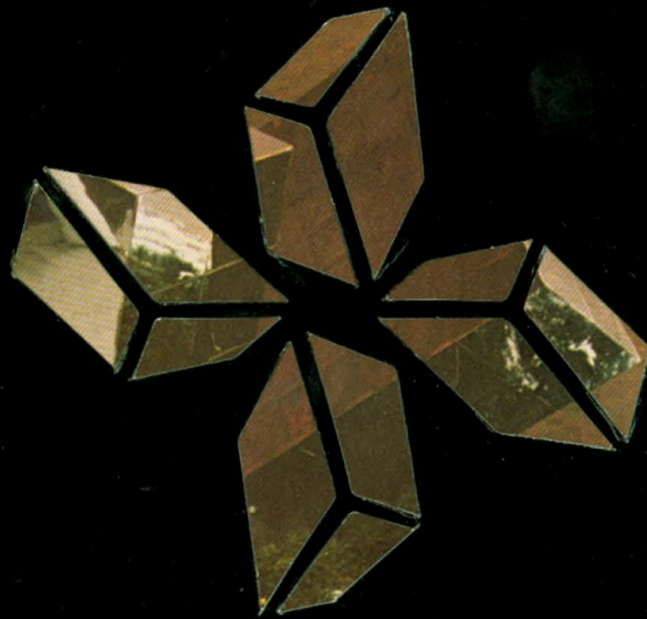


# Past is Prologue



NATIONAL  
TECHNICAL  
INSTITUTE  
FOR THE  
DEAF  
1977-78

# 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.

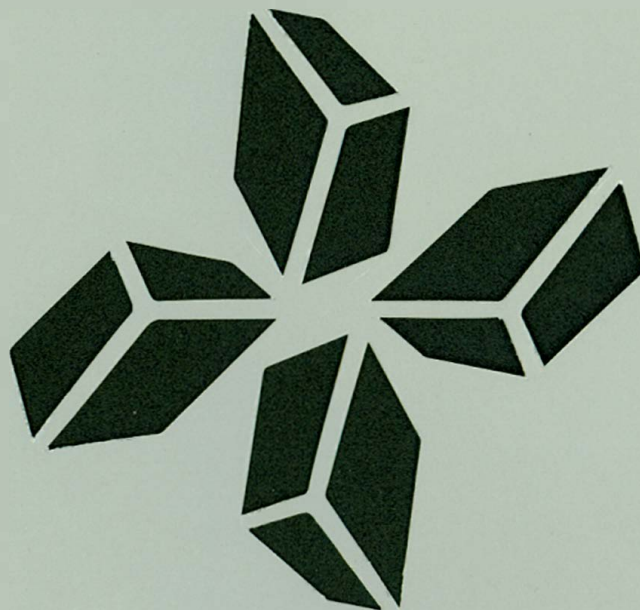
NTID was created because the deaf population has been underemployed or unemployed historically. It was clear that educational opportunities for the deaf were needed in technical fields; and many people felt that, if given specialized training, the deaf could succeed in many technical careers.

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

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

NTID is 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.

NTID is exciting—It is reversing major trends for the employment of the deaf. Currently, 97 percent of NTID's graduates who seek employment have been placed in jobs in their areas of education and training; 93 percent of those graduates find positions commensurate with their educational levels; and 80 percent have been hired in business and industry, 12 percent in government and 8 percent are in education.



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## A Concept

The symbol on the cover of this report is a two-dimensional representation of "The Split Cube" sculpture at the main entrance of the academic building of the National Technical Institute for the Deaf. Created by sculptor Carl Zollo as part of NTID's Tenth Anniversary Celebration, the work visualizes a concept of education as a process which teaches students to take apart and put together knowledge and information in new and creative ways.

The separation of the total cube into component parts reflects the knowledge of the past and the visions of the future. Dynamic and ever changing, the process of education exists to inspire us all to new creative heights.





"The Split Cube" sculpture at the main entrance of the academic building reflects the dynamics of the educational process and student life at NTID on the Rochester Institute of Technology campus.



The NTID complex is an integral part of RIT's 1,300-acre suburban campus.



NTID's instructional facilities are among the most modern in the nation. Here Instructor Larry LoMaglio teaches English in one of NTID's classrooms which are clustered around a central audio-visual facility.





During 1978, the National Technical Institute for the Deaf (NTID) marked 10 years of helping deaf people earn a living and live a life in the mainstream of society. This help has taken many forms in the past and will take many more in the future as we reach out to provide services beyond our campus at Rochester, New York.

Our goal is to help deaf people become all they can be, to participate fully in community life—to achieve, contribute and grow in a demanding world. We seek to unlock a considerable human resource—the intelligence, talents, drives and dreams of thousands of deaf Americans.

NTID is the only national technical college for deaf people, one of nine colleges of Rochester Institute of Technology, an institution of higher learning primarily for hearing students. We prepare our students for careers in fields which need professional and semiprofessional workers, and in which deaf people can perform as well as anyone.

This past year, 159 men and women earned certificates, diplomas and associate degrees in business, engineering, science, art, photography and printing. Another 26 earned associate and baccalaureate degrees from other RIT colleges with the aid of a sophisticated network of support services provided through NTID.

Preparing for a full life on and off the job, students supplemented technical training with general education and participation in such

activities as student government, sports, camping, and community volunteer programs.

To help students help themselves, NTID provided a full range of support services including career, academic, social, and personal counseling, interpreting and tutor/notetaking, and communications training geared to successful living in a hearing world. Our aural rehabilitation program is the most comprehensive of its kind.

As we teach, we learn. NTID has opened new windows on the education and accommodation of deaf persons by drawing on the skills, enthusiasms and insights of professionals from all walks of life. Staff members, most of whom had not worked with deaf people before joining us, contributed to and benefited from research and professional development programs carried out during the past year and the past decade. In years ahead, we plan to share what we have learned and to learn more together with others involved at all levels of public and private education.

A large part of our responsibility has been to reach potential students with vital information about broadening educational and employment horizons, helping them to understand that they need not resign themselves to traditional unemployment and underemployment patterns of the past. Efforts in this area are reflected in our growing enrollment—from 71 students in 1968 to nearly 900 in the fall of 1978.

Equally important, we continued to inform



NTID Director and Dean,  
William E. Caste

potential employers that properly trained and educated deaf persons can provide an attractive pool of potential employees who are skilled, motivated, promotable specialists. Our career placement program, which asks no favors and exerts no pressure, continues to enjoy one of the highest success rates of any college in the nation. Of all our graduates entering the job market, 97 percent have been placed in jobs, 93 percent in jobs commensurate with their educational levels. Many of them are working in jobs never before held by deaf people.

