This is a special time in education, and especially so, because of technology available to dramatically influence the learning process.
The abiding problem encountered by Deaf and Hard of Hearing (D&HH) persons is living in, and adapting to, acoustically-oriented societies.
First, the system for reaching students has changed,
Second, the characteristics of those who come to be served have changed;
Third, the educational demands of the work force have changed.
The one thing that has not changed is the *purpose of your work*. 
What a profession becomes is influenced by factors outside as well as factors from within.
...is to create the synergies that lead to quickened rates of learning and educational progress more closely approximating OR EXCEEDING that of their hearing peer groups.
Thus was born the GI Bill of Rights – a device to help avoid massive unemployment. In the process however, this signaled a deeper sociologic change... the beginning of universal postsecondary education in this country...
invention of the transistor and printed circuits that enabled a quantum leap in reliability and miniaturization of electromechanical devices.
Technological advances impact how professions and organizations conduct their business.
Experience gained from those rehab programs led to a new field called Audiology and Speech Pathology.
... not long ago, the residential school for the deaf was the center of the educational delivery system for deaf and hard of hearing students.
A structural shift from direct instruction to one of access and support services in mainstream settings.
The characteristics of the children and youth who come to be served have changed.
a sociological shift from one of a “melting pot” mentality to one of a “salad bowl”.
Demands of the work force continue to change.
Rarely did deaf adults occupy technical and managerial positions in the private sector. . . . Congress to support the establishment of NTID.
Successful thought processing, in this information-based social and economic world, assumes the capacity to integrate and prioritize multiple sets of information quickly.
As you look to the future opportunities for technology abound.
It is clear that a shift from direct instruction to supported instruction continues.
From its inception NTID has opened new avenues of learning for those attending integrated classes with their hearing peers.
A cautionary note . . .
Your future work might be complicated to some extent by the apparent disconnect between social policy and educational goals of deaf children and youth . . .
Major External Developments of the 21st Century.
We can expect technologies geared to improving the matching of technology to the person.
Look for innovations stemming from cell biology, biochemistry, genetics, and biomedical engineering.
The enduring hope for improved educational outcomes rests with the creativity of you and your professional colleagues in taking advantage of those technologies that enthuse and guide students to improved capacity for life-long learning.
Thank you and best wishes for a productive and joyful symposium.