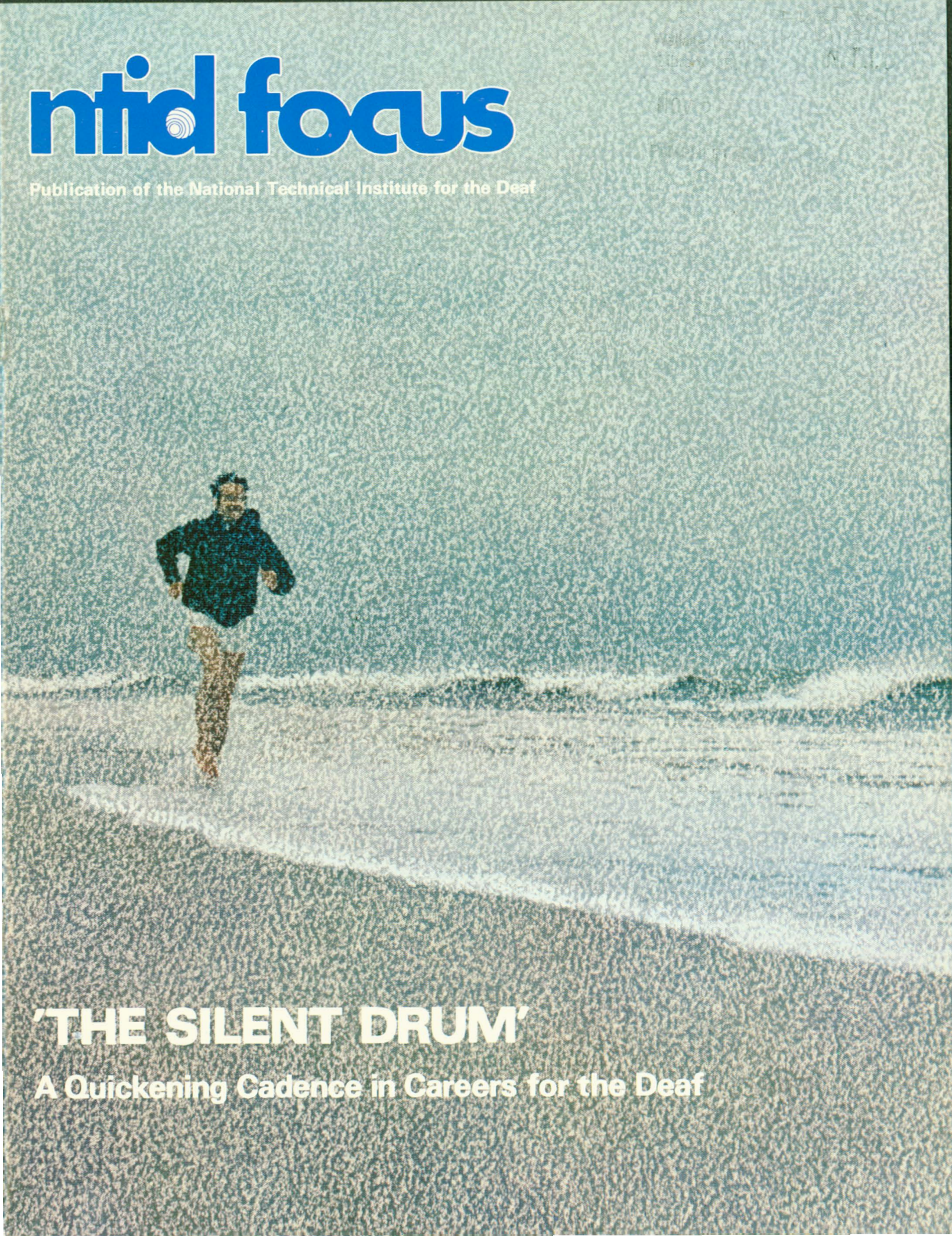
ntid focus

Publication of the National Technical Institute for the Deaf



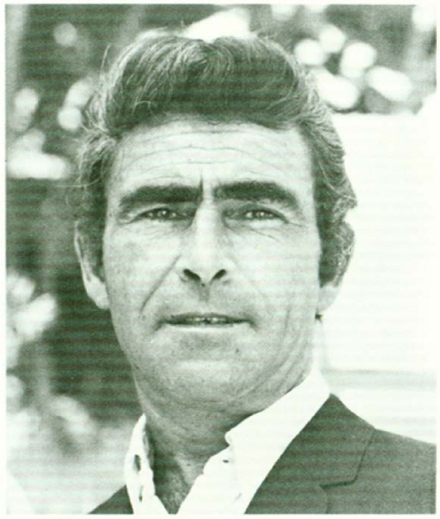
'THE SILENT DRUM'

A Quickening Cadence in Careers for the Deaf

ECHOES FROM A SILENT DRUM

"The Silent Drum" is a film produced by the National Technical Institute for the Deaf in association with Rumrill-Hoyt, Inc., through agreement with the U.S. Department of Health, Education and Welfare and Rochester Institute of Technology. The film is available through NTID.

Narrator: Rod Serling



ROD SERLING, narrator of "The Silent Drum" was born on Christmas Day, 1924, in Syracuse, N.Y. He is a graduate of Antioch College and served with the Airborne during World War II. He has written numerous television plays, created and produced "The Twilight Zone," and hosted "Night Gallery." He has also written several movies, including "Requiem for a Heavyweight," "Patterns," and "The Comedian."

"The Silent Drum" is a siege against a sound barrier — a low-key beating against barricades separating the hearing and the deaf.

It is neither epic nor pitch, treatise nor emotional plea. It simply looks into the worlds of sound and silence — into the way things are and should be — and then sounds a challenge.

Its opening words position the difference of the deaf, while its closing states the rules of their race. Its opening is a quote from Thoreau:

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away."

Which is all well and good. But when competing in the world of sound, the film's closing line states the rules in the world of the deaf:

". . . a place where you must run to keep in the same place, and run twice as fast to move on."

HOLLOW HURDLES

What, then, is the true nature of the handicap and problems? Comparatively, while blindness separates man from things, deafness separates man from man. So the deaf are not different than the hearing, but separated from them by a lack of normal communications.