NTID promotes a close, healthy relationship with graduates, offering information and counseling and receiving valuable feedback used to strengthen and modify training and placement programs. The strength of this tie was demonstrated this past summer when 300 of our alumni returned to the campus from across the nation to help celebrate our tenth anniversary.

We marked the year-long celebration with events including a colloquia series, a special "mini convention" for NTID and RIT staff, an NTID Tenth Anniversary week highlighted by a community open house, and the commissioning of an original sculpture by prominent sculptor Carl Zollo, an RIT alumnus. The year was also brightened by the selection of Rochester as the site of national conferences of the National Association of the Deaf and the Registry of Interpreters for the Deaf, Inc. NTID also played an important role in other key national conferences this past year including the Alexander Graham Bell Association for the Deaf convention and the American Speech and Hearing Association conference.

An anniversary is a time to look back, but more importantly, an opportunity to look ahead. In Shakespeare's words, "Past is Prologue." In coming years, NTID will seek to keep pace with its growing responsibility as a national resource for information, training and instructional materials to integrate deaf people into the mainstream of American education and life. A formal commitment to this goal was made in April, when NTID announced the creation of "NTID Project Outreach," a program designed to share with a special interest in helping public schools and other educational institutions educate deaf students as part of a hearing student body.

Project components include a support system prototype, a unique approach to aural rehabilitation and communication training, and a variety of information programs and packages. We also plan to strengthen and broaden our efforts to provide information and guidance for enlightened employers interested in exploring and fully exploiting the advantages of equal opportunity employment for hearing-impaired workers.

Our future, like our past, depends on the understanding, support and encouragement of a great many people and organizations. On behalf of the faculty and staff of NTID, I thank the Congress of the United States of America, the United States Department of Health, Education and Welfare, the past and present members of our National Advisory Group, the faculty and staff of Rochester Institute of Technology, the Rochester community, the state of New York, the deaf community, the parents of our students, all those professionals who have prepared the men and women who come to us, the employers who hire our graduates, and hundreds of others who help us in thousands of ways.

Most of all, I thank our students and alumni, who teach us so much. We wish for them what we wish for ourselves: continued growth and discovery in the hope and belief that the most significant contributions, the greatest achievements, the best years lie ahead.



William E. Castle  
Director and Dean



# Ten Years of Learning



Engineering Technologies Instructor Anthony Spiecker, an NTID graduate, explains a problem to a student in his electromechanical technology lab.



The past year and the past decade were times of learning at the National Technical Institute for the Deaf. Students learned to work and live in the mainstream of American life. The faculty and staff learned how to work and live with the students—how to meet their needs, how to communicate with them, how to teach them, how to place them in challenging careers, how to be their friends. The following is a review of the activities of NTID in its role as the only national technical college for deaf people in the country.

## To Earn a Living

NTID technical training programs prepare students for challenging careers as skilled professionals and semiprofessionals in business, engineering, science, art, printing, photography, and social services. Because successful employment is the goal of every course, instruction is limited to careers which are in demand by employers and in which deaf people can perform as well as anyone.

In the past academic year, NTID continued to stress the importance of hands-on learning through its modern laboratories, shops and facilities that mirror the real work world. Courses are tough and demanding; it would not be fair to students or prospective employers if they were less.

One of the highlights of the year was the establishment of a new career program in

media production technology which prepares students to work as media production specialists in the audiovisual industry, industrial training centers and in educational facilities.

Another important achievement was the accreditation of NTID's Medical Records Technology program by the American Medical Association's Committee on Allied Health Education and Accreditation (CAHEA). NTID's program is the only one in the country for deaf people to secure this accreditation.

During the year, almost 900 young men and women worked toward certificates, diplomas and associate's degrees in:

### Business

- Accounting
- Data Processing
- Office Practices and Procedures

### Engineering

- Architectural Drafting
- Architectural Technology
- Civil Technology
- Electromechanical Technology
- Industrial Drafting Technology
- Manufacturing Processes
- Numerical Control

### Science

- Medical Laboratory Technology
- Medical Records Technology
- Optical Finishing Technology

### Art

Instructor Jim Veatch (left) reviews a project with a student enrolled in NTID's new Media Production Technology program. This program opens up the audiovisual industry as a career resource for deaf people.





## Visual Communications

Applied Photography  
Media Production Technology  
Printing Production Technology

Of those students almost 200 worked toward baccalaureate and master's degrees in programs offered by other Rochester Institute of Technology colleges which include the College of Business, College of Engineering, College of Fine and Applied Arts, College of Science, College of General Studies, College of Graphic Arts and Photography, College of Continuing Education and the Institute College.

This past year, many students supplemented career training—and income—with off-campus work experience through NTID's cooperative work-study programs.

Others, cross-registered in RIT's College of Fine and Applied Arts, took advantage of an "in-house" cooperative program to apply classroom theories to actual products. One result was a popular and effective cartoon-illustrated book which students are currently using to help them utilize interpreting services more effectively. Other in-house co-op projects included the redesign of the cover of **The Deaf American** magazine published by the National Association of the Deaf; and the design of a complete graphic identification system for the town of Henrietta, the suburb in which NTID is located.

## To Live a Life

The education of an effective, promotable employee, and an informed responsible citizen demands more than technical training. Besides technical courses, NTID offers culturally enriching courses in language and literature, social sciences, the humanities, and personal development.

Whatever their career fields, students can learn more about themselves and others while developing learning and reasoning skills through such studies as psychology, sociology, history and philosophy. Last year, more than 400 students took such courses each quarter through RIT's College of General Studies.

NTID's Division of General Education offered more than two dozen general education and experimental education theatre courses during the past year. General education courses, aimed at personal growth, ranged from basic sexuality to personal finance and leadership development.

Among the most successful of the newer courses was Outdoor Living which uses backpacking and camping experiences to help participants develop self-confidence and social awareness. Other experiential learning programs included field trips and volunteer work experiences in schools, day care centers, rehabilitation centers and hospitals.

Last year more than 80 students offered 38



Outdoor Living is one example of experiential learning programs designed by the Division of General Education to develop deaf students' personal growth. Career counselor Jim Kersting is shown in the wilds leading a group of students.



workshops on deafness held at churches, clubs and schools in the Rochester community. NTID students and staff also began a program to increase deaf awareness and offer sign language training to more than 50 merchants in the community.

A legal education workshop to educate hearing-impaired persons in the community how to handle everyday legal situations such as landlord/tenant disputes and domestic disputes was organized and run by NTID students and staff.

