of skills and latest techniques," she says. "Deaf people are excellent and careful workers, and we feel they will become valuable employees in this area."

The future of any student, says Miss Schneider, is a very individual thing, and depends greatly on the location where he chooses to work and the type of lab work in which he specializes. A survey taken by Miss Schneider in 1969 which encompassed 25 hospitals, indicates the hospitals will hire the deaf applicant if he is able to demonstrate the technical skills needed.

"We are continually exploring different regions of the country to find out what job potential there is for deaf students," says Miss Schneider, "and the average hospital is usually receptive to the idea."

There also is an expectation that some of the students will be hired permanently by their co-op employer.

"But this is a field," continues Miss Schneider. "where employment depends on the individual qualifications of the job applicant, whether hearing or non-hearing. We feel certain our deaf students will have the technical skills needed to be highly employable."



# Waiting List to Rise Sharply

A greater number of qualified deaf students seeking a post-secondary technical education will be served when construction of new National Technical Institute for the Deaf facilities is completed in 1973.

But for now, the National Institute is faced with a sticky problem. It must inform more than 100 qualified applicants they must wait for admission. While 50 to 70 students will be admitted this summer, more than 100 students must be placed on what NTID calls a "waiting list".

Total NTID enrollment this year will remain at the present level of 330 students, but the waiting list will rise sharply from last year's total of 24.

"NTID will continue its policy of rolling admission, rolling enrollment and rolling graduation," said Dr. James R. Speegle, assistant dean for support education. "Students will be admitted to NTID throughout the year as classroom and dormitory spaces become available—some students will graduate or decide on other career objectives. Our priority will be to reduce the waiting list as quickly as possible.

"A waiting list of 100 or more means that a fairly large segment of qualified deaf young people will not be served immediately," Speegle added. "We realize this will create concern among parents, school officials and vocational rehabilitation agencies, but we hope it won't keep students from applying in the future."

An estimated 475 students are expected to apply for admission this year, which is a 30 percent increase over last year. Dr. Speegle points out that increased applications help create a larger waiting list.

As for meeting the educational needs of all qualified deaf

students, the National Institute plans to break ground in June for a multi-million dollar building program that is expected to be completed by 1973. The new classroom and dormitory space will make the postsecondary technical program fully operational.

In the meantime, NTID will continue to inform secondary school students of its programs that will lead to technical competence and meaningful employment. Institute representatives expect to visit 30 schools and programs for the deaf, 60 vocational rehabilitation offices and interview 475 applicants.

Speegle stresses that admission is only the first step in the student-centered educational experience. New students will enter a Summer Educational Program from June 27 to August 20. The summer program gives students a sampling of academic experiences and presents possible career choices.

"We have learned that few students who come to NTID are certain of their career choice," Speegle related. "A hearing student who comes to Rochester Institute of Technology (the home of NTID), on the other hand, proceeds directly into his chosen technical program. The hearing student who does not know what he wants to study would most likely not attend RIT where the programs are designed for specific career objectives.

"Deaf students have only a limited choice of institutions to attend and therefore NTID receives many students whose goals are unclear. Since NTID has a responsibility to provide direct employment, it is necessary that students have every opportunity to become goal-oriented. Once a goal is established, we will give each deaf student maximum support to become an achiever."

## Darnell to Direct Planning, Evaluation

William T. Darnell could never have his job responsibility placed on a plaque on the front of his office door. No sign painter would have the time to print that Darnell is responsible for coordinating the student programming and progress evaluation system, the summer evaluation program, data systems management, scheduling, students' financial aid and general testing.

You can just refer to Darnell as the National Technical Institute for the Deaf's director of student planning and evaluation. Dean William E. Castle recently announced the new position for Darnell, who joined NTID in 1969 as an evaluation specialist.

"Titles really don't mean much. It's the students that make this program worthwhile," Darnell stated. "I don't ever want to lose personal contact with the students; that's the most important part of the program for me."

The 37-year-old administrator is thoroughly dedicated to education of the deaf. His dedication is reflected in his personal life as he serves as a consultant to the New York Commission to Study Problems of the Deaf and the New York State Department of Vocational Rehabilitation.

Darnell recently presented a comprehensive report and proposal to the New York Department of Mental Hygiene to establish an educational program for 2000 retarded deaf people in New York.

"Knowing that the need exists and that there aren't too many deaf people who know the field of clinical psychology, I just had to help," Darnell pointed out.

Darnell became deaf at the age of 13 after contracting spinal meningitis. "I just went to sleep one night and woke up deaf the next morning," Darnell said.

Prior to joining NTID, he was a school psychologist at the New York State School for the Deaf in Rome, N.Y., and a

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WILLIAM T. DARNELL



**JUST THE BEGINNING** — Sam Fersaci, employment manager with Stromberg Carlson Co. of Rochester, N.Y., greets Victor J. Maguran, coordinator of career development with the National Technical Institute for the deaf, prior to exploring the job potential for the deaf with that firm.

## *Nationwide Program for Jobs*

# Maguran Gears Up Placement

A former Ford Motor Corporation supervisor of education and training has been named to gear up a nationwide job placement program for the National Technical Institute for the Deaf.

Victor J. Maguran, Jr., who joined NTID in October 1970 as a career development specialist, has been named coordinator of career development.

"Placing our technically competent deaf students in meaningful employment is a vital stage in our basic educational mission," says Dr. Jack R. Clarcq, assistant dean for technical education. "We have learned that placement of technically skilled deaf students in industry cannot be left to chance. Vic Maguran will be responsible for developing a highly individualistic job placement program, but the entire NTID staff will contribute to that effort."

**Maguran says a business-like approach** will be taken to placement. "Detailed records of each student's progress at NTID is being kept in order that placement will result in job satisfaction and upward mobility. Future studies of students placed in industry will enable NTID to continually reshape its programs."

Courses at NTID have been designed to meet long-range career potential in industry. According to U.S. Department of Labor statistics, the greatest occupational growth between 1970 and 1980 will be for draftsmen, engineering and science technicians, data processing personnel, photographic technicians, computer programmers and surveyors.

The National Institute, keeping abreast of the needs of industry, has established programs of study in each of those areas. Employment requirements for medical laboratory assistants, for example, are expected to reach 100,000 in 1975, doubling the 1966 levels. Continued rapid growth makes NTID's Medical Technologies program a significant course of study for deaf students.

**As part of their education**, deaf students participate in a cooperative work program. As co-op workers, deaf students spend one or more quarters of their education in industry, applying what they have learned in the classroom.

"Co-op jobs help students form realistic attitudes toward work and careers," says Maguran. "At the same time, successful co-op employment can lead to full-time employment following graduation. Co-op employers report that our deaf students are technically competent and highly self-motivated."

Full-time employment is the ultimate goal, and Maguran intends to have deaf students participate in their own placement process. To help that objective, NTID is designing a course in interviewing techniques, the developing of a resume and the realities of employment.

**"We want students to understand the details involved in placement.** If a student thinks placement is easy, he also will think it's as easy to quit," Maguran says.

While NTID will assume full responsibility for placing its Certificate-Diploma-Associate degree graduates, placement professionals from Rochester Institute of Technology, the home of NTID, will assist in the placement of deaf students who earn baccalaureate degrees.

"NTID is facing a monumental placement task," insists Richard F. Delmonte, director of RIT's placement program. "Each deaf graduate must be presented to industry on an individual basis. The deaf won't and shouldn't be hired because of their handicap. NTID students must prove they have the technical know-how to be of value to industry. Once a deaf student is hired, he or she must be successful for that particular industry to accept deaf students on a continuing basis."

**To support NTID's placement effort**, department heads are making contacts with employers. "We feel a specialist in art and design, for example, can most effectively communicate with employers who might be interested in NTID's art and design graduates. But vocational rehabilitation counselors, parents and the entire NTID staff will support the placement program.

"Unlike many placement efforts where employers come to the college to seek graduates, NTID must carry its program to employers across the country," adds Maguran, who earned B.S. and M.Ed. degrees from Florida Atlantic University.

What will the reaction of employers be? Kay Hartfelder, assistant director of RIT's placement program, provides one answer to that question.

**"Last year when a major firm sent a representative to interview RIT graduates**, I was naturally interested in exploring the company's reaction to skilled deaf students," Miss Hartfelder recalls. "So I began by asking him his opinion of hiring the disadvantaged. He naturally responded by telling me how wonderful his company was about hiring the handicapped and black citizens.