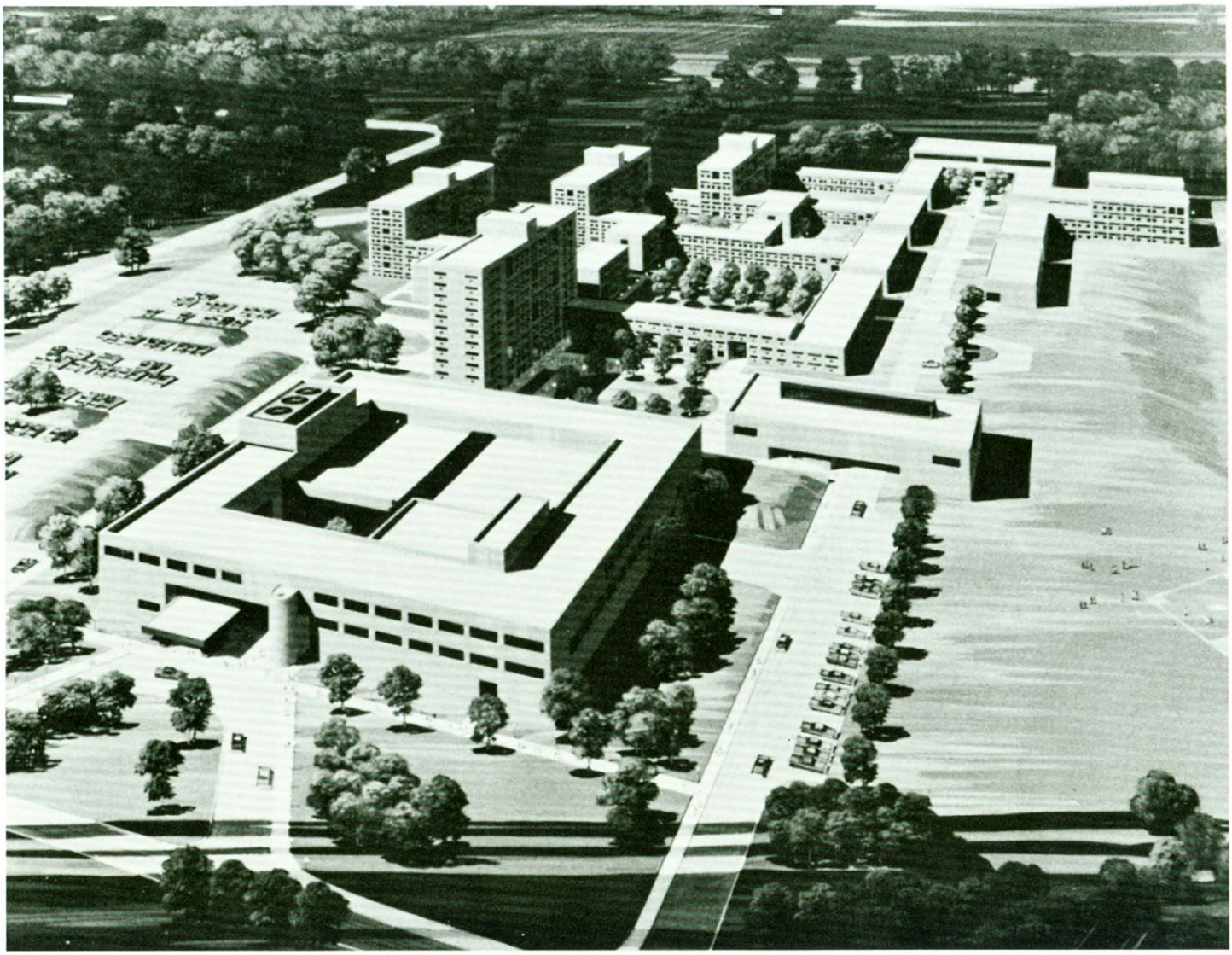
They have the same intelligence and competence, strengths and weaknesses. Yet, because of an historic misconception, they are limited in their opportunities — by society, business and education. Their hurdles are not part of their handicap, but imposed because of it.

A SOUND SOLUTION

A major solution, then, was to provide the training, education and social skills required by various advanced careers. A national effort to do this — for the first time in history — was launched on June 8, 1965, when President Lyndon B. Johnson signed into law an Act calling for the establishment of a National Technical Institute for the Deaf.

At the signing, he stated . . . "Deafness is not and need not be regarded as the handicap that men thought it was in the past. Given the opportunity to learn and to prepare themselves, the deaf can fill a wide array of useful and important positions in industry and professions throughout our society."

The formidable task of establishing the new NTID was given to Dr. Robert



NATIONAL TECHNICAL INSTITUTE FOR THE DEAF, is located on the campus of Rochester Institute of Technology in Upstate New York.

Frisina, then Dean of the Graduate School at the liberal arts Gallaudet College for the deaf in Washington, D.C.

The uniqueness of the challenge — to do something never attempted before — is stamped on almost every facet of the new institute: its location, curricula, faculty, methods, facilities, and final objectves.

A SOUND SITE

Studies indicated there were many career opportunities in the technologies, but few postsecondary technical educational programs for deaf persons. Because of its long history of success in the technologies and the cooperative work-study program, Rochester Institute of Technology (RIT) was selected as the site for NTID.

In addition to the vast array of career opportunities open to deaf students through RIT in such areas as photography, printing management, fine and applied arts, engineering and science, NTID established numerous programs that would lead deaf graduates to satisfying jobs.

RIT is a private, co-ed college with about 6,000 day students and over 11,000 evening and part-time students. Associate, baccalaureate and masters degrees are offered in seven different RIT colleges. It has a new campus in an Upstate New York metropolitan area of more than 700,000 population.

The new NTID facilities are located on this campus, and numerous facilities are shared by the two institutes. It is the first attempt to educate large numbers of deaf students in a college environment planned primarily for the hearing.

SHAKESPEARE OR SCIENCE?

Since a goal of the new NTID is to prepare deaf graduates for careers, the curricula are determined by opportunities in business, industry, and the professions.

Leaders from industry and the professions aided in determining these needs. The medical professions need highly trained technicians. Business needs people trained in new business technologies. And there's a continuing demand for qualified people in electronics, engineering, machine tool operations, photo processing, graphic arts, and other fields.

