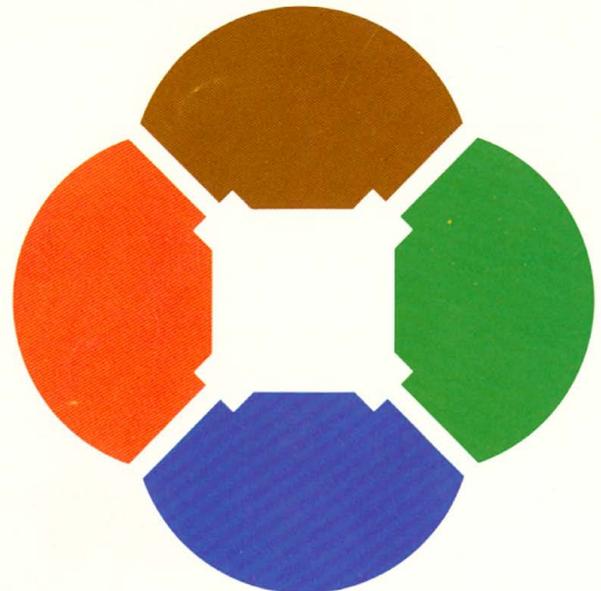


ntid focus

Publication of the National Technical Institute for the Deaf



NTID Dedication

Editorial

We Have Made a Beginning ...

BY ROBERT FRISINA

Director of NTID

Members of the target population for which the National Technical Institute for the Deaf was established have been recruited and served. Far from being a homogeneous group, they represent a broad spectrum of prior educational accomplishments, degrees of personal, social and career-potential sophistication, and communication abilities.

Ninety-seven percent of them sustained their severe or profound deafness prior to five years of age. Their educational attainments cluster around the eighth grade; yet they have very healthy intellectual capacities and strong desires to advance themselves as individuals and as members of a group historically missing from the variegated socio-economic mainstream characterizing this broad land of ours.

In essence, what is at stake here is the socio-economic status of present and future generations of people who are born with or who sustain deafness in very early life. In either case, there is a serious obstacle to learning and an adaptation to a society markedly acoustically-biased in its language and communication systems.

The NTID effort recognizes that the gateway for deaf people to socio-economic achievements on a par with their hearing peers lies mainly in advanced training and education. This is particularly germane in a highly industrialized nation wherein personal and social growth and economic viability tend to be correlated with an individual's educational, technical, and linguistic capabilities.

It is significant that the special clientele served by NTID is unlike any other in conventional higher education. NTID, therefore, must serve a bridging function between deaf and hearing, between those who are well prepared for college studies and those who are less prepared, between those who are articulate and those who are not, between those who have a reasonably broad understanding of the world around them and those who do not. It is this bridging process that enriches the lives of hearing college students and at the same time enables deaf students to exit as men and women ready to compete successfully in the open marketplace.



For the educator, NTID is a reality tester in the seas of worldly change, and of like importance, it exists at a time of diminishing absolutes. To practice one's 'trade' in this enterprise requires a willingness to expose one's self to a set of audiences whose patience is long on deeds - accomplishment, but short on the arrogance of empty rhetoric.

This distinctive challenge requires the development and maintenance of a delivery system consistent with the purposes of the academy and responsive to the realities of the marketplace; minimally a system that links together:

... public and private interests in education that require continuous adjustments to the change in purposes served society by the complex network of higher educational institutions;

... conventional and special educational efforts that call for new arrangements in human and technologic resources so as to learn more about human learning;

... majority and minority so as to remove sociologic barriers in educational and work environments;

... familiar and unfamiliar in order to reduce unnecessary psychological impediments to social interaction;

... new students and newly developed program opportunities leading to

successful employment and group participation;

... new students and new staff willing to adopt and promote educational practices hitherto not available; and

... new job seekers and new employers with the view toward empathic attitudes and enlightened understandings.

NTID, with the whole of Rochester Institute of Technology and the greater Rochester community, is learning how to aid deaf students in helping themselves. More than 1000 of our nation's deaf youth have entered the doors of NTID. Three hundred have exited to successful employment in a broad array of job environments; 86% to business and industry, 10% to government service, and 4% to education. They have come from virtually every state and are employed in some thirty-two.

Representative types of employment include: accounting clerks, draftsmen, architectural draftsmen, medical laboratory technicians, medical records technicians, Internal Revenue agents, display designers, color photography specialists, photographers, electrical engineers, tool design engineers, manufacturing/design engineers, industrial engineers, editorial assistants, medical

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ntid focus

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FOUNDERS AWARD — RIT President Paul A. Miller presents the Founders Award to distinguished educator Dr. Ralph Tyler at the Board of Trustees dinner.

The NTID Story

The National Technical Institute for the Deaf (NTID) was created because of the need for educational opportunities for the deaf in technical fields. Many persons felt that the deaf could succeed in semi-professional and professional employment in science, technology and the applied arts if given a specialized education.

NTID is the only national postsecondary technical program for the deaf. It is also the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students.

NTID is located on the 1,300-acre campus of Rochester Institute of Technology (RIT) in Rochester, N.Y. RIT was chosen as NTID's sponsoring institution in 1966 because of its long history of success in technical education.

The first group of 70 students enrolled at NTID in 1968. The present enrollment of more than 550 students represents almost every state in the United States.

NTID was established through Public Law 89-36 in 1965 by an Act of Congress.

The Basic Mission

NTID's basic mission is to provide, for postsecondary deaf students, the opportunity to prepare for and to pursue semi-professional and professional level educational programs in science, technology and applied arts that lead to successful employment in business, education, government and industry.

Funded by Congress through the U.S. Department of Health, Education and Welfare, NTID operates as a training center to assist in the preparation of qualified professionals to instruct and serve the deaf nationwide. It also functions as a forum for research and development to push forward the frontiers of knowledge of the education and communication skills of deaf people.

NTID's new facilities were dedicated on Saturday, October 5, 1974. The new \$27.5 million three-building complex, consisting of an academic building, residence hall and dining commons, is designed to meet the distinct learning needs of deaf students and to supplement existing facilities on the RIT campus and will provide postsecondary technical education for 750 deaf students each year.



MAKING A POINT — Mrs. Lyndon B. Johnson and James Stangarone, NTID interpreter, make similar gestures to the large crowd at the NTID Dedication ceremony.

'Lyndon Would Have Enjoyed Today'

"As I toured this beautiful new building and saw the faces of the instructors and students — so full of interest and zeal — I couldn't help but think of how much Lyndon would have enjoyed today," began Mrs. Johnson in her infectious Texas speech.

"In a world of cynicism and inconsistency, it's a mighty refreshing thing to live through a day like today, where the long journey of a dream has become a reality," she continued.

Mrs. Johnson was the keynote speaker at the Dedication ceremony of the new \$27.5 million NTID facilities, October 5. She arrived on campus earlier in the day for a special luncheon held in the new Dining Commons, after which she toured the academic building with NTID students. During the actual Dedication ceremony, which began at 3 p.m., Lady Bird planted a tree in memory of her husband, former President Lyndon B. Johnson, who in 1965 signed into law the Act creating NTID.

Many other dignitaries participated in the event. Arthur L. Stern, chair-

man of the RIT Board of Trustees, was the master of ceremonies and began the festivities by introducing the "Rock Gospel." A group from Washington, D.C., the "Rock Gospel" signed and sang "The Lord's Prayer," which symbolized the official opening of the new NTID complex. The official welcome was given by Dr. Paul A. Miller, president of RIT.

Following Dr. Miller, Dr. Robert Frisina, vice president of RIT and director of NTID, spoke of NTID's significance to all deaf people, to RIT and to the federal government. "NTID with its people, its programs, and these buildings is fast becoming an inspiration to deaf people everywhere and at the same time serves to illustrate the constructive partnership that has been forged between the federal government and RIT, NTID's sponsoring institution."

A good relationship between RIT and NTID is imperative to their mutual success. Dr. Frisina chose to emphasize this concept when he spoke of the partnership between RIT and NTID

as "not just a honeymoon, but indeed a good marriage."

As he thanked Mrs. Johnson for joining in the ceremony, Dr. Frisina quoted from President Johnson's speech when he signed the law creating NTID: "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."

Mr. Harley M. Dirks, professional staff member of the U.S. Senate, presented a telegram from Senator Warren G. Magnuson of Washington, in which he expressed his excitement for those members of the deaf population for which NTID represented a new hope. "The dedication of these new facilities today will open doors that for too long were closed to the deaf."

Former Congressman and now New York Governor Hugh L. Carey, who authored the legislation creating NTID, praised President Johnson for his fore-

sight in recognizing the need for NTID and its new facilities. "Lyndon Johnson was a teacher who taught us that all men could reason and work together. He saw a reason and need for NTID. He believed all of us could make miracles, and he made this miracle possible."

Congressman Daniel J. Flood, chairman of the House Appropriations Committee subcommittee on Labor, and Health, Education and Welfare, stated unequivocally that "NTID has the highest credibility with the United States Congress. It is fulfilling its mission of preparing deaf students with the technical ability to compete in a hearing society. That can be seen in the successful job placement of its more than three hundred graduates."

Flood also commended RIT, NTID's host institution, for providing the climate necessary to insure its students' success.

"Man's tolerance of difference and sincere desire to help each deaf student succeed will make these buildings come to life."

"Lyndon Johnson cared about deaf people, as well as all people," Mrs. Homer Thornberry said in introducing Mrs. Johnson. "This is a glorious day for him, and for all of mankind," she concluded.



DIGGING IN — Mrs. Johnson (background right) and Dr. Robert Frisina (background left) look on as Debra Hammel of Boonville, Ind., and William Ingraham of Rochester, N.Y., help plant a pine tree in memory of former President Lyndon B. Johnson, who signed the law creating NTID.



FLOWERS FOR LADY BIRD — Mrs. Johnson receives a lei of flowers from NTID student LeeAnn Akau of Hawaii. The flowers were sent from former Governor John R. Burns of Hawaii.

“Lyndon Johnson looked at things differently. He believed that all of us working together could make miracles. By getting the Congress to work with his leadership, he made this miracle possible.”

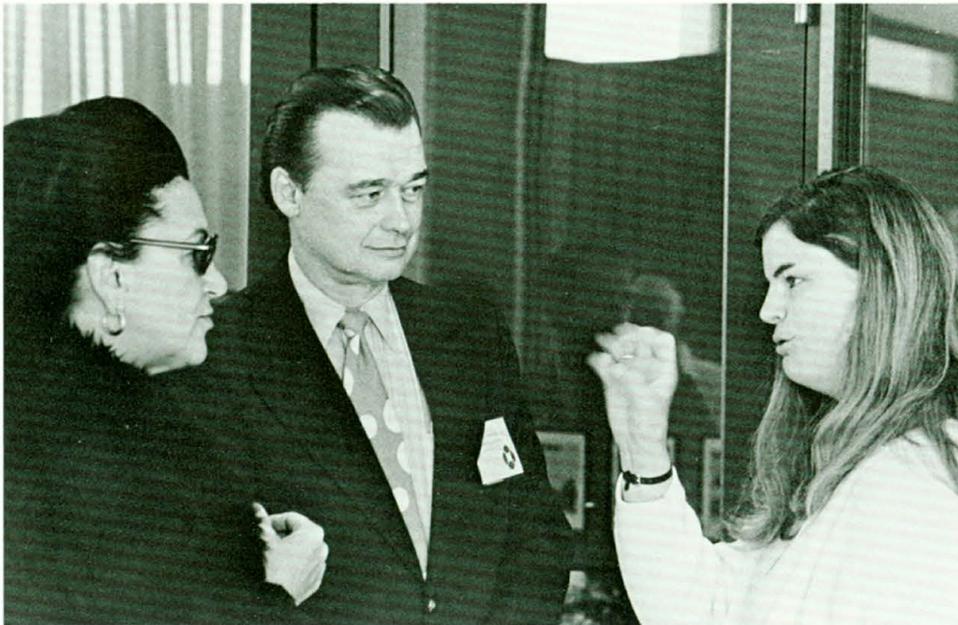
New York Governor Hugh L. Carey (Former Congressman)

DEDICATION FRIENDS — (Right photo) Dr. Robert Frisina (right) greets N.Y. Governor Hugh L. Carey (center) and the Hon. Daniel J. Flood of Pennsylvania at Dedication. (Bottom photo) The Rock Gospel of Washington, D.C., perform for guests during the Dedication ceremony.





WELL-WISHERS — More than 3,000 persons attended the NTID Dedication ceremony.



SAYING HELLO — Catherine Lavin (right), NTID student from Spokane, Wash., says hello to fellow Washingtonian Harley M. Dirks, professional staff member, U.S. Senate Subcommittee on Appropriations, and Patria Forsythe, professional staff member, U.S. Senate Subcommittee on the Handicapped.



SPEAKERS' PLATFORM — Guest speakers at Dedication included (seated left to right): NTID Director Dr. Robert Frisina; N.Y. Governor Hugh L. Carey; RIT President Paul A. Miller; Chairman, Subcommittee on Labor, Health, Education and Welfare, House Committee on Appropriations Daniel J. Flood; RIT Board of Trustees Chairman Arthur L. Stern; Mrs. Homer Thornberry; Professional Staff Member, U.S. Senate Subcommittee on Appropriations Harley M. Dirks. In the foreground are Mrs. Lyndon B. Johnson and NTID Interpreter James Stangarone.

Hearing and Deaf Work Together To Make NTID a Reality

"A National Technical Institute for the Deaf, located at the center of population in a large manufacturing city, is what deaf young America needs more than anything else." Those words were penned by Peter N. Peterson, a deaf man, and a teacher of the deaf in May of 1930. Thirty-six years later that dream came true.

On the stage of the new Experimental Educational Theatre, October 4, were a number of individuals who revealed a personal insight into the history that led to the legislation, site selection and the programmatic highlights associated with the construction of the new NTID facilities.

After a short welcome from Robert Sidansky, the National Technical Institute for the Deaf Student Congress president, Kevin Nolan, an NTID alumnus and a member of the National Advisory Group (NAG), began the program with recollections of what NTID was like during its first years of operation.

"We were in an academic 'fishbowl' because the eyes of the nation were watching NTID to see if the program

would prove successful." Nolan expressed gratitude to President Lyndon Johnson who signed the law which created NTID and to the other distinguished people who were instrumental in its development. "Every student who graduates from NTID because of your generosity, openmindedness and dedication is a living tribute to your great spirit and humanity."

"Initially NTID was only a gleam in the eyes of a few people," Dr. Robert Sanderson, NAG member and educational coordinator, Division of Rehabilitation Services, Utah State Board of Education, stated. "It required a lot of struggling and pushing to make it begin to grow," he continued. And this struggle was accomplished with the help of both hearing and deaf.

"Identifying the need does not make the reality," Dr. Robert Frisina, director of NTID, explained. Although many deaf organizations recognized the need for NTID, they had to get others to listen to their cause.

One of these people was Ms. Patria Forsythe, professional staff member, Subcommittee on the Handicapped,

U.S. Senate, who spoke about the pre-legislative period of NTID. She noted that it took only two months from the time the bill was introduced until it became law, which "is some kind of a record for legislation in Washington," she smiled.

Ms. Forsythe gave a special thanks to the many extra efforts given by N.Y. Governor Hugh L. Carey, who was a congressman at the time of the legislation.

She spoke with pride of her involvement with the creation of NTID and of her husband Jack Forsythe, whose contribution was the first planning meeting, writing the law, organizing the hearings and working with the White House staff to plan the formal signing of the bill.

Initially 24 institutions across the country offered to have NTID located on their campuses, but "RIT's proposal made up in substance what it lacked in elegance" declared Dr. S. Richard Silverman, director emeritus, Central Institute for the Deaf and chairman of the Speech and Hearing Dept., Washington Univ., St. Louis, Mo. "What



NTID REFLECTIONS — Dr. Edwin W. Martin, Jr., acting deputy commissioner, Bureau of Education for the Handicapped, Office of Education, U.S. Dept. of HEW (left) and Dr. Robert Sanderson, National Advisory Group member, educational coordinator, Division of Rehabilitation Services, Utah State Board of Education, (top photo) reflect on events leading to the creation of NTID.

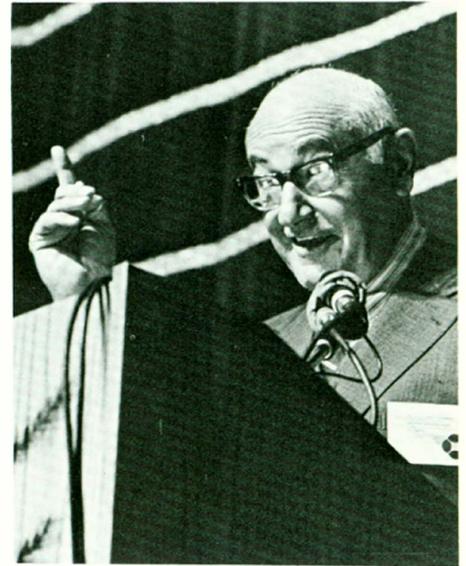
was once only a gleam in someone's eye has become a lustrous beacon which illuminates the lives of all students who come to be served here," Dr. Silverman said.

Dr. Mark Ellingson, president emeritus of RIT, spoke of the new national visibility which NTID has brought to the entire RIT institute.

Over six million children in public schools are handicapped. NTID is fulfilling one of the nation's great needs by providing a portion of this population with technical education. By doing this "NTID is changing the percep-

tions of business and industry," exclaimed Dr. Edwin W. Martin, Jr., acting deputy commissioner, Bureau of Education for the Handicapped, Office of Education, U.S. Department of Health, Education and Welfare. "It is creating a positive impact on the working world as well as developing the realization that the handicapped have much to offer to the country."

"We have half the deed done, for we have made a beginning. Now we must work toward its continued development and future success," Dr. Frisina concluded.



HISTORY — Dr. S. Richard Silverman, director emeritus, Central Institute for the Deaf and chairman, Speech and Hearing Department, Washington University, St. Louis, Mo., discusses NTID's history.

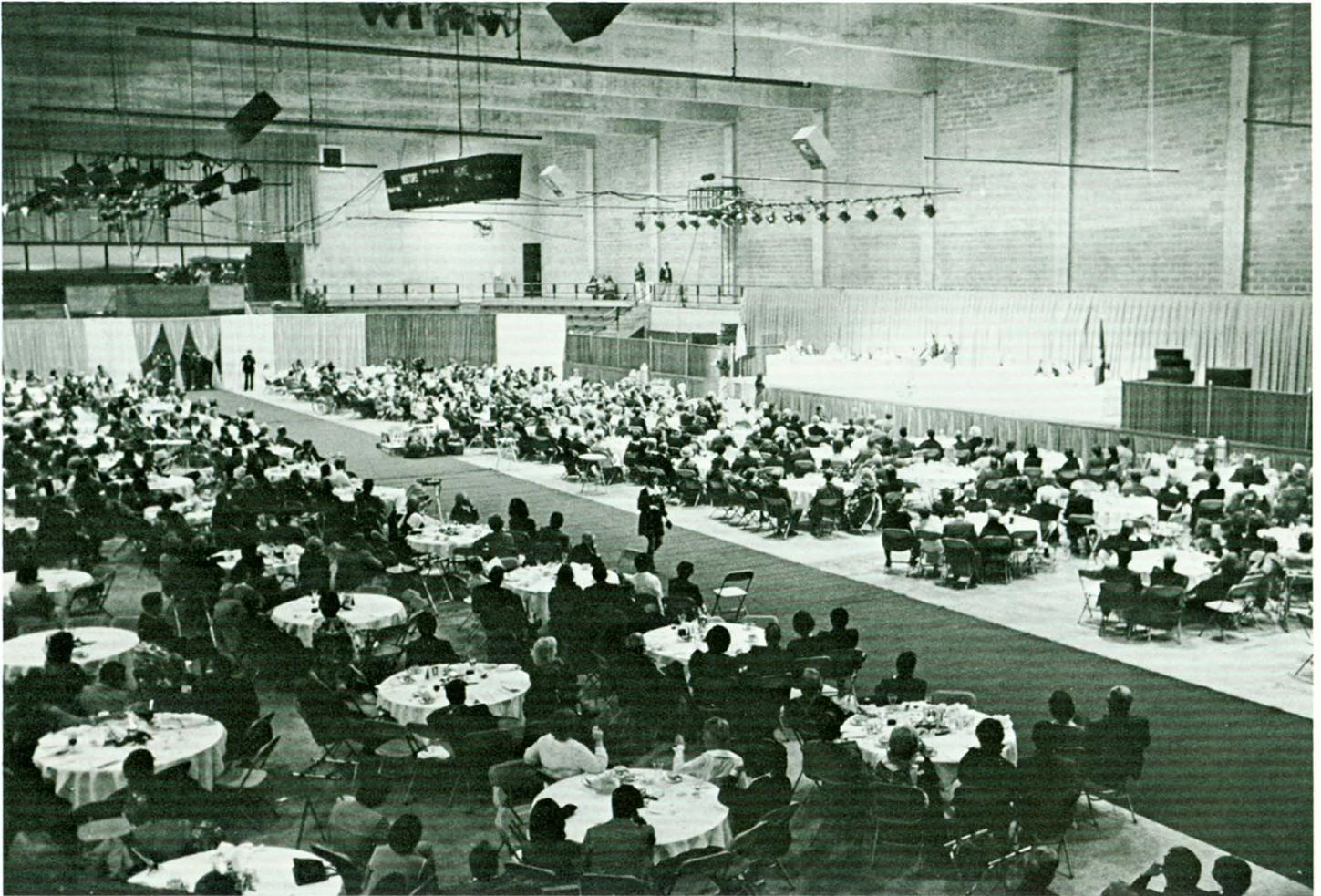
NTID ALUMNUS — Kevin Nolan, first NTID graduate to become a member of the National Advisory Group, reminisces about his days at NTID.



"Deaf people can now look at NTID and say 'here's our dream come true!'"

*Dr. Robert Sanderson
Chairman, National Advisory Group*

WELCOME — Robert Sidansky (left), president of the NTID Student Congress, greets guests at the Educators' Luncheon program.



NTID To Be A Model for the World

President Gerald R. Ford commended the trustees and administration of RIT and the staff of NTID for a job well done, through a telegram read by Congressman Barber B. Conable, Jr., at the RIT Board of Trustees Dedication dinner, October 4.

"Because of the dedication of so many people, the new buildings represent a source of new hope for students who will be able to study at NTID," the President concluded.

The dinner, which helped to celebrate the NTID Dedication of its new facilities, brought together over 800 representatives from throughout the nation in deaf education, industry and government. The guests dined to the calypso and popular tunes of the United States Navy Steel Band.

Each speaker told of the personal and professional impact NTID has made upon government, business, the Rochester community and the nation.

Joining Conable, who represents N.Y.'s 35th District, were other members from the political field. Senator

Jacob K. Javits spoke of his initial relationship with NTID as he helped to pass the bill which created NTID; and The Honorable Frank Horton represented N.Y.'s 34th District. All of them were active contributors to NTID's development.

Senator Javits, who has always championed the cause of the handicapped, exclaimed that "NTID is removing the barrier of technical incompetence by training its graduates to meet the needs of business and industry."

"In this day no child can reasonably be expected to succeed in our complex society unless he is afforded equal opportunity for full appropriate education." This was the decision reached by the Supreme Court more than 20 years ago, and it was reiterated once again by Dr. Edwin W. Martin, Jr., acting deputy commissioner, Bureau of Education for the Handicapped, the spokesman from the U.S. Department of Health, Education and Welfare. NTID affords the deaf this opportunity and is helping to pave the way to job

fulfillment for all the handicapped peoples of America. "NTID is going to be a model for the world," Dr. Martin emphasized.

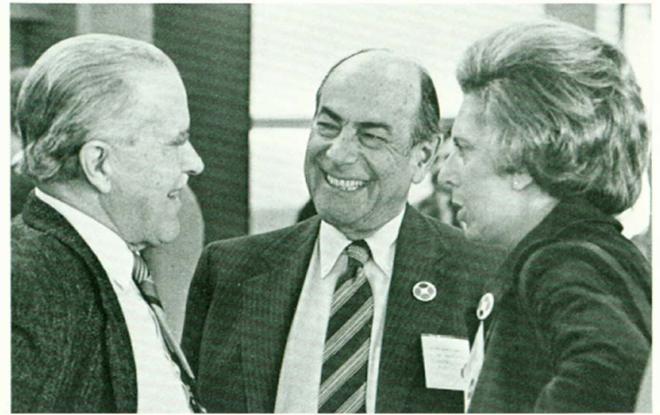
President Emeritus of RIT, Dr. Mark Ellingson, presented the Board of Trustees' highest honor, the 7th Founders Award, to Dr. Ralph Tyler. Dr. Tyler, an eminent scholar, educator and author was also the first chairman of the National Advisory Group (NAG) for NTID.

The keynote speaker, Mr. John R. Opel, president of IBM and a member of the NAG, was introduced by his college classmate and friend, Dr. Robert Frisina, vice president of RIT and the director of NTID.

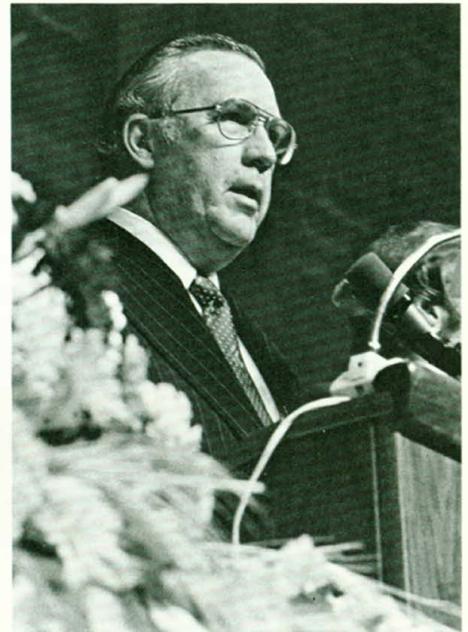
Opel spoke of how unprofitable it is for a country to waste its resources — specifically the handicapped population which can be trained to help our nation prosper. "NTID is an investment in human resources as well as an investment in our future. Proof of NTID's success and value is already being written by its graduates," assured Opel.



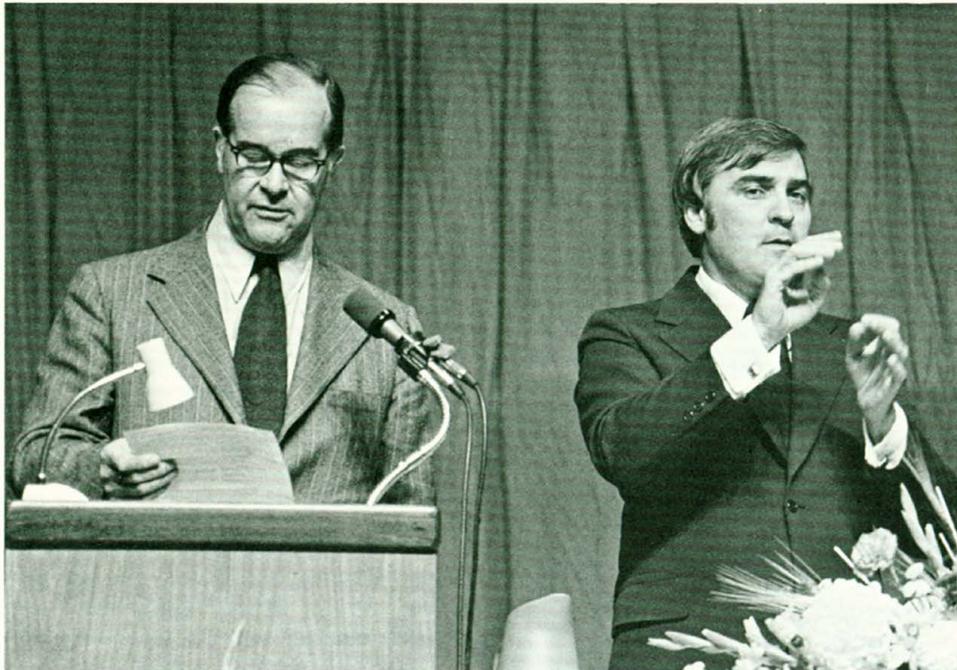
GUEST SPEAKER — IBM President John R. Opel commends NTID's efforts in providing technical education to the nation's young deaf people.



GREETINGS — RIT Board of Trustees Chairman Arthur Stern (center) and wife Molly greet Mark Ellingson, RIT president emeritus.



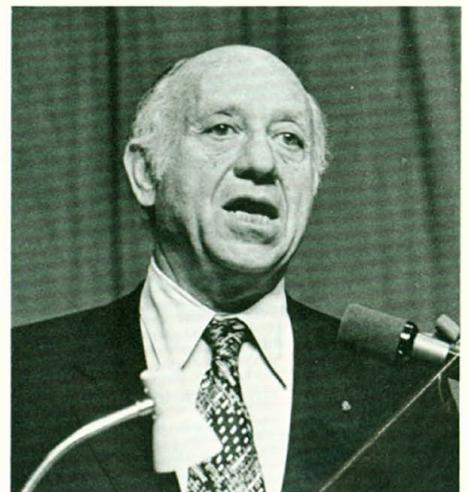
HIGH PRAISE — New York Congressman Frank Horton praised NTID's record of placing its graduates in jobs.



PRESIDENTIAL GREETING — New York Congressman Barber B. Conable reads a telegram from U.S. President Gerald R. Ford to the dinner guests.

"Proof of NTID's success and value is being written by its graduates."

***John R. Opel
President, IBM***



ENDS DISCRIMINATION — New York Senator Jacob K. Javits tells of the importance of NTID in ending discrimination by providing young deaf people with technical skills.



DINING COMMONS — NTID
Dedication guests lunch in the
new Dining Commons.

'Our Greatest Task Lies in the Future'

This new facility has alleviated the crowded classroom and laboratory operations, the make-shift faculty and staff offices (conditions which existed while NTID was located within the other RIT colleges), but most of all it "gave us a home to call our own," resounded Robert Panara at the Dedication Luncheon program held on October 5. Panara, who is deaf, was the first instructor to join the staff of NTID and has become an inspiration to new NTID faculty and staff and to deaf students who have enrolled here. "Now we have a place to welcome the many friends of Rochester Institute of Technology, in the Rochester community and throughout the country." He went on to say that the new Experimental Educational Theatre (EET), where the program was held, epitomized the many splendors of NTID, and that it holds the promise of even greater expectations.

Dr. Edward C. Merrill, the president of Gallaudet College, was on hand to give his thoughts about the importance of NTID. "NTID goes a long way in meeting the special needs of the deaf so that they can be productive members of society," he said. Dr. Merrill also spoke of the relationship between Gallaudet (a liberal arts college for the deaf in Wash., D.C.) and NTID. "Both institutions have many of the same goals — the most important of which is to help the graduates to become successful members of society."

Dr. William E. Castle, the dean of NTID, cautioned the audience that NTID was not yet fully established. "Our greatest task lies in the future. We must not be content with our current curriculum. We must continually update those courses which change, drop the ones which no longer are useful and add new programs which are

needed to prepare our students to meet the challenges of our changing world."

Charles Miller, deputy assistant secretary, Comptroller, U.S. Dept. of Health, Education and Welfare, is the man responsible for HEW budgets and their presentation to Congress. He advocated the principle upon which NTID was founded for all of mankind: "Educating deaf students is a mission which every human being can and should support without reservation."

Dr. Todd Bullard, provost and vice president for Academic Affairs at RIT, introduced principle officers of the Institute and the program's guest speaker, Dr. Paul A. Miller.

Dr. Miller, the president of RIT, proclaimed that "NTID dramatizes the joy and courage of deaf people when they learn, and truly it exemplifies the saying that 'work worth doing is worth doing well.'"



NEW THEATRE — Professor Robert Panara tells Dedication Luncheon guests how much the new facilities mean to the NTID faculty and students.



MAN'S MISSION — "Educating deaf students is a worthwhile mission," reiterates Charles Miller, deputy assistant secretary, Comptroller, U.S. Dept. of HEW.



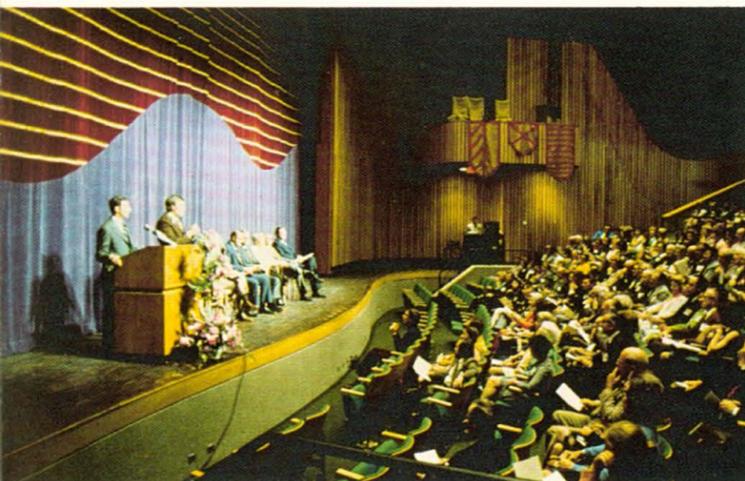
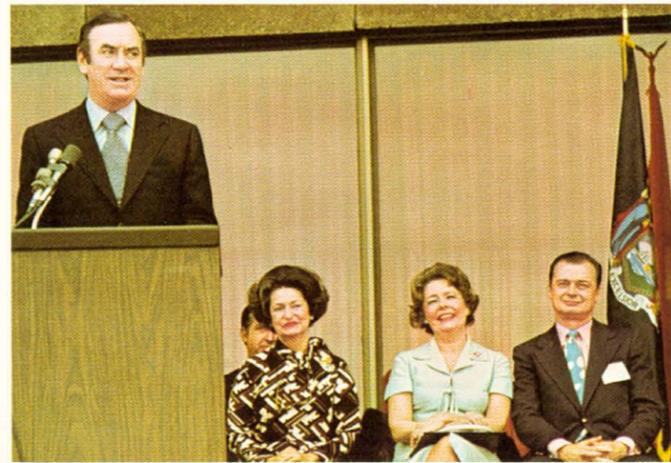
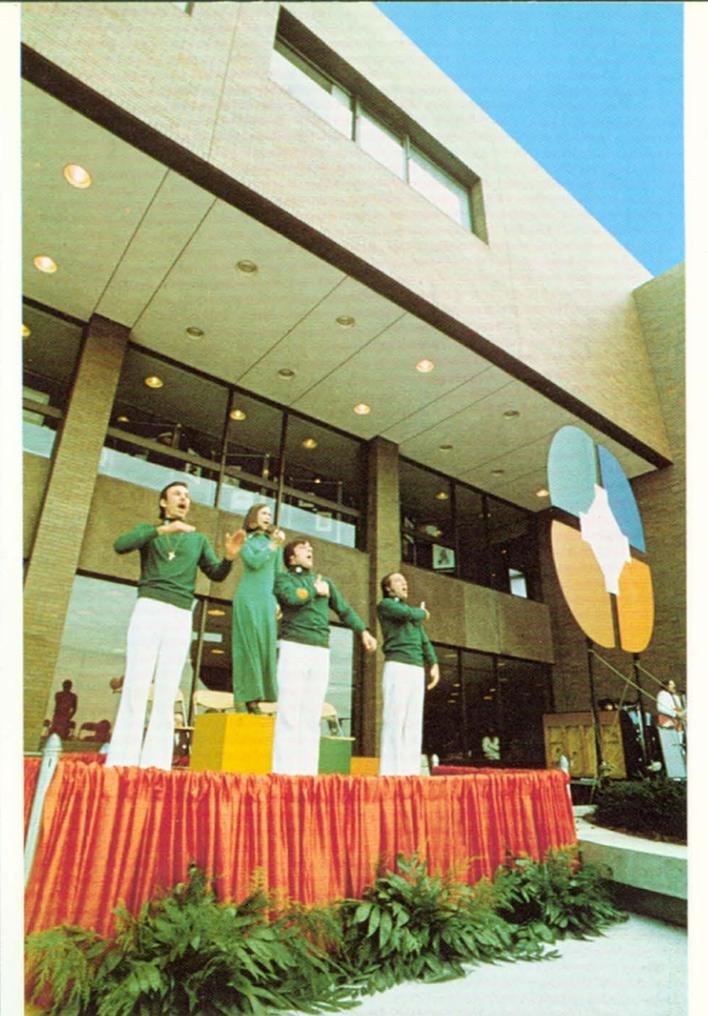
WONDERFUL — "The program developed is wonderful and the buildings that house the programs — perfect," states Dr. Edward C. Merrill, president of Gallaudet College.

"Conventional schooling does not work well for these people, so we must anticipate an openness to try new things, to be experimental, to help such learners."

*Charles Miller
U.S. Dept. of HEW*

"The National Technical Institute for the Deaf is a victory for all of us and the forward-looking culture we live in."

*John R. Opel
President of IBM*



A Day With Lady Bird at NTID

LADY BIRD'S GIFT — Mrs. Johnson (center) accepts a silver sculpture from deaf and hearing students on campus. (Left to right) Elizabeth O'Brien, Office for Career Opportunities; Dr. William E. Castle, NTID dean; Mrs. Johnson; deaf student Farid Bozorgi of St. Claire Shores, Mich.; and hearing student Marian Eaton of Averill Park, N.Y.



NEW TECHNIQUES — (Right photo) Mrs. Johnson and the Hon. Daniel J. Flood look on as Dr. Diane Castle (right), NTID clinical research audiologist, and student Debra Hammel demonstrate equipment used in the NTID Communication Center. (Bottom photo) Mrs. Johnson greets students in the NTID courtyard.





TEXAS FRIENDS — Mrs. Johnson says hello to NTID students from Texas.



HONORARY PLAQUE—Ladybird Johnson admires honorary plaque dedicated to former President Johnson.



ON TOUR — Assistant to the Director William H. Williams (left) and Visitors' Coordinator Eileen Biser (far right) escort Mrs. Johnson and Congressman Flood on a tour of the new facilities.

'Shrew' Expertly Tamed in New Experimental Educational Theatre

Petruchio has tamed Katherine the Shrew on many stages in many theatres all over the world. He did it again in outstanding style in NTID's new Experimental Educational Theatre (EET).

The Taming of the Shrew was the first production in the new EET and was part of the NTID Dedication.

"We look to the theatre as an important way of encouraging hearing and deaf students to interact," Dr. William E. Castle, dean of NTID, told the opening night audience. "And in the future, we see the theatre offering to us many nights of pleasure."

The thought and effort that went on behind the scenes was evident in the opening night performance.

More than 40 students in the Drama Club cut short their summer vacation to begin rehearsals of the play. Sixteen deaf actors and three hearing actor/readers worked on the script, carefully translated into sign language by EET Professor Robert Panara. Some students formed the technical crew and had their first real experience in set construction; others expertly cut and sewed costumes. Both the set and the costumes were designed by EET Technical Director and Designer P. Gibson Ralph.

"With the new theatre we finally

have the facilities to give students the opportunity to do everything concerning theatre technology, including set construction, costuming, lighting and sound," W. David Hagans, coordinator of the EET, said.

If the students ever had any doubts about all their work, the doubts were dispelled opening night. Shakespeare's play came alive in a new way as the hearing and deaf actors conducted a fast-paced journey through the story filled with plots, counterplots, exchanged identities, comic chases and mad confusion.

Paul Johnston (Lake Oswego, Ore.) as Petruchio had a devilish gleam in his eye as he madly battled Betty Bonni (Mt. Prospect, Ill.), who performed in wonderfully bad-tempered style. Janice Cole (Niles, Ill.) as the simpering Bianca, Ron Berger (Blairstown, N.J.) as the harassed father Baptista, Michael Lowe (Butler, Tenn.), Gary Etkie (Dearborn, Mich.), and Dan Ford (Superior, Wisc.) as the scheming suitors, and Ricky Smith (Batavia, N.Y.) as the wise fool Grumio, headlined the cast. The supporting players, featuring Sally Grillo (St. Louis, Mo.), Barbara Ray (Huntington, W. Va.), Donna Nelligan (Rochester, N.Y.), Gina DiNicola (Madison, Conn.), Don Brown (Iola, Kan.), Tom Riggs (Web-

ster, N.Y.), Joe Sardina (Tonawanda, N.Y.) and Denis Tucker (St. George's West, Bermuda) provided just the right comic touch to the performance.

RIT hearing students Linda Siple and Peter Blacksberg, and professional actor Frederick Nuernberg, were outstanding in their roles and in their ability to provide a broad array of voices for all the characters.

If the play was a jewel, so was the set. A versatile set and actors in richly colored costumes made the stage come alive with color and movement. Director Hagans kept the pace fast as actors entered and exited in non-stop fashion, drawing in the audience to their many plots and intrigues.

Great care was taken in designing the theatre, which is more than just a theatre for performances. Oak paneling that aids the acoustics offsets the green carpeting and seats. The velvet stage curtain, done in shades of raspberry and plum appliqued in gold, was designed by NTID art instructor C. T. Ferguson.

The EET program was established as part of the NTID Communication Center to present major productions in which students will be challenged to interpret and reproduce some of the classics of the theatre; to offer minor productions and workshops to stimu-



late students' interest in theatre arts; to expand the cultural and educational experiences of deaf students; and to provide opportunities for students to develop communication, personal and social skills.

Surrounding the theatre itself are workshops, dressing rooms, a rehearsal room and costume shop. These are being used to teach theatre arts and crafts to the students.

Visually-oriented deaf students role-play situations they may find themselves in (like a courtroom trial or medical emergency), or attend everything from lectures, speeches and performances to movies and concerts. The 542 seats are steeply tiered and arranged for an unobstructed view of the stage.

Use of another show business medium — television — solved a technical problem for deaf students.

"Deaf persons were excluded from learning about certain technical aspects of the theatre because the stage manager traditionally communicates with other technicians on problems of lighting and set control by using a headset. These have been replaced by a closed circuit TV system which allows visual communication," Hagans said.

The EET is planning four major productions this year and a number of smaller productions both on the main stage and in the laboratory theatre.





GOOD FRIENDS — Mr. and Mrs. F. Ritter Shumway are long-time friends of RIT and NTID. Mrs. Shumway is a member of the National Advisory Group.



WORK OF ART — Dr. Robert Frisina (left) and Gov. Hugh L. Carey admire a painting presented to NTID by RIT artist Hans Zandvoort.

“NTID has the highest credibility with the U.S. Congress.”

U.S. Congressman Daniel J. Flood



INTERESTED GUESTS — Guests from around the country attending the NTID Dedication ceremony represented government, education, business and industry, parents and alumni.



CONSTITUENTS — Congressman Daniel J. Flood met with students from his district in Pennsylvania. From left to right are: James Boos of Pittston; Joseph Stanislow of Edwardsville; Flood; Jill Gull of Exeter; and Robert Liese of Scranton.



FAMOUS PEN — Patria Forsythe, professional staff member, Senate Subcommittee on the Handicapped, presents Dr. Robert Frisina with a pen President Lyndon B. Johnson used to sign the law creating NTID in 1965.



EDUCATORS — RIT President Paul A. Miller (left) presents Mrs. Miller to Dr. Richard S. Brill, superintendent of the California School for the Deaf and current president of the Conference of Executives of American Schools for the Deaf, Riverside, Cal.



GREETING GUESTS — Mrs. Johnson greets (right to left) Dr. Mark Ellingson, president emeritus of RIT; Dr. Ralph Tyler, eminent educator and recipient of RIT's Founders' Award; Mrs. Ellingson; and C. T. Ferguson a coordinator of the Dedication planning committee.

NAD Passes NTID Resolution

A Beginning...

NTID was recognized nationally as "fundamental to the socio-economic advancement of our nation's deaf population" by the National Association for the Deaf (NAD) in its annual meeting which took place this summer in Seattle, Washington. The following resolution was introduced by the Resolution Committee and passed by the NAD.

WHEREAS the National Association of the Deaf (NAD) recognizes the National Technical Institute for the Deaf (NTID) as one of the fundamental institutions in the quest for educational and economic advancement of deaf people in the United States, and

WHEREAS the development of NTID has been followed by the NAD with consummate interest, and

WHEREAS in the opinion of the NAD, the intent and purposes for which NTID was established are being met with remarkable success, and

WHEREAS the NAD recognizes the absolute necessity of Federal sponsor-

ship for this national effort, therefore be it

RESOLVED that the NAD express congratulations and appreciation to both the Federal government and Rochester Institute of Technology (RIT) on the occasion of the completion of the NTID physical facilities and for their noteworthy productive cooperation in creating a successful NTID, and be it further

RESOLVED that the NAD express its special thanks to the U.S. Senate through the office of Senator Warren Magnuson, chairman of the Appropriations Committee; to the House of Representatives through the office of Congressman Daniel Flood, chairman of the Appropriations Committee; to the Administration through the office of Secretary Caspar W. Weinberger, Secretary of HEW; to the Rochester Institute of Technology through the office of Dr. Paul A. Miller, president, and to Dr. Robert Frisina, director of NTID, and in so doing urge their continuation of what in this century has become recognized nationally as most fundamental to the socio-economic advancement of our nation's deaf population.

Design Challenge Met By Architects

The National Technical Institute for the Deaf facilities were designed by the firm of Hugh Stubbins and Associates, Inc., Cambridge, Mass.

The firm is not a stranger to the RIT campus nor to the special needs of the handicapped. The firm designed the College of Fine and Applied Arts and the College of Graphic Arts and Photography for the RIT campus. In New York City, the firm designed the recently-opened Teachers College Research and Demonstration Center which houses one of the most advanced environments for studying, testing, and evaluating the education of all handicapped children.

In approaching the design of the NTID complex, the architects were concerned to provide close interaction and communication with the RIT community in buildings which express the identity of the NTID students; to incorporate the sophisticated technology required for education of the deaf; and to use light, color, space and texture to heighten the enjoyment and educational use of those perceptions in which the deaf have no handicap.



Hugh Stubbins, Jr.

The work of Hugh Stubbins and Associates, Inc., has been widely published both in the U.S. and abroad and honored with more than 36 national design awards. Hugh Stubbins, Jr., president and principal architect, served as chairman of the Harvard Graduate School of Design, Department of Architecture, prior to establishing the firm of Hugh Stubbins and Associates, Inc.

(Continued from page 2)

laboratory directors, display artists, computer systems analysts, social workers, graphic arts instructors, and more.

All in all, these represent a remarkable achievement for young men and women who were denied normal hearing from birth or in the dawn of their lives; and a reaffirmation of the belief that deaf persons can and do achieve high levels of accomplishment when provided appropriate opportunities for learning.

Since a fundamental purpose for NTID is the successful employment of its graduates, the educational environment created includes curricula, living conditions and recreational opportunities that help students achieve a high degree of personal development and a sense of social responsibility. The significant efforts of the faculty and staff are focused on the student with the view toward dependency reduction as manifested in successful employment and independent living.

NTID continues to serve as a professional practicum center for teachers, rehabilitation counselors, psychologists, speech pathologists, audiologists, administrators and other groups preparing for work in the field of deafness.

During these first few years of its existence, NTID has grown steadily as a proving ground for inventing approaches to teaching and learning, for developing new employment opportunities, for probing new dimensions in the communication and in the psycho-social aspects of deafness, and for applying and measuring the effectiveness of new technology in education.

NTID functions as an information center by sharing its research findings and its educational practices worldwide.

Fully aware that 'It takes a long time to bring excellence to maturity,' at this time it can be said with some joy that 'we have half the deed done because we have made a beginning.' We are learning that NTID's practices and their general influence are steadily and effectively reversing the trend of decreasing employment opportunities for deaf people of this nation.

Classrooms and Halls Inside-Out at NTID

The old school — no school — was ever like this.

Things seem to be turned inside-out in the new academic building at the National Technical Institute for the Deaf.

In the old days, some fun-loving ex-kids designed classrooms with high, puttied windows that wore crooked, drab-green shades. Through these portals, your dreams — and attention — could fly.

While wisdom was scrawled on a chalkboard, your imagination could climb the castles of clouds or marvel at the creepy crawly things parading up the window panes.

In the old school halls, called corridors by the faculty, it was different, darker, windowless. Dream or pass the time of day there, and you'd risk being trampled by a herd of sneakers and back-to-school Hush Puppies racing bells between classes.

But at the new NTID facilities, opened recently on the 1300-acre campus of the Rochester Institute of Technology, things are reversed. Some campus graffiti tells the tale:

"Hey diddle diddle
the rooms are in the middle
and the hallways have the view."

The dreamers have lost to the doers, or at least have been put in their place. And, according to the school faculty, it's all for the sake of education, which is taken very seriously at the only national technical college for the deaf.

The pie-shaped classrooms, resembling miniature auditoriums, are clustered in groups of four around compact audio-visual rooms. No windows, no open doors, not even the hint of outside sound or vibration penetrates these classrooms.

All attention must be directed to the teacher, who uses an array of rear-screen and overhead projection, TV, computer consoles, audio devices, and traditional blackboards.

No clouds, no creepy crawly things, no wanton calls to freedom. Attention cannot escape.

But outside, it's a bright new story. The halls are called streets. And they have as much resemblance to the stuffy old corridors as Washington, D.C.'s Pennsylvania Avenue has to a back alley.

Here are the windows — walls of them — framing landscaped court-



yards and panorama views of the campus greens and open fields. Overhead are skylights filled with enough clouds and northern light for any painter.

In these enclosed boulevards are trees, plants, shrubs, lounge furniture, and display kiosks. Gone are the darkened walls, replaced by light paneling and brickwork.

The whole idea is that the classroom is for concentration, and the halls are for visual rest. After the student's intensive concentration in classrooms, where communication is done through the visual sense, he needs the visual relief of the hall.

The idea is one of numerous unique educational concepts incorporated in the newly opened \$27.5 million NTID facilities located on the campus of the Rochester Institute of Technology.



Spaceship-Like Rooms For Inner-Space of Minds

They vaguely resemble futuristic rooms aboard the Starship Enterprise, the spaceship that runs and re-runs on TV's "Star Trek" series.

They're sound-proof, windowless, tiered classrooms with swivel chairs, flashing lights, projection screens, closed-circuit TV monitors, computer terminals, and amplification systems.

But, rather than entertaining flights of imagination, there are the down-to-earth cluster classrooms in the new NTID facilities.

They were specially designed by Hugh Stubbins Associates of Cambridge, Mass., to aid in educating deaf students who are visually oriented. According to school officials, their two fundamental features are acoustical privacy and visual integrity.

Two of the 16 rooms are rectangular, with a 57-seat capacity. Fourteen others are pie-shaped and can seat 25 students each.

Most of the smaller classrooms are clustered in groups of four around individual audio-visual centers. The shape of a four-leaf clover is formed by these clusters.

The classrooms are sound and vibration-proof to eliminate distracting those students using hearing aids.

Because the deaf students are visually oriented, windows are eliminated so all attention can be focused on the teachers and the various visual aids used.

These include a large rear-screen projection screen, an over-head projector, TV monitors, a traditional blackboard, and the capability of installing individual computer terminals for programmed self-instruction. Of course, the most important visual aids at the Institute are lipreading, sign language, and fingerspelling.

Because visual communication is used, classroom seats swivel so that students can see one another for purposes of communication.

Most of the audio-visual devices can be operated by a specialist in a small projection center around which the groups of four classrooms are clustered. These can include slide shows, filmstrips, 16 and 35mm movies, closed-circuit TV broadcasts, and even videotaping classes in session.

The one projectionist can handle four classrooms simultaneously, or the individual teachers can operate the AV equipment from within the classrooms.



Adding the Personal Touch

Take a good-size room, add a student or two, and something magical often happens.

By "adding a few personal touches," they can achieve an aesthetic result resembling a train collision in a football locker. Classic examples can make decorators or slumlords weep.

One attempt to maintain some order in this traditional practice is reflected in the new dormitories at NTID.

In the residence hall, which includes 359 double rooms and 29 singles for students, the specially designed furniture looks like a series

of building blocks. The units are interlocking modules that can be put together in various arrangements to allow room for all the inevitable "personal touches."

It can all be put together so that the bed, desk, cabinets, wardrobes and chests occupy no more floor space than a single bed. Or the individual units can be spread out in a more conventional manner.

Each student is assigned a bed, desk surface, chair, wardrobe, desk pedestal, chest, and shelf units. There are additional units so students can trade pieces of furniture.



School Bells See the Light at NTID

The dingaling school bells and banshee buzzers that have long ruled the academic world have been replaced by a series of lights that flash, wink and glow at NTID.

Even that untimely instrument of torture — the alarm clock — can be replaced by the lightning flash of a strobe light the size of an apple.

The series of lights, mounted on small wall panels in classrooms, labs, meeting halls and dorms, serve as an emergency warning and signaling system for the college's deaf students, who depend on sight rather than sound in every aspect of their lives.

In the college's windowless classrooms and other instructional areas, one white strobe light (sort of a large version of a camera flashcube) and two smaller red lights are mounted high on the front walls.

In an emergency, such as a fire, the white strobe flashes on and off while the red light holds a constant glow.

The strobe light can also be used by teachers to gain the wandering attention of students who can't hear

voice commands. By pressing a button, the strobe bounces a split-second flash of light through the room.

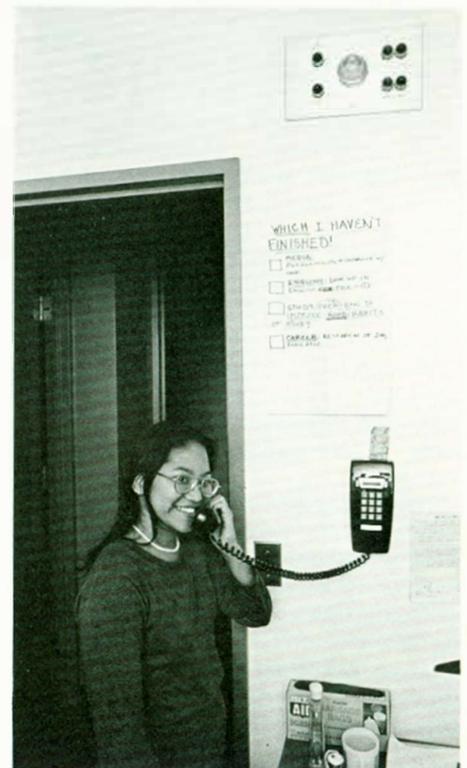
It works — probably better than the traditional foot-stomping and desk-pounding that have been used by teachers of the deaf for years. Sit anywhere in the well-lighted room, turn your back to the light, and close your eyes tightly.

You'll see the light.

And sooner or later, it will dawn on some Joe Cool of the campus to dub it "Flash Gordon," or paraphrase John Donne with "Send not to ask for whom the light glows, it glows for thee."

In student dormitory rooms, the light panels serve more functions. The flashing white light and glowing red lights signal an emergency. Or the white strobe can be used to awaken a log.

Room doorbells trigger a green light. And a soft amber light can be turned on to indicate a message or an impatient date awaiting the student.



TV Center Rates Itself

It may be one of the smallest television stations around, but it takes its ratings more seriously than the biggest channels and networks. Because, instead of money, Emmies and Neilson headcounts, a lot of minds and futures are at stake.

The station is a unique Television Center at NTID.

Its uniqueness goes beyond the fact that it will be rated almost entirely as a teaching medium. For one thing, most of its prime audience can't hear the sound of the telecasts. And what the people behind the cameras learn is just as important as what is learned from the screens.

According to Frank Argento, director of the Institute's Division of Curriculum Development and Evaluation, the TV Center may also determine how television is used in other educational situations for both the hearing and the deaf.

"The effectiveness and efficiency of using TV for teaching are not well known," says Argento. "So during the next few years," he added, "we'll evaluate it — or rate it — through carefully planned research."

The Center includes two complete

color TV studios with control rooms, videotape equipment, sound booths, banks of monitors, and all the other paraphernalia needed for closed-circuit telecasts.

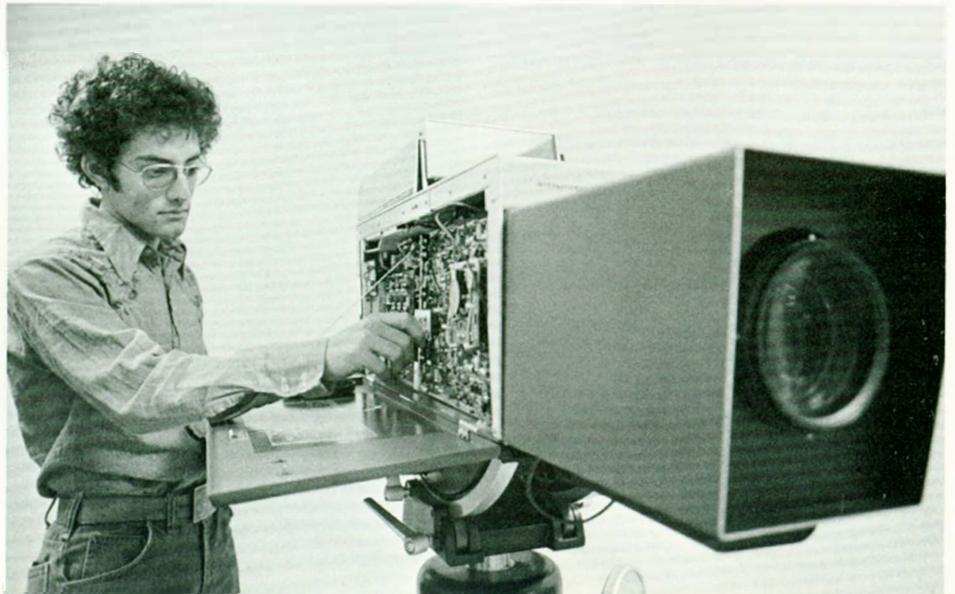
The equipment is used to televise or videotape conferences, lectures, special classes, and student drama club presentations. In addition, films are captioned and certain shows are picked up from commercial and public TV and modified for the deaf.