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# NTID Student Learns Of 'Real' Career World

Putting aside personal pride is necessary if a deaf person is to succeed, says Stephen R. Schultz of Brighton, N.Y.

"But putting aside pride can be difficult," adds the third year business administration major who is enrolled in the National Technical Institute for the Deaf.

Schultz insists the communication gap, particularly the use of the telephone, is the biggest factor in keeping the deaf from meaningful employment. He recently completed a cooperative work program with Marine Midland Bank of Rochester.

"Sometimes people talk too quickly and they become difficult to understand," says Schultz, who is an expert at reading lips. "It's during those times you have to swallow your pride and ask someone to repeat himself."

Schultz, last year voted "Mr. NTID" by his peers, has worked hard at improving his own speech. "Of course I can't hear myself, but people say I have improved."

NTID is placing students in co-op jobs in order for them to receive work experience while going to college.

"Most of the work I was given was boring," Schultz relates. "But again, you have to swallow your pride and first prove yourself in the small jobs before you will be given bigger responsibility."

Victor J. Maguran, coordinator of career development for NTID, points out that hearing students also must assume less important roles in industry until they gain experience. As for the inability to use the telephone, he feels technical competency will help overcome that handicap in industry.

The inability to hear can be frustrating, according to the son of Mr. and Mrs. Lewis H. Schultz, 324 Pelham Rd., Brighton, who has been deaf since birth. The 23-year-old cites the reports of the President of the United States on television as one example of personal frustration.

"You ask a hearing person what the President said and he might reply, 'nothing important'. Sometimes you wish you could decide for yourself what is important."

Schultz has become increasingly more aware of the things going on in national politics and student government. His position as editor-in-chief of the student VIEW newspaper has helped his awareness.

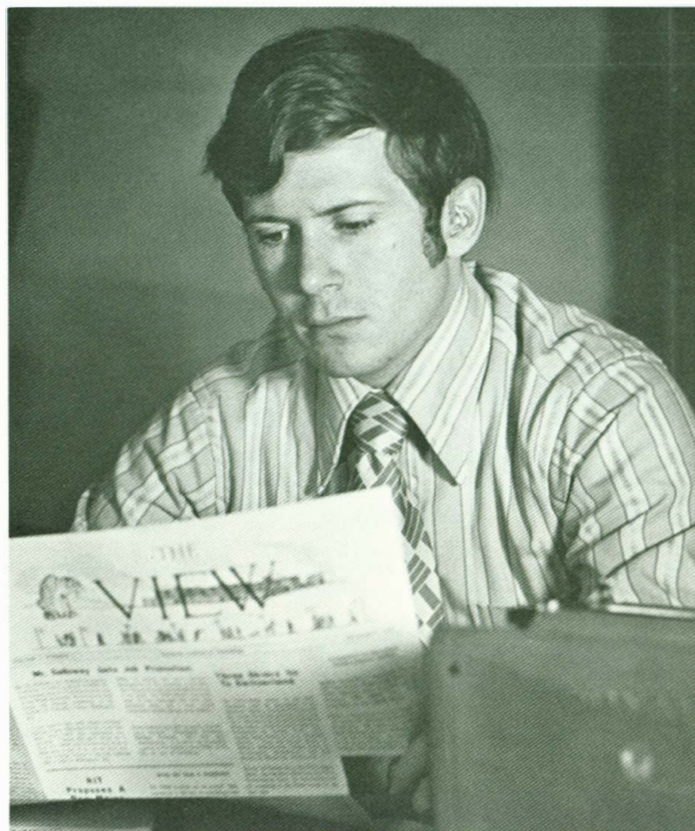
"I could never fully express my thanks to NTID for having this educational experience on a hearing college campus," says the Brighton High School graduate. "This experience is helping many deaf students better understand themselves. As a result, we should be better prepared for the real world of employment."

## Panara Addresses Council

Robert F. Panara of the National Technical Institute for the Deaf addressed the Council for Exceptional Children's 49th Annual International Convention April 19-21 in Miami Beach, Fla. He spoke at a panel discussion and workshop on Total Communication for the Deaf.

Panara, who is deaf, is chairman of NTID's Vestibule English Department.

Panara joined NTID in 1967. He is a graduate of Gallaudet College (B.A.) and New York University (M.A.), and a member of the American Instructors of the Deaf, the National Association of the Deaf, the Department of Audio-Visual Instruction of the National Education Association, and the American Association of University Professors.



FINISHED PRODUCT — Stephen Schultz of Rochester, editor of the NTID student newspaper, The VIEW, reads the final result of the students' journalistic efforts.

## Bill Darnell to Direct Student Planning, Evaluation Program

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clinical psychologist at the Lapeer (Mich.) State Home and Training School. Since very few deaf people have been trained in clinical psychology, Darnell is always anxious to put his skills to use.

Darnell, who earned a B.A. degree in English from Gallaudet College and an M.A. degree in psychology from Catholic University of America, reports that adjustment for some deaf people can be difficult, particularly for the deaf student trying to adjust to the hearing world.

It is one reason why Darnell feels NTID's summer education program (June 27 to August 20) is important. "The summer program, in addition to providing many educational sampling experiences, enables incoming deaf students to learn important lessons about social responsibility and self-government. Adjustment for some incoming deaf students can be a problem. The summer experience helps students adjust to college life before the full student body arrives on campus.

"The deaf have to learn to live in a hearing world. NTID is providing a positive experience of integration on the hearing college campus of Rochester Institute of Technology."

As for success in careers, Darnell insists deaf persons must pay the price of hard work and dedication.

"We feel our student programming and evaluation system will help deaf students select technical careers," Darnell pointed out. "Computerized records will enable us to evaluate student progress. But the development of students depends on people, not machines. I'm happy to be part of this team that is dedicated to the success of every NTID student."



# New Dimension in Teaching Added for RIT Professors

A new dimension in teaching has been added for professors at the Rochester Institute of Technology, the home of the National Institute for the Deaf. As a result of having deaf students in what formerly was a totally hearing environment, RIT professors feel as though they are exploring the latest teaching techniques.

"The classroom integration is helping to minimize the inhibitions of both the deaf and hearing," said Dr. William E. Castle, dean of NTID. "Techniques for successfully mixing hearing and non-hearing students in the same classroom seem to be having educational benefits for both groups."

Two RIT professors insist they have become better teachers as a direct result of having deaf students in their classroom.

"Without a doubt the experience of teaching deaf and hearing students at the same time has made me a better teacher," says Jack Tishkoff, assistant professor in the College of Science, who has taught algebra and calculus in the integrated situation. "I find I am more careful in developing lesson plans, more aware of the response of all my students and more conscious of the progress of each individual. At first I was uneasy, but NTID gave me a thorough orientation to deafness and this helped. When I discovered the tremendous support in books, tutoring and interpreting that NTID provides, it helped me to relax."

NTID provides professional classroom interpreters for the RIT professors. Using the simultaneous method of communication—lip movements, voices amplified by hearing aids, sign language and finger spelling, every deaf student is afforded a maximum opportunity to learn.

"Initially I wondered if the interpreter was conveying what I was trying to say," says Louis Neff, assistant professor in the College of General Studies. "They really do a tremendous job and it also didn't take me long to relax. Now I'm unconscious of the interpreter, even though he or she is usually standing right next to me."

Of the 330 deaf students enrolled in the National Institute, more than 100 take at least one course with hearing students. Approximately 100 RIT teachers are having the experience of teaching deaf students in integrated classes.

"There seems to be a culture to deafness among most of the non-hearing students," Neff adds. "Sometimes a dimension of meaning relative to hearing is lacking. I have learned to rethink concepts and, as a result, have learned to communicate better with all students. The toughest course to teach is Integrated Approaches to Problem Analysis."

"The course is based on the premise that many satisfactory answers haven't been found to all problems. The course takes the professor out of the normal faculty role. A situation of mutual scholarship between professor and students results, with both striving to fully understand problems. Sometimes some deaf students have difficulty relating to concepts."

To help bridge the gap of understanding, RIT students' notes are made in multiple copies for use by the deaf. NTID also provides tutoring and personal counseling services.

Professors like Neff also feel that overhead projectors, films, graphics and television have assumed increasing importance as teaching tools.