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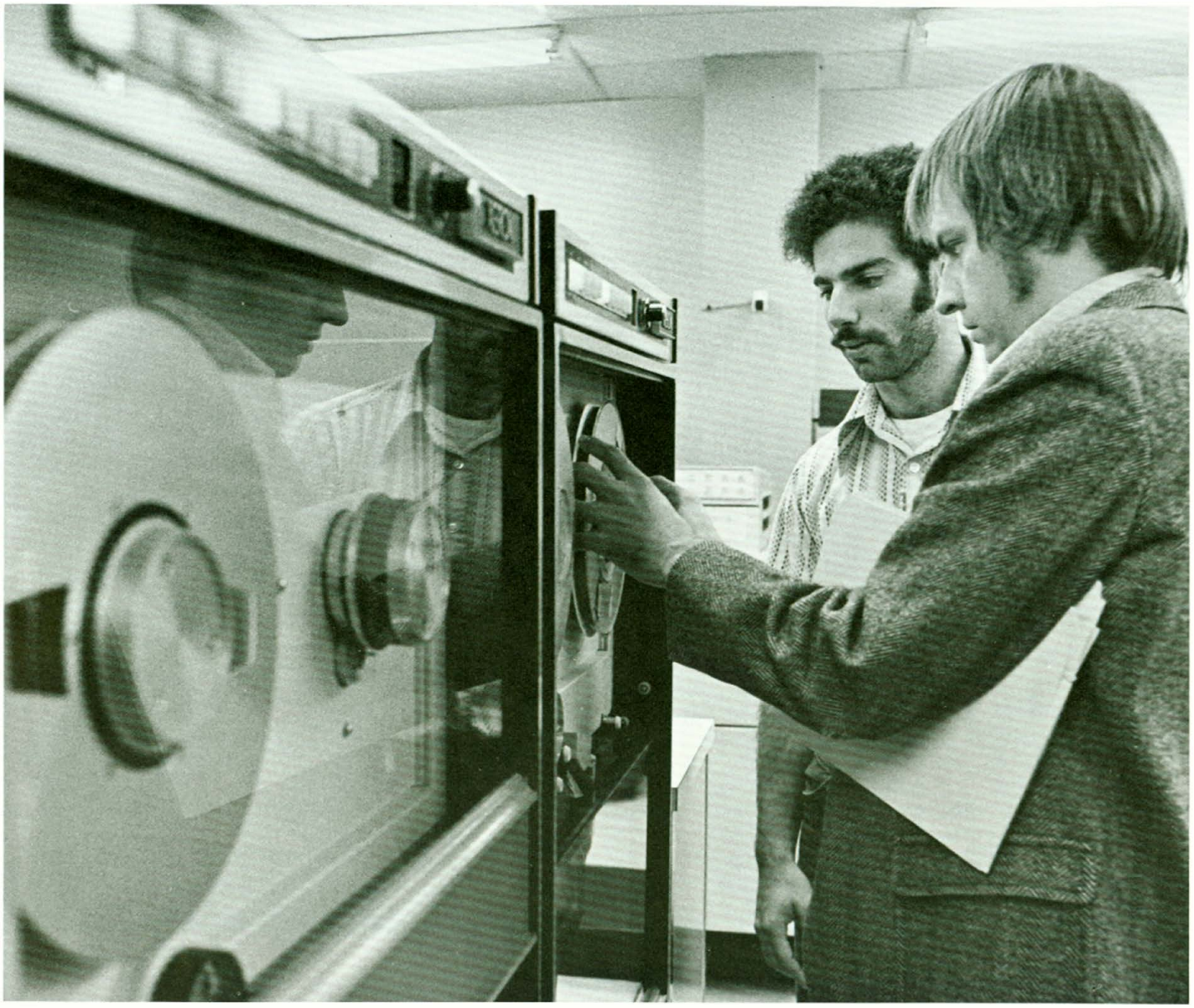


Computer programming, procedures, operations and systems analysis are studied and practiced in the Data Processing Program.

Continued from Page 3

Further studies and consultations pinned down exactly what knowledge and skills are required — and, equally important, whether a qualified deaf person could do the job as well as anyone else. From all this came rather unique curricula — courses of study aimed more at careers than the classics.

GIVE AND TAKE

Who could best teach this material? Obviously, someone with firsthand knowledge and experience.

So leaders from business, industry and the professions were recruited, taught to teach and communicate with the deaf, and now work closely with experienced educators.

Students are selected nationwide from those who have completed all secondary educational opportunities available, and whose grades, tests and backgrounds indicate a solid potential of success in meeting these new challenges.

Each is tested, interviewed, and counseled concerning abilities, weaknesses and aptitudes. Then their programs are geared to improving various academic and social skills, plus sample courses to determine fields of interest and competence.

The give-and-take between teacher and student is often on a one-to-one basis. And the results are astonishing. While an estimated 60 percent of all college students drop out before graduation, the rate at NTID is practically negligible.

A WORD TO THE EYES

Since communication is the major barrier separating the hearing and the deaf, it receives major attention throughout the student's stay. At a Communication Center, each student is assigned to a personal counselor. Depending on his needs, courses are offered in speech therapy, technical vocabulary, idioms, slang, signs, interpersonal communication, oral interpretation, auditory training, speech reading, etc.

CLASS BY ITSELF

It's in the actual classroom, though, where NTID really stands apart from most colleges, in two respects: First, what is taught, how, and often by whom is determined by job requirements. And second, each student works until he attains a level of total qualification for his occupation.

Even mathematics takes on a new

dimension. At the Math Learning Center, students schedule their own instruction and are aided by programmed courses ranging from arithmetic to calculus.

In each of the major courses of study, the results often surprise leaders in business, industry, and the professions. Most divisions offer a choice of Certificate, Diploma and Associate Degree programs, and as many students who are able can study for baccalaureate and masters degrees.

In the Technical Sciences Program students can study for careers in histology, hematology, clinical chemistry, microbiology, medical records, and other fields.

Business Technologies include the study of modern office practices and procedures, accounting, data processing, and other skills.

In the Engineering Technologies program, courses concentrate on architectural and electromechanical technologies, drafting, machine tool operation, numerical control programming, and electronics.

In the Visual Communications Technologies Department, simulated work environments are maintained for students studying advanced printing, photography, and areas of applied arts.

In degree programs comprehensive support services such as interpreting, notetaking, tutoring and counseling are provided. Extensive career options are available in the Colleges of Engineering, Graphic Arts and Photography, Science, Business, General Studies, Fine and Applied Arts, the School of Applied Science, and the College of Continuing Education.

In many of the areas, students are given further job preparation in cooperative work-study programs. And other skills — sometimes taken for granted by the hearing — are developed through student government organization, student theater productions, and a complete range of intercollegiate and intramural sports programs.

CHANGING THE SUBJECT

Since NTID represents such a new venture in education — and since its whole approach is closely tied to the changing needs of various careers — the courses offered and their content are under constant review by both educators and persons working in the various fields. Courses are added, dropped and changed to keep pace. At this writing, these are some of the fields of study:

Dr. Robert Frisina, left, Vice-President of RIT and Director of NTID, talks with NTID Dean, Dr. William E. Castle.

NTID's Math Learning Center is where students schedule their own instructions in programmed courses ranging from arithmetic to calculus.

The medical laboratory is where students study to be technicians in hematology, clinical chemistry, microbiology, histology, and medical records.

FINAL NOTE

In the final analysis, the success of the new NTID lies in the "real" world — in how well the graduates perform on the job. For, as Dr. Frisina points out, "Our specific mission and professional commitment is to prepare each deaf student for a responsible role in the hearing world of work."

By this criterion, the beat of success is loud and clear.

YOUR PART IN THE SHOW

Pretend you're young. Intelligent. Level-headed. Ambitious. Well-educated. And thoroughly trained in a particular field needing your skills and knowledge.

Studies show a job is right for you. Tests show you are right for the job. And to prove it, you have on-the-job experience, a detailed checklist evaluating your skills, and the say-so of professionals from the field.

You've got it made. And employers are standing in the wings waiting to hire you, right? Wrong. Because you also happen to be deaf.

Despite all the facts and tests and studies — in spite of the education and training and experience given to you at NTID — nobody is beating down the door of the Placement Office. Few even rap. Because the old bugaboos and stereotypes still stand.

Except, there's a difference. It's expected. Nobody asks for favors or charity. In fact, a single point is underlined right from the beginning: The NTID grad will not — and should not — be hired just because of his or her handicap.

Victor J. Maguran, coordinator of NTID Career Development, recognizes the situation for what it is — and the fact that it's helped forge the school's prime objective: "Unlike many placement efforts where employers come to colleges seeking graduates, NTID must carry its program to employers across the country."

But it's not simply a case of "Don't call us, we'll call you." Nor is the job of placement shuffled off onto the hands of a few specialists in employment.

As Dr. Frisina points out: "Placement of technically and socially competent deaf students in industry is the basic purpose for the development of this institution. We stress to all segments of NTID that every faculty and staff member bears a responsibility for the outcome of their collective efforts."

Placement is the culmination of all the school's efforts, from admissions right through work-study programs.

Dr. Jack R. Clarcq, assistant dean for Technical Education, underlines a unique aspect of the activity: "To insure long-range occupational success, placement must be highly individualized. It means placing the right student in the right job for his or her personal skills."

Frisina predicts that NTID's individualized placement program could be a forerunner of placement efforts throughout postsecondary education.

Maguran feels that the success of the school's placement activities results from three factors:

First, each student's aptitudes, knowledge and skills are carefully tested and recorded — and job requirement studied — before efforts are made to place him in a position.

Second, the NTID employment specialists work closely with the employer in the initial stages of employment to iron out any problems.

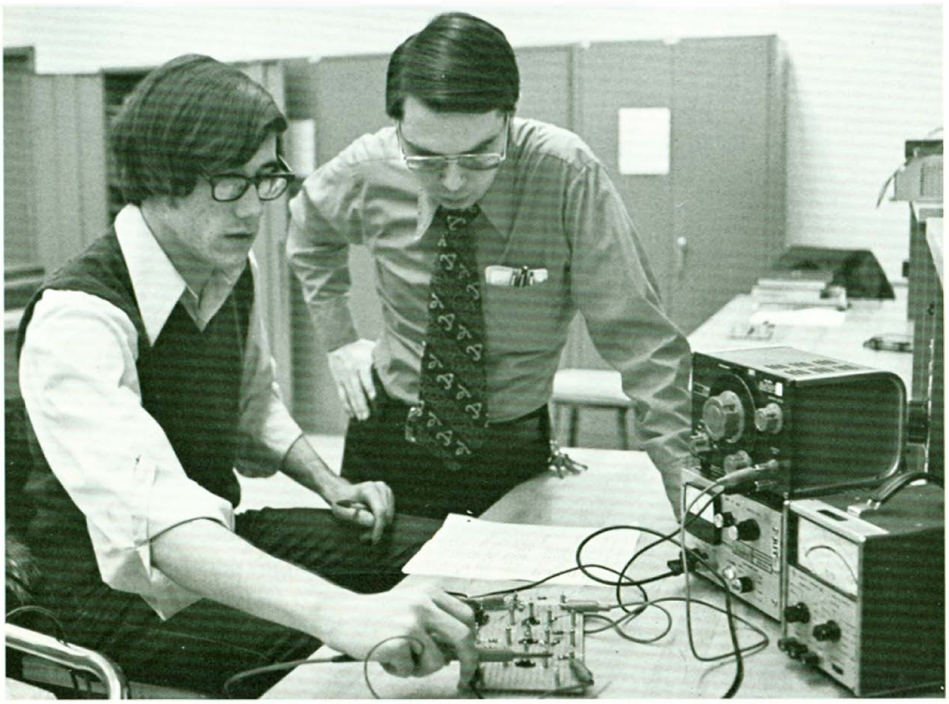
And third, after the graduate is employed, placement personnel stay in contact with the employer to assure that both the graduate, his fellow employees, and the employer are happy.

"Although we have an aggressive job placement program," Dr. Frisina points out, "we realize it is going to take a personal commitment on the part of industry to hire our qualified graduates. Initially, someone must open the door."

That's the biggest part in the whole show.

Dr. Jack Clarcq (second from right) and Victor Maguran (second from left) confer with employment specialists concerning recently placed NTID graduates. The Placement Department personnel maintain personal contact with the graduates and their employers following employment to help assure success.

ARE YOU IN THE RIGHT JOB?



A practical approach to the design, construction and service of electro-mechanical equipment and systems prepares students for a wide variety of technical careers.

Victor Maguran and a graduating student review one of the major stumbling blocks to employment: application forms and tests that are prepared for the hearing but often present problems to the deaf.

If you had it to do all over again, what would you change? Your education? Your career? Your job? Your home?

If you knew beforehand every aspect of your field, would you have prepared yourself differently? Or would you even be in your present position?

Many look back and ask themselves those questions. The deaf must look ahead and answer them. Because they usually have only one chance, one time around, one race to run.

And since the prime purpose of NTID is to prepare such for a career, every aspect is genuinely analyzed beforehand — the job, the work, the person, and the preparation.

It's called a Curriculum Development Process Study. And while it first may appear to be pedantic, ponderous, and analytical, it answers that first question: If it had to be all over again, little would change.

The studies are conducted for each of the present programs to keep them in step with occupational conditions, and for new programs that might be initiated. They're overseen by Dr. O. Dennis Barnes, director of Curriculum Development and Evaluation, and by Dr. Jack R. Clarcq, assistant dean for Technical Education.

The studies identify new career possibilities, predict short- and long-range needs, and pinpoint significant facets of the job from salaries and locations to personal and social qualifications and work patterns. Based on this, the studies then determine the resources needed to prepare students for the field, decide what material should be taught and how, exactly what knowledge and skills are needed, and how students will be selected.

What it all adds up to is an assurance that the right person is thoroughly prepared to do the right job — with the fewest possibilities that if it were to be done all over again, little would change.

A recently employed NTID graduate talks informally to fellow workers. Numerous instances show that hearing co-workers enjoy learning basic sign language and finger spelling to improve communication with the deaf that rely on total communication.

HOW MUCH DO YOU TALK?

A woman once complained that each September her husband would ask her if there was anything she wanted to say before the football season started.

And, while that may be a sad commentary on the marital silence being born of sportscasts, it also illustrates the degree of verbal communications existing in many occupations.

How often do you talk with the people with whom you work? What do you say? How often? How much is important?

Answers to these questions are vitally important to the National Technical Institute for the Deaf, because they help answer one of the first two questions potential employers ask: What can the deaf applicant do for me? And, how do we communicate?

The answer to the first question can be easily spelled out in detail. And the second question is often being answered before it's even asked.

To analyze the extent and importance of verbal communication in various occupations, NTID has designed a unique, computerized Communication Survey that's a model of simplicity. Pick a job — any job — and in a total of about 32 minutes over a two-day period it can determine almost every aspect of job talk.

The entire survey consists of a simple, one-page form. Across the top are 16 half-hour Time Blocks for an eight-hour day. Below each of these Time Blocks are six rows of blocks called Episode Clusters.

The Time Blocks determine when talking is done. The Episode Clusters show: (1) who initiated it; (2) with whom was the conversation; (3) content (job related and personal); (4) how the conversation was conducted; (5) where it was held; and (6) size and nature of the group.

Following an analysis of a two-day work period, the Communication Survey shows how important hearing and deafness are in the performance of a particular job. The results are often surprising.

The surveys are being conducted in each of the occupational areas for which NTID students study. And in each case they show that the question asked by potential employers should not be so much as "How do we communicate?" — but, rather, "How much communication is really necessary?"

The Communication Center is where each student has a personal counselor to help develop communication skills ranging from technical vocabulary and idioms to signs and speech reading.

ACTIONS THAT SPEAK LOUDER THAN WORDS

By Beverly Price

Medical Technologies
Instructor—NTID

"Professors sometimes wonder if they push their students too hard, or too little. I know I do.

But when you are teaching at the National Technical Institute for the Deaf, you want their training to make them as qualified as hearing counterparts.

Since Janice Scagliotta (of Manville, N.J.) was one of the first of nine Medical Technologies students to graduate last spring from NTID, I was anxious for an 11:30 a.m. appointment at the Hunterdon Medical Center in Flemington, N.J., to see her on the job.

Janice was completing a few hematology tests when I arrived so I took the opportunity to talk privately with her supervisor, Antoinette Purcell, laboratory manager.

The conference helped reaffirm what I have been preaching to my deaf students; that a professional attitude, accuracy, speed, a desire to learn and succeed, and a willingness to be part of a team effort, are essential to job success in Medical Technology.

It was obvious that Janice's employer had a personal interest in her. She freely discussed Janice's strong and weak points. Praise is nice, but criticism will help us improve our quality of training.

Janice was doing her best work in hematology. I was relieved to hear that since it's a subject I teach at NTID. Her work was neat and she showed a desire to do well. The working atmosphere seems realistic and she wants to fit into the variety of personalities at the hospital. Several of her co-workers were making a genuine attempt to communicate with her.

There was a minor misunderstanding. Miss Purcell hadn't told Janice that her speed is slightly below other staff members and that there are ways for her to compensate for that.

Janice understood her hours were 8 a.m. to 4:30 p.m. So when 4:30 came, Janice packed up and left, even with tests remaining to be finished. Since another shift was coming in, she thought they would automatically complete any work remaining. But I told her they have a large volume of evening work to do. By talking with Janice, she now understands her responsibility and has to demonstrate her willingness to be part of the team effort. Miss Purcell will no longer be afraid to confront Janice with any problem.

NTID professor Beverly Price (right) follows the progress of Medical Technologies graduate Janice Scagliotta (center) by talking with laboratory manager Antoinette Purcell at the Hunterdon (N.J.) Medical Center.

Janice likes chemistry best, but her supervisor said that is not one of her strengths. In my opinion, if a deaf person has weaknesses it would be wise to encourage that student to specialize in his or her best area, like hematology, and join a hospital where that specialization can be utilized. At Hunterdon Medical Center that is not possible.

There is the tendency for deaf persons to want to avoid being put into one area. And it's true that many of our graduates have the skills of all-around medical technologists. But for some, specializing and excelling can be of far more value than being an average generalist. On the other hand, the specialist does cut down the number of available jobs.

It's obvious that the kindest thing we can do for our students is to be tough — set the same standards in the classroom as our graduates will face on the job. When you think of the 156,000 blood tests that Hunterdon Medical Center completes annually, Janice and others like her must be prepared to handle the same volume of work as her hearing peers.

By improving her skills and gaining the confidence to make correct judgments quickly, Janice is bound to be as successful as all of our first nine graduates.

Miss Purcell says the opportunities in medical technology are growing rapidly. She feels there is no reason why the deaf should not be part of that growth.

After seeing Janice on the job, my task is to use her experiences to improve the training of deaf students. It's a challenge to all of us at NTID and to all educators of the deaf."

SILENT PICTURES

"If it wasn't for NTID, he would be working on an assembly line. His training was everything I hoped it would be."

Those words were from Mrs. Billie Payne, mother of George Payne, who graduated from NTID last June and is now employed with Colortone Inc., a film processing firm at 1404 S. Shelby St., Louisville, Ky., his hometown. The Paynes reside at 708 Creel Ave.

George's apparent job success is not a surprise to NTID professor Jean-Guy Naud — he recommended the 23-year-old photography major for the position.

"We weren't looking to hire anyone, but when Mr. Naud contacted us by telephone and told us of George's laboratory skills and experience as a photographer, we couldn't turn him down," said Jim May, manager.

Payne's performance has far exceeded May's expectations.

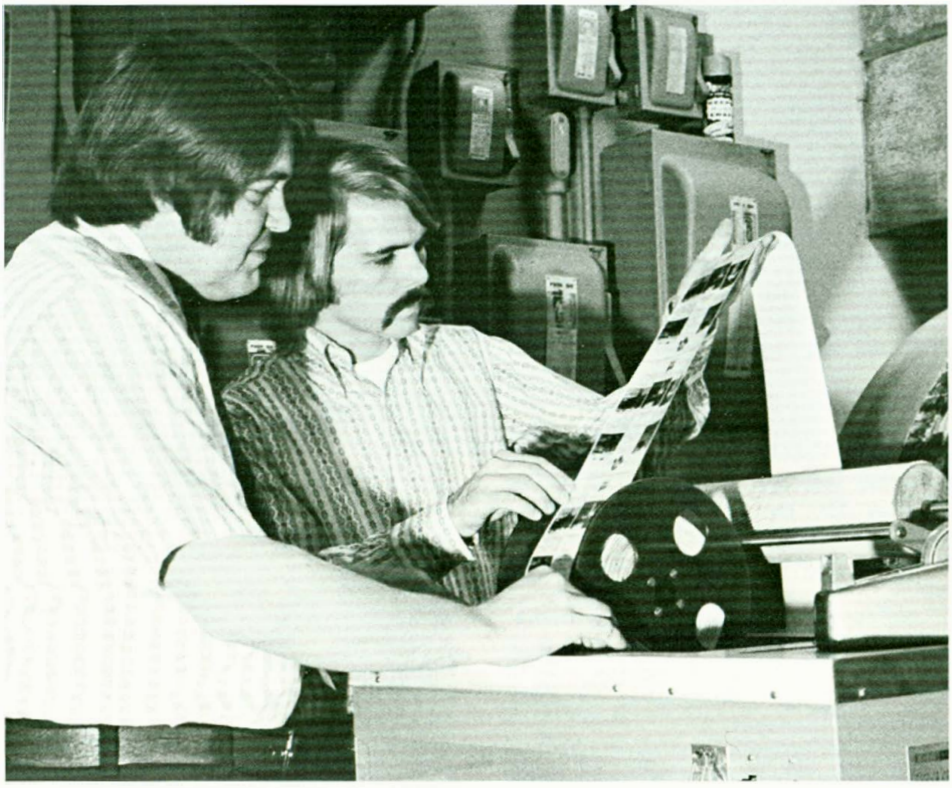
"His technical skills, particularly his background in processing, are excellent," May added. "His training is much more than I had expected. He's so alert around machines that he seems to spot problems almost before they occur."

George, who runs a color paper processor, cited the personalized training he received at NTID. He said Naud took the time to explain the workings of photo printing machinery. That, combined with his laboratory experience, helped to make him immediately productive on the job.

May confesses that George is the first deaf person he has ever known and that the first week was "strained." George felt that Colortone Inc. and its employees were "cold." Fortunately it was a quick defrost for everyone concerned.

While May informed the other 15 employees that a new person was being hired, he never said the new worker was deaf. And they knew nothing of George's technical background.

"They were shocked when George came into the plant and immediately knew so much about the operation," May said with a grin. "Most of our new employees have no previous experience in the photo processing field. You can imagine the costly mistakes a new worker makes until he or she is trained. It costs us a fortune for training. George already has proven his value to the company, and his willingness to work extends far beyond the eight hour day."



Colortone, Inc. manager Jim May (left) is working NTID graduate Jim Payne into all aspects of production. May insists Payne has the technical skills to assume a supervisory position.

"He sure knows what he's doing," co-worker Sharon Hart added. "He also jokes and makes you feel at home."

George runs an automatic color printer that churns out 3600 prints an hour. Colortone, which handles a bulk of the still and Ektachrome super 8 movie business in Louisville, also produces a major amount of studio photo work.

There was the time when May would never dare to leave the plant; there was no one to take over. But since George arrived, he has been able to attend conferences and return with no loss in production.

Communication is occasionally a problem — sometimes both men are forced to write a message to get a technical point across. May is so pleased with George that he plans to learn manual communication to bridge any gaps.

"I'm surprised that he has learned so quickly about the workings and repair of our complicated new machinery," May noted. "With all of his skills, his lack of hearing cannot be thought of as a problem."

"I feel I'm lucky to have found a boss like Jim," George stated. "I'm learning about this company from the ground up and I know I have the chance to improve myself; that's what's exciting."

Payne, who attended high school at the Kentucky School for the Deaf, in Danville, has expressed interest in becoming a plant manager some day.

George already has been named to supervise five color printers. May sees it as a solid way to improve production.

He pointed out that Colortone is expanding and presently soliciting the film processing work from a chain of stores. If that develops, May will form an overlapping shift of workers.

"With his background and what he's learning, there is no reason why he shouldn't take over that shift," May said. "If other NTID graduates are as qualified as George, they should have no trouble finding employment."

STICKS, STONES AND BROKEN BONES

Secretary Joan Fischbach adds to the special autographs that were the followup to Tom's accident.

Tom Juffer (left), chief landscape architect, discusses a project with NTID graduate Tom Virnig.

Tom Virnig of St. Paul, Minn., learns lessons quickly. For example, he now knows that when you are riding motorbikes at 55 miles an hour and going around a bend, you don't take your eyes from the road to inform a deaf friend that his bike has a loose foot rest.

At least he knows you don't do it if you don't want to suffer a broken right ankle and a smashed up Yamaha 250 trail bike.

"I was lucky I didn't break my neck," said the 24-year-old as he recalled how his front tire hit the curve and he was hurled 25 feet. "What hurt the most was that the bike was only two months old. It was really smashed up, but I can't wait to get it going again."

Tom displayed the same enthusiasm for returning to work. He broke his ankle on a Saturday and was back to work with the Environmental Services Department of the State of Minnesota Highway Department on Tuesday.

Tom's boss, Herman Juffer, chief landscape architect, had anticipated that Tom would miss at least a week of work. Tom's willingness to work has impressed his superiors from the very beginning.

He graduated in December of 1971 from the National Technical Institute for the Deaf with an Associate Degree in architectural technology. A friend of Tom's father informed him of the civil service examinations being given in St. Paul, Minn., in March. Tom took the exams, which, along with an interview and his work from NTID, earned him a job as an architectural draftsman.

"The fact that he is deaf never entered into it," Juffer pointed out. "Tom had the skills that we needed. The way he has gone at things he has really produced."

Ken Pekarek, Tom's immediate supervisor, echoes Juffer's feelings. "We've really been under the gun on a number of projects and Tom has been a great asset. His production is good; he works methodically and he's thorough."

Pekarek also cites Tom's knowledge of architectural site requirements, knowledge that has caught errors in State of Minnesota Highway Department plans.

While most of his work so far has involved refining details in plans for interstate rest areas, Tom also has been involved in final plans for a

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STICKS, STONES AND BROKEN BONES

Continued from Page 11

gateway entrance to downtown Minneapolis. Tom calls it "the most exciting work I have done so far."

He also has surprised his bosses with his ability to work in inks. It was an experience he never had in college.

"The work is interesting and everything I learned at NTID is helping me now," Tom explains. "I wish I could go back, and I would if Rochester Institute of Technology (NTID's sponsoring institution) offered a bachelor's degree in architectural technology."

Tom, like any other energetic young man, is looking for advancement. His present job has drawbacks. Oddly, he is in what is called a "temporary position," although Juffer insists his position is secure.

"If I'm going to move up I feel I have to get a bachelor's degree," states the slender young man with thinning red hair. "If I'm going to move up here I could take a higher civil service exam and apply for a highway technician's position."

Tom is quick to point out, however, that he's not unhappy in his present postion. He's single and there's no pressure to be earning a big salary. On the other hand, riding a trail bike can be expensive, especially when you crack it up.

Ten friends, many, like Tom, graduates of the Minnesota (high school) School for the Deaf, ride their bikes at least twice a week. In fact, it was the bikes that brought together Tom and his closest hearing friend at work, Brad Hinseth.

"We sat across from each other for three weeks and never talked," Hinseth said. "I'm sure he didn't know my name and I never made an effort to get acquainted. Tom was the first deaf person I had ever met. Then one day Tom and I were in a group that went to lunch together. We spent the hour writing notes to communicate and I found out we had many of the same things in common—like riding a motorbike."

The senior at the University of Minnesota has been riding several times since with Tom and is learning sign language in order to communicate better.

Why did Hinseth want to learn sign language? "It was a challenge to communicate the way he is able to," he says. "Besides, writing seemed like the easy way out. Sign language is fascinating and very descriptive."

"It's funny," Tom responds, "but Brad seemed like the coldest person in the beginning. But that all changed with one lunch. I like it that he wants to learn sign language and fingerspelling, but I don't want to stop working to teach him. So mostly we talk during coffee breaks and during lunch."

Tom's lack of hearing proves an asset when it comes to disregarding surrounding noise and sticking to a job. "I know that what I'm learning on this job will help me in the future."