By cable transmission, the Center is linked to most of the Institute's classrooms, meeting halls, and dormitory rooms. The closed-circuit telecasts can also be sent to Rochester Institute

of Technology, Nazareth and St. John Fisher colleges in Rochester, the Rochester School for the Deaf, and even the Monroe County Dept. of Health.

Besides this, the TV Center serves as a classroom that can teach deaf students to become television technicians. One plan is to have students produce their own news program.

It will receive the same critical rating as all other aspects of the Center. Educators will give it a studied 4-E measurement to determine if it's Educational, Effective, Efficient, or Entertaining. Without a bit of the latter, it wouldn't be TV.



Closing the Communication Gap

They literally watch their language here, and attack a strange enemy called the telephone.

Every place you look there are elaborate sound-proof chambers resembling windowed vaults, acoustical tiles, vibration-proof floors, and a wide range of unique electronic audio-visual devices.

Yet, most of the people are deaf.

It's called the Communication Center and there isn't anything like it in this whole noisy world.

The NTID communication equipment was impressive before they built their new facilities. Now, they'd impress a scientist from a NASA control room.

The purpose of the Center is to help deaf students develop communication skills needed for job placement and community involvement. These include speaking, lipreading, language, signing and use of residual hearing.

When students enter NTID, they're assigned to a communication counselor who evaluates the student's abil-

ities and determines the training needed.

Since many of the students can't hear their own voice, it's difficult for them to speak clearly. So the problem is two-fold. Also, they must learn new words, phrases, slang expressions, and basic communication techniques — especially those of the work environment he or she plans to enter.

This requires a lot of special techniques and technologies never developed before. So the NTID Communication Center specialists worked with industry, architects, and such organizations as the non-profit Center for Communications Research of Rochester, N.Y.

Together, they came up with some new equipment that can't be fully appreciated by a hearing person.

For example, most people consider the telephone about as common as rain in Rochester. But, to the deaf, it seems to have been invented to complicate their handicap. So it's been ignored.

At the Center, they're now answering the call at a series of eight Communication Aids Classroom Modules that look like elaborate phone booths. These simulate real telephones, Vistaphones (TV picture phones), and teletypewriters.

The telephones are equipped with everything from coin slots to amplifiers, monitoring devices, recorders, and tape cassettes that simulate conversations and even ambient noises.

At another prototype unit resembling a microphone attached to a TV set — called a Visual Speech Training Aid — a student can actually see what he talks like. Lines on the screen show how he articulates, what sounds he makes, when he is talking too high or low, and how it all relates to normal speech patterns.

After seeing how they talk, the students can take on speech and vocabulary training at a new semi-circular Speech Training Table, which is a very complicated thing to behold. It's equipped with headsets, amplifiers,

COMMUNICATION CENTER —
(Top right photo) Students with aptitude learn to use telephone and other telecommunication equipment at NTID. (Bottom right photo) The Visible Speech Training Aide (VSTA) enables students to see their speech patterns.



microphones, film projector, and both audio and TV cassettes.

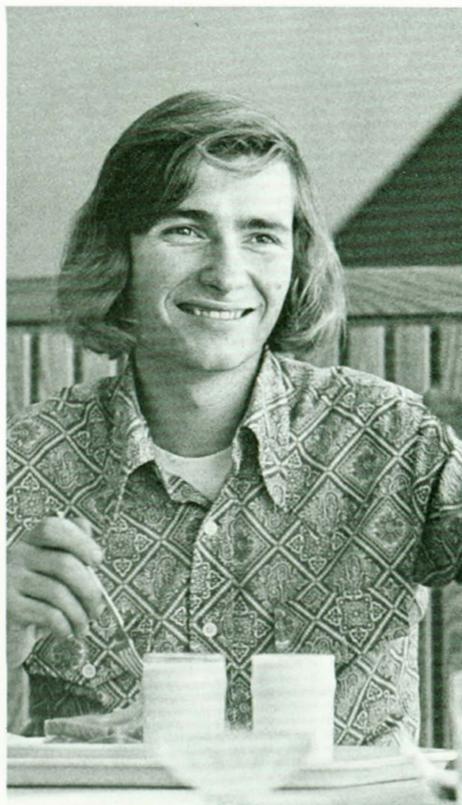
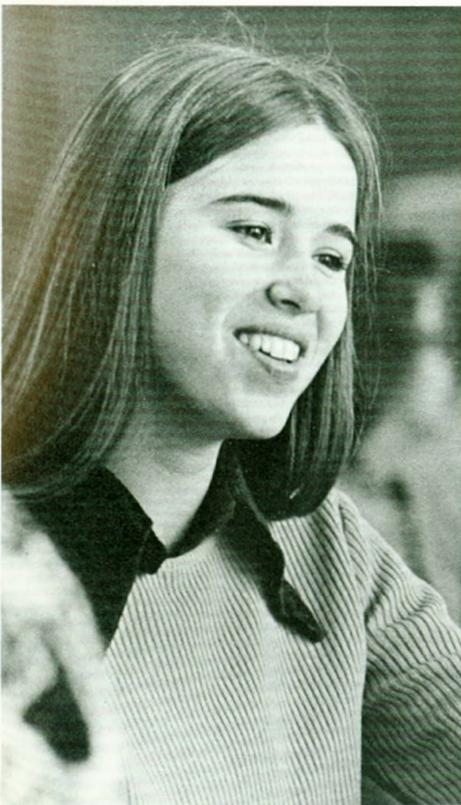
A similar prototype unit is called an Auditory Speechreading Training Table, used for group speech sound discrimination testing, in other words, they learn how to improve lipreading and listening skills.

The Center for Communication Research developed another system called Self-Instruction Carrels. This involves combining computerized instruction with specially prepared TV tapes that a student uses himself, at

his own speed, for communication training.

Other innovations involve a unique English course; an Experimental Educational Theatre; taped tests that are answered by pressing buttons; and even a hearing aid repair shop manned by trained students.

The Center is a vital part of the school because, according to Dr. Robert Frisina, NTID director, "We have learned that the ability to communicate is as important on the job as technical, personal and social skills."



Uncommon Dining Commons

One trend in restaurants is to create elaborate replicas of everything from castles and cathedrals to pubs and stockades.

On college campuses, dining halls range from panelled stodginess to utilitarian designs with all the glamor of army mess halls.

But NTID's Dining Commons imitates nothing, is utilitarian without being spartan, and reflects a bright, refreshing note of youth.

The 31,300 sq. ft., two-story building straddles a small road that winds through the campus. On one side of the road, the Commons includes a student-faculty lounge, meetings halls, and a mailroom. On the other side is the kitchen and storage areas.

In the bridge area above the road is the large U-shaped dining room with a panoramic view of the campus.

The color scheme is one that would be hard to find in most university clubs. It includes brilliant orange carpeting, bright functional green furniture, and wood paneling accented by textured concrete. Nature itself is the prime decoration.

The dining area has a 475-seat capacity to accommodate, in two seatings, at least 950 students, staff and faculty. It is open to everyone on the RIT campus.

Round tables allow deaf persons to communicate by lipreading, sign language, and fingerspelling. Also, since this is a visual form of communication, movable partitions can be placed around tables for privacy.

On the inside walls, painted with color graphics, there are two large white areas that serve as projection screens for movies or visual presentations. When not used for this, TV sets are installed for closed-circuit or public telecasts.

The Dining Commons is situated between the academic building and residence hall in the new facilities.

For further information contact:



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