

# **ntid FOCUS**

on  
**Groundbreaking  
June 4, 1971**

### **The History of NTID**

The National Technical Institute for the Deaf (NTID) is a manifestation of public confidence that deaf students can succeed in vocational, semi-professional and professional occupations in science, technology and the applied arts.

It is an innovative program which offers flexible postsecondary technical and vocational education which prepare deaf persons with the technical and social competence that leads to successful employment. NTID is the world's first effort to educate large numbers of deaf students at postsecondary levels within a primarily hearing college community.

NTID was established in 1965 by an act of Congress as Public Law 89-36. The virtual absence of postsecondary educational opportunities for the deaf which existed for many years, particularly in the technological fields, led to the creation of NTID.

The U.S. Department of Health, Education and Welfare is the administering body of NTID, and in 1966 chose the Rochester Institute of Technology as the sponsoring institution. RIT was chosen on the basis of its long history as a successful employment oriented technological institute; its professional competence which was widely recognized by the nation's leading employers; its well-known and respected cooperative education program; and its new \$60 million campus.

The first 70 students enrolled at NTID in 1968. Present enrollment is 330 and a total student enrollment of 750 is anticipated following completion of the new NTID facilities.

## Program

Welcome . . . . . Dr. Paul A. Miller  
*President, Rochester Institute of Technology*

Invocation . . . . . The Reverend Thomas M. Erdle  
*Chaplain, Rochester Institute of Technology*

National Anthem . . . . . Eastman Brass Quintet

Mayor's Proclamation . . . . . Mrs. Kenneth Power  
*Regent, University of the State of New York*

Addresses . . . . . The Hon. Hugh L. Carey  
*U.S. Representative, 15th District, New York*

Dr. Edwin W. Martin, Jr.  
*Associate Commissioner, Bureau of Education for the Handicapped,  
U.S. Office of Education, Department of Health, Education and Welfare*

Mr. Arthur L. Stern  
*Chairman, Rochester Institute of Technology Board of Trustees*

Dr. Robert Frisina  
*Director, National Technical Institute for the Deaf;  
Vice President, Rochester Institute of Technology*

Mr. Robert F. Panara  
*Chairman, Vestibule English Department,  
National Technical Institute for the Deaf*

Groundbreaking . . . . . Students

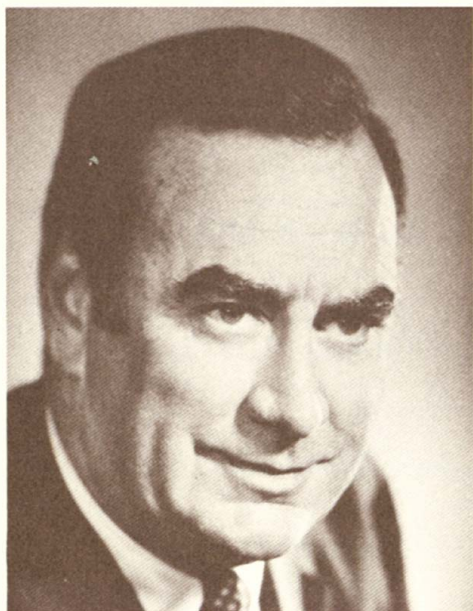
Linda M. Kessler  
*NTID; Westfield, New Jersey*

Barbara Kowalczyk  
*RIT; Herkimer, New York*

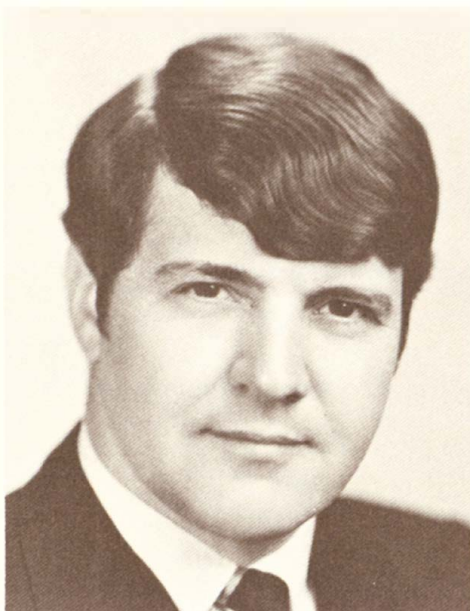
Charles Jones  
*NTID; St. Louis, Missouri*

Thomas R. Tyberg  
*RIT; Elmhurst, Illinois*

Benediction . . . . . The Reverend Gerald Appelby  
*Chaplain, Rochester Institute of Technology*



**CONGRESSMAN HUGH L. CAREY**



**DR. EDWIN W. MARTIN, JR.**



**ARTHUR L. STERN**

The Honorable Hugh L. Carey, Democrat from Brooklyn, N.Y., was first elected to the 87th Congress and to each succeeding Congress.

Congressman Carey has been a crusader for the advancement of education at all levels and for all children. He was the author of the legislation which created the National Technical Institute for the Deaf.

He is a member of NTID's National Advisory Group and on the board of directors of St. Vincent's Home for Boys, and the Boy Scouts of America Finance Campaign. He is a member of the board of trustees of the League School, St. Joseph's College and the Brooklyn Public Library.

The Congressman has served as a Member of the House of Representatives on House Administration; Banking and Currency; Interior and Insular Affairs on which he served as chairman of the Subcommittee on Territorial Affairs.

He also has served as chairman of the Congressional Sub-Committee on Education of the Handicapped and authored a number of laws for the benefit of handicapped children.

Congressman Carey attended St. John's College where his education was interrupted for military service. Following his military service he combined his undergraduate and law studies and graduated from St. John's Law School (LL.B.). He was admitted to the New York State Bar Association in 1951.

Dr. Edwin W. Martin, Jr. is the associate commissioner, Bureau of Education for the Handicapped in the Office of Education of the U. S. Department of Health, Education and Welfare, the administrative government agency for the National Technical Institute for the Deaf.

He is a graduate of Muhlenberg College (B.A.), University of Alabama (M.A.) and the University of Pittsburgh (Ph.D.) and is a member of the American Speech and Hearing Association, the American Psychological Association and the Council for Exceptional Children.

Dr. Martin has served as the co-director of the Speech and Hearing Clinic at the University of Alabama; director, Ad Hoc Sub-Committee on the Handicapped, U. S. House of Representatives; and deputy associate commissioner and acting associate commissioner of the Bureau of Education for the Handicapped before being named associate commissioner in 1970.

He is the author of numerous articles on the education of exceptional and handicapped children.

Arthur L. Stern, chairman of the Board of Trustees of the Rochester Institute of Technology, is a partner in the Rochester (N. Y.) law firm of Nixon, Hargrave, Devans & Doyle.

He is a graduate of Yale University (A.B.) and the Harvard Law School (LL.B.), and is a member of the Harvard Law School Legal Aid Society. Mr. Stern also serves as chairman of the Retirement and Pension Fund Committee and member of the Executive Committee of the Board of Trustees of the Rochester Savings Bank.

Mr. Stern is a member of the Rochester Civic Music Association Honorary Board of Directors; the Rochester Memorial Art Gallery Board of Managers; the Officers' Committee of the Board of Directors of the Devereux Foundation; and the American, New York State and Monroe County Bar Associations. He is also a member of The Pundit Club and the Foreign Policy Association.

He was named to the RIT Board of Trustees in 1950 and served as secretary before being named chairman in 1961.



## *NTID Now a Reality*



**BREAKING GROUND** — Four students, two hearing and two deaf, broke ground for the new complex which will house the facilities for the National Technical Institute for the Deaf

at Rochester (N.Y.) Institute of Technology. The students are (from left to right): Linda Kessler (NTID), Thomas Tyberg (RIT), Barbara Kowalczyk (RIT) and Charles Jones (NTID).





# NTID Groundbreaking Signifies Giant Step in Education of Deaf

BY JACK SMITH

*Public Information Officer*

The National Technical Institute for the Deaf (NTID) has taken a giant step toward fulfilling the basic right of every American citizen to equal educational opportunity.

Groundbreaking for a \$24.5 million building complex on June 4, 1971 also moved NTID forward to its primary educational objective, that of providing deaf youths of America with the most comprehensive and applicable technical education available to them anywhere in the world.

More than 700 persons attended the Groundbreaking ceremonies which were held on the campus of Rochester (N.Y.) Institute of Technology, the home of NTID since the school's establishment in 1968. The ceremonies themselves symbolized a unique aspect of the national technical institute, the social assimilation of hearing and deaf that never before has existed anywhere.

Four students, two hearing and two deaf, turned the first shovel of ground that will make NTID a physical reality. The deaf students, Linda Kessler of Westfield, N.J. and Charles Jones of St. Louis, Mo., were selected for the honor by the NTID student body. Hearing RIT students Barbara Kowalczyk of Herkimer, N.Y. and Thomas Tyberg of Elmhurst, Ill. were chosen by the RIT Student Association president because of their involvement in the NTID program as student interpreters for their deaf peers in social and classroom situations.

"It is difficult to explain the thrill of

being selected for such an honor," Jones said.

"It's an honor that I'll never forget," added Miss Kessler.

Miss Kowalczyk and Tyberg, because of their association with the NTID program, are planning careers in deaf education. "NTID will give educational and social hope to all deaf students who deserve and want a technical education," Tyberg remarked.