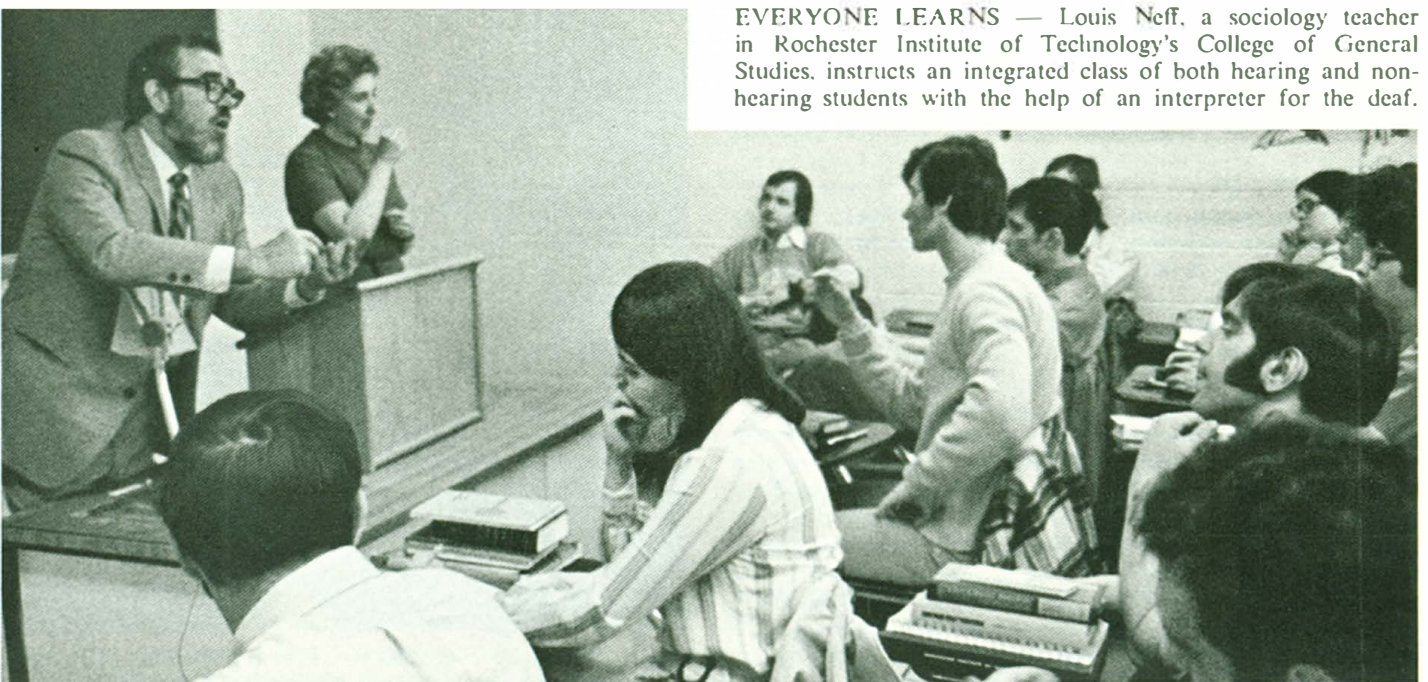
Tishkoff reports that he has changed several details in his teaching techniques.

"It's easy to get into the habit of talking with your back to the class. This, of course, is bad since many deaf students read lips. Consequently, now I never talk with my back to the class—not even when there are no deaf students in the classroom. Now I do more complete presentations on the blackboard and use visuals whenever possible. I'm also more alert to identify and correct confusion as soon as possible."

Both Tishkoff and Neff regard deaf students (as a group) as highly motivated, helping to minimize communication problems.

"Teaching the deaf is a great challenge, but then there are few greater rewards," Neff concludes.

**EVERYONE LEARNS** — Louis Neff, a sociology teacher in Rochester Institute of Technology's College of General Studies, instructs an integrated class of both hearing and non-hearing students with the help of an interpreter for the deaf.





# Miss Blank's Body is Her Voice

Joan D. Blank's body is her voice.

As a deaf student at The National Technical Institute for the Deaf, she has learned to use her body to communicate her feelings in such a way that the average method of opening the mouth and speaking seems decidedly dull and uninspiring by comparison.

Much like a female Marcel Marceau, she can communicate an emotion with a shrug, a gesture, a cold stare or a series of movements with her arms that would make a Hawaiian dancer jealous.

"Hearing people couldn't believe that deaf people were so outgoing, full of emotions and expressions," Jody said as she recalled her experiences last semester as one of only two deaf students among the 19 students chosen to attend the National Theatre Institute.

Jody, the daughter of Mr. and Mrs. Morris Blank, 14452 Jewel Ave., Flushing, N.Y., is back at the National Technical Institute for the Deaf this semester and has almost definitely decided on a theatre career as a result of her experiences.

The National Theatre Institute is a new project sponsored by the Eugene O'Neill Memorial Theatre Center of Waterford, Conn. and was formed as an experiment to provide an accredited semester of intensive theatre work for undergraduate students who intend to work in theatre after leaving college. This was the first time deaf students attended the institute which is national in scope.

Jody "fell in love" with the theatre after last semester, but is realistic enough to know that because of her deafness her chances of becoming an actress in New York are small. The second year student is concentrating mainly in the areas of set and costume design, but when she starts talking about improvisations and subjects like Living Theatre, her black eyes begin to snap, her hands begin their expressive articulation and her whole body vibrates with the sole purpose of communicating her feelings to you.

She is active in NTID's Drama Club and Robert Panara, NTID Drama Club advisor and chairman of the NTID English Department, has high hopes for Jody.

"Because of Jody's versatility she should have great success in designing as well as acting. I asked her to direct several NTID Drama Club projects this semester because she has that quality of unboundless enthusiasm that enables her to motivate other deaf students to go deeper into aspects of the characters they're given to work with."

Panara himself is a talented director who, because of his ability as a teacher, has helped young hearing students become more expressive with their hands and body as well as their voices so they'd be better able to get their ideas across. Panara also is deaf.

Jody, 21, is equally proud of her teacher and asked him to give an impromptu performance of a sonnet he wrote "On His Deafness". Panara's poem makes use of his eloquent ability to convey feelings through sign language.

Jody feels her experience with hearing people at a young age is helping her succeed at NTID today. NTID is integrated into the hearing college campus of Rochester (N.Y.) Institute of Technology.

Her parents discovered her deafness when she was a year old.

"My mother immediately found out all she could about deafness and began my education at an early age."

After attending a school for the deaf for nine years, she was able to transfer to a "hearing" high school.

"I begged my parents to let me go to hearing school and when they did it was the most frustrating experience of my life. My first year was a disaster and I thought I'd never survive, but my second year was much better and now I realize how beneficial it was to me to be with hearing people."

But for now, the theatre is her primary goal, and she has learned to communicate with an audience like a professional.

*(Editor's Note: The preceding article was contributed by Joan Rizzo of the Democrat and Chronicle newspaper of Rochester, N.Y.)*

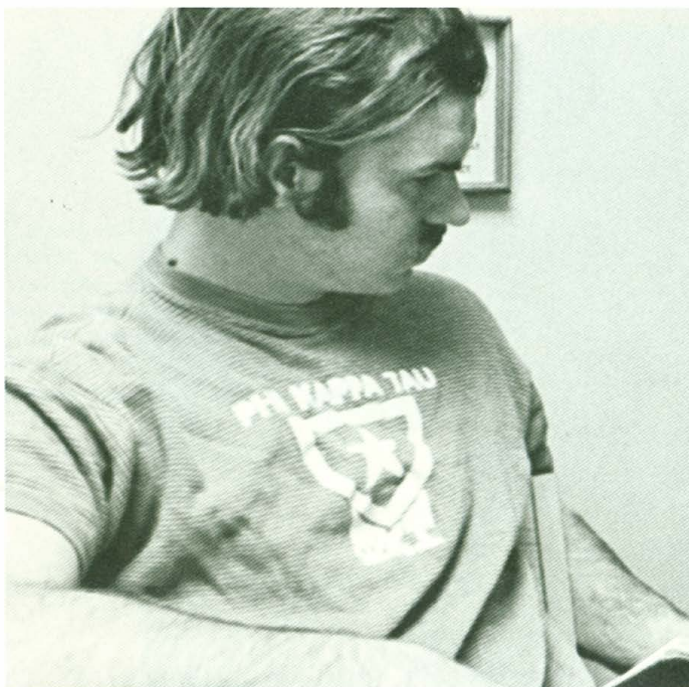


A SILENT ART — Drama through mime is a career goal of Jody Blank, 21, an NTID student from Flushing, N.Y.