NTID students and staff have been working with the local police department for the past several years to help sensitize the police to the special needs of deaf people in the community. NTID's programs have been so well-received that NTID is now producing a film "The Silent Siren" that will eventually be used in police training situations to help them better deal with deaf persons.

NTID's Experimental Education Theatre program continued to provide students with opportunities to learn set and costume design, lighting and makeup. This past year students had the opportunity to work with internationally acclaimed deaf actor Bernard Bragg as he served an eight-week residency at NTID culminating in the play "The Phoney Gentleman." Last year's production of "Alice in Wonderland" received critical acclaim by the New York State Theatre Association and was named "Best

Play" at their annual festival. The theatre program created a new experimental troupe of players known as the "Gypsy Kumpania," a traveling street theatre production made up of deaf and hearing students and alumni. The "Kumpania" played at several community functions, entertained new students during orientation week, and performed for the American Women in Radio and Television's annual conference held in Rochester in September. The Theatre also presented a Fall Performing Arts Festival featuring deaf and hearing artists from all over the world. Besides performing, the artists conducted workshops with students and staff.

During the past year students participated in student government, a full range of social and cultural events, and a sports program which included intercollegiate soccer, baseball, basketball, wrestling, hockey, swimming, tennis, golf and track. Intramural sports include touch football, softball and co-ed volleyball. Varsity swimming star Ron Rice, Warren, Mich., broke a significant number of RIT swimming records while Donna Martin, Austin, Texas, was named RIT's first female athlete of the year for her outstanding achievements on the volleyball courts.

## Individualized Support Services

Almost every student enrolled at NTID during

(Near right) Students had the opportunity to work with and learn from artist-in-residence, Bernard Bragg, internationally acclaimed deaf actor. Bragg, starred in NTID Theatre's production of "The Phoney Gentleman."

(Top, far right) Interpreters help students participate in all aspects of campus life.

(Bottom, far right) Tutor-notetakers assist students taking classes in other RIT colleges.





the year bolstered his or her learning by taking advantage of one or more of five special learning centers located on campus. These centers use self-teaching techniques which allow the student to progress at his or her own pace in a non-competitive environment.

Teachers, tutors and monitors staff the centers to provide help as needed in the study of mathematics, physics, English, general education, and science. The Science Learning Center was developed jointly with the RIT College of Science and is used by both hearing and hearing-impaired students.

Computer assisted instruction and a wide variety of visual media including instructional television also were used in various ways to supplement and support lecture, laboratory and workshop instruction. Captioned movies, television shows, and a continuous closed-circuit TV news bulletin service provided students with entertainment, information and informal learning experiences.

Students taking courses in other RIT colleges had the benefit of classroom interpreters and tutor/notetakers who took notes while the students watched their interpreters. NTID interpreters also provided services at club meetings, sports activities, cultural events, and other "after hours" functions. NTID interpreters provided more than 100,000 hours of interpreting services; while tutor/notetakers were utilized more than 9,000 hours during the past year.

Special support teams were assigned to other RIT colleges attended by deaf students. These teams provided students with detailed current information on specific college requirements and career opportunities available upon graduation. They also helped each student develop a program of study tailored to individual strengths and weaknesses, arranged for interpreting and tutor/notetaking services, and often worked with NTID employment specialists to place graduates in suitable jobs.

A full range of career guidance and personal counseling services were available to all students throughout the year to help them understand themselves, explore career options, adjust to independent decision making, set educational goals, and make the most of the college experience.

## Improved Communication

Communication skills are vital to success in school, on the job and in life. That's why NTID's Division of Communication has established special programs and facilities to test, develop and enhance each student's hearing, speech, reading, writing and manual communication abilities. Programs tailored to individual student needs are administered by the Audiology Department, English Department, Speech Department and the Manual/Simultaneous Communication Department.

Last year 95 percent of NTID students received



(Far left) Students can learn to use telecommunication equipment, including the standard telephone with the help of innovative training techniques developed at NTID.

(Near left) An individualized instruction program helps students' utilize Webster's dictionary as a resource for new vocabulary and pronunciation.



specialized communication instruction. During the past year students received 114,500 hours of communication instruction to build up their weaknesses in oral/aural communication, manual/simultaneous communication, and reading/writing communication skills. Approximately 15 percent of NTID entering students haven't used a hearing aid prior to coming to NTID and fully 80 percent have not learned how to best use such an aid. Because of NTID's belief in aural rehabilitation, 85 percent of those students who have not previously benefited from or used an aid will learn to while at NTID.

During the past year, NTID completed research designed to improve communication instruction both at NTID and elsewhere for younger deaf students. One such project is the Speech and Voice Diagnostic which teaches professionals in deaf education and speech pathology how to diagnose speech and voice characteristics of deaf people. An individualized instructional package in Telephone Communication provides drill and practice in using the telephone/TTY in a specially designed Communication Aids lab at NTID. Through research, NTID has determined that 80 percent of NTID's students have the potential to use the standard acoustic telephone by using either traditional methods or special strategies taught at NTID. Of this group, about 40 percent have the potential to use oral/auditory strategies over amplified telephones with strangers.

## Seeking Answers

The unique NTID environment presents special opportunities and challenges for research in the education, rehabilitation and accommodation of deaf people. **Infoseries 3: A Review of Research at NTID, 1967-1976** was published and distributed internationally in 1978. It summarizes 122 research papers and reports. Projects reviewed focus mainly on the teaching-learning processes for deaf students, and on planning, assessing and evaluating these processes as they apply to academic, social and vocational growth.

Another 95 research papers and reports were completed as this review was being published. The full range of NTID research embraces audiology, speech pathology, special and general education, linguistics, communications media and theory, psychology, and sociology.

Thirty-nine recently completed projects were presented this year as papers before the Alexander Graham Bell Association for the Deaf, American Speech and Hearing Association, American Educational Research Association, Academy of Rehabilitative Audiology, European Federation of Teachers of the Deaf, American Society for Engineering Education, National Association for Research in Science Teaching, Acoustical Society of America, and the International Phonetic Sciences Congress.

Projects in such fields as instructional and learn-

Clinical Research Speech Pathologist Dr. Dale Metz (right) collects data on students' vocal chord patterns for a research project.





ing strategies, interpreting, tutoring/notetaking, instructional film and television, computer assisted instruction, information processing, non-verbal expression, and learning evaluation have led to innovative communications and instructional techniques, facilities and services at NTID. Studies in film and television captioning and career development led to national workshops in 1978.