The list of special guests reflected all stages of NTID's young history. Speakers included Congressman Hugh L. Carey (D-Brooklyn, N.Y.) who co-sponsored the legislation creating NTID in 1965, and Dr. Edwin W. Martin, Jr., associate commissioner, Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare.

Carey, who spoke at both the groundbreaking and a dinner for special guests which was hosted by the Nathaniel Rochester Society, said "NTID has become a national vocational-educational center for deaf students as well as a training center for professionals planning to work with the deaf.

"The new NTID complex is a cooperative venture between the community and NTID," he added. "And the Nathaniel Rochester Society has offered NTID not only its financial resources, but its manpower and expertise. Business and industrial leaders of Rochester, by providing work-study programs as well as employment opportunities, have advanced significantly a major goal of NTID—successful

employment of the deaf."

Dr. Martin pointed out that "at the groundbreaking we are participating in an example of the best that our nation can do in responding to the abilities of deaf people and the desires they have for playing an increasingly productive role in our nation.

"Young people will be educated at NTID in a tremendously broad and diverse number of areas of expertise," Dr. Martin remarked. "The great meaning of the National Technical Institute for the Deaf which inspires me, and which I think will be an inspiration to all people of our country, is that it demonstrates that the American people are increasingly aware of the rights of handicapped people to a full educational opportunity.

"We are increasingly aware of the great potential contribution that the deaf and other handicapped persons can make. The Office of Education is committed to seeing that by the beginning of our next decade, in 1980, every handicapped child will be afforded a full educational opportunity and this great institution will play a major part in meeting that goal."

Groundbreaking festivities began with a breakfast meeting of NTID's National Advisory Group. Tours of the NTID facilities preceded a luncheon where Francis Keppel, who was U.S. Commissioner of Education when NTID was created, spoke. Keppel is now chairman of the board of General Learning Corporation.

The groundbreaking itself was held at 3 p.m. with Rochester Institute of Tech-  
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# Groundbreaking

(Continued from Previous Page)

nology president Dr. Paul A. Miller serving as presiding officer.

"Until this groundbreaking, all that went before might have been stopped, diverted, or changed," Dr. Miller evaluated. "Now the NTID program can be considered a reality."

Arthur L. Stern represented Rochester Institute of Technology, NTID's sponsoring institution. Stern, who is chairman of the RIT Board of Trustees, spoke of NTID's impact on RIT.

"Certainly NTID's presence has made all of us more humane," he stated. "And I like the preferred dictionary definition here—'having feelings and inclinations creditable to man.' For, indeed, all of us who come in contact with deaf students and their dedicated mentors immediately sense a feeling of brotherhood, respect, and purpose. That we at RIT are performing an educational service for the deaf is everywhere in evidence and 'creditable to man.'"

Mrs. Helen Power, Regent of the University of the State of New York, proclaimed June 4 as "NTID Day" in Rochester on behalf of Rochester Mayor Stephen May.

The Honorable Frank Horton, Congressman from the 36th Congressional District (Rochester area) spoke and introduced one of the main speakers, Congressman Carey.

The final groundbreaking speaker was Robert F. Panara, chairman of the NTID English Department. Panara, who is deaf, delivered his speech simultaneously with his voice and his hands. Panara was a member of the original National Advisory Board established by HEW to select NTID's sponsoring institution. He also was the first deaf person chosen to the NTID faculty.

NTID currently shares facilities with Rochester Institute of Technology and will continue to do so upon completion of the new buildings. The facilities will enable the NTID enrollment to expand from the current 330 students to 750 by 1974. The complex also will provide NTID with a means to continue research projects on learning processes and teaching methods which will benefit the hearing as well as the deaf.

Dr. Robert Frisina, director of NTID and vice president of RIT, said the new buildings will "augment" facilities already available at RIT.

"What the future holds for us is that we'll be fully operational as an educational research and training center for the deaf—a place for student development. We also can fulfill our responsibility in the training of professional personnel to work with the deaf," Frisina remarked.

The buildings will consist of an academic area housing classrooms, laboratories and staff offices; a dormitory and a dining hall.

"The NTID Groundbreaking served to help recognize persons throughout the nation who have played significant roles in the development of this national technical

institute for the deaf," Dr. Frisina added.

RIT President Miller concluded that, "The groundbreaking ceremony reminded me, in a special sense, of the years of complex toil, cooperation, wise planning, and all the moments of joy and despair, which are gradually turning an impossible dream into a reality."



## Uncommon Dedication of Staff Sparks Institute's Development

BY ROBERT FRISINA  
Director of NTID

This indeed is a happy day in the life and times of the National Technical Institute for the Deaf and Rochester Institute of Technology. I am delighted that so many are here to take part in this important event.

May I say, briefly, that NTID represents a new opportunity in the education of deaf persons; and, as has been suggested by other speakers preceding me today, NTID might appropriately be classed as an "idea whose time is come." Related to my deep interest in history, you might be interested to know that an early specific reference to the need for a "National Technical Institute for the Deaf" was made by a deaf teacher of the deaf in a publication dated May 1930.

The realities of NTID nearly a half century after this early plea suggest for today a linguistic trinity of opportunity, aspiration, and preparation—opportunity for the broad range of programs that will open economic doors in business, industry, education and government—aspiration levels which will be raised by these opportunities. Several deaf adults in our midst represent this hope, models for deaf youth, each and every one.

NTID has been fortunate to have its great model in Robert F. Panara. This inspiration for deaf youth has become an historical figure in the history of NTID by virtue of being its first deaf professor; a place he shares in the history of education of the deaf with Laurent Clerc who came from France with Thomas Hopkins Gallaudet to help initiate public education for deaf children in the year 1817.

NTID stands for preparation of its deaf youth for technical competence and community participation. NTID students come from all regions of the U.S. They come as a result of extensive and persistent efforts on the part of many representatives from the education of the deaf.

NTID is a pioneering institution. Many persons have uprooted themselves and their families to come to Rochester. I should like to recognize the NTID team which I have found to possess boundless energy, courage in education, and an uncommon dedication to an idea whose time is come.

And now, what NTID is all about—its students! May I present to you for participation in the breaking of ground—four students, two deaf, two hearing; again a symbol of what in the final analysis needs to be accomplished—a union of deaf and hearing in ways appropriate to both.



# Social Assimilation Affirmed By Students at Groundbreaking

Education at the National Technical Institute for the Deaf goes far beyond the classroom experience. It spans the social consciousness of each student and all aspects of his life.

As an act of faith in that program of



**IMPACT** — Arthur L. Stern, chairman of the RIT Board of Trustees, explains the social impact of the deaf on the hearing RIT community.

social education of the deaf and the social assimilation of the hearing and deaf on the RIT campus, four students, two hearing and two deaf, were chosen to participate in the traditional groundbreaking ceremony.

The hearing students, representing the RIT student body, were chosen for the honor by Keith G. Taylor, president of the Student Association, as a form of recognition for their work within NTID. The honor or representing NTID was given to the two deaf students by the entire NTID student body who elected them Mr. and Miss NTID.

**Barbara Kowalczyk** is a junior studying art and design at Rochester Institute of Technology. She was this year's Homecoming Queen, a vice president of Gamma Sigma Service Sorority and a member of the Student Christian Movement. A native of Herkimer, N.Y., Barbara, 20, became involved in the student interpreting program during her freshman year and taught interpreting to trainees who will work in the NTID summer program. Barbara received an associate degree at RIT commencement exercises on June 5 and hopes to go on for her undergraduate and master's degrees and eventually plans to teach art to the deaf.

**Thomas Tyberg, 22**, who graduated from RIT on June 5, is from Elmhurst, Ill. He entered RIT in 1967 to study printing. He joined the student interpreting program at the end of his sophomore year and this year was named coordinator of student interpreters. He has been a resident advisor for the past three

years, is a member of Gamma Epsilon Tau printing fraternity and has been a varsity basketball manager since his sophomore year. Tom has received a Fellowship to Gallaudet College and will begin graduate work there this fall. He will study secondary education and plans a career in teaching science to deaf high school students.

**Charles Jones, 20**, is a native of St. Louis, Mo. He entered NTID in January, 1970 and graduated from NTID on June 5 with a certificate in business technology. Charlie is a member of the NTID Drama Club and served as executive secretary this year. He is best known for his role as Charlie Chaplin and received the Drama Club's "Best Comedy Actor" award recently during the club's First Annual Golden Awards Night. He is attending the summer school session of the National Theatre of the Deaf at the Eugene O'Neill Memorial Theatre Foundation in Waterford, Conn., and will continue his education at NTID this fall.

**Linda Kessler, 26**, is from Westfield, N.J. She entered NTID in September, 1969. She is in the business technology program and hopes to enter the computer field upon her graduation in 1972. Linda is the newly elected secretary of the NTID Drama Club. Being elected Miss NTID, says Linda, is the biggest honor of her life. Last year she received the third place award for poetry from NTID and was honored for the establishment of the student newspaper, "The View," of which she served as the first editor in November, 1969.





# Robert Panara Characterizes NTID Dream

BY NANCY ANDERSON  
Public Information Assistant

Robert F. Panara is the epitome of the "American Dream" and serves as the symbol of the dream of the National Technical Institute for the Deaf.