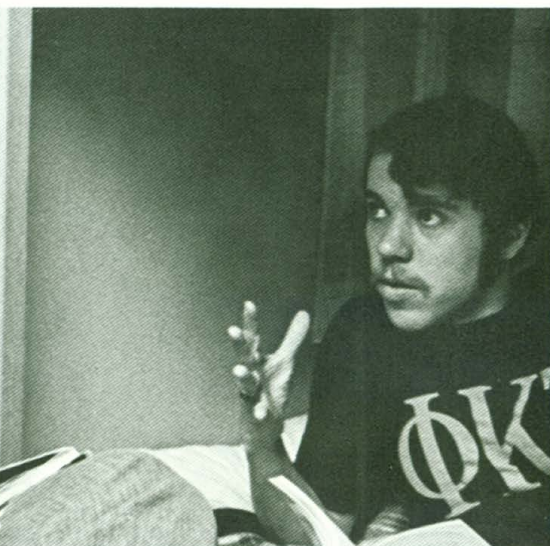


HELP FROM A FRIEND — That's what Jody Blank got from a puppet character she originated and produced.





**BROTHERS AND ROOMMATES** — Harry Mueller, Milwaukee, Wis., a student interpreter at the Rochester Institute of Technology, helps his roommate and Phi Kappa Tau fraternity brother, Jerry York of Phoenix, Arizona, during a studying session. York is an NTID student.



## Hearing 'Turned On' to New Careers

When you go to college at Rochester (N.Y.) Institute of Technology, you are challenged to get involved, according to RIT student Harry W. Mueller of Milwaukee, Wis.

Involvement for Mueller means working with deaf students of the National Technical Institute for the Deaf.

Involvement for Mueller also means something very special. It has changed his career objective. As a result of working part-time as an interpreter over the past year, he will enter deaf education next fall. The RIT printing major and Dean's List student already has applied for admission into the master's degree program in special education at the University of Wisconsin.

**It all began last year** when he applied for the student interpreter program. He was one of 17 RIT students chosen for an intensive eight-week crash course in sign language and other communication techniques.

"I realized that college for me had to be more than just books," he said. "I knew I had to get personally involved in helping someone else."

Mueller asked to have a deaf roommate in the dormitory and then his life really changed.

"I quickly began to understand the problems of deaf people," he recalled. "Suddenly I realized I was becoming more tolerant and understanding of others. I was getting involved."

**His deaf roommate** is Jerry York, a first-year photography student from Phoenix, Arizona. York also became Mueller's Phi Kappa Tau fraternity brother.

The son of Mr. and Mrs. Werner A. Mueller, 4242 N. 90th Ct., Milwaukee, literally became the ears for York and many other deaf students in social and classroom situations.

"Interpreting in a classroom can be confusing sometimes for both the interpreter and the deaf students," Mueller stated. "The use of idioms by a professor can be dynamite. Take, for instance, the time in a graphic arts class that a professor told his students to 'play it by ear'. Deaf people are very facially expressive, and I knew the moment I interpreted it that they thought they had to literally play it by ear."

Mueller insists that the main technique in interpreting is to be interested and strive to get the meaning of a sentence, rather than interpreting every word.

**Interpreting in social settings** becomes much more relaxing. The Milwaukee Area Technical College graduate often be-

comes the "Dear Abby" of the dormitory.

"Deaf students have the same problems and concerns of hearing students," added Mueller. "They like to talk about sex, war and drugs. Some of them struggle with deep personal problems. Helping just one deaf person makes the work worthwhile."

"I feel I can now better understand the struggles of deaf students. I'm happy NTID let me participate in this program, and I'm sure that my future as a graphic arts instructor for the deaf will be just as rewarding as the last nine months."

**Three other RIT students** who have worked with deaf students as interpreters also plan careers in deaf education.

Hal Huntley, 21, of Baldwinsville, N.Y., became an interpreter because of his basic curiosity about the deaf. He now hopes to attend San Fernando Valley College next fall where he'll work on a master's degree in business administration and a teaching certificate. Huntley is impressed with the educational teaching opportunities available at the postsecondary level.

Lance Fredericks, 21, of New Hartford, N.Y., said that as long as he can remember he has had a desire to learn to communicate with the deaf. A senior in RIT's School for American Craftsmen, Fredericks has applied to three graduate schools.

"Teaching the deaf is a wide open field in the arts and fine arts areas," he said. "There's a definite correlation between manual dexterity and the great power of concentration that only the deaf have. I hope that I can contribute to the development of deaf students in art, especially in my special medium, metal."

**Fredericks originally** planned to earn his living as an artist or a fine arts teacher for hearing students. "I'm happy that my career objective has changed. Teaching the deaf will be both challenging and rewarding."

Tom Tyberg, 22, of Elmhurst, Ill., is planning his career in general programs of deaf education or, specifically, printing. Tyberg who graduates this spring from RIT's School of Printing, has plans to enter graduate studies at Gallaudet College in Washington, D.C., the University of Illinois, or Eastern New Mexico University.

"Working over the past year with the NTID staff influenced my career choice," Tyberg said. "It seems to be contagious to want to help other people."

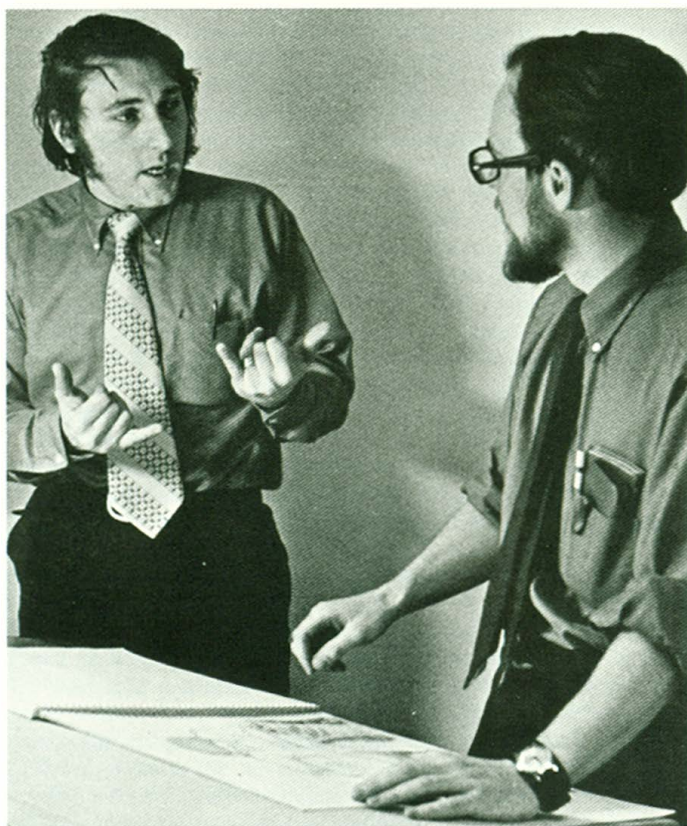




**PROGRESS REPORT** — Dr. James L. Collins (left), assistant dean for developmental education at NTID, receives a progress report from Educational Specialists Dr. Fred L. Wilson (center), College of Science, and Thomas A. Connolly, College of Graphic Arts and Photography.

## Educational Specialists Aid Integration

"Increased interaction of deaf students with hearing from pre-school through college means that educational specialists are setting the pace in developing the best possible ways for integration to occur," said Dr. James L. Collins, assistant dean for developmental education.



**AN ARTISTIC ANSWER** — Thomas Raco (left), educational specialist with the College of Fine and Applied Arts, responds to a question by NTID student John Roberts of Rochester, Vermont.

Whether you call them coordinators, liaisons or academic advisors, the educational specialists of the National Technical Institute for the Deaf are making integration possible for deaf students on the hearing college campus of Rochester Institute of Technology.

They serve as the primary liaison between NTID and the six other colleges within RIT. When a deaf student enrolls in RIT's College of General Studies, for example, Educational Specialist Elizabeth O'Brien arranges for the support services that will give the student maximum opportunity to succeed.

The span of support service includes interpreting, note-taking, tutoring and counseling.

"Each educational specialist is skilled in his or her particular area," Collins pointed out. "They anticipate possible trouble and take appropriate action before a problem can actually arise. They are the backbone of education for deaf students in this integrated setting."

