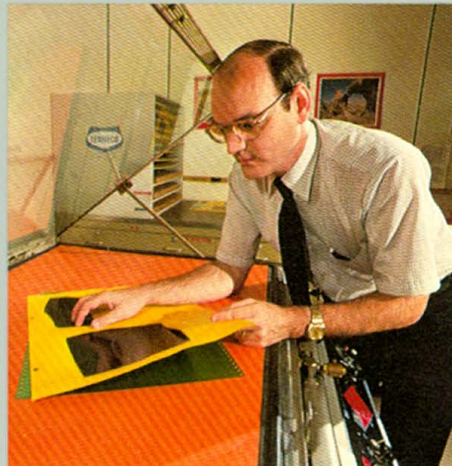
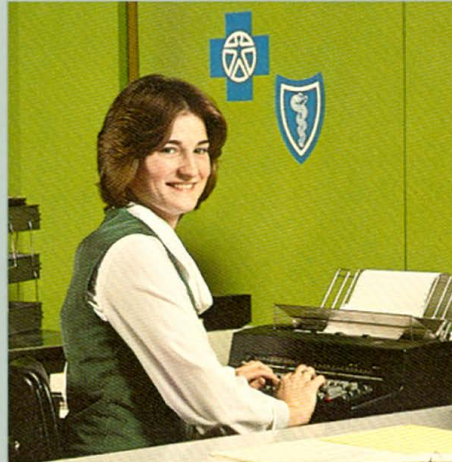

Challenge & Response



NTID/1976-77

A special year-in-review issue of **mid focus**

National Technical Institute for the Deaf

NTID is the only national technical college for deaf people.

It is **national** because it was created by the federal government, provides educational opportunities for qualified students from every state in the nation, and in other ways serves deaf people throughout the country.

It is **technical** because it trains students for careers in technological areas.

It is a **college** because it provides educational opportunities in a postsecondary environment.

It is **for the deaf** in that it serves people with substantial hearing impairments. Also, in order to teach this special clientele, curriculum and classes have to be designed and/or adapted with the special needs of the deaf in mind.

NTID was created because the deaf population has been underemployed or unemployed historically. It was clear that educational opportunities for the deaf were needed in technical fields; and many people felt that, if given specialized training, the deaf could succeed in many technical careers.

NTID is:

a public law—89:36 to be exact. It was established by an Act of Congress and is funded through the U.S. Department of Health, Education and Welfare.

located in Rochester, New York—On the 1,300-acre campus of Rochester Institute of Technology.

part of RIT—It is one of the nine colleges of RIT, just like the College of Business or the College of Engineering.

unique—Having NTID as part of RIT is the first effort to educate large numbers of deaf students within a college campus planned primarily for hearing students. It is the only one of its kind nationally or internationally.

young—It was established in 1965, and after several years of planning, programs began in 1968.

growing—The first group of 71 students enrolled at NTID in the academic year 1968-69. The 1977-78 average full-time enrollment of 900 students will represent almost every state in the nation.

exciting—NTID is reversing major trends for the employment of the deaf. Currently, 97 percent of NTID's graduates who seek employment in their areas of education and training are finding positions commensurate with their educational levels; and 84 percent have been hired in business and industry.

searching, creative and changing—Nothing keeps a place more alive and dynamic than the energy and spirit of faculty, staff and students who are unified in a common goal and who are able to be creative and imaginative.

Observations



Human nature tends to encourage reflection on anniversaries particularly when such occasions can be marked by descriptions of success. The National Technical Institute for the Deaf is presently identified with achievement distinguished in many ways from the record of American education in recent years. In the short time of 10 years, a major technical and human resource for the deaf has been established, the impact of which is now being felt throughout the United States and even abroad.

Statistics cite that NTID is just about fully operational, having reached "planned limits" for student enrollment and full-time staff. In fact, the Institute is providing a rich admixture of educational service. This service is embodied in a high level of teaching, research, and training bound together by an expanding sense of vitality and innovation. Graduates are moving into the mainstream, finding employment commensurate with their skills and interests. And NTID is now stepping forth into an even larger arena of social service.

NTID's confidence as a national resource has begun to radiate outward to secondary and postsecondary schools, community colleges and even into university centers where the Institute's experience and skills can be shared on the widest plane possible. NTID's resources are offered to a broad cross section of social agencies, public and private—which are concerned with enhancement of the quality of life for those burdened by hearing impairment and other handicaps generally.

NTID commends your attention to the contents of this report and encourages your own observations with respect to the work underway and planned for the future.

William E. Castle

William E. Castle
Director
National Technical Institute for the Deaf

Perspective

Each year, the National Technical Institute for the Deaf (NTID) located on the campus of Rochester Institute of Technology (RIT) seeks to fulfill a unique mission in the world of education: to prepare postsecondary deaf students for productive, satisfying careers at the semiprofessional and professional levels in business, industry, education and public service. In meeting this challenge, NTID also undertakes the responsibility for imbuing these young people with a sense of personal growth and cultural awareness that will enable them to relate successfully to their families and the communities in which they live.

Administration of this program has helped NTID to emerge as a major resource for instructional materials and professional training for service to deaf persons and other handicapped individuals throughout the United States. In so doing, the Institute has been engaged in a broad and far-reaching program of applied research in the economic, educational, communication and personal social accommodation of deaf people.

The title of this report on the past year certainly characterizes the mission given to NTID by the U.S. Congress 12 years ago. The response to that charge is evidenced by the progress described in these pages.

As one in a series of annual profiles for NTID, we believe this report offers an insightful view of the more significant dimensions of performance by this unique facility during the past fiscal year (October 1, 1976 – September 30, 1977).