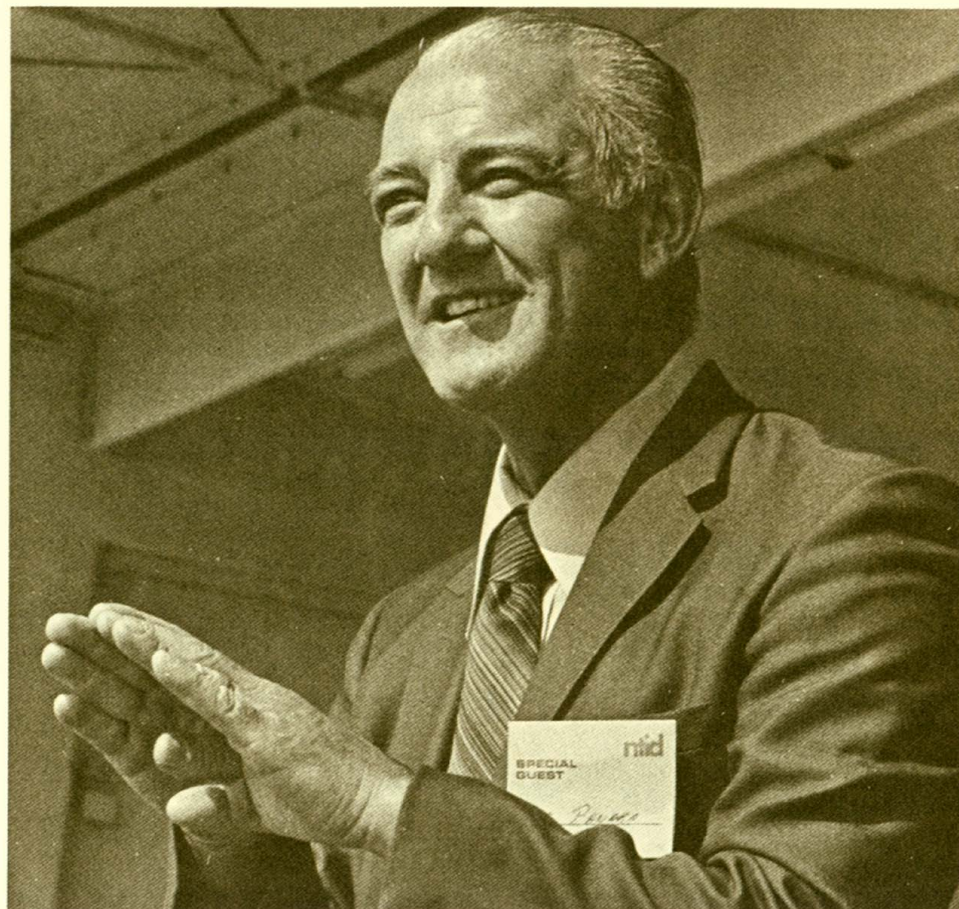
Panara, who has been deaf since the age of ten, has attained a position in the academic, cultural and social world that hopefully every NTID graduate will also achieve. He has proven the theory that dominates the NTID philosophy—that the deaf can be contributing members of both the hearing and non-hearing communities.

A graduate of Gallaudet College (B.A.) and New York University (M.A.), Panara joined the faculty of Gallaudet College in Washington, D.C. to help further the education of the nation's deaf. He was an associate professor of English there and served the deaf for nearly two decades. He joined NTID as the first deaf faculty member in 1967 and is now chairman of the NTID English Department.

In 1965, he became the only deaf member of the National Advisory Board on the Establishment of the National Technical Institute for the Deaf which was appointed by the Secretary of the U.S. Department of Health, Education and Welfare. It was that board which chose Rochester Institute of Technology as the sponsoring institution for NTID. Panara equates his position at NTID to the role of Laurent Clerc, a deaf man who was instrumental in aiding Thomas Hopkins Gallaudet in founding the first free school for the deaf in America which was established in Hartford, Conn. in 1817.

Mr. Panara is the author of "The Silent Muse" and numerous articles on deafness and is co-author of sign language translations for several Shakespearian and other dramatic productions performed by the Gallaudet College Theatre, and has lectured on the history of the theater (1967-70) at the Eugene O'Neill Memorial Theatre Foundation in Waterford, Conn. In 1966 he served as a consultant to the Eugene O'Neill Memorial Foundation when it created the National Theatre of the Deaf. He is advisor to the NTID Drama Club and is considered an expert on the cultural contributions of the deaf. He is a member of numerous organizations serving the deaf.

Mr. Panara was chosen to address the guests at the NTID Groundbreaking ceremonies on June 4. He both spoke and signed his speech on the "equal opportu-



nity and integrated action" for the deaf being exemplified at the National Technical Institute for the Deaf.

The following is an excerpt from his talk:

"It is my good fortune to have the honor of representing the deaf community and the deaf leadership of our profession on this auspicious occasion of breaking ground for the new facilities on this campus that will provide programs in technical postsecondary education for the deaf youth of America. As fortune would have it, moreover, I have the honor of being cast in the same mold and of performing the same function as Laurent Clerc, inasmuch as I was engaged as the first deaf teacher to serve the joint interests of NTID and RIT. This opportunity was extended to me by Dr. Robert Frisina, vice-president for NTID, and Dr. Mark Ellingson, former president of RIT. I am deeply appreciative of this opportunity and the homage that accompanies it, although I do fear that I am being honored above my merit in view of the many distinguished deaf teachers who are equally deserving, and even more so.

"More important than this token courtesy, however, is the fact that NTID has provided the opportunity for a good number of outstanding deaf persons to become an integral part of the institute and the community of educators at RIT. This integration of deaf and hearing professionals has already taken a firm root-

hold and it has already set an example of the wholesome growth and harvest to be gleaned when the human spirit is nourished by mutual understanding and involvement in a cause that epitomizes our American way of life. It is also a living embodiment of the sum and substance of the guidelines and objectives set for NTID. These guidelines and objectives stressed the urgency and need of a program that would provide for the technical education of the deaf at the postsecondary level so as to offer greater opportunities for employment and a wholesome social climate that would prepare them more fully to participate in the great mainstream of life.

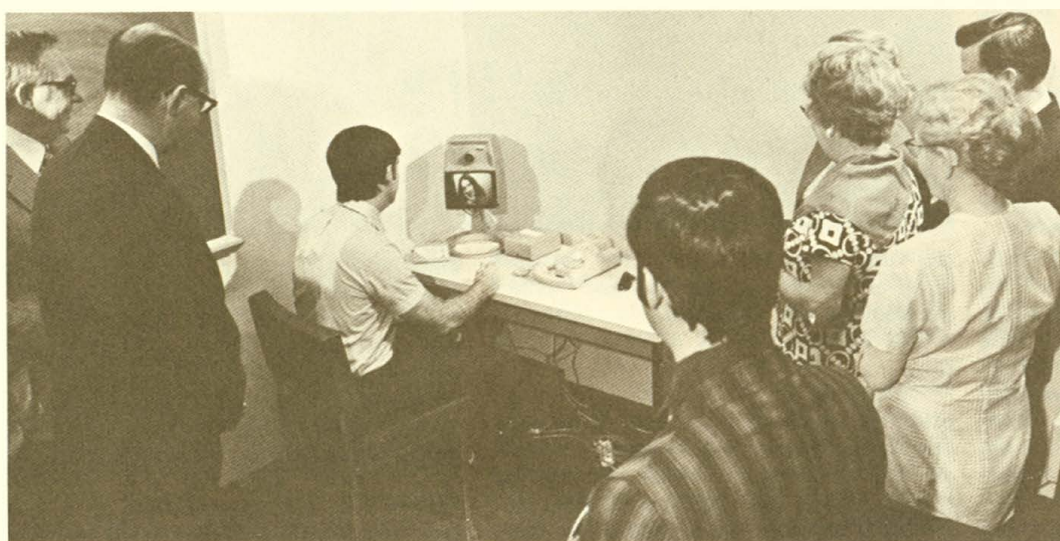
"This is the American dream now developing into living realities; these are the 'happy few,' this band of brothers and sisters now gathered together on this 'royal' campus; and this is the 'blessed plot,' from this day onward, on which the National Technical Institute for the Deaf, will someday stand as another milestone of progress in education and human relations. It is my fervent hope that this act of groundbreaking, and the ideal for which it stands, shall serve as a living model for others to emulate after our fashion, and that in

'... many ages hence

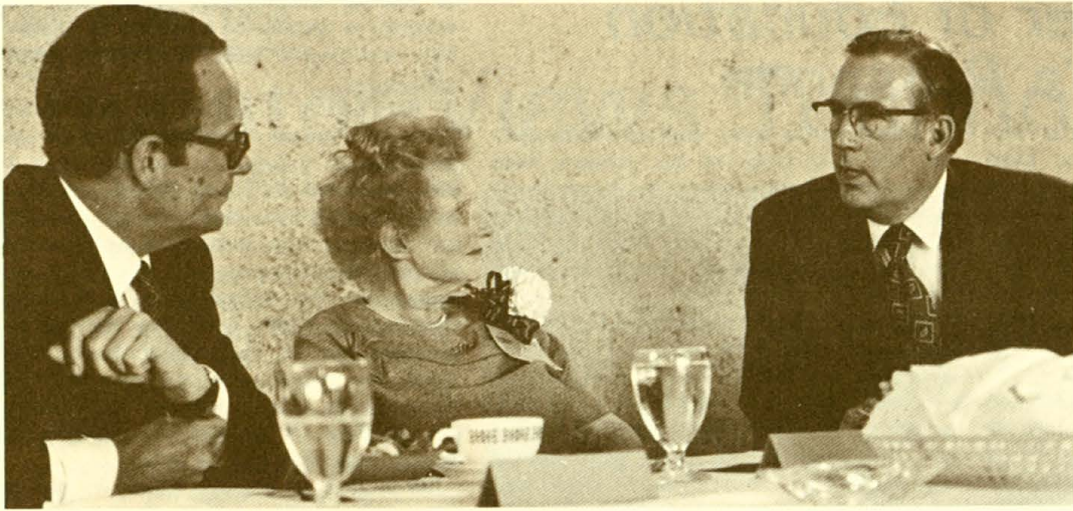
Shall this our lofty scene be acted o'er  
In states unborn and accents  
yet unknown'."