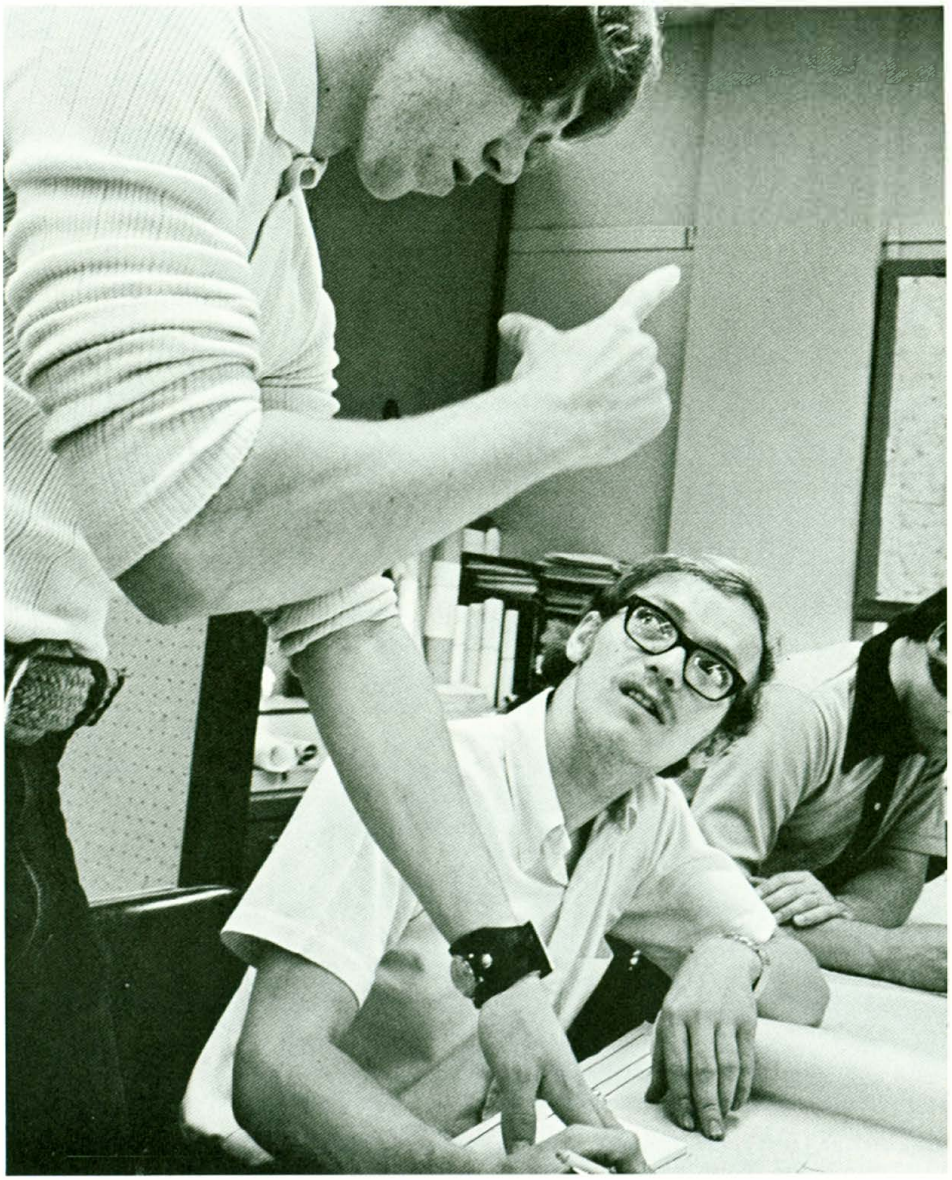
The son of Mr. and Mrs. Leo Virnig of 608 Fourth St., S.E., Little Falls, Minn., is uncertain about his future. He hopes to marry Carole Sulland of Grand Forbes, N.D., but that won't be for at least two years.

"There are jobs around if students want to look for them," Tom concludes. "They may have to take civil service tests like I did to find them, but they are around."

Now Tom Virnig will begin to sketch the fine details of his own future employment plans. Further education seems like part of that plan. Although quiet and reserved, he is as determined about his career as he is about riding his motorbike.

Tom confesses, however, that he hopes nothing comes along like another accident to shortcut his plans. "I guess I just have to keep my eyes on the road."

Co-worker Brad Hinseth is learning manual communications in order to improve his personal communications with Tom.



BULL IN THE STOCK MARKET

You might not classify Richard N. Gutierrez as a liberal, but when you look over the record of his employment practices, he certainly isn't middle-of-the-road.

Dick is operations manager for the Rochester office of Merrill, Lynch, Pierce, Fenner & Smith, Inc., the stock brokerage firm. So far he's hired or tried to hire veterans, senior citizens, people with minimal handicaps and John Hardel, NTID '72. John has worked at the firm since June as a billing clerk, and as far as Gutierrez knows, he's the only deaf person in such a position with the company.

John got the job through a friend who introduced him to Jack Harris, Gutierrez's assistant manager, who calls John "a real asset."

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Richard N. Gutierrez, operations manager, shows NTID graduate John Hardel (right) and Jack Harris (center), assistant operations manager, the floor plans for the new Rochester office of Merrill, Lynch, Pierce, Fenner & Smith, Inc.

Seta Hampar, new accounts clerk, works closely with John Hardel, who will take over the new accounts duties.

Replenishing chemicals in film processing machinery helps George Payne maintain quality production in his job at Colortone, Inc. in Louisville, Ky.

Janice Scagliotta works independently on tests with co-worker Celina Esler at the Hunterdon Medical Center in New Jersey.

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John Hardel concentrates on his job of matching bills sent from New York with the purchase ticket of the customer in Rochester.

BULL IN THE STOCK MARKET

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"When I first hired him, I wasn't sure how the rest of the employees would react," says Gutierrez, a longtime member of the JayCees and currently president of a suburban Rochster Greece JayCees group. "I'd worked with the handicapped before through the JayCees and thought that John could handle the job. I explained the whole situation to a meeting of my staff on the Friday before John started, and everything worked out fine."

It's worked out so well, in fact, that when you take a look around the office, people are talking to John just as they do their other co-workers.

John works from 6:30 a.m. until 2 p.m. sending out bills for the previous days transactions. He matches a bill that comes over a teletype machine from New York with a purchase ticket from the buyer in Rochester.

"He works on 200 to 300 of these per day, and always makes the noon mail," says Harris. "That's quite an accomplishment."

No one says that everything is perfect, but Gutierrez says any problems are typical of new employees. He's proud of John's work record and insists he's "rarely tardy, and even more rarely absent."

John's performance speaks for itself. He's in line for a promotion to new accounts as soon as a replacement is found to take over the work he is currently doing.

"There are probably four of five jobs in this area that John could do well," says Gutierrez, "but his advancement is somewhat limited. He could become head of a section, such as the wire room, in time."

For John, the job means security and satisfaction.

"I really like what I do, and I like the people I work with. I want to stay with this company and do my best at it," he says. John received a diploma from NTID where he studied accounting. This job fit in well with his education. He uses figures in the billings and is quite a pro at the teletype machine, something many deaf would be good at if they've had exposure to the TTY, a machine the deaf use in place of a telephone.

Gutierrez sees the experience with John as an inroad for hiring more deaf employees, and would like to see the company begin hiring the deaf on a national level.

"The type of job in operations that John does usually has a large turnover," he says. "The deaf are more secure in the job, and from our experience with John, it seems that they are willing to stay and learn."

One of John's greatest assets is his sense of humor, according to Harris: "He seems relaxed, and we're all relaxed working around him."

"This is the sort of work you learn on-the-job, but you have to have the IQ to handle it," says Gutierrez. "At this point he doesn't have to know the mechanics of the stock market, but it gives him the opportunity to learn if he wants to. What's most important is that John is receptive to learning."

For further information concerning employment of NTID students contact:

Victor J. Maguran
Coordinator of Career Development
National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, New York 14623