**Robert Frisina
Senior Vice President
Rochester Institute of Technology**

Focus: Preparing Students

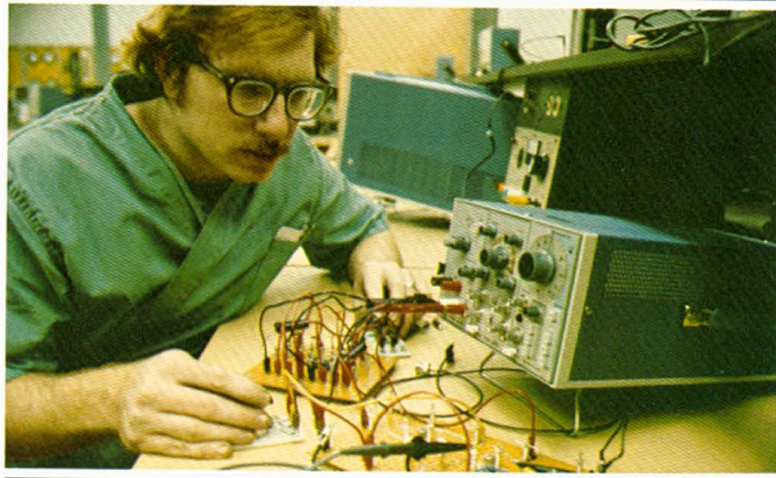
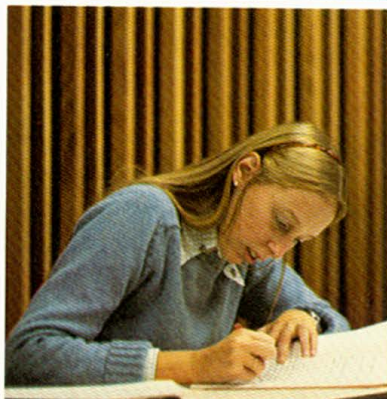
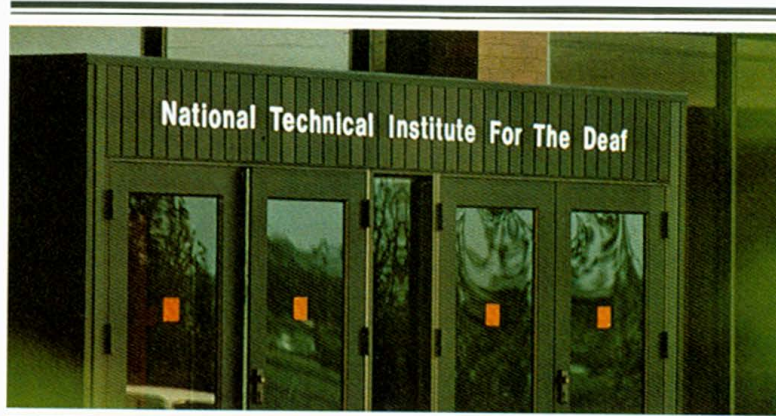
For Working and Living

When opening the doors of an institute such as NTID, there are always questions of where to begin, how much to report, and where to place the emphasis. In answering these questions for a single year the focus inevitably falls upon the most important ingredient in the Institute's mix and that, of course, is the student. NTID exists for deaf students who aspire to productive, useful lives in the economic and social mainstream of the hearing world.

Students attend NTID "to become self-generated, economically independent learners" who can compete successfully in an increasingly complex society. To help meet these goals, NTID has expanded its educational services while increasing student population at a gratifying rate since its first year of operation — 1968. Recent statistics and those of NTID's first year of operations show a comparative summary of growth in terms of students and curricula.

	Fall '77	1968 (first enrollment year)
Students	803	71
Technical/		
Professional Programs	103	43
RIT Colleges offering		
such programs to deaf		
students	9	5
General Studies Courses	150	72
Developmental		
Education Courses	11	Pilot Seminar
Speech Therapy Courses	39	Exploratory Effects

Since 1968, 2,003 students from 49 states, Washington, D.C., and United States citizens from one territory and two foreign countries have attended NTID. Of that number, 803 students were enrolled in the fall 1977-78; 496 graduates have found employment in 42 states; 95 graduates have moved on to advanced academic study. Of the graduates who pursued employment, 97 percent have been placed. Of those employed, 80 percent work in business and industry; over 11 percent in government, and the remainder in education. This is a sharp contrast with the previous history of employment of most postsecondary deaf graduates in various areas of education.



Career Opportunities

Telling the NTID Story to Potential Students and Employers

During the past year, NTID has developed its facilities, staff, and programs to receive more postsecondary students and place greater numbers of graduates in satisfying productive jobs than at any time in the past.

The Institute's Career Opportunities Specialists pursue an ongoing, carefully planned program to locate, nationally, potential students who can pursue postsecondary education and to let them know that they have access to programs in higher education. NTID informs these students of the many opportunities available to them and of the career choices they can pursue through NTID's program.

The Institute's capacity for service to an average of approximately 1,000 students annually is now being approached and intense cultivation of employer prospects has grown for the increasing number of graduates exiting from NTID at various academic levels.

Sixty-two carefully-planned presentations of "The NTID Experience" were made this past year in 24 states. Here is a brief summary of those groups and organizations reached with these presentations.

Students	3,077
Teachers	902
Parents	777
Vocational Rehabilitation Counselors	80
Day Schools	37
Residential Schools	22

In '76-'77, NTID described its resources at the National Convention of the International Association of Parents of the Deaf in Morgantown, North Carolina. NTID specialists held three workshops with more than 100 parents to explore postsecondary educational programs dealing with liberal arts, technical education, adult basic education, types of degrees, admission criteria, financial aid and other related educational topics.

The Institute's Division of Management Services this past year reported an increasingly higher acceptance rate among student applications largely due to careful and detailed discussions with prospective students and their counseling agencies prior to arrival at NTID. Through helpful and refined interview techniques, an

increased incidence of successful performance at the Institute has also been documented. NTID employs a systematic approach for gathering and interpreting data to help students make better-informed decisions while they attend NTID.



Vic Maguran (seated, center), director of the Office for Career Opportunities, leads a staff of highly-motivated professionals. They seek out secondary-school deaf students, introduce them to the opportunities found at NTID, follow their training and personal/ social growth, and guide them from the Institute to career job placements.

Target: Jobs!

Career Development

NTID orients students to careers even during pre-admission activities. Everything the student does at NTID is directed to eventual placement in a career position. Curriculum content, communications technique, social skills, co-op job experiences are all related to the known needs of employers.

The Office for Career Opportunities actively seeks out placement of graduates in jobs and acts as liaison between the employer and potential employee (student). Consequently, NTID studies needs of the job marketplace and relates these needs to student training. Staff members who work on placement know their employment geography, short- and long-term trends in the labor market, and prevailing attitudes toward the deaf in various parts of the country. While pursuing the marriage of employer need and student availability, NTID's representatives often introduce changes in the student's training to create better employment opportunities.

Even after placement, the Institute's employment development team pursues regular contacts with both the employer and graduate to facilitate adjustments required on both sides and to remain current with that employer's changing personnel needs.

Meeting The Employer On His Own Grounds

During the past year, NTID's pursuit of employer contact resulted in an expanded program of "regional employment seminars" where NTID tells its story in a professional, business-like atmosphere. Visits to Houston, Dallas, and New York — following up earlier visits to other large metropolitan markets — were made to inform potential employers of:

- a) Capabilities of technically-educated deaf persons.
- b) Growing opportunities to hire skilled, semi-professional deaf graduates.
- c) Their own (employer) resources for promoting employment opportunities for the deaf in their companies.

Changing from Student to Employee

Mindful of all its services to Institute residents, NTID believes its basic responsibility is to carefully guide the student through a

program of technical and professional education in preparation for employment. In the current year, NTID's curricula, in number and selection, serve an enrollment 11 times that reported for 1968-69, when students first entered. The Fall '77 enrollment of students participate in programs that confer seven different certificates, 14 diplomas, and 14 possible associate degrees in the Institute. Students may also pursue two certificate, 17 diploma, 44 associate, 49 baccalaureate, and 36 master's programs through other RIT colleges.



Entering NTID students currently average 19 years of age, and represent virtually every state in the country. In Fall '77, students enjoyed access to an unusually diversified program of academic instruction reflecting current business and industry employment needs.



Personal/Social Development

Student Growth Toward Social Maturity

In parallel with the technical and professional education provided to students, NTID in '76-'77, continued to give special attention to student cultivation of those skills important to successful relationships with people. This past year the Institute offered formal developmental education courses for credit dealing with human relations, personal finance, study skills, career decision making, community service, leadership, government, religion, psychology, and related subjects. Additionally, NTID has created 39 different courses to enhance speaking, writing, reading and manual communications.

Those NTID students seeking degrees take RIT General Studies courses directed to social sciences, science and humanities, language and literature. During the year, to challenge their individual interest and scholarship, they could select from 150 courses with up to 12 sections of classes for some courses.



NTID offers opportunities for increasingly varied social experience through the creation of housing for deaf and hearing students together. For example, a new Photo House, Art House, and an Accounting House enable students who are involved in photography, art and accounting to share these special interests while living in the same housing facility.

Staying in Touch with a Diverse World

NTID, through its cable television system, provides students with captioned versions of motion pictures, daily news broadcasts, and other television series as a means of enlarging the students' personal horizons and awareness of the world.

Expanded student participation in varsity athletics, parliamentary government for the NTID Student Congress (NSC), Student Association, a student newspaper, and various special-interest clubs related to architecture, photography and physics encourage a varied social experience for the current NTID resident.

During the past year, NTID's Experimental Educational Theatre (EET) took on increasing importance for students. Through this medium, students have found outlets for social and cultural expression frequently not available to them prior to entering NTID.



Participation in NTID Theatre productions continues to be one of the most popular student activities.

Improved Communications

Making a Richer Human Experience Possible

During the past year, 85 percent of the deaf students attending NTID participated in programs to advance their communication abilities, including speech, reading, writing, speechreading, and auditory and manual communication skills. NTID identifies the degree of need for such instruction with first year students whose English language competence may require strengthening for success in a college environment both in academic work and social relationships.

NTID emphasizes reading and writing activity for students, as they are encouraged to respond more frequently in the classroom. The Institute collaborates with faculty in other RIT colleges "to foster increased and deeper contact" for students in normal hearing environments.

All of these activities have challenged the ingenuity and resourcefulness of Institute professionals in search for means to facilitate the assimilation and use of information by deaf students. The Division of Communication Programs has observed significant improvement in student ability to apprehend, comprehend, and retain new information at a faster rate than before. For example, prior to entering NTID, deaf students appear to advance the equivalent of one half academic grade level for each year of instruction. After they become involved in NTID programs, these



Individual speech therapy helps students to develop an important dimension of their communication skills.

students progress, on the average, more than one grade each year.

Of comparable significance is the salutary effect of improved communication skills upon a student's personal, social and cultural growth in preparation for life in the hearing world. Increased emphasis in this critical area of student experience now includes:

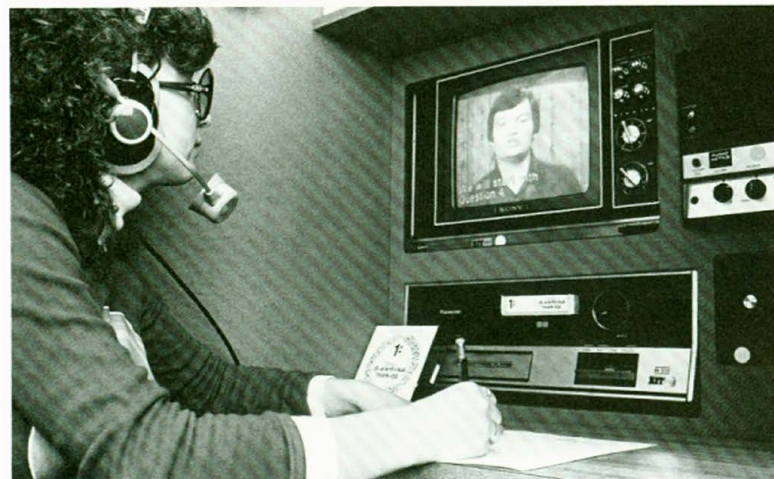
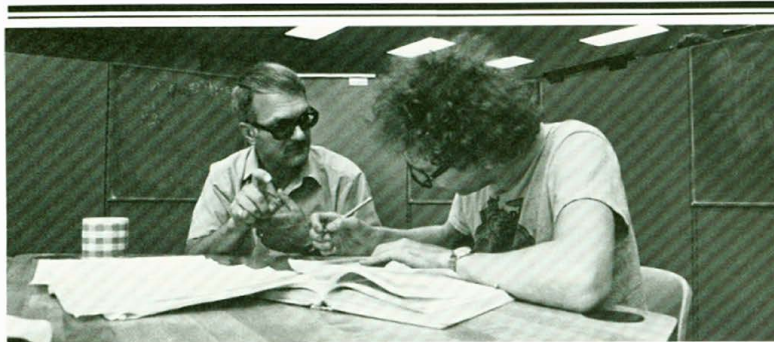
- Audiological services—to enhance students' speechreading, refine and repair hearing aids, and introduce supportive hearing devices for students able to benefit from these aids.
- Speech therapy, public speaking, and language analysis directed to more than half the student population.
- English language instruction for reading comprehension, writing, and vocabulary development for three-fourths of the student enrollment.
- Experimental Educational Theatre that introduces one-fourth of the students to production, performance, and oral interpretation.
- Additional manual language instruction for 20 percent of the student body each quarter.

All of these supportive services underscore the importance of good communication skills as an integral part of effective social relations.

The possession of these skills is strongly reinforced in the student's experience within the RIT college environment and eventually aids in establishment of rapport with co-workers once the graduate is employed.



Vistaphones and other telecommunication equipment allow deaf people on campus the convenience of using telephone equipment for direct communication.



Applied research projects at NTID utilize the latest techniques and technology to study student learning and evaluation, teaching methodology and individually-paced programmed instruction.

Innovation Through Research

NTID engages in research for a better understanding of the role of deafness in educational and employment settings and to develop innovative and imaginative techniques for teaching the student. Thus, in the past year as always, NTID has made applied research integral to planning and allocation of resources to carry out the Institute's fundamental objectives.

When students first arrive at the Institute, NTID evaluates their information levels and learning skills. Subsequently, individual programs are devised to open the students' minds to the possibilities that await them in the hearing world. NTID's research continually expands efforts to help students absorb information rapidly and with improved comprehension.

As of Fall '77, 22 percent of NTID's research projects dealt with mode of teaching, 23 percent with how the student actually learns, 36 percent with student assessment or evaluation of performance—and the balance in program planning and measurement.

Such research activities overlay and even interact with one another—and are directed toward academic and vocational objectives, communications, and students' personal/social growth.

NTID research also focuses upon assessment or diagnosis of skills already possessed by the student. Knowledge covering a student's communications ability, for instance, may assist investigators in determining the best measures to improve the student's capabilities academically and socially.

Full-time professionally-trained Institute researchers carry out the planning, execution, and reporting of NTID research. These people offer the Institute broad and varied backgrounds in education, evaluation, measurement, cognitive psychology, speech pathology, audiology, special education, sociology, and linguistics.

NTID research derives from the efforts of many people located among faculty and staff directly in contact with students. This facilitates close interaction in exchanges between researcher and staff members and helps make the research program vital, relevant, and applicable to student needs.

In 1976, NTID staff completed 57 (of a total of 122 since 1968) research-based papers: some for Institute internal use, most published or submitted for publication. Numerous papers were given at professional meetings this past year. Papers were

presented at such national meetings as the American Educational Research Association, Convention of American Instructors of the Deaf, American Speech and Hearing Association, A.G. Bell Association for the Deaf, and the Acoustical Society of America.

During '76-'77, NTID staff aided in the preparation of doctoral dissertations by graduate students at the Universities of Rochester and Wisconsin, as well as Syracuse, Maryland and McGill Universities on a variety of subjects consistent with current NTID research priorities.

Research Coordination

In the '76-'77 academic year, significant collation of research activity was brought about through the Institute's Office for Integrative Research. Presently, NTID has more than 100 research projects underway. The results of much of this research will be published in professional journals or distributed directly to professionals working in the hearing-impaired field.

An important by-product of this research dissemination is continual feedback from other research centers which helps to identify additional problems in diagnostics, teaching, and vocational guidance for deaf students and employed graduates.

In the past academic year, NTID enlisted the professional skills of a visual perception authority from the University of Rochester, who serves as a part-time visiting professor at the Institute. A number of full time advanced doctoral students were also awarded assistantships at NTID under joint sponsorship of the Institute and the University of Rochester.

Collaborative research seminars with professional colleagues at Gallaudet College in Washington, D.C., and the establishment of a special group on deafness as an affiliate of the American Educational Research Association have extended NTID research even further.





Workshops and seminars are among the various ways NTID employs to make its knowledge and expertise available to others involved in education and development of deaf people.

Sharing NTID's Efforts

Throughout the World of Hearing Impairment

During the past academic year, NTID focused greater attention upon means for sharing its experience with professionals serving the needs of deaf youngsters at elementary and secondary school levels as well as agencies working with gainfully-employed graduates and other deaf adults.

For pupils at a lower educational level, NTID initiated research to evaluate basic communication skills more precisely leading to improved techniques of instruction for these children. In pursuing these goals, NTID continues to coordinate development of instrumentation for student assessment in other parts of the country.

To give this program impetus, in July 1977, NTID's newly-created Office of Educational Extension hosted a workshop with representatives of the Maryland School for the Deaf, City University of New York, the University of Illinois, the Model Secondary School for the Deaf, and Kendall Demonstration Elementary School, Washington, D.C., participating. These institutions will subsequently assume the responsibilities for new thrusts in the fields of communications evaluation and improvement.



NTID records its educational approaches in non-print as well as print form to share with other educators and agencies serving deaf people.

Participants made a ten-year commitment to the goals of the conference, with initial appointment of several task forces to prepare guidelines and direction for research in the area of student assessment — where so much needs to be done.

A prime NTID concern is the enhancement of work skills for the currently-employed graduate. NTID is investigating ways to determine what these needs are. This will permit creation of continuing education programs to advance professional goals of the graduate as well as other deaf employees with similar skills at appropriate career junctures. NTID hopes to offer course-guidance to local community colleges where existing curricula may be refined or supplemented with new materials. Thus, the NTID graduate can be motivated to further personal education throughout adult life.

NTID is now developing means for large-scale production and distribution of educational materials designed by the Institute.

In these ways, NTID's catalytic role in the education of deaf students at lower levels and following graduation extends the total impact of NTID's presence nationally. This should contribute to better-educated, more communicative, and more productive deaf citizens for our society in the future.

Advancing the Professional

To Best Serve Deaf People

In the past year, NTID presented a program of 275 hours of intensive instruction describing goals, functions, and organization of the Institute to newly-hired NTID faculty and professionals.

Historically, NTID began its mission with no established reservoir of trained personnel from which to draw to fill projected staff positions. The design of Institute facilities and definition of staff responsibilities called upon the ingenuity and imagination of NTID administration to create this human resource. Moreover, NTID's sponsoring institution, Rochester Institute of Technology (RIT), needed fundamental orientation to the problems of deafness and the availability of lay techniques for engaging in communication with hearing-impaired people on a day-to-day basis.

To meet these needs, NTID originated programs to orient faculty, staff and students at RIT together with the Rochester community toward an understanding of deafness, its impact on human development and the role to be played by NTID in postsecondary education of hearing-impaired people.

Insight into the general communication problems of the deaf student and development of effective teaching techniques have proven highly successful in preparing nearly 650 faculty and staff for dealing with the deaf since the program began 10 years ago. One hundred people were enrolled in the NTID New Staff Training Program during the past year.



A professional interpreter practices various signs for videotape evaluation.

In addition to training faculty and staff, NTID also developed professional interpreters to aid academic teachers who were not fluent in manual communication. Of a total of 256 people trained as professional interpreters since the program's inception, 42 were schooled in the past year alone.

Sixty notetakers and tutors for RIT classrooms completed their instruction in the past year.

NTID's professional development program represents a notable accomplishment in the field of special education, because of the general unavailability of courses or guidelines in the past.

As a formal professional development model, the program is basic to the training of all senior Institute staff members upon their joining NTID. Concurrently, NTID has extended its professional training through internships to other university graduate students and professionals seeking advancement in teaching deaf people.



NTID initiated an unusual and innovative forum of information and skills exchange in the winter of 1976 with its first Mini-Convention, one session of which is pictured here. The conclave was attended by 450 people, and half the Institute's professional staff gave presentations along with faculty members from other colleges of RIT. Professionals from other universities and schools for the deaf also participated in the free exchange of ideas and experiences. The success of this prototype conference prompted a second convention held in May, 1977, with a third scheduled for April, 1978.



NTID uses a wide array of publications to disseminate information to interested publics.

The Public's Need to Know

Informing and Relating to NTID's Various Publics

NTID's presence is growing. Its impact is taking on broader dimensions among various groups with respect to its activities as an educational and research center. Educators of the deaf, vocational rehabilitation counselors, officials of the federal government, current and prospective students and their parents, business and industry, NTID alumni, and the general public have strong vested interests in NTID.

To meet the information needs of these different audiences, NTID's Public Information Office (PIO) conducts a comprehensive program of information dissemination throughout the country. The Institute employs a variety of techniques and formats to reach individuals and groups with information appropriate to their respective interests.



NTID welcomes visitors from the world over.

Publications

In the past year, NTID published four issues of the Institute's FOCUS magazine featuring articles on major Institute activities and direction—including special emphasis on students, faculty, and on-going educational and research programs. Forty-three issues of this internationally-read publication have been released to a circulation currently averaging 15,000.

NTID also published its annual, general program catalog again in the Fall of '77. This publication identifies programs, curricula, facilities, equipment, faculty and staff as an aid to introducing prospective and new students to the NTID environment.

The Institute's Public Information Office expanded its roster of other publications in the past year contributing substantially to a larger public awareness.

A new Student Data Report, prepared by the Division of Management Services, profiled the demographics and physical, social and psychological dimensions of incoming students, along with a personal cross section of graduates and their employment progress. A basic NTID Fact Folder and Employment Development Folder introduced the Institute to employer prospects.



The importance of visual art and its ability to celebrate cultural values are given regular attention at the NTID gallery. Among many displays, the work and collections of the late William A. Reedy, internationally renowned photographer and editor of Applied Photography magazine were shown this past year in an exhibit planned by NTID's Public Information Office. The exhibit was sponsored jointly with RIT's College of Graphic Arts and Photography and the Eastman Kodak Company.

Reaching Out Through Diverse Communication Approaches

Some 350 news releases, a television spot, a film, feature articles, appearances on radio and TV for NTID faculty and staff, as well as exhibits and special events gave the Institute broad national reach during the past year.

Moreover, the facilities and program activity at NTID have acted as a magnet to visitors from all over the world. In the past year, approximately 3,000 people visited the Institute, bringing the grand total to more than 27,000 in the past 10 years.

Alumni Relations

Public Information representatives also continued to coordinate alumni affair programs under the auspices of the Alumni Advisory Council. During the year, NTID published a quarterly alumni newsletter as well as an Alumni Club Handbook for alumni groups to use nationally in setting up and operating NTID Alumni Clubs.

In addition, an NTID graduate joined the staff to serve as a full-time professional to coordinate alumni activities.

Professional Meetings and Conferences

At appropriate conventions and meetings, NTID professional staff designed and placed on view exhibits of NTID operations, goals, and achievements particularly important to those agencies and organizations teaching or otherwise serving the deaf.

In May, 1977, NTID joined with professionals and lay people representing America's deaf constituency in Washington at the White House Conference on Handicapped Individuals attended by more than 3,000 people from around the nation.

NTID staff joined other representatives of the deaf community and agencies serving the deaf in discussions of ways and means of dealing with the social and economic issues affecting the lives of deaf people.

NTID displayed a major exhibit and participated in meetings with delegates representing concerns of deaf persons as well as others. The Institute also sent 12 professional interpreters to aid in communication and understanding of the commitments made at this critical national meeting.

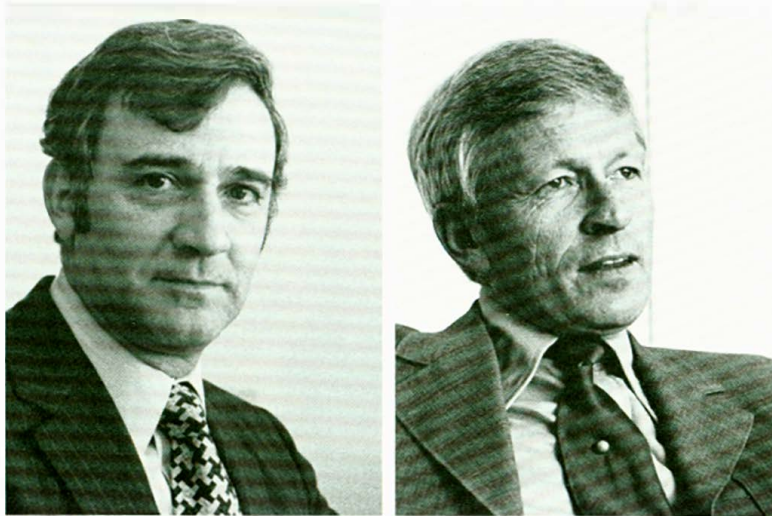
President Carter made a public *declaration of rights* for America's handicapped, and in so doing, set in motion the vehicle for social and economic change that will reach far into the future lives of America's deaf population. Dr. William E. Castle, NTID director, moderated a Social Concerns Workshop on Communications. These meetings dealt with techniques, systems and hearing devices, and reviewed benefit programs available to the deaf.

Dr. Robert Frisina, RIT senior vice-president and former NTID director, participated as a panel member in a workshop for postsecondary education dealing with social attitudes, employment, education, financial resources, and other social problems for the hearing impaired.

With expressed support from President Carter and Secretary of HEW Joseph A. Califano, Jr., an expanded leadership role can be anticipated for NTID in education, training and research for the deaf in the future.



NTID's active involvement in many dimensions of the White House Conference on Handicapped Individuals included providing interpreting services for President Carter, HEW Secretary Joseph A. Califano, Jr. and other speakers. NTID representatives participated in sessions and special meetings ranging from discussions on communications and post-school educational concerns to assistance at news conferences.



Robert Frisina

William E. Castle

Executive Changes

The Institute made two particularly significant changes in its executive staff during 1976-77.

In the Spring of '77, Dr. Robert Frisina was advanced to the position of senior vice president for Rochester Institute of Technology, NTID's sponsoring institution. His larger responsibilities now include planning for future enhancement of RIT's educational programs, financial posture, and human resources. In addition, he continues to serve NTID liaison with the federal government and consults regularly with his successor, Dr. William E. Castle, who added the director's responsibilities to his duties as NTID dean.

Since the inception of NTID ten years ago, the Institute has grown from a social idea through legislative enactment to physical reality under the leadership of Dr. Frisina.

Dr. Frisina earlier had established his credentials as an internationally-recognized educator, and advisor to the U.S. Social and Rehabilitation Service, National Institutes of Health, State Education Departments, and as consultant/officer to various associations. He brought to his new position in 1967 a wealth of experience and perspective now reflected in the present-day achievements of NTID.

Along with his continuing responsibilities for internal management and direction of NTID, Dr. Castle has extended his duties to include liaison with RIT administration and continued relations with a broad cross section of national programs and facilities for the deaf.

Dr. Castle has a long history in the fields of speech, hearing, and postsecondary education for deaf people. Prior to joining NTID, he was associate secretary for research and scientific affairs for the American Speech and Hearing Association and in recent years, has regularly represented NTID at international congresses on deaf education and audiology. He has authored numerous articles and professional papers concerning education and employment of the deaf over the years.

National Advisory Group

Membership Changes

During the past year, the Institute's National Advisory Group (NAG), comprised of prominent educators and professionals in the hearing-impaired field, met on three occasions to discuss a broad array of administration issues, planning, budgeting, technical assistance programs, housing, curricula, and professional development.

NTID also welcomed five new NAG members in 1977 and looks forward to their participation in the Institute's deliberations in the future.

Nanette Fabray—Celebrated actress of motion pictures, stage, and television. In the past, she served as chairman for Hope for Hearing Foundation, University of California at Los Angeles, vice president and board member of National Association and Speech Agencies; and chairman of the National Advisory Committee on Education of the Deaf.

Rose C. King—Principal at the Virginia School for the Deaf in Hampton, Virginia. Currently a member of the Virginia Education Association, the National Education Association, the National Association of Elementary Principals, the Convention of American Instructors of the Deaf, the Conference of Executives of American Schools for the Deaf, the Virginia Registry for the Deaf and the American Speech and Hearing Association.

Robert J. Mather—NTID graduate and attorney at law, Washington, D.C.; staff member of the Architectural and Transportation Barriers Compliance Board, Department of Health, Education and Welfare. In this post, he works to assure that the needs of handicapped individuals will be met in the elimination of architectural and transportation barriers. Previously, he served as staff attorney for the National Center for Law and the Deaf and as secretary for the Center's Legal Defense Fund. He is believed to be one of only six deaf lawyers in the United States.

Lawrence R. Newman—Assistant superintendent of the California School for the Deaf at Riverside. Previously, principal of the Taft School of the Hearing Impaired, Santa Ana, California. Education consultant, New Mexico State Department of Special Education; chairman and member of the Advisory Board, Center on Deafness, California State University, Northridge; president, International Association of Parents of the Deaf, and first vice president, California Association of the Deaf.

Dr. S. Richard Silverman—Director emeritus of the Central Institute for the Deaf in St. Louis, Missouri. Professor of Audiology at Washington University since 1949. A member of the Committee on Conservation of Hearing for the American Academy of Ophthalmology and Otolaryngology (1957-76). He served on many national and international committees concerned with deaf education including the National Advisory Committee, Education of the Deaf. He has counseled in the establishment of audiological facilities in many countries throughout the world. As a member of the ad hoc committee on the establishment of NTID, Dr. Silverman played a major role in drafting guidelines for creation of the Institute's facilities.

During this past year, NAG membership also changed with completion of terms of service by: W. Dexter Douglas, Florida Attorney; Alice Kent, principal, Mill Ridge Center for Hearing Impaired, Cleveland, Ohio; Edward F. Rose, deputy executive director, President's Committee on Employment of the Handicapped, Washington, D.C.; Dr. Robert G. Sanderson, coordinator of services for the deaf, State of Utah; and Dr. Richard E. Thompson, director of research and evaluation, The Learning Center, Framingham, Massachusetts.

A considerable note of acknowledgement and appreciation is made for the good counsel given to NTID management by these people during their NAG association.

Report to Congress

NTID's Dr. Frisina and Dr. Castle led an Institute management team to Washington, D.C., in the Spring of 1977 to present a progress report to the U.S. Congress.

Appearing before the Senate Subcommittee on the Handicapped, they reported that "97 percent of NTID's graduates seeking employment in their areas of education and training are finding positions commensurate with educational levels. They are receiving competitive salaries and persevering in their chosen field, often in careers closed to deaf citizens heretofore." They also noted many other NTID accomplishments and described plans for "educational extension to school children and employed adults in the deaf community."



Top: Addressing questions to NTID representatives during a hearing of the Senate Subcommittee on the Handicapped are: (center) Senator Jennings Randolph (Democrat, West Virginia), Committee chairman, and (right) Senator Robert T. Stafford (Republican, Vermont), Committee member. Sitting with the Senators is Mrs. Patria Forsythe, the Committee's professional staff director. Bottom: Dr. Frisina (center) and Dr. Castle (right) respond. Looking on is William H. Williams, assistant to Dr. Frisina.

NTID Technical Education Programs

(Lead to: certificate, diploma, or associate's degree)

BUSINESS CAREERS	<ul style="list-style-type: none"> • Accounting • Office Practice and Procedures 	Business Technologies Department
-------------------------	--	----------------------------------

COMPUTER CAREERS	<ul style="list-style-type: none"> • Data Processing 	
-------------------------	---	--

CONSTRUCTION, INDUSTRIAL AND ENGINEERING CAREERS	<p><i>Construction</i></p> <ul style="list-style-type: none"> • Architectural Technology • Civil Technology <p><i>Industrial</i></p> <ul style="list-style-type: none"> • Industrial Drafting • Industrial Drafting Technology • Electromechanical Technology • Manufacturing Processes • Numerical Control 	Engineering Technologies Department
---	--	-------------------------------------

ALLIED HEALTH/ SCIENCE CAREERS	<ul style="list-style-type: none"> • Medical Laboratory Technology • Medical Record Technology 	Technical Science Department
---------------------------------------	--	------------------------------

OPTICAL FINISHING CAREERS	<ul style="list-style-type: none"> • Optical Finishing Technology 	
----------------------------------	--	--

MEDIA PRODUCTION CAREERS	<ul style="list-style-type: none"> • Media Production Technologies 	Visual Communications Technologies Department
---------------------------------	---	---

PHOTOGRAPHY CAREERS	<ul style="list-style-type: none"> • Applied Photography 	
----------------------------	---	--

PRINTING CAREERS	<ul style="list-style-type: none"> • Printing Production Technology 	
-------------------------	--	--

ART CAREERS	<ul style="list-style-type: none"> • Applied Art 	Art Department
--------------------	---	----------------

SOCIAL SERVICE CAREERS	(Programs available through cross-registration into RIT College of General Studies)	
-------------------------------	---	--

Other RIT Technical & Professional Educational Programs

(Lead to: associate's, bachelor's, or master's degree through cross registration into other RIT colleges)

Support Team for College of Business and Institute College	<ul style="list-style-type: none"> • Accounting • Business Administration • Food Service Administration • Hotel and Tourist Industries Management 	<ul style="list-style-type: none"> • Dietetics and Nutritional Care • Retailing • Photographic Marketing • Packaging Science
--	---	--

<ul style="list-style-type: none"> • Applied Software Science • Computer Science • Computer Systems 	<ul style="list-style-type: none"> • Systems Software Science • Computer Engineering
--	--

Support Team for College of Engineering and Institute College	<ul style="list-style-type: none"> • Electrical Engineering • Computer Engineering • Industrial Engineering • Mechanical Engineering • Civil Engineering Technology • Electrical Engineering Technology • Mechanical Engineering Technology • Packaging Science
---	---

Support Team for College of Science	<ul style="list-style-type: none"> • Biology • Chemistry • Clinical Chemistry • Chemical Technology • Mathematics • Computational Mathematics 	<ul style="list-style-type: none"> • Medical Technology • Nuclear Medicine • Respiratory Therapy • Physics • Biomedical Photography
-------------------------------------	---	--

Support Team for College of Graphic Arts and Photography and Institute College	<ul style="list-style-type: none"> • Audiovisual Communications • Photographic Illustration • Photographic Processing and Finishing Management 	<ul style="list-style-type: none"> • Professional Photography • Biomedical Photo. Communications • Photo Science and Instrumentation
--	---	---

<ul style="list-style-type: none"> • Printing
--

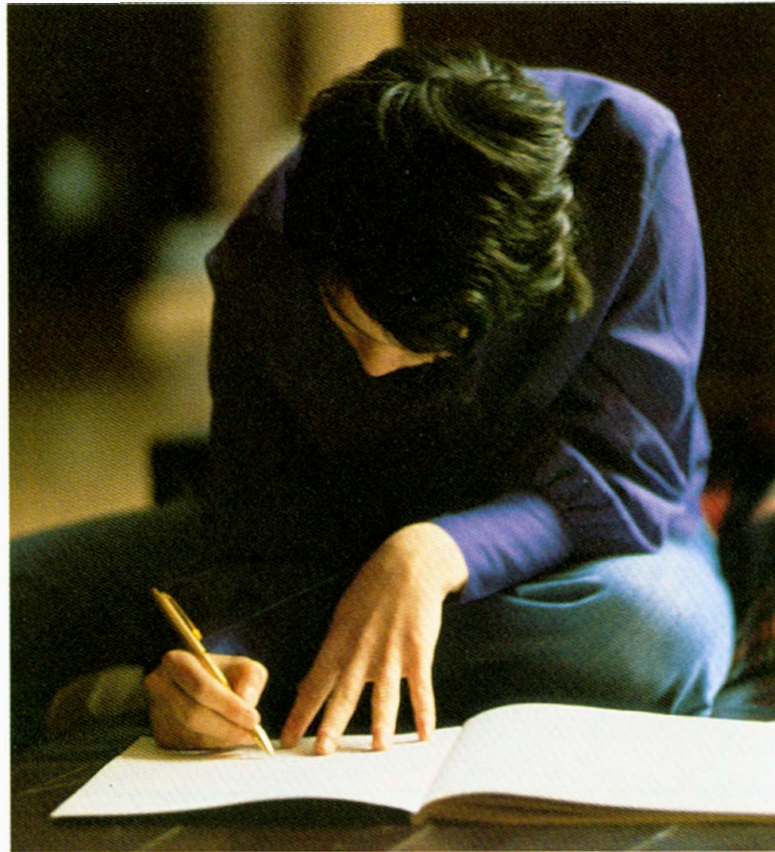
Support Team for College of Fine and Applied Arts	<ul style="list-style-type: none"> • Communication Design • Environmental Design • Fine Arts • Ceramics/ Ceramic Sculpture 	<ul style="list-style-type: none"> • Glass • Metalcrafts • Weaving and Textile Design • Woodworking and Furniture Design
---	--	--

Support Team for College of General Studies	<ul style="list-style-type: none"> • Social Work • Criminal Justice
---	---

Postscript

NTID strives for a synthesis of education, research, and training as part of a national economic and social accommodation of the deaf. The boldness of concept and execution that have described the Institute's 10-year performance is reflected in this record of achievement for the past year.

NTID graduates are finding worthwhile employment, and the Institute itself has become a national educational resource. There is every hope that the deaf community may be standing on the threshold of a new period—where successive generations of hearing-impaired individuals can look forward to a richer and fuller life than they have experienced at any time in the past.



The front cover of this special year in review issue of *NTID Focus* shows four NTID graduates at work. Pictured clockwise from the upper left are: Larry K. Blout ('77), electronics technician with Xerox Corporation; Janice Kruger ('76), word processing technician, Blue Cross/Blue Shield; John R. Kennedy ('74), stripper and platemaker, Tenneco Inc.; and Paul Mente ('77, right), electrical engineering technician, U.S. Steel Corporation.

This is a publication of the National Technical Institute for the Deaf at Rochester Institute of Technology, Rochester, New York.

Produced by:
the NTID Public Information Office,
N. Phillip Weinbach, Director

Text:
Norman A. Miles

Design Concept:
Bill Young

Editor:
N. Phillip Weinbach

Art Director:
John Massey

Consulting Editors:
William E. Castle
Robert Frisina
Jack R. Clarcq
Milo E. Bishop
Richard Cattanach
William H. Williams

Design Implementation:
Randall Ross

Production Assistant:
Ruth Gardner

The materials herein were produced in the course of an agreement with the Department of Health, Education, and Welfare.



**National Technical Institute for the Deaf
Rochester Institute of Technology**

Public Information Office
One Lomb Memorial Drive
Rochester, New York 14623