*A Monumental  
Day in the Life  
Of an Institute*









# Commissioner of Education Lauds NTID's Presence

The national significance of the National Technical Institute for the Deaf Groundbreaking was reaffirmed at the June 5, 1971 Commencement exercises of Rochester Institute of Technology and NTID.

Commencement speaker Dr. Sidney P. Marland, Jr., U.S. Commissioner of Education, lauded NTID's presence on the RIT campus as another step in the "fight for equality of opportunity," first initiated on a national scope by two Rochesterians, Susan B. Anthony, the women's suffrage leader; and Frederick Douglass, one of the first black civil rights advocates.

"Yesterday on this campus the fight for equality of opportunity reached another historic point as you had the formal groundbreaking for the National Technical Institute for the Deaf, and today 54 deaf men and women are receiving diplomas, certificates and degrees. This new institute, unique in the world, is bringing deaf young people hitherto unavailable opportunities for technical training and postsecondary education.

**"We are committed** to the battle for full and equal opportunity in all areas—

in education, in jobs, and in public service. We must keep up the pressure even now, after all these years, to insure to all men and women the vote, the right to learn to the maximum of their abilities, the right to work at productive and satisfying tasks.

"Implicit in the establishment of the National Technical Institute for the Deaf is the recognition that the job of schools does not consist of preparing a young boy or girl to receive a diploma in June. The school must help that young person enter the mainstream of American social and economic life. For people without handicaps, the school's post-commencement responsibility may not be very complex or extended. But for the handicapped student, the school has a heavy and demanding responsibility. The school cannot assume the student will be immediately accepted by the larger community—that skills learned in school will be immediately transferrable to a new job or to a higher level of training. The federal government intends to do its share in making this idea a reality. We intend to invest time and money in the specific objective

of placing handicapped young men and women—a quarter of a million of them—into meaningful work after high school graduation.

"Particularly as regards the deaf, in our efforts to expand career education for the handicapped youngsters, we will look to the success of RIT and NTID regarding technical curricula. Members of the staff and students who have been instrumental in the development of over 30 new courses in the technologies of business, engineering, health, and other occupational areas are to be congratulated. Your work in course development and job placement is a beacon to us in Washington, guiding us forward as we seek to extend your findings to others.

**"It is time to get our hearts as well as our minds together and to choose life—to sustain and support and enhance life—with the aid of science and technology.**

"Here at RIT I find this affirmation of life. Yesterday's groundbreaking for the new NTID campus is an affirmation for life, human well-being and equal opportunity. The relationships developed between the deaf and the hearing students who share these many acres and buildings are affirmations of people who choose to overcome both personal and environmental disabilities in order to gain life and the rich dignity that belongs to the living."

## 3 Structures Comprise Facilities

Three structures will comprise new facilities for the National Technical Institute for the Deaf to be constructed on the campus of Rochester Institute of Technology.

The largest of the proposed buildings will be a 209,700 gross square foot academic building, three floors on the perimeter, two floors in the middle and no basement. The building will house:

(a) for instructional purposes: classrooms; laboratories and shops; seminar/conference rooms; faculty, staff and clerical offices and special areas for instructional technology. Also included will be support areas (such as projection booths, observation booths and storage rooms); and a research center for instructional programs and special instructional and support services devised specifically for deaf students;

(b) for speech and hearing services: staff, therapist and clerical offices, therapy and testing rooms; special facilities (such as sound rooms and listening services); observation rooms; storage rooms; acoustical laboratories for calibration, maintenance and research and a classroom and conference room;

(c) for student development purposes: staff, counselor and clerical offices; seminar rooms; audio-visual storage rooms;

and a testing room for student development activities including program sampling, program selection, evaluation counseling guidance services and job placement;

(d) for special training programs: faculty and clerical offices; a classroom and storage room (related areas are contained within the residence hall);

(e) for the purposes of research: staff and clerical offices; laboratories (graphic research, experimental self-instruction and statistical); an observation room; a conference room and a testing room;

(f) for administration: director's office and support facilities (such as a meeting room, projection booth, reception/waiting room, clerical pool area and supply room);

(g) for multi-purpose auditorium-theater: an auditorium; a rehearsal room; costume room; a workshop; a control room and dressing rooms and associated offices.

**The residence hall will cover a 205,833 gross square foot area and will consist of three rectangular wings, one with two floors above the ground, a second with three floors above the ground and a third with twelve floors above the ground. All wings will have basements. The residence hall will accommodate 747 students in a modified suite plan and will contain head**

resident apartments, control offices, student lounges, recreation areas, project areas, laundry rooms and baggage storage areas and facilities for linen exchange and dry cleaning. Special facilities in the residence hall will include study areas, seminar rooms and training interns' offices.

The rectangular dining hall-commons will cover a 31,300 gross square foot area with two floors above the ground and one below. This facility is intended to serve students as an abbreviated student union as well as a dining hall and, for that reason, will contain a mailroom and lounge. The building will contain a 475-seat capacity dining hall, a kitchen and food preparation area, a dishwashing area, a receiving and loading dock, a freezer and dry storage area, a trash room and dietician's office.

All the proposed buildings have been designed for the convenience and educational value to the deaf with special consideration given to the control of outside sounds, reverberations of sounds inside the rooms, unwanted vibrations and other conditions essential to the successful participation by deaf students. Such controls will be achieved by construction with reinforced concrete, soundproofing, air conditioning, solid core doors and replicated walls where appropriate.



# Educator Views Technology

*(The following is an excerpt from the speech delivered by Francis Keppel at the Groundbreaking luncheon).*

I would like to ask you to hold three dates in mind—the mid-1920's, the mid-1960's, and then if you will do the addition of 40 years, the next comparable date is the year 2005, which is a horrifying thought, but it's that perspective that I would like to bring you.

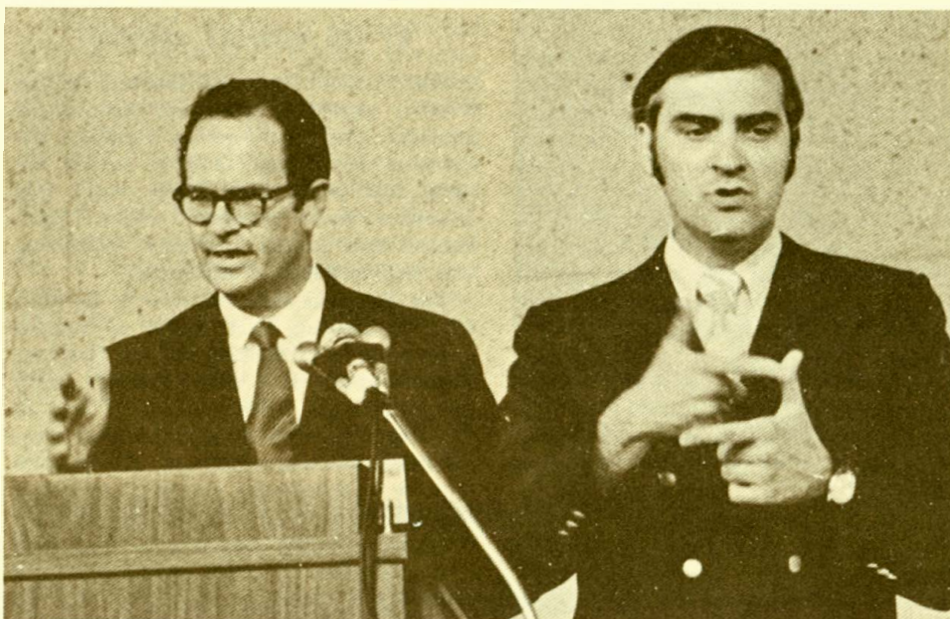
In the mid-1920's it was a time, though it's hard to remember, when there was some doubt because of a relative economic weakening of the situation, some doubt about the likely growth of technology. And one of the things that my father took a strong line on then, was that even though there might be at that time a degree of pessimism, that in the long run the role of technology in the society would grow and grow and grow. That, I suspect, is part of the reason for the advice that he gave with regard to Rochester Institute of Technology. I think he was right.

The mid-1960's, when President Johnson signed Public Law 89-36, which was the bill that really brings us together here, was a period of vast optimism with regard to the relation of technology to the economy and to education. It was a period in which many of us were very optimistic that radical and rapid advances could be made through the use of technology in the improvement of all of our society, and in particular, in education and education of the deaf.