A concern of NTID's classroom teachers about sight problems among students resulted in the establishment of a Visual Problems Task Force. During the past year, the task force has made significant progress in identifying the numbers and types of visual disorders occurring among students, and in exploring methods of screening for such disorders. A project directed toward earlier diagnosis of visual problems among the deaf population went forward during the year in cooperation with the University of Rochester Center for Visual Studies.

Basic research underway as this report was prepared included studies of the basic patterns of deaf speech and their influence on overall intelligibility, and investigations of the properties of sign language. The study of visual processing among deaf students was recently enhanced by the establishment of an NTID vision laboratory.

During 1978, NTID faculty and staff members assisted in the preparation of doctoral dissertations related to deafness by graduate students

from the University of Rochester, the University of Pittsburgh, Syracuse University, and McGill University.

## Learning to Teach

There was no ready pool of specialists in the technical education of deaf people when NTID opened its doors in 1968. Some 85 percent of faculty and staff who have come to NTID during the past 10 years had not worked with deaf people before joining the Institute. Building an organization with recruits from all walks of life produced a dynamic environment which sparked and nurtured innovation and fresh insights into the education and accommodation of deaf students.

Building such an organization also demanded the creation of vigorous professional development programs to acquaint faculty and staff with the problems of deafness and the techniques available for communicating with deaf students. These programs include instruction in the use of Manual Communication, on the effects of deafness on learning and personal/social development and the most effective instructional methods.

Equally important to faculty members is development of effective teaching skills. Because of a career-oriented curriculum, NTID recruits instructors from business and industry. Many have not taught before. During the past year, NTID offered a variety of conferences, work-



Pete Seiler, a deaf staff member, coordinates Programs on Deafness, a series of courses designed to sensitize new staff members and interns to the deaf experience.



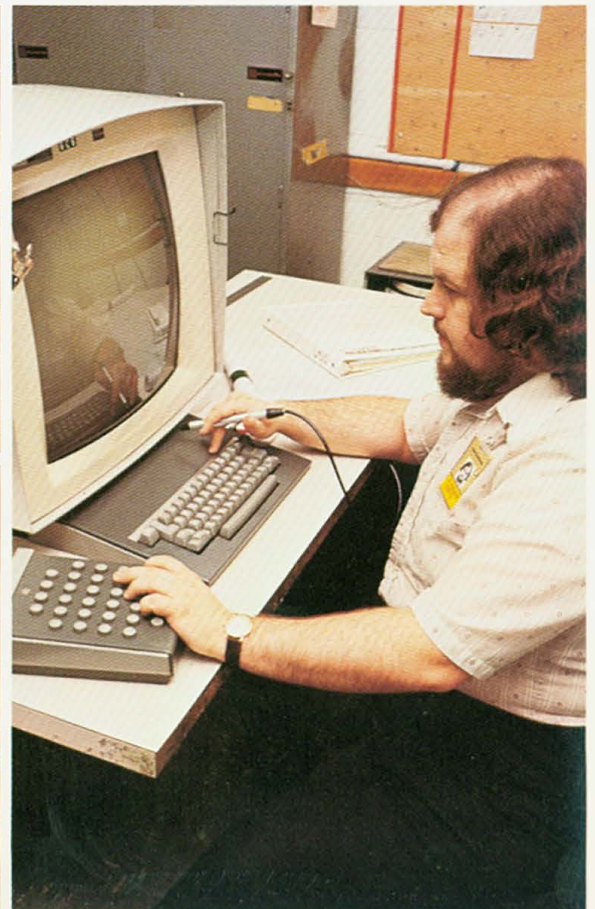
Judy Hamilton Annis, a 1977 graduate, is a medical laboratory technician, Wilson Health Center, Rochester, N.Y.



(Top, near right) NTID graduate and Xerox employee Faith Nelms works as a computer programmer.



(Bottom, near right) Engineering technologies graduate Carl Cerniglia is a troubleshooter with Rochester Products, a division of General Motors.



(Far right) Chris Roebach, a 1974 graduate is a technical illustrator for Lockheed Space and Missile Co., in Sunnyvale, Calif.





shops and clinics to help faculty members hone their teaching effectiveness. There were more than 3,700 enrollments by faculty, staff and interns in classes offered by the Office of Professional Development.

Faculty and staff also were encouraged to explore instructional and communications techniques on an individual basis in a fully equipped television laboratory and a "Yo-Yo" (You're on Your Own) Room for experimenting with media ranging from crayons to color slides.

During the past year 58 people from across the nation participated in NTID sponsored professional and graduate internships.

One of the simplest and most effective professional development programs is "deaf experience" training in which new faculty and staff members as well as interns are fitted with altered hearing aids to spend a day as deaf people. The "trainees" learn at first-hand the special difficulties, frustrations and humiliations with which deaf persons often must deal.

For many participants, this experience marks a turning point in their relationships with deaf students and colleagues.

A number of professional development techniques developed at NTID over the years are shared with other RIT faculty members and will be shared with educators and interested parties across the nation and around the world in the future.

## Into the Mainstream

During the past year another 296 applicants registered for introductory Summer Vestibule Program and 25 new students for the Fall Quarter. This made a total of 321 new students representing 37 states who joined the ranks of more than 2,300 talented men and women from across the United States who have studied at NTID since 1968. Most chose to enter the job market directly upon leaving the Institute. Of these, 97 percent were placed in meaningful, productive careers, 93 percent in jobs commensurate with their skills and education.

This kind of career placement success demands more than a discreet service offered upon graduation. NTID's efforts to educate students about careers and career opportunities begins before the student is admitted. Career opportunities specialists travel the nation, visiting secondary schools; arranging campus tours; speaking with high school and vocational rehabilitation counselors, prospective students and parents. Last year they visited more than 88 residential and day school programs, including teacher education programs and postsecondary programs in 36 states to reach a total of more than 5,300 students, teachers, parents and vocational rehabilitation counselors.

They spread the exciting and challenging news that ambitious deaf students willing to work and learn need not settle for the limited and limiting employment opportunities of the past.



Employment Opportunities Specialist Debbie Veatch (seated) orients students to the new Employment Information Center which provides them with job search information.



They talk about new career horizons, career education opportunities at NTID and RIT, and opportunities available at other educational institutions.

Most new NTID students attend a pre-enrollment Summer Vestibule Program of learning, testing, exploring careers, and trying college life. The main purpose of this and other counseling and evaluation programs which follow students after admission is to help students know themselves, know the career options available, and make sound decisions based on this knowledge.

Permeating the NTID experience is an awareness that most opportunities for success in the mainstream of life usually belong to those best prepared for success in a career. NTID develops, reviews and modifies courses, instructional facilities and support services, when needed with this in mind.