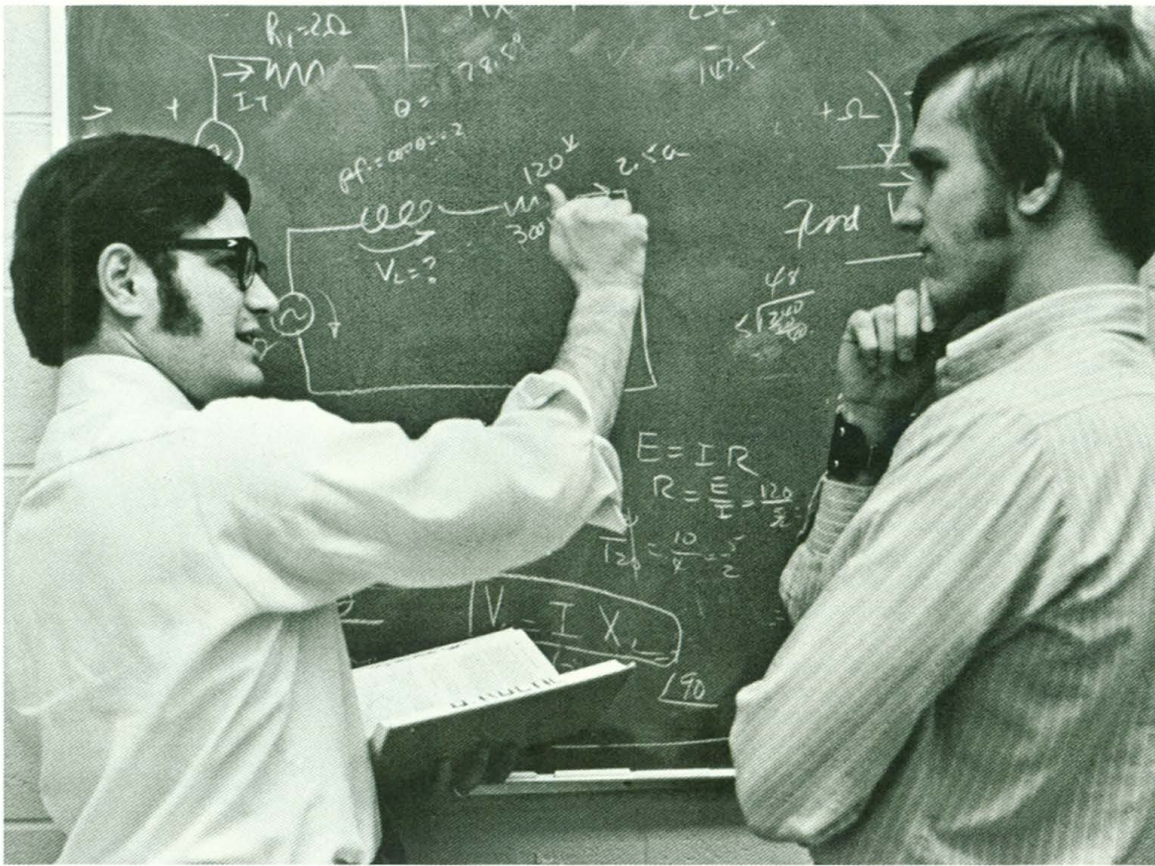
Other educational specialists include Dr. Fred L. Wilson, College of Science; Thomas Raco, College of Fine and Applied Arts; Thomas A. Connolly, College of Graphic Arts and Photography; Tracy A. Hurwitz, College of Engineering; and John Seidel, College of Business. The six NTID educational specialists are supported by assistants.

"It is vital to develop and maintain strong and well-established liaisons with the department heads and faculty in the college in which we are assigned," Wilson explained. "The frequent contact with faculty who have deaf students in their classes helps provide a continuity and understanding of NTID's mission."

The educational specialist has a basic responsibility for advising all deaf students whose majors are in his college. He also advises Vestibule and Certificate-Diploma-Associate students who desire to cross-register by taking courses within his college. He then monitors the progress of each deaf student in his charge.

"The educational specialist has one of the most challenging positions in the National Institute," Collins concluded. "As they help make integration work for the deaf, what we learn will benefit many disadvantaged groups who could use similar approaches to solving educational problems."





ENGINEERING A PROBLEM — Tracy A. Hurwitz (left), an educational specialist to the College of Engineering, tutors Gregory Roche of East Hartford, Conn.



WORK OF LIAISON — Elizabeth O'Brien, an educational specialist with the College of General Studies, discusses progress of students with Dr. John Ryan, associate professor.



# Green Directs Silent Choir

When Rev. Alvin (Chip) Green stands in front of his choir during a rehearsal and directs their singing of church hymns, he never hears a sound. That's because the members of the choir sing with their hands, not their voices.

The choir is the Bethel Full Gospel Church's sign language choir and it is composed of five deaf students from the National Technical Institute for the Deaf and four hearing students from Roberts Wesleyan College in North Chili, N.Y. The only time a voice is heard is when soloist Jean Reigles of Holley, N.Y. performs. Naturally, there's no harmonizing like a vocal group, so they make up for it visually by giving different interpretations to the song's story.

Rev. Green, 24, a licensed minister with the Assembly of God Church, is the minister to the deaf at Bethel, director of the choir and a tutor and interpreter for the deaf students at NTID. He formed the choir last summer at NTID, he says "because there was a sudden upsurge of interest in religious things and the deaf kids wanted to go out and spread the word among other deaf people."

That was right up Green's alley. He'd always planned to work with deaf students and joined NTID following his graduation from Roberts Wesleyan College in 1968. He became associated with Bethel at the same time and began combining his interest in the deaf with his religious training.

"There was no way that the deaf were getting adequate spiritual training," Green says. "So I learned sign language and started that training myself."

Through Green, Bethel Full Gospel Church began working actively with the deaf and its deaf congregation began to grow. The Rev. Edward E. Schlossmacher, pastor, started using charts with his sermons to aid the deaf member's understanding, while Green and other interpreters from Roberts Wesleyan and Rochester Institute of Technology, the home of NTID, initiated a program of interpreting during the church services. Green also began a Sunday School program, and preaches in sign language at special gatherings.

Green himself does not direct the choir during church services. Instead one of the hearing members gives a sign to begin the performance—sometimes a wink of the eye or a special stance. The choir has also become active in religious drama and recently toured in a number of cities performing



**DISTINGUISHED VISITOR** — A recent visitor to the National Technical Institute for the Deaf was Abu Nurullah, officer-in-charge of the Institute for Training and Rehabilitation of the Physically Handicapped in Dacca, Pakistan. While at NTID he talked with administrators and staff and was interviewed by Rochester (N.Y.) TIMES-UNION reporter, Janice Barber.

modern gospels and some drama. "The archaic church hymns are often difficult to translate into sign language," Green says.

"We are very eager and enthusiastic to show hearing people what the needs of the deaf are religiously. And we hope the sign language choir will help us do that."



**"SING" ALONG** — Rev. Alvin (Chip) Green, an interpreter and assistant educational specialist at NTID, directs a sign

language choir he formed last summer in order to get deaf students more involved in religious activity.



# Focus on Research

What kind of role should research play in the conduct of a program like NTID? Historically, the general record of research relative to education is a disappointing one. Relatively few research studies have moved out of the pages of journals and reports and found their ways into the instructional mainstream.

Why is this so? The educational researcher may say that the benefits from his research are long-range, and that it is unrealistic for the teacher to expect quick answers from research. The teacher on the other hand may say, with some justification, that the researcher is more preoccupied with "doing his thing" than with helping to resolve real educational problems.

The research program at NTID was established not as an afterthought, but both conceptually and organizationally as an integral part of the Institute. In a very real sense, its eight full-time staff members are just as accountable for assuring NTID's success with students as NTID's instructional staff.

From time to time, the FOCUS reports on some research project which may hold general interest to the reader. In fact, half or more of the research staff's attention is given to the direct support of the general educational program. Sometimes these activities result in reports. More frequently they do not, since this is not the primary intent of the service component of the research program. Activities may range from consultation with another faculty member to conducting a factor analysis to assist another department in validating a diagnostic test.

Nevertheless the core of the research program remains its more formal research. Our investigations fall into five major categories. Individual projects may, and usually do, overlap. These categories are: instruction/learning, measurement/assessment, socialization, career development, and communication. At present, there are about 25 research projects underway, while numerous have already been completed.

The ultimate success of NTID's research program will depend upon whether its activities contribute not merely to knowledge but to improved educational programming for deaf students.

A large but compelling order.

*(The preceding article was contributed by Dr. Ross Stuckless, Director of Division of Research and Training.)*

## Media Specialists Hear Scouten

Edward L. Scouten of the National Technical Institute for the Deaf was guest speaker at the Northeast Regional Media Center's Media Specialists Program seminar on the hearing impaired April 7-8 at the University of Massachusetts, Amherst, Mass.

Scouten is an associate professor of English at NTID. He spoke to students on English development through the use of English with prelingually deaf students and on NTID services on the postsecondary level.

Before joining NTID in August 1970, Scouten was principal at the Florida School for the Deaf and has been associated with the Rochester (N.Y.) School for the Deaf, Gallaudet College and the Louisiana School for the Deaf. He holds a bachelor's degree from the University of Nebraska, a certificate in deaf education from San Francisco State College and a master's degree from Gallaudet College.

He is a member of the American Convention of Instructors for the Deaf and the Conference of Executives of American Schools for the Deaf.

## Dean's List

Fourteen students have been named to the Dean's List in the National Technical Institute for the Deaf.

They are:

Robert Fuller of Evanston, Ill., an applied photography student in the Visual Communications Department; Mary Josselyn, of Natick, Mass., an office practice student in the Business Technologies Department; Diane Langworthy of Cheektowaga, N.Y., a data processing student in the Business Technologies Department; John MacWilliams of Irwin, Pa., a printing technology student in the Visual Communications Department; Robert Mather of Oak Park, Ill., a student in the Vestibule programs; Timothy Palmer of St. Ann, Mo., an architectural drafting student in the Engineering Technologies Department and Irene Pogorzelski of Berwyn, Ill., an office practice student in the Business Technologies Department.

Others are Michael Retzlaff of Eureka, Calif., a student in medical technology; Philip Rubin of Chicago, Ill., an architectural technology student in the Engineering Technologies Department; Carmella Sinaguglia of Rochester, N.Y., an office practice student in the Business Technologies Department; Joel Tapper of New York, N.Y., a student in the Vestibule Programs; Gerald Nelson of Cushing, Minn., a student in the College of Engineering; Susan DeLong of Port Washington, N.Y., a data processing student in the Business Technologies Department and Timothy Witcher of Tonawanda, N.Y., a student in the College of Engineering.

All maintained at least a 3.2 grade point average.

## Placement

*(Continued from Page 5)*

"But when I told him we had a highly qualified deaf student on his interview schedule that day, he turned white as a ghost. It was another indication of the effort NTID must make if it is going to educate employers to the contributions technically skilled deaf students can make to industry."

Maguran accepts placement of deaf graduates as a challenging and rewarding task. The former instructor at the Henry Ford Community College in Dearborn, Mich., directed the placement program for two recent NTID graduates—Adrianna Blasina and William Davidson.

"Miss Blasina was outgoing, personable and had very good communication skills," Maguran says. "She had three interviews before being hired as a secretary by Blue Cross and Blue Shield of Buffalo, N.Y. Davidson, a printing management graduate, had less adept communication skills and was difficult to place. After considerable searching, he was hired by the Navy Publications and Printing Service in Washington, D.C."

NTID has assisted seven deaf students in finding full-time employment thus far. Thirty-two additional students will qualify for employment at the end of the spring and summer terms, and 44 are scheduled for co-op experiences.

"Our placement program is only in its embryonic stage," Maguran points out. "As NTID grows, the challenge of placement will grow. This is the quality control point in this educational program. Placement will tell us all how well we have fulfilled our basic mission of preparing deaf students with the technical and social competency that should result in successful and meaningful employment."





## NTID Develops Unique Graduate Internships

A unique graduate internship program has been established through the National Technical Institute for the Deaf at Rochester (N.Y.) Institute of Technology.

Coordinated by NTID's Division of Research and Training, the purpose of the graduate internship is to complement a student's previous training by providing supervised experience with deaf students at the postsecondary level, and to afford the intern an opportunity to work with deaf students in a unique educational environment.

The National Institute is the world's first effort to provide a postsecondary technical education for deaf students in a hearing college environment—RIT.

**In making the announcement,** Dr. Ross Stuckless, director of Research and Training, said the program was designed for persons preparing to apply their professional training in service to the deaf. He pointed out the internships are geared for persons training at the master's level or beyond, with priority given to persons training at the post-master's level.

"Applicants should already possess basic knowledge and training in areas that have direct application to the needs of the deaf," Stuckless said.

The graduate interns, who could number as many as 25, will reside on campus, sharing facilities with deaf students. The length of internships will be flexible to meet the needs of the individual applicant.

**NTID already has experimented** successfully with the graduate internship program on a limited basis. Three graduate students from the University of Michigan, New York University and Syracuse University, representing the fields of educational psychology and counseling have completed internships.

"We see this program as contributing to the preparation of specialists to serve deaf people across the nation," Stuckless added.

Application for graduate internships should be made through the Coordinator of Professional Development, Division of Research and Training, National Technical Institute for the Deaf, One Lomb Memorial Drive, Rochester, N.Y. 14623.

**OUT OF SEASON** — It wasn't football season, but NTID students found winter and a snow-covered field the ideal time and setting for an impromptu game of football with a lot of horseplay thrown in on the side.



**POINT OF ATTACK** — Earl Fuller (left), head wrestling coach at the Rochester Institute of Technology, the home of the National Technical Institute for the Deaf, and Dave Egan, assistant coach, give pointers to Bruce Franks (standing) of Charlottesville, Va., as Donald Shaw, East Syracuse, N.Y., has Timothy O'Neill of Hillshorough, Cal., in a down position. All three NTID students competed on the RIT junior varsity wrestling team.



# Olympics Promote Understanding

"When you tour Europe, you usually see only houses and buildings, but you seldom find out anything about the people inside," says Jarlath Crowe, 22, one of three skiers from the National Technical Institute for the Deaf who participated in the 1971 Deaf Winter Olympics in Adelboden, Switzerland.

"But now we learned something about the people. We never solved any big problems, but we discussed many things and got to understand each other better."

Jarlath is the son of Dr. and Mrs. Thomas J. Crowe and lives at 3 Langworthy Rd., Northampton, Mass. He is a second year biology major at NTID. Although Jarlath and the two other NTID competitors didn't come home with any medals from the competition, they did come home with lots of happy memories and a little more insight into their fellow man.

Jarlath first became interested in the Deaf Winter Olympics last winter when he participated in the Eastern Ski Weekend held in Vermont. There he met the coach of the Deaf Winter Olympics Ski Team and was encouraged to try out for this year's team. He was successful and began practice for his event, the slalom.

After many hours of fund raising (each competitor had to raise \$1,200) and not as much practice as he would have liked, Jarlath and the other 14 U.S. competitors left New York on Jan. 17, arriving in Adelboden the next day, following stopovers in Amsterdam and Geneva. They jumped into a week of practice before the actual games, Jan. 25-29.

"The practice week was great," says Jarlath, who only gets to practice about twice a week while he's at school. "We spent a lot of time working on our skis — waxing them and making sure they looked beautiful, and worked their best."

And Jarlath, who reads lips and speaks well, spent much of that week getting to know the other participants from the various European countries — Switzerland, Germany, France, Spain, Norway and Italy. He says there wasn't much of a communication problem even though each was using sign language derived from his own language.

"When a problem of understanding did come up, we made up common signs that we all understood," he says.

There was one particular incident that happened because of a misunderstanding in communication, Jarlath says. Susan Mozzer, 19, an NTID student from Manchester, Conn., who also competed in the games, had been taught the sign for German, but when she used it to talk to some of the German team members, they were insulted. The sign reminded them of a swastika and Nazi Germany. "But Susan apologized and learned the proper sign and ended up having more friends on the German team than any other," says Jarlath.

The biggest problem, he says, was the fact that as Americans, they were stereotyped as being rich and happy. "It only made each of us work harder to prove our individuality."

They immediately discovered that everything they were offered and every place they went was the best and the most expensive. It was what Jarlath likes to call "the big splash".

"Europeans have the impression that Americans can buy anything they want, and they gave us the best thinking that because we're Americans, we could afford it."

In their discussions they also found that young people, hearing or non-hearing, from many different political systems, criticize their governments.

"We admitted that we have problems here and are sometimes unhappy, too," he says. "A lot of them believe that America is a more perfect country than it really is."