**We find ourselves now**, a few years later, in a different mood, I think. We have gone from that high optimism to what I fear, in many cases, is close to pessimism. About the role of technology in our society as a whole, about which some parts of our society have grave doubts, they even think that technology is an enemy, not a potential contributor. Specifically within the area of education there is a concern that technology is necessarily inhumane.

Think back also over those last 40 years of the technologies, in the plural, which have been much talked about, particularly in connection with education of the deaf.

I was terribly tempted to quote remarks from distinguished men since 1925 to prove that with the introduction of every new piece of technology, there have been predictions that in each case it would replace the teacher. Radio, films, television, computer, roughly one for each decade, have been stated as instruments that could remake education. My father



**A SPECIAL LUNCHEON** — Francis Keppel (left), former U. S. Commissioner of Education, was the groundbreaking luncheon guest speaker. James Stangarone (right), coordinator of interpreting services for NTID, interpreted Keppel's remarks for the deaf in the audience.

made such statements. I made such statements, but we were both damned fools. Clearly the record has not shown that an instrument of technology will replace, in fact, at least in the last 40 years, the human interrelationship involved in teaching and learning. Should we for that reason be utterly doubting of the next 40 years with regard to the interrelation of technology to education, and explicitly and specifically, with regard to the education of the deaf?

**Finally, the most obvious lesson** — the technology that will come out of this NTID will have to be relatively simple, thoroughly tested, and devised and adjusted to the needs of the learners and the teachers and not to what pleases the technologists. The tendency has been to assume that the technology created for other purposes can be translated into the schools. I doubt it very, very much.

This, I'm sure you will see, leads me to the implications for this great institution. I have high hopes for it because it seems to me we have learned enough to know that in the area in which this institution will operate, we will be perceiving to solve fairly precise definable problems of the needs of a particular and very important group of teachers and learners.

Solutions to problems as sharply defined as these are sure to have effects on all teaching and learning.

## FRANCIS KEPPEL

Francis Keppel, chairman of the board of General Learning Corporation, the education affiliate of Time, Inc. and General Electric Company, has had a long career in both education and government.

He was the U. S. Commissioner of Education and later assistant secretary for education in the U. S. Office of Education, Department of Health, Education and Welfare (1962-66). In that capacity he served as chairman of the Federal Interagency Committee on Education.

Mr. Keppel is a graduate of Harvard College (A.B.) and studied sculpture for a year at the American Academy in Rome before resuming his academic studies while serving as an assistant dean at Harvard College. At 32, he became dean of the Graduate School of Education at Harvard University.

Mr. Keppel has served in advisory and consultant capacities on the national and international scene, including an education committee for the Nigerian government.

He is vice chairman of the Board of Higher Education of the City of New York and an overseer of Harvard University. His father, the late Frederick P. Keppel, served as dean of Columbia College and later as president of the Carnegie Corporation.



# NTID Explores Uncharted Ground

BY DR. ROBERT FRISINA

The National Technical Institute for the Deaf is exploring uncharted educational ground. This new type of technical institute is developing means to breach the social and professional walls which traditionally have confined untold numbers of deaf people to lonely, frustrating and underproductive existences.

The National Institute, now in its third year, is showing early signs of success in its purpose to develop the full potential of deaf youth in a comprehensive array of professional fields, from the arts to retail management to highly-skilled technical and scientific endeavors. At the same time, it is developing means to minimize the inhibitions of both the deaf and the hearing which have forced the former to live in relative social isolation since the beginning of time.

The postsecondary technical institute has been emerging on the campus of the Rochester (N.Y.) Institute of Technology. It has developed techniques of successfully mixing hearing and non-hearing students in the same classroom, with extra educational benefits offered both groups. It also is helping the nation's deaf youth overcome the less than optimum outcomes of their earlier schooling; efforts of which have been impeded by early profound deafness.

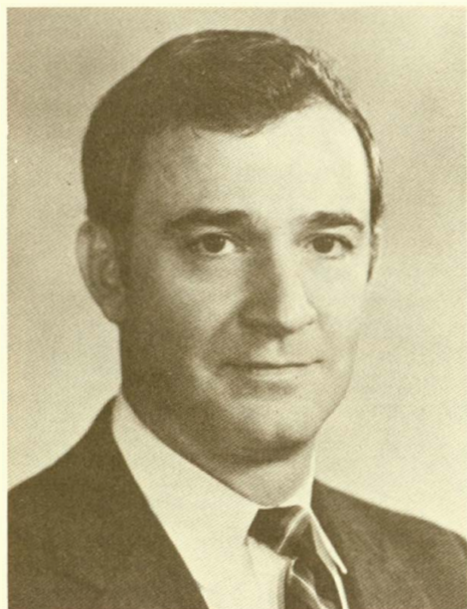
The potential benefits of the pioneering institution are considered so far-reaching by national educational authorities that the Congress and the Administration, through the U.S. Department of Health, Education and Welfare, have provided funding for making NTID a reality. This intensive federal interest is illustrated by this groundbreaking of NTID's first buildings.

This is an expression of faith of experts in and out of government that NTID is pioneering techniques designed to bring a benevolent revolution in the education of the deaf on all levels, and will have far-reaching beneficial effect on the economic and social advancement of deaf persons.

Through such means as Computer Assisted Instruction, Vestibule Programs, Research and Training and the picture telephone (Vistaphone), educational concepts are being developed at NTID that will benefit both hearing and deaf students.

Success of deaf young people in jobs is the primary motivation behind the program. We feel there must be no blind alleys in programs in the National Technical Institute for the Deaf. Unlike many educational programs which are molded to traditional lock-step methods, NTID is

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**DR. ROBERT FRISINA**

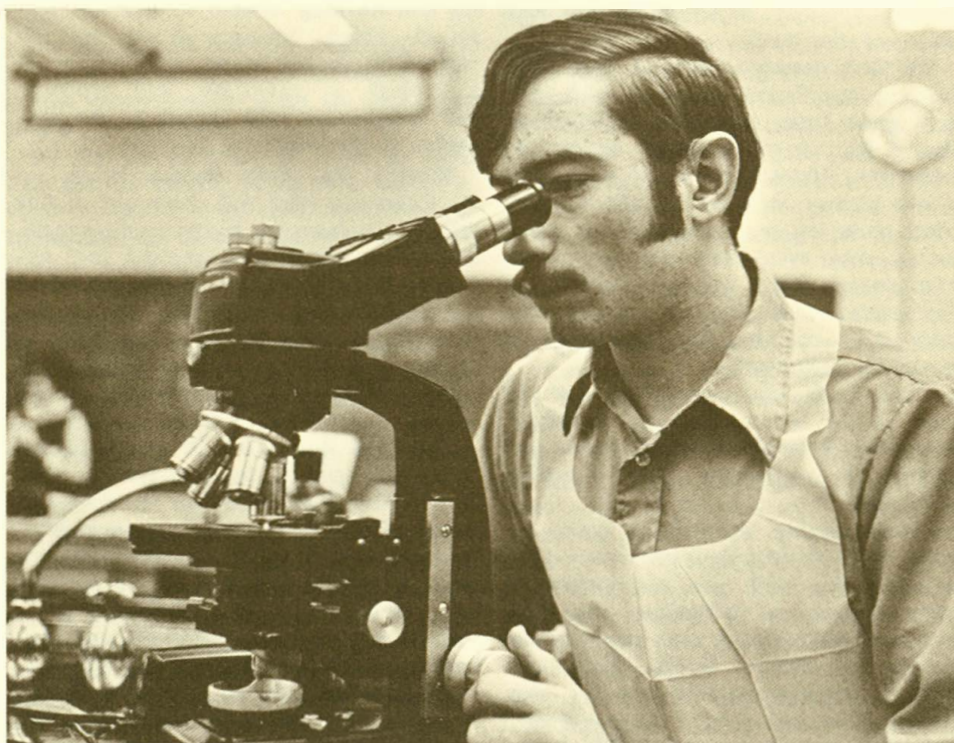
Dr. D. Robert Frisina became a vice president of the Rochester Institute of Technology and director of the National Technical Institute for the Deaf in 1967.

A native of Westline, Pa., Dr. Frisina holds a B.A. degree from Westminster College, an M.A. degree from Gallaudet College and a Ph.D. degree from Northwestern University. Prior to joining NTID, he was associated with Gallaudet College as dean of the Graduate School. He has also been associated with Northwestern University, Kendall School for the Deaf, Washington D. C. and the Missouri School for the Deaf.

He is a member of the American Psychological Association, the American Speech and Hearing Association, the Conference of Executives of American Schools for the Deaf, the Convention of American Instructors of the Deaf and the Council for Exceptional Children. He serves on the board of directors of the Rochester School for the Deaf, the Rochester Hearing and Speech Center, and the Alexander Graham Bell Association for the Deaf, Inc., Washington, D. C.

Dr. Frisina currently serves on or is a consultant to the Higher Education Committee of the Conference of Executives of American Schools for the Deaf, the United States Office of Education, the United States Social and Rehabilitation Service and the National Institutes of Neurological Diseases and Stroke.

He is the author of numerous articles on the subject of deafness.





# Uncharted Ground

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remaining flexible to keep pace with the changing needs of industry, and what is in the best interest of deaf students.

NTID began with 70 students in 1968. Enrollment, which has expanded to 330 for the current school year, is expected to reach 750 by 1974. The National Institute will be fully operational following completion of the NTID complex. The students of NTID represent a cross section of deaf young men and women from across the nation.