## Placing Graduates

During the past year NTID's Office for Career Opportunities again carried out its career assistance in three areas: employment development, career placement and occupational research.

Employment development specialists work to help business, industry and government re-examine assumptions, attitudes, hiring practices, and promotion policies regarding deaf workers. During the year, these specialists conducted regional seminars in Los Angeles, San Francisco and Palo Alto, California, informing 123 potential employers and 55 vocational rehabilitation and deaf education representatives about capabilities of qualified deaf workers, promoting NTID as a source of skilled workers and employment consultation, and seeking to establish a base of employers who might promote employment opportunities for deaf workers in their metropolitan areas. In

addition, on-site consultations were made with 21 California firms selected as having the greatest employment potential for NTID graduates. Immediate results are that graduates have been placed with McDonnell Douglas, Atari, Varian Industries and Lockheed, all located in California. Last year NTID conducted 20 on-campus orientations with such companies as Rockwell International, American Can, General Motors, Mobil Oil, Corning Glass, the General Accounting Office and Citibank. As a result of the liaisons established from these contacts, NTID graduates were hired by Mobil Oil, General Motors and American Can during the year.

Individual long-range relationships also were established, maintained and strengthened with large, forward-looking employers across the United States, such as AT&T, General Electric Co., and U.S. Steel Corp.

Last year employment development specialists completed a series of 15 videotapes featuring interviews with successful NTID graduates. The videotapes were telecast over NTID television to students and are available for students seeking information on the world of work.

Career placement specialists counsel students throughout their stay at NTID and keep abreast of specific employment needs of interested employers. Last year they made more than 1,500 direct employer contacts for the purpose of job placement. In order to encourage independent job searches by students, the department established the Employment Information Center which provides job search information to students. These specialists served both students and employers by matching the skills and interests of individual graduates with the demands and needs of particular job openings during the year.

Occupational researchers realize that no success is forever. They work to help keep NTID vocational programs in step with mainstream demands. They examine the successes and setbacks of graduates. They study the job market and economic trends. They look to the future for answers to a variety of questions. What challenges lie ahead? Who are tomorrow's employers? What are tomorrow's careers?



# A Time to Celebrate



Balloons filled the "street" in celebration of NTID's Tenth Anniversary.



"NTID's Tenth Anniversary celebration marks a significant accomplishment in our history, and more than that, it marks a milestone in the history of progress for deaf people in the United States.

"NTID can play an important and constructive role in the evolution of American education in a way that recognizes and develops the full potential of each of our citizens.

"After all, each of us is exceptional in one way or another.

"And the fuller greatness of America depends on our ability to have all our people realize their full potential."

NTID Director and Dean William E. Castle made these remarks at the Tenth Anniversary kick-off celebration in April.

An alumni celebration, a banquet attended by the Governor of New York, a distinguished colloquia series, a special faculty-staff mini-convention and a special anniversary week, a community open house, a mayoral presentation, an original sculpture—and more than a little fun—marked the rest of the year-long Tenth Anniversary celebration. This section is an album of photographs highlighting NTID's tenth year of serving deaf students.



(Top) NTID students and staff celebrated together at a special Tenth Anniversary party complete with a multi-tiered cake.

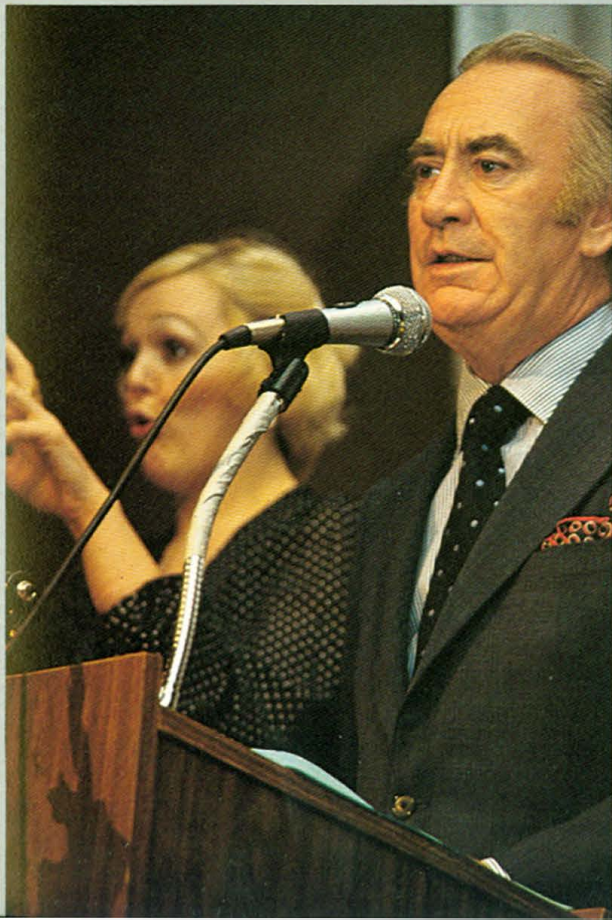
(Right) Dr. William E. Castle (at podium) welcomed guests from all over the country to the third annual Mini-Convention. Guests included members of the National Advisory Board on the Establishment of NTID, former and present members of NTID's National Advisory Group, and others representing the federal government. Seated left to right are: Dr. Robert Frisina, RIT senior vice president and first Director of NTID, and David Lovenheim, former administrative assistant to the Honorable Frank Horton (R-NY), U.S. House of Representatives.



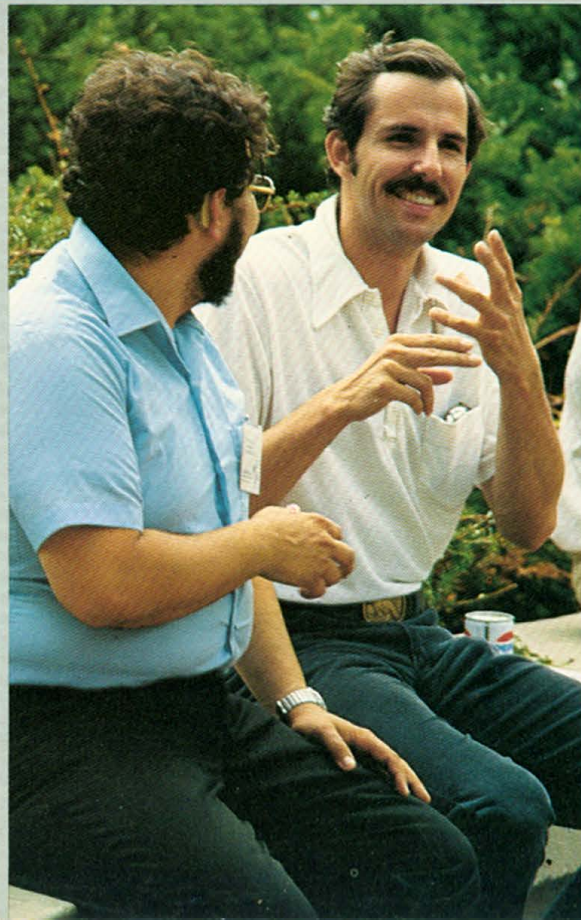




This past year marked the Tenth Anniversary of the enrollment of the first NTID students, and more than 300 alumni, family and friends turned out for the three-day celebration. The celebration was organized by Howard Mann, Kevin Nolan and Gerald Nelson, the three original members of the Alumni Advisory Council. Here Tony Schifano, Columbia, S.C., and Mitchell Mahar, Rochester, N.Y. get caught up on the latest news.