A FAST START — Jarlath Crowe of Northampton, Mass. pushes off during a practice run of the Slalom event at the 1971 Deaf Winter Olympics in Adelboden, Switzerland. He was one of three NTID students who competed.

An interesting fact that Jarlath learned was that most European deaf speak more than one language, and Jarlath discovered that he had a knack for Spanish and picked that up quite easily.

When it came down to the actual games, Jarlath placed in the middle of his field in the slalom event, and knows that he could have done better if he'd had more practice. Susan was told that although her time was 12 minutes behind the winner in the three and a half mile cross country event, she shouldn't be discouraged. And all the competitors from the U.S. received pats on the back for their effort.

"It was only the second time an American team had been entered in the Deaf Winter Olympic Games and we were much better than the first team," Jarlath says. "We'll be even better the next time."

One of the proudest moments in the trip was the announcement that Lake Placid, N.Y., will be the site of the 1975 Deaf Winter Olympics. One of the most disappointing moments in the competition was when one of the other NTID competitors, Ronald Borne, 22, of Hanover, Mass., caught the tip of his ski in a gate during a giant slalom practice and was disqualified from the actual games because of a sprained ankle. But the two, who have been long-time friends, both on the slopes and off, are already planning for the 1975 games.

"And if you sprain your ankle again," Jarlath says to Ron, "I'll punch you in the nose."



# 'Big Splash' Created by NTID Athletes

Ask a National Technical Institute for the Deaf swimmer about the value of "team effort." If the swimmer is freshman Ron Trumble of Jacksonville, Fla., he'll tell you there is no substitute for it if you want to succeed.

The NTID student was part of the Rochester Institute of Technology (the home of NTID) swimming team that registered its first perfect (16-0) record this year.

Five outstanding NTID competitors were freshmen Albert Walla, Stamford, Conn.; Barry Hill, Coral Gables, Fla.; Ken Dardick, Creve Coeur, Missouri; and junior Geoff Lowe, Hinsdale, Ill., and Trumble.

"In the beginning the deaf swimmers didn't seem to relate well to team concepts," said Coach John Buckholtz. "They were used to thinking and acting independently. They quickly understood the value of a team effort and played a major role in our success."

All of the deaf students could either hear the starter's gun or feel the vibration as the gun fired. Starts, therefore were never a problem.

"The only disadvantage to being a deaf swimmer seems to be the lack of stimulus a crowd response gives to a hearing swimmer in a close race," Buckholtz added.

Trumble and Walla were the finest of the deaf athletes. Trumble was third in team scoring and set school records in both the 200 yard individual medley (2:11.2) and the 200 yard breaststroke (2:29.1). Altogether the freshman stand-out managed 18 first places and seven seconds. Walla was fourth in total team points earned with 11 first places, 11 seconds and two thirds while swimming primarily in freestyle and individual medley events. Dardick garnered six individual firsts, five seconds and three third places while swimming in freestyle, backstroke and individual medley competition.

Hill managed four firsts, two seconds, four thirds and was on four winning relay teams. His best strokes were the breaststroke and butterfly. Lowe contributed two firsts, four seconds, one third and was a member of three winning relay teams. He excelled in the breaststroke.

"We (deaf athletes) all felt like important members of the team—the hearing swimmers made sure of that," Trumble stated. "It was exciting to be part of such a big splash."



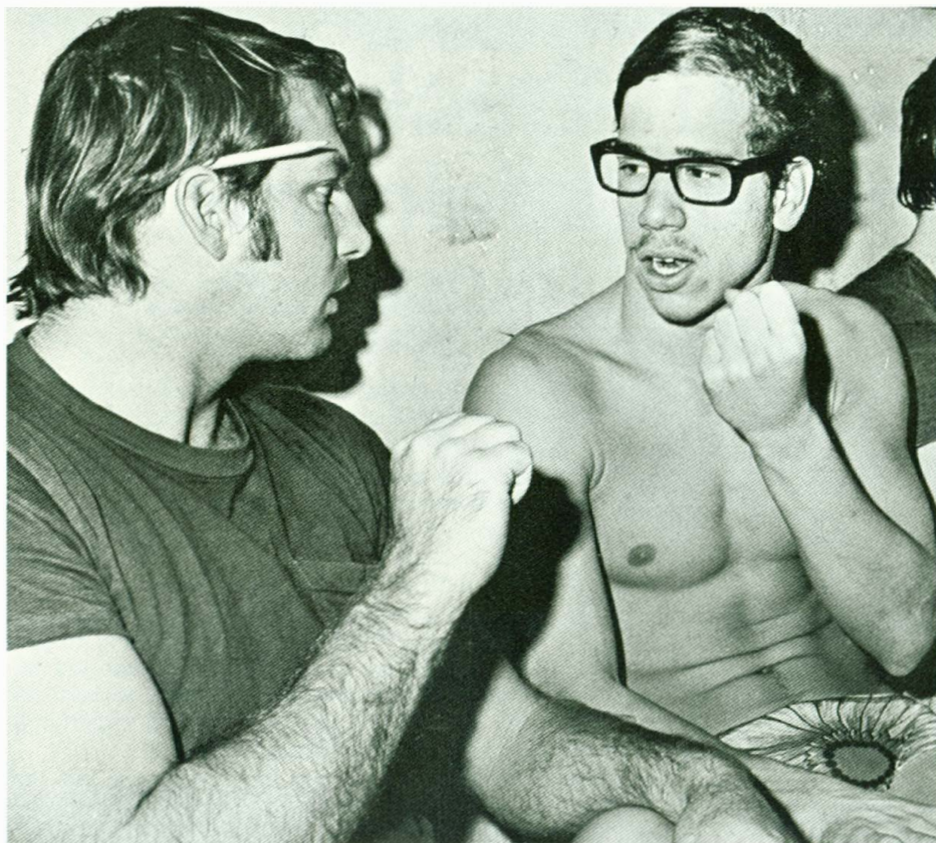
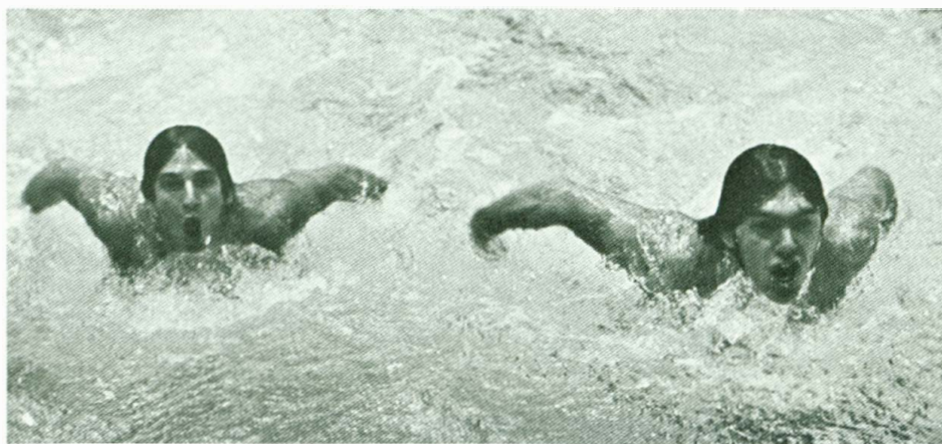
EXPLAINS STRATEGY — Coach John Buckholtz explains pre-meet strategy to four of his swimmers from the National Technical Institute for the Deaf. The Rochester Institute of Technology (home of NTID) coach received outstanding performances this year from freshmen (left to right) Barry Hill, Coral Gables, Fla.; Ron Trumble, Jacksonville, Fla.; Ken Dardick, Creve Coeur, Missouri; and Albert Walla, Stamford, Conn.



TURN OF EVENTS — Ron Trumble of Jacksonville, Fla., makes a strong turn that helped him set a school record in 200 yard individual medley (2:11.2).



**PACE SETTERS** — Deaf student Ken Dardick (left) of Creve Coeur, Missouri, receives help and encouragement in the butterfly from his Rochester Institute of Technology teammate, captain Dave Oates.



**COACH COMMUNICATES** — Rochester Institute of Technology swimming coach John Buckholtz communicates with Albert Walla, an outstanding deaf swimmer from Stamford, Conn.

**VICTORY SPLASH** — Coach John Buckholtz receives a victory dunking following Rochester Institute of Technology's perfect 16-0 swimming season.







**A FRIENDLY GREETING**—Joel Hoff (right), assistant principal of the Florida School for the Deaf in St. Augustine, Fla., and John Lloyd (second from right), supervising teacher, greet National Technical Institute for the Deaf students and coach on a recent visit as part of a track training camp in Florida. Members of the Rochester Institute of Technology (home of NTID) track team are (from left), Albert Dial of Mentor, Ohio. Tony Spiecker of Miami, Fla., Bob Backofen of Rockville, Conn., and Coach Pete Todd.

# Happiness for RIT Track Team Is a Warm Florida Welcome

Happiness for a deaf student is competing with the Rochester Institute of Technology track team and spending two-and-a-half weeks at a training camp in Florida.

Happiness for National Technical Institute for the Deaf athletes in Florida is heightened when thinking about the snow and freezing temperatures at RIT, the home of NTID in upstate New York.

Three NTID students were among 12 RIT trackmen who participated in a March training camp near Gainesville, Fla. The reason for seeking a warmer climate for training was understandable—upstate N.Y. is no place for trackmen who must be ready to face a rugged schedule by early spring.

Coach Pete Todd has proven the worth of the yearly migration south. In four years taking the trip, the Tigers have registered an impressive 36-1 record.

This was the first year that deaf students have had the opportunity to benefit from the pre-season training. Each year Coach Todd takes his 12 finest performers on the trip—three of seven NTID trackmen fit that mold.

Bob Backofen (Rockville, Conn.), Albert Dial (Mentor, Ohio) and Tony Spiecker (Miami, Fla.) were the NTID students selected.

"The three NTID students were chosen because they are good, not because they are deaf," Coach Todd stressed.

Tucked away on the shore of a lake in the wilderness of Florida (outside Gainesville), the training camp hardly resembled the luxury one has come to expect from spring trips to Florida. Intensive two-a-day workouts were the order each day for everyone except the weightmen, who require more work in their specialty than they do running 15 to 20 miles a day.

"I've never felt in better condition in my life," said Backofen.

In addition to running over the sand roads of north-central Florida, the team trained once each evening on the University of Florida's new track. Twice the squad traveled to Daytona to run on the beach. And as part of the treat, Coach Todd took the Tigers to a smorgasbord.

Dial, like the others, said the two-a-day meals they cooked for themselves at camp were a far cry from the smorgasbord.

The highlight of the trip for the NTID students was a trip to St. Augustine, Fla. where the deaf students and the coach spoke at the Florida School for the Deaf.

"I was pleased at how friendly everyone at the school was," Dial commented. "It was the best part of the trip for me."

Spiecker, a quiet freshman, was surprised when his parents visited him from Miami.

"It's nice to be where it's warm again," Spiecker told the high school students from FSD. Tony's mother insists that was more than she heard her son say in the last 10 years.

Backofen told the students how NTID has helped him find his career choice, architecture, and recommended the National Institute for any student seeking a technical education.

The three RIT students were shocked when the deaf high school students called them to the stage to speak.

"The deaf students have become an important part of our team," said RIT sophomore Eric Ringdahl. "I can't fully imagine what it's like to be deaf, but I want to understand and appreciate the struggle of deaf students. I'm proud to have the NTID program on campus. It's giving the deaf an opportunity to succeed and overcome their handicap."

Ringdahl is a resident of Rome, N.Y., where he has had exposure to deaf educational programs of the New York State School for the Deaf.

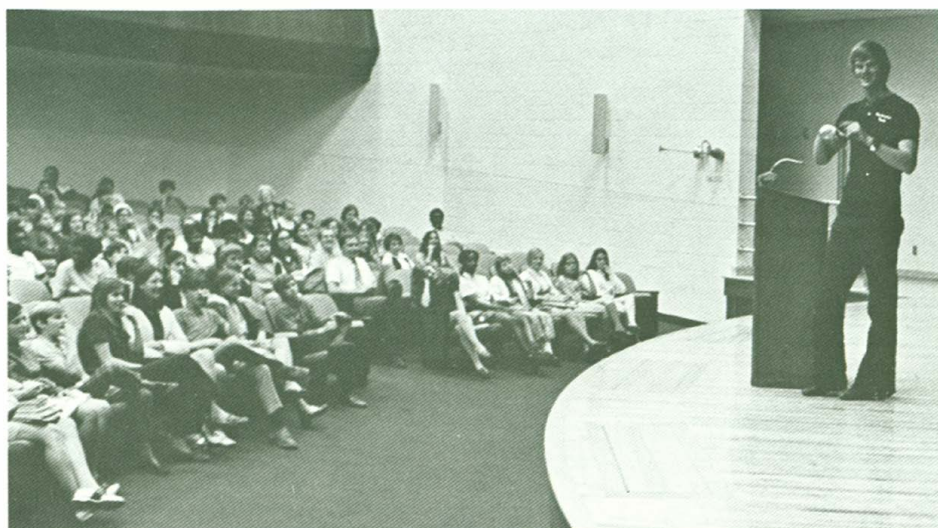
The speeches were followed by a workout on the Florida School for the Deaf's new track. Both hearing and deaf trackmen shared experiences and knowledge with their younger counterparts.

So now Spiecker in the sprints, Dial in the hurdles, and Backofen in distance races are faced with the challenge of a rugged track season. RIT was undefeated (13-0) in dual meets last season and Coach Todd will not accept less.

While in Florida, RIT won the Edward Waters Relays in Jacksonville. The Tigers also competed in the Florida Relays at the University of Florida. Although they didn't place, Todd's Tigers broke school records in both the distance medley and four-mile relays as Spiecker and Backofen each were members of a record breaking foursome.

"We hope that our experience in Florida is only the beginning of similar experiences for NTID students," Todd said. "Our Florida trip has prepared us for any challenge. NTID students will be an important part of our success and we hope it will encourage other deaf athletes to participate in inter-collegiate athletics."





**EXPLAINS PROGRAMS** — Albert Dial of Mentor, Ohio, explains the programs of the National Technical Institute for the Deaf to students of the Florida School for the Deaf.

**COMPARE STARTS** — As part of their visit to the Florida School for the Deaf, Rochester Institute of Technology trackmen held a workout with FSD. Here (from left) Tony Spiecker is timed by his coach, Pete Todd, while FSD sprinter Charles Rachel is checked out by Coach Henry White.



**QUIET MOMENT** — NTID student Albert Dial contemplates the snows of Rochester, N.Y. while enjoying the warmth of Florida.



# NTID Groundbreaking Scheduled for June 4

**ntid** FOCUS

One Lomb Memorial Drive  
Rochester, New York 14623  
Address Correction Requested

Prominent leaders from Congress, the U.S. Department of Health, Education and Welfare and the Board of Trustees of Rochester (N.Y.) Institute of Technology will be guest speakers at groundbreaking ceremonies for a multi-million dollar National Technical Institute for the Deaf (NTID). Groundbreaking for the new NTID complex will take place June 4 at RIT, the home of the National Institute.

Guest speakers will be Dr. Edwin W. Martin, associate commissioner, Bureau of Education for the Handicapped, Department of Health, Education and Welfare; The Honorable Hugh L. Carey, representative of the 15th Congressional District, New York State; and Arthur L. Stern, chairman, RIT Board of Trustees.

Dr. Robert Frisina, director of NTID, announced that actual construction will begin sometime in July.

An academic support services building and additional residence and dining space will comprise the NTID facilities which have an anticipated completion date of September 1973.

"Only a lack of facilities on the RIT campus keeps the National Institute from becoming fully operational," said RIT President Paul A. Miller. "With the additional space provided in these new buildings, NTID can more fully serve the technical educational needs of this nation's deaf young people."

**NTID was established** by an Act of Congress in 1965 as the world's first effort to provide a postsecondary technical education for deaf students in a hearing college community. It is funded by Congressional appropriations and administered through the U.S. Department of Health, Education and Welfare. H.E.W. selected RIT as the site for NTID in late 1966.

NTID began in 1968 with 70 students and has grown to a current enrollment of 330 deaf students who represent 40 states and territories. Enrollment will expand to 750 students by 1974 after the new buildings are completed.

Dr. Frisina pointed out that the new facilities will help NTID to fulfill its basic mission, that of providing deaf young people with the educational and social competency that will qualify them for successful and meaningful employment.

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**NTID'S NEW HOME** — An artist's rendering shows the proposed buildings which will house facilities of the National Technical Institute for the Deaf. Groundbreaking for the three buildings (in the foreground) will be held on June 4.