It is our responsibility to provide the educational programs and support services that will give even the least prepared deaf young person a maximum opportunity to become an achiever.

NTID's Vestibule Programs are remedial and preparatory in nature. Vestibule Programs are devised to bridge educational gaps caused by deafness and prepare students for NTID's technical education programs or for one of the other seven colleges of RIT.

Computer assisted instruction is one method used in helping deaf students prepare for technical studies. This approach also is useful in providing new data on computer teaching methods for the deaf as well as providing data on students that will help NTID most effectively carry out its many study programs.

Of NTID's present enrollment, approximately one-third of its students are enrolled in regular RIT courses. To support their efforts, professional interpreters are provided in lecture classrooms. In addition, hearing students' notes are made in multiple copies for use by the deaf. NTID also provides extensive tutoring and personal counseling services so as to promote successful learning.

NTID is constantly evaluating new fields where trained deaf students are acceptable. The establishment of NTID studies such as those in medical technology was the outgrowth of strong employment potential in that area for deaf persons.

NTID's cooperation with industry extends to research. Among other projects, the Institute is now testing the picture-telephone (Vistaphone) which has been developed by Stromberg-Carlson Corp., a subsidiary of General Dynamics Corp.

The visual phones have been found suitable for lipreading and manual communication. They have potential for increasing the upward mobility of the deaf person in business; yet the system has potential far beyond telephone operations. Application we envision in schools for the deaf is for retrieval of information from a central electronics library. The

student could dial a playback of a lecture, for example.

What we develop for deaf persons in almost all cases has applicability for hearing people.

Placing deaf students in significant and meaningful positions in industry is a fundamental objective of NTID. Seventeen NTID students played pioneer roles in that direction last fall. They were the first deaf persons in the nation to participate in a cooperative educational plan; several more have done so since then.

Under the co-op system, students spend one or more quarters of the school year working in industry, applying and testing what they have learned in the classroom.

All of the co-op employers are in agreement that their first deaf students were self-confident and highly self-motivated.

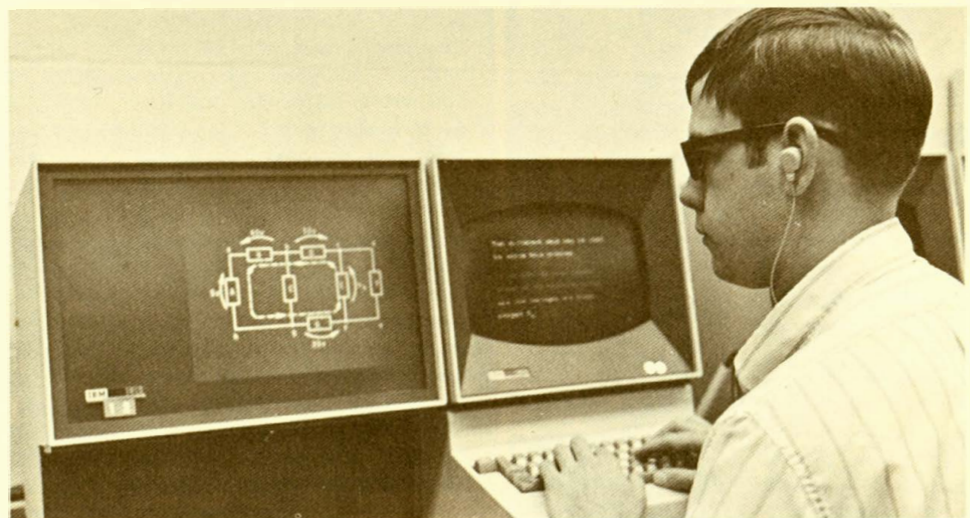
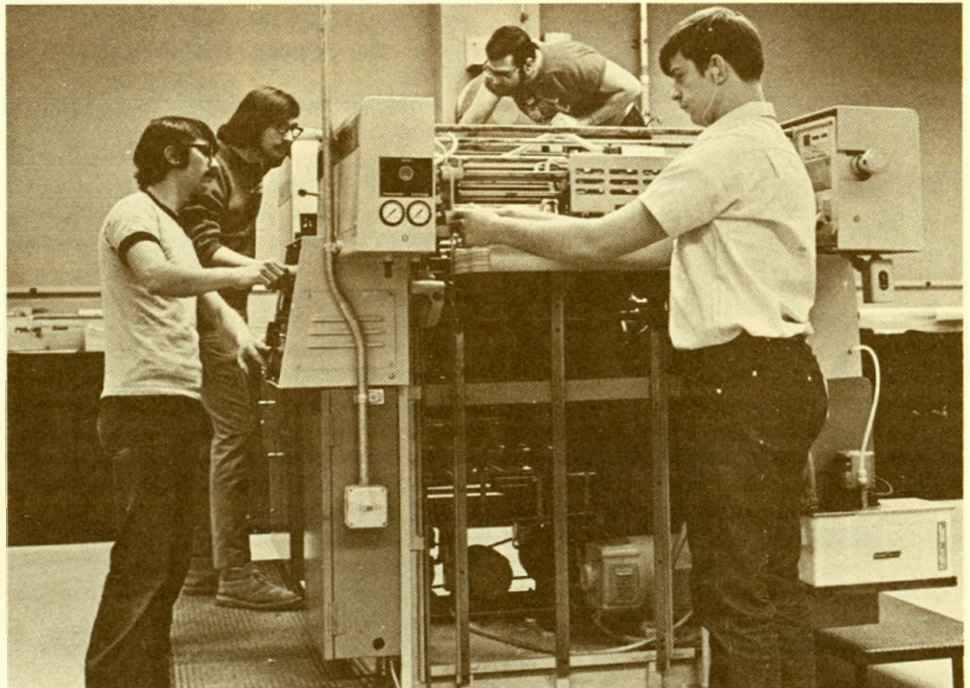
Jobs aren't offered to students just because they are deaf. It's the responsi-

bility of the Institute to prepare deaf students to meet opportunities through the development of technical and social competency in each.

The student co-op program is expected to play an increasing role in the total education of deaf students. Co-op offers deaf students special opportunities to sharpen their technical, personal, and social competencies which are important for job satisfaction and success in their full-time employment.

NTID recently launched a nationwide job placement program for technically skilled deaf graduates. In the final analysis, the success of our deaf graduates in industry will be the reward of everyone who has been associated with the National Institute's origin and development.

What is accomplished by NTID pioneers will certainly benefit the deaf of the nation, and, perhaps, the deaf of the world.





# After Three Years...

By DR. WILLIAM E. CASTLE

Three years have now passed since the doors of the National Technical Institute for the Deaf (NTID) were opened at the Rochester Institute of Technology (RIT). These have been rapid years in that a great deal has happened. Now, at groundbreaking time, we anticipate a one year period of very slight expansion and, after that, another three year period which will take us to full operation.

In terms of number of students, what does this mean? The history shows that in the fall of 1968, 70 deaf students entered NTID as a pilot group; in the fall of 1969, the number had grown to 244; and in the fall of 1970, to 330. In all, some 388 deaf students have been served by NTID in the last three years.

In the fall of 1971, the number of students is expected to be no greater than 330. One year later, the number will grow to 350 and in the three years that follow, to 450, 600, and 750, respectively. Having reached a student enrollment of 750, NTID will be fully operational.

In terms of curricular offerings, what does this mean? In the fall of 1968, the pilot group availed themselves of the many technical and general education curricula available in the Colleges of Business, Engineering, General Studies, Fine and

Applied Arts, Graphic Arts and Photography, and Science at RIT.

By the fall of 1969, NTID had added its own Vestibule curricula (i.e., preparatory and remedial courses in English, reading, mathematics, and science) and and four Diploma curricula (short-termed programs in architectural drafting, mechanical drafting, machine tool operation, and office practice and bookkeeping).

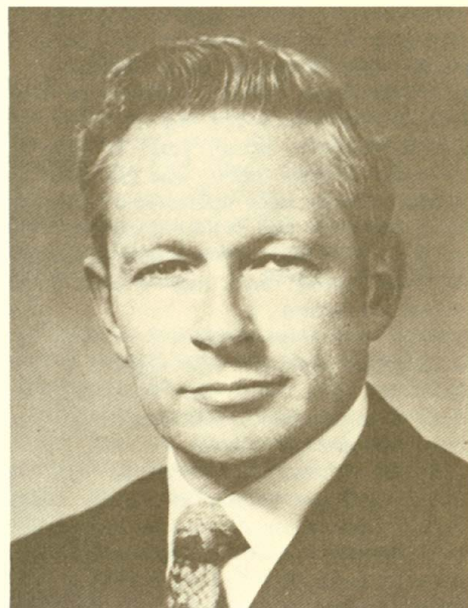
In the fall of 1970, the technical curricula offerings within NTID had grown to include some 31 Certificate, Diploma, and Associate in Applied Science programs in business technologies, engineering technologies, visual communication technologies, and technical science. This coming fall another Associate in Applied Science program (in electromechanical technology) and two other Diploma programs (in printing technology) will be added.

Until the new buildings for which the ground is being broken are completed (i.e., no earlier than the fall of 1973) there will be little expansion of technical curricula within the NTID organization, although programs in computer technology and chemical technology are now under deliberation. As we look to the future, we anticipate that the curricular offerings will change to meet the needs of a changing student clientele and the changing opportunities in the work world, and, in terms of expansion, thought has already been given to the areas of x-ray technology, dental technology, and educational technology.