(Far left) New York Governor Hugh L. Carey, who co-authored the legislation creating NTID, praised NTID alumni for their accomplishments at the alumni banquet.



(Near left) Ken Sorkin (left) Redwood City, Calif. and Dean Dunlavey (right) Hamburg, N.Y., both of whom graduated in 1974, share some memories.



NTID wrapped up its year-long anniversary celebration with a week of activities designed to thank members of the Rochester community for its support. (Left to right) Dr. Paul A. Miller, former president of RIT, and NTID Director Dr. William E. Castle, presented Rochester Mayor Thomas Ryan and the City of Rochester with telecommunication equipment. The equipment enables members of the local deaf community to communicate with the city government.



(Near right) A highlight of NTID week was a display in the NTID gallery of innovative and award-winning instructional media and products developed by NTID's Media Production Department.



(Far right) Dr. Robert E. Sander-son, coordinator, Services for the Adult Deaf, Division of Rehabilitation Services, Utah State Board for Vocational Education, Salt Lake City, Utah, was one of many outstanding speakers who contributed to the Director's Tenth Anniversary Colloquia series.







Sunshine & Co. is a group of deaf and hearing staff members who combine mime, music and sign language in a knockout stage show. Performers include: (far left photo) professional interpreter Terry Johnson; (top near left photo) Ogden Whitehead, Gail Rothman, Elizabeth O'Brien and James Stangarone, NTID staff members. Sunshine & Co. also performed for the local community delighting audiences of all ages. (Photo bottom left) Terry Johnson as the Tin Man from "The Wiz."



A cultural highlight of the year was the two-week residency of the nationally acclaimed dance company Bottom of the Bucket, But. The company held workshops with students which culminated in a sold out performance combining deaf students and the professional dance company.

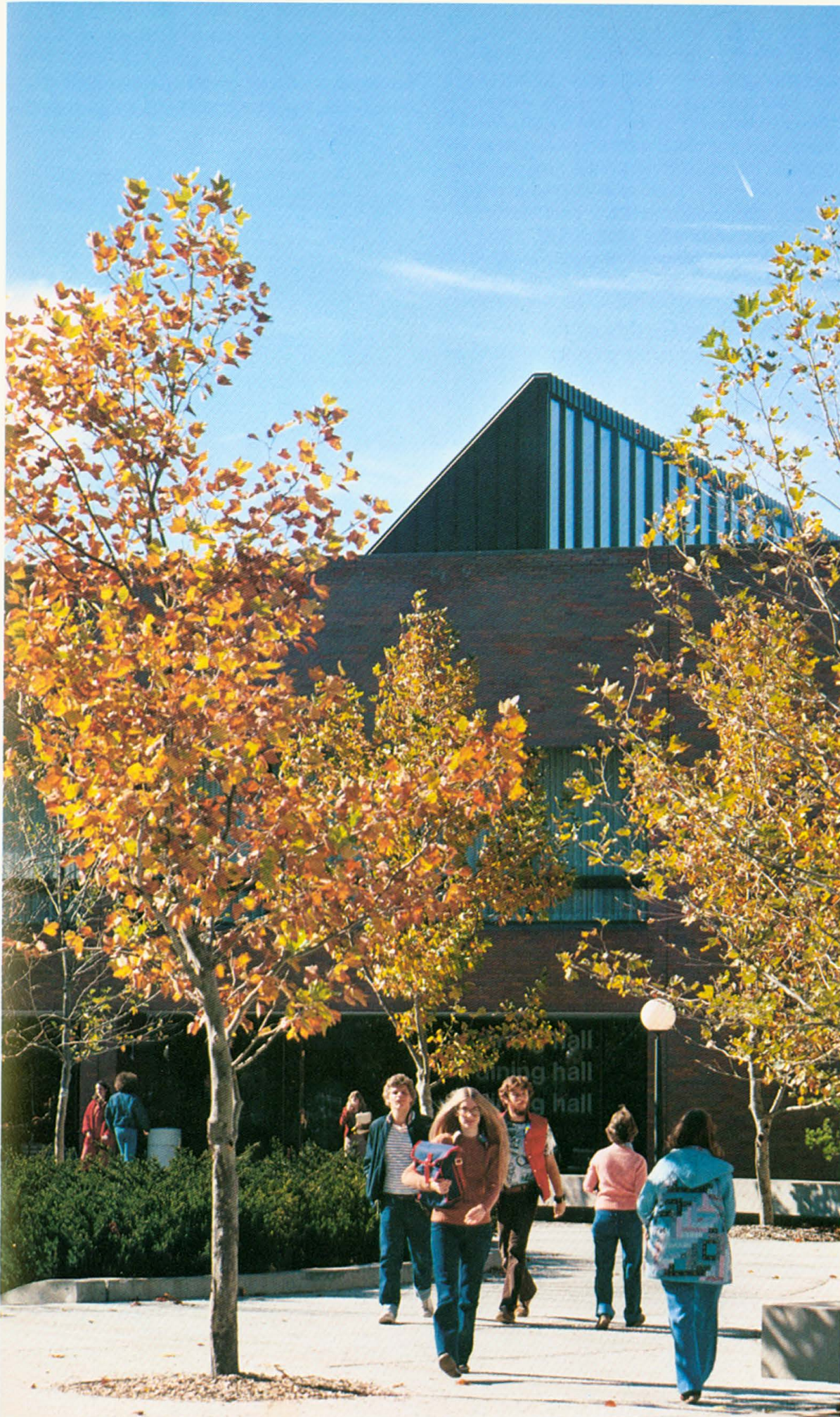


NTID Theatre's lavish production of "Alice in Wonderland," was voted "Best Play" last year by the New York State Theatre Association at its annual festival.