But the educational programs of NTID do not stop with its Vestibule and technical education curricula or with the many offerings of the other colleges of RIT. They include, as well, the *educational support programs* of academic counseling, tutoring, notetaking, and interpreting; the *personal development programs* of personal counseling and seminars in psychology of deafness, interpersonal relations, and group dynamics; and the *social and cultural programs* for which things as varsity and intramural sports, captioned movies, interpreted newscasts, the volunteer corps, and special seminars about sex, drugs, crime, and other social issues.

They also include the preparatory and remedial efforts of *computer assisted instruction*; the programs of the *communication center* for improving speech production, speechreading skills, and use of residual hearing and for providing hearing testing and hearing aid evaluations. Finally, they include programs of evaluation and planning; programs of liaison

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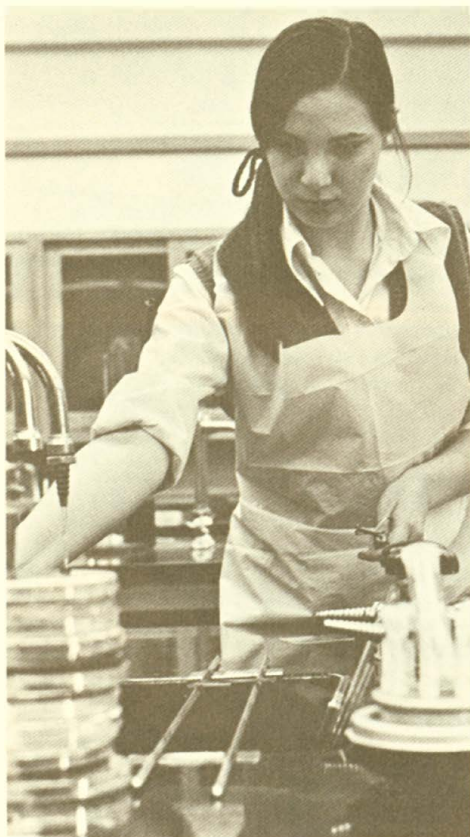
DR. WILLIAM E. CASTLE

Dr. William E. Castle joined the staff of the National Technical Institute for the Deaf in 1968 as assistant to the vice president and became dean for the Institute in 1969.

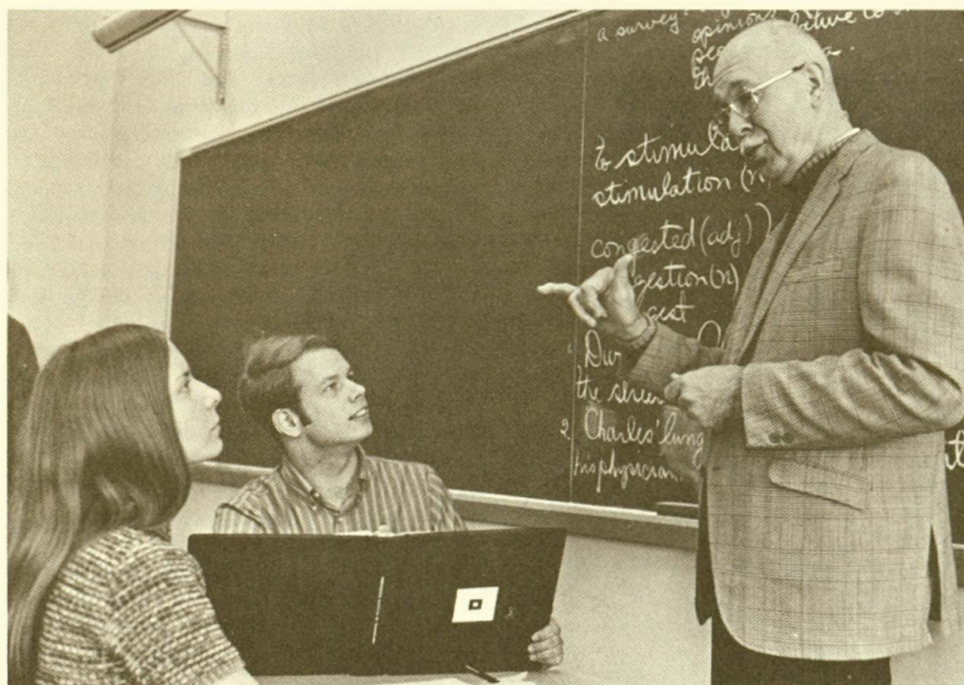
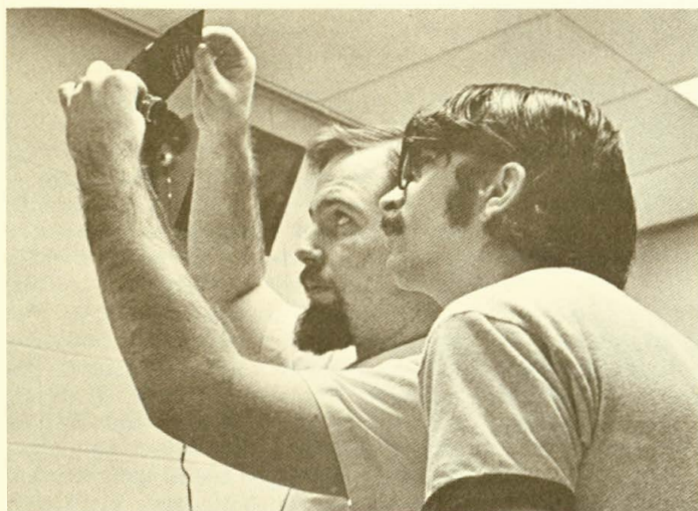
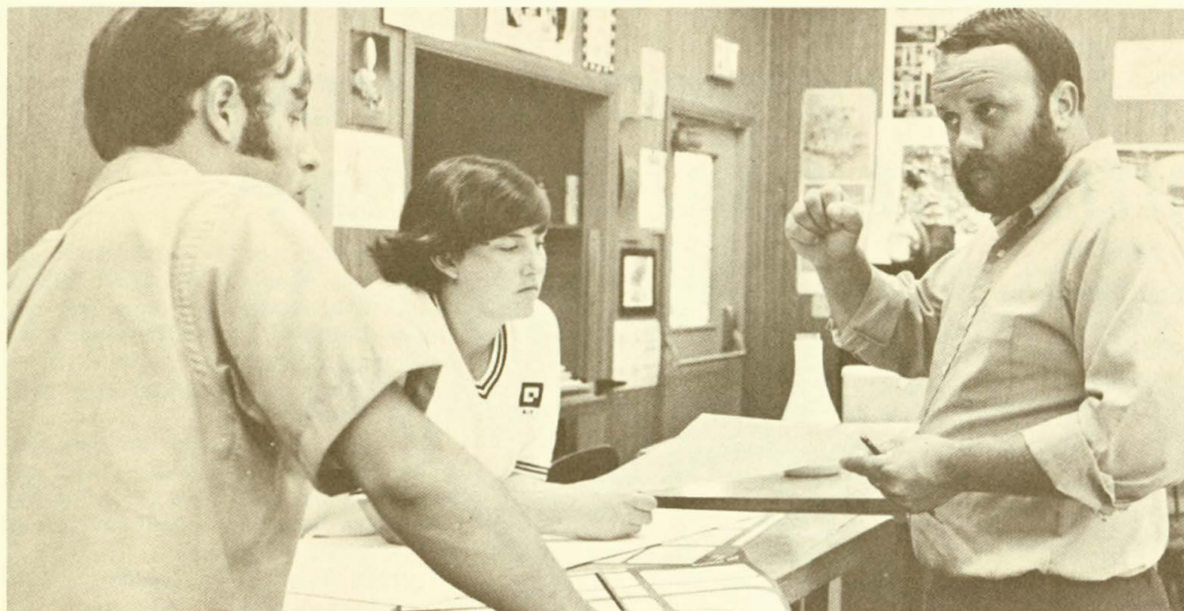
He is a graduate of Northern State Teachers College, Aberdeen, S. Dak. (B.S.), State University of Iowa (M.A.) and Stanford University (Ph.D.). Before joining NTID, Dr. Castle was the associate secretary for Research and Scientific Affairs of the American Speech and Hearing Association. He has also been on the faculty of St. Cloud (Minn.) State College, Central Washington State College and the University of Virginia.

While with the American Speech and Hearing Association, Dr. Castle served as executive secretary for the Joint Committee on Audiology and Education of the Deaf and on the Joint Committee on Dentistry and Speech Pathology-Audiology and was instrumental in obtaining federal grants for support of those committees. He also obtained a two-year grant from the Vocational Rehabilitation Administration for a study on manpower needs and manpower utilization in speech pathology and audiology.

He is a member of the Speech and Hearing Association, the Acoustical Society of America, the Communication Association of America, the Convention of American Instructors of the Deaf, the Conference of Executives of American Schools for the Deaf, the National Association of the Deaf and the Alexander Graham Bell Association for the Deaf.







## After Three Years...

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with offices of vocational rehabilitation and other institutions or organizations dealing with the deaf; and job placement programs, including cooperative work experiences and graduate placement.

At this time, NTID is served by 157 full-time staff members. Of these, 133 serve the various educational programs in some direct way, 114 professional and 19 clerical. It is expected that as the student body grows, the professional staff for instructional purposes will grow on an overall student/staff ratio of three to one. The projected student/staff ratios for specific kinds of professional personnel are essentially as follows: 7/1 for Vestibule programs; 8/1 for Certificate, Diploma, and Associate programs; 10/1 for educational support programs; 40/1 for personal development programs; 100/1 for social and cultural programs; 50/1 for speech programs; 200/1 for hearing programs; and 75/1 for both evaluation and planning and placement programs.

**NTID is presently involved** in the process of long range planning along with the rest of RIT. This process will provide an excellent opportunity for us to assess what we have done so far with our educational programs and the directions in which we should go in the next six years. The total process is bound to be productive both in terms of evaluating what has been done and in laying out specific plans for the future.

It is certain, however, that the future, like the past, will find NTID aspiring toward maximum flexibility in the programming of deaf students and maximum efficiency and effectiveness in providing them with the technical, personal, and social competencies which they need for fruitful employment.



# Human Understanding Provides Commitment to the Future

BY DR. PAUL A. MILLER

If the National Technical Institute for the Deaf had no other relationship with Rochester Institute of Technology than to be located on the RIT campus, that in itself would be the reward for establishment of the program here.

NTID, of course, means much more than that to RIT. The National Institute, its staff and its deaf students are woven into the fabric of the Rochester Institute of Technology community.

Deaf students are in the mainstream of college life, from the classroom to student government to athletics. We feel certain that this hearing environment will contribute to the goal of increasing the personal and social competency of deaf students.

RIT's hearing community reaps many benefits from its association with NTID. We are asked to be more humane. The expertise of the NTID staff contributes to the growth of the entire Institute. And the dynamic programs being developed by NTID cause each of us to reexamine our objectives.

There are no easy answers to the assimilation of hearing and deaf. But on the administrative level there is an openness for dealing with problems. All of us at



RIT are, in a sense, trying to solve personal and group issues.

The program development, research and training already is having an influence on other educational programs for the deaf. On the other hand, there is little doubt that NTID also will become one model

for future programs for the disadvantaged.

The new National Technical Institute for the Deaf facilities will open new educational horizons. The NTID complex will make that program fully operational. As a result, more of this nation's deaf youth can be served.

Society in the past has not done well by various people. NTID is a major step forward in that area. Now the entire RIT community bears a responsibility for the success of this program.

I think it would be significant to be known as an institution that has a deep commitment to people. RIT would then be even more a center for the relationship of learning to human understanding.

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DR. PAUL A. MILLER

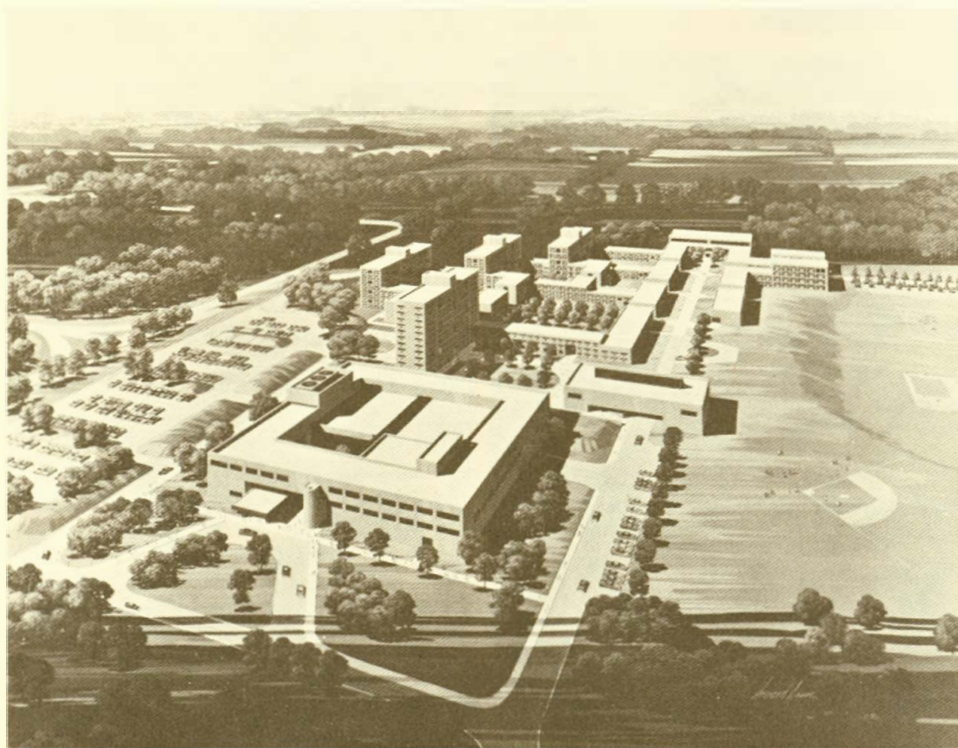
Dr. Paul A. Miller became president of the Rochester Institute of Technology in the Fall of 1969. Prior to joining RIT, Dr. Miller was distinguished professor of education and director of planning studies at the University of North Carolina, former provost of Michigan State University, and president of West Virginia University.

From 1966-68 he served as Assistant Secretary for Education in the U. S. Department of Health, Education and Welfare. During that time, Dr. Miller was instrumental in the organization and the establishment of the National Technical Institute for the Deaf at RIT.

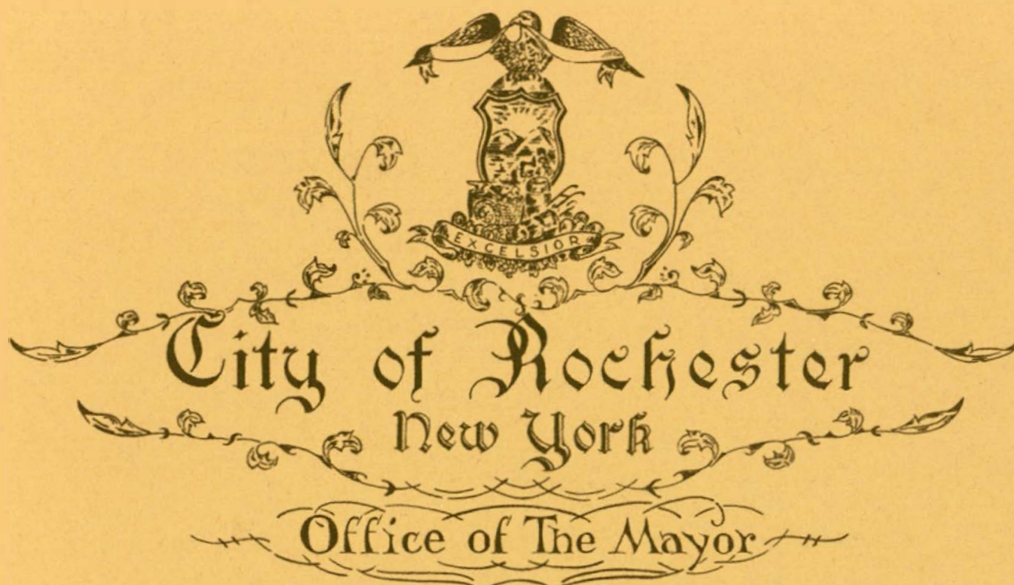
A native of East Liverpool, Ohio, Dr. Miller holds a B.S. degree from West Virginia University and M.S. and Ph.D. degrees from Michigan State University. He began his academic career at MSU as an extension specialist and professor of sociology in the Rural Sociology and Anthropology Department. In that capacity, he served as consultant to several South American countries under sponsorship of the Inter-American Institute of Agricultural Sciences.

He is a Fellow of the American Sociological Association and a member of the American Academy of Political and Social Science, the Adult Education Association of the U. S., the Rural Sociological Society, the American Association of School Administrators and Phi Kappa Phi.

Dr. Miller is a member of the executive board of the Boy Scouts of America, Otetiana Council; the Rochester Regional Hospital Board and the board of trustees of the Rochester Area Educational Television Association, Inc. He is an associate member of the Fondation Royamont.







*By These Presents, Greetings:*

WHEREAS, at this time of increased interest in the education, employment and social assimilation of deaf citizens into a hearing society, the Rochester community actively supports endeavors to provide students with the technical and social competence which leads to meaningful independence, employment and national growth; and

WHEREAS, it is essential that all citizens be aware of the need for programs to aid in the educational and social upward mobility of this nation's deaf; and

WHEREAS, the National Technical Institute for the Deaf on the campus of the Rochester Institute of Technology will break ground for new educational facilities for technical education for the deaf, thus strengthening our proud reputation as the most important deaf community in the nation,

NOW, THEREFORE, I, Stephen May, Mayor of Rochester, do hereby proclaim June 4, 1971 to be

NTID DAY

in Rochester and urge residents to actively participate in a program of self-education on deafness and NTID's vital role in this field, and give special attention to the importance of the deaf within our society and the overall human dignity and competence of deaf Americans.



*In Witness Whereof, I have hereunto set my hand and caused to be affixed the Seal of the City of Rochester, at the City Hall on this 2nd day of June in the year of our Lord 1971.*

Signed:

*Stephen May*  
Mayor, ROCHESTER, N.Y.



National Technical Institute for the Deaf  
Rochester Institute of Technology  
One Lomb Memorial Drive  
Rochester, New York 14623

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