# New Horizons



NTID's modern campus echoes its forward-looking programs and concerns for the future of deaf persons nationally.



The National Technical Institute for the Deaf is the only educational institution in the world where close to 900 deaf students are assimilated into a hearing college environment. As such, NTID faces a growing responsibility as a national, perhaps international resource for others concerned with mainstreaming deaf people in the classroom, on the job, and in society. During the past year, NTID pursued its previous efforts and formalized additional plans for enhancing the educational, vocational and social progress of deaf people everywhere.

## NTID Project Outreach

On April 13, 1978, NTID Director William E. Castle announced "NTID Project Outreach," a major national long-term program designed to share, with a major focus on helping serve the needs of public schools and other institutions and individuals with integrating deaf people into the mainstream of American life.

This announcement was especially timely in light of recent federal legislation. Public Law 94-142 requires every school in the United States that receives federal funds for handicapped people to provide the same free public education for hearing-impaired children that it provides for other hearing children.

The Rehabilitation Act of 1973 and subsequent amendments provide for increased rehabilitation services and require employers to take

affirmative action on behalf of workers with disabilities.

NTID Project Outreach is so named because it represents a sharing of data, skills and insights which NTID has acquired during the past decade, and a desire to learn more through dialogue and cooperation with others in the future. The project is designed initially to offer interested organizations and individuals:

- A prototype system of support services for deaf students attending schools with hearing classmates.
- A unique aural rehabilitation and communication training approach for deaf students.
- Training programs and aids for developing professional and paraprofessional personnel to meet the special needs of deaf students.
- Graduate-level educational opportunities for teachers and other educators serving deaf students in their classrooms and institutions.
- Information about the education, rehabilitation, accommodation, and employment of deaf persons through conferences, workshops, demonstrations, products, printed materials, and audiovisual packages.

## Support Prototype

During the past 10 years NTID has integrated more than 2,300 hearing-impaired students into a hearing campus while preparing them to work and live in the American mainstream. In the process, NTID has developed a com-

NTID is working for the accommodation of deaf people in the local community through programs such as one developed to train more than 40 employees of a local shopping plaza to communicate with deaf people.





prehensive support system which can be of value as a model to others engaged in educational mainstreaming.

The system consists not only of counseling, communications training and career placement assistance, but also of the services of sign language and oral interpreters and tutor/notetakers.

Last year professional and student interpreters provided some 100,000 hours of interpreting for NTID students in classrooms, at club meetings, during sports events, on cultural occasions, and in crisis and emergency situations. NTID trained 63 interpreters last year to work in communities throughout the country.

NTID has pioneered the use of hearing students as tutor/notetaking paraprofessionals for hearing-impaired classmates. Using a specially designed tutor/notetaking manual, such trained students have helped hold down costs while increasing the effectiveness of this vital service. NTID has developed and shared its approach during the year through a number of workshops held in various parts of the country.

The NTID 1978 tutor/notetaking training program was attended by 49 persons including school and community representatives from Massachusetts, Michigan, New York, and Texas. A notetaking program conducted at Seattle Community College is expected to produce a jointly sponsored NTID-SCC workshop for tutor/notetakers in the northwest.

## Improving Communications

As the national center for aural rehabilitation of deaf young adults, NTID has learned how to accurately test the true hearing and communications potential of its students, and help them develop that potential more fully. Progress has been made in the use of hearing aids, the development of written and spoken language skills, and the formulation of strategies for using standard and modified telephone equipment. NTID has initiated and will continue to pursue activities to share its communication skill development expertise with others.

NTID staff members are now engaged in a cooperative project with other institutions to develop an extended communication performance profile to measure general communication skill levels of deaf children and adults. Based on a system introduced at NTID in 1972, the profile is being tested in schools in Washington, D.C., Maryland and New York. Last year the project completed the Test Selection and Development manual which is being distributed to participating programs. In September, NTID hosted the second annual workshop to plan the continuation of this project.

Using practical knowledge gained in aural rehabilitation and communications training, NTID's Division of Communication has produced a handbook and guide for the design of equipment and facilities to improve such services for deaf people. The book covers rationales and



NTID's Orientation to Hearing Aids package was selected as the Outstanding Instructional Development Project for 1977-78 by the National Society for Performance and Instruction.



designs of such aids as a telecommunications laboratory, speech and auditory-speechreading training tables, a student response system, a hearing aid shop and service center, a visual speech training aid, and communications learning centers.

Other efforts have produced a speech and voice diagnostics package to help speech pathologists identify and evaluate characteristics of the speech of deaf people, and an "Orientation to Hearing Aids" (OHA) package to help audiologists motivate and train students in the use of hearing aids to improve communications skills.

The OHA package, distributed by the National Technical Information Service of the U.S. Department of Commerce, was selected by the National Society for Performance and Instruction as the Outstanding Instructional Development project for 1977-78.

In August, NTID sponsored a five-day symposium on Prosthetic and Technical Devices for the Deaf attended by scientists and educators of the deaf from the United States, Britain and West Germany.

## Teaching Teachers

Mainstreaming deaf students in American education will demand a new group of teaching professionals in the 1980s—educational specialists for deaf students. These specialists must be skilled in academic subjects, trained to teach

both deaf and hearing students, qualified to manage support services, and able to train others for a variety of support roles.

Such specialists will be needed in high schools for the deaf and other secondary and post-secondary settings. There are at present neither curricula nor programs to prepare these new professionals.

To help solve the problem, the University of Rochester and Rochester Institute of Technology through NTID have formalized a proposal for a joint project to develop a model program to prepare such educational specialists. The project has two training objectives. The first is to establish a prototype two-year joint master of science degree program for educational specialists. The second is to encourage and help other universities establish educational specialist programs nationally.

Students chosen for the prototype master's degree program must be highly qualified, and the curriculum will be created, tested and presented in a unique experimental fashion. Graduates will receive the first master's degree ever jointly awarded by two institutions of higher learning in New York State. And they will be the first persons in the nation certified to teach high school academic subjects to deaf and hearing students, manage support services, and provide in-service training.

Prototype curriculum, instructional materials and processes will be made widely available

One of the methods NTID uses to share its knowledge is through training programs to help professionals meet the special needs of deaf students.





through workshops and seminars for others concerned with teacher preparation everywhere.

## Opening Doors

The newly created Office of Educational Extension began this past year to develop systems to disseminate educational products and models developed by the Institute.

OEE's purpose is to provide professionals in deaf education with research data in all areas related to deafness; instructional products for career preparation in technical fields; communication development techniques; and special training to use these materials.

A popular NTID produced bibliography of literature on educational mainstreaming was introduced during the summer and is currently being distributed by the National Technical Information Service of the U.S. Department of Commerce.

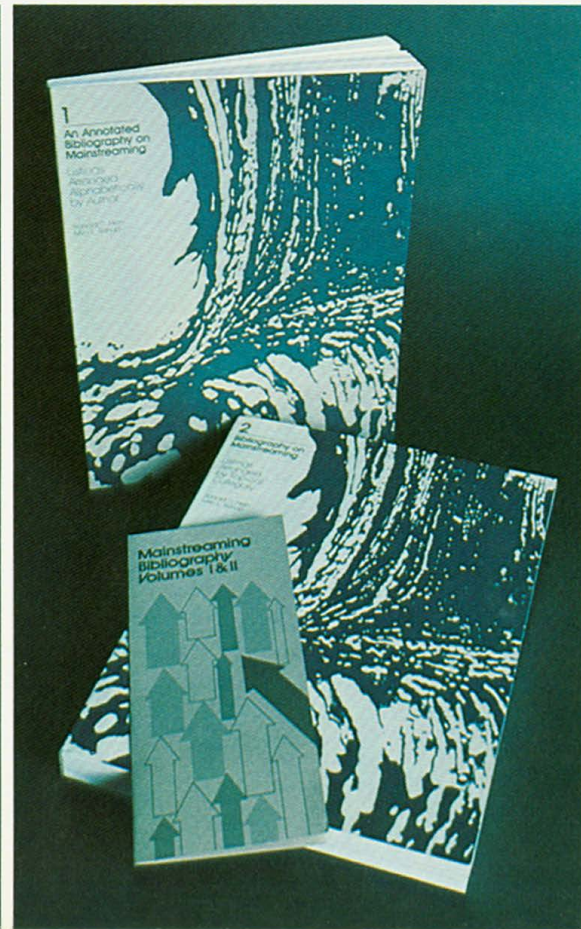
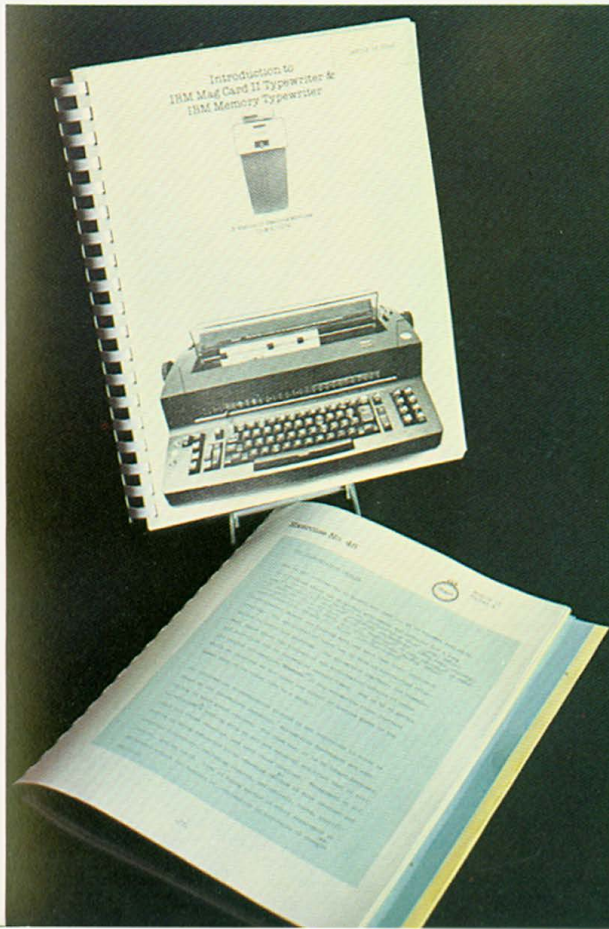
This literature search deals with the education of deaf, visually impaired, and mentally retarded students in regular classrooms. It is designed as a practical reference guide for librarians, counselors, vocational rehabilitation specialists, and others working with exceptional students.

The bibliography is one example of the kinds of aids and services which NTID can provide for others. Other projects being developed

include the Webster's Diacritical Marking Type Element and Compugraphic Type Font, photographs of which have won six national and international awards; and instructional packages about the IBM Mag Card II typewriter, speechreading strategies, cluster classroom orientation, auditory training and simultaneous communication. Future plans include:

- Demonstrations and workshops in support-service management and program implementation at schools and colleges across the nation.
- Seminars on- and off-campus for teachers and other educators, school district representatives, rehabilitation counselors, speech and hearing specialists, and employers.
- National training programs for interpreters, tutors and notetakers.
- Expanded visitation, internship and in-service training opportunities at NTID.
- Dissemination of curricular and research products and processes in print and audio-visual forms.
- The development of continuing education programs allowing deaf people the opportunity to upgrade and further their education.

NTID initiated the first national conference on captioning for the deaf in June. NTID also co-sponsored, along with the Model Secondary School for the Deaf, the two working Conferences on Career Development for the Hearing Impaired held at MSSD in February and the second at NTID last September.



Last year, NTID made available a number of educational products in deaf education including (photo far left) an instructional package on using the Mag Card II typewriter and (photo left) a bibliography of literature on educational mainstreaming.



## Reaching Many Publics

NTID has an ongoing responsibility to maintain relationships with and provide information to a variety of publics. These include: prospective and current students; alumni; professionals in education of deaf people; representatives of business, industry and government; professionals in the hearing and speech fields; information media; teachers, administrators and others in all levels of education; community leaders and citizens across the nation and abroad.

NTID's Public Information Office works to maintain relationships with these audiences and keep them informed through a variety of means of communication including publications created by NTID, films and audiovisual presentations; articles in newspapers, magazines and professional journals; and a variety of formal and informal direct communications.

During the year, NTID continued to publish its internationally read **Focus** magazine. It featured articles on various Institute activities and emerging new directions for NTID. The magazine continued to emphasize human resources of the Institute—its faculty, students and staff—as well as NTID's ongoing technical and professional programs, communications skill development; research; and graduate and professional training. Forty-six issues of this publication have been released to a circulation averaging 15,000.

The publication was recognized during the year for its high quality by earning the Exceptional Achievement Award at the Council for the Advancement and Support of Education. Additionally, a related award was presented to NTID for the excellence of its special "Year-in-Review" issue of the magazine.

In 1977-78, the Institute also continued to publish and distribute an array of other publications including the annual general program catalog, the **Infoseries**, the Alumni Newsletter, and special brochures, folders and reports associated with research, special projects, conferences and other special events and exhibits.

Exhibits and conferences are other key means for NTID to communicate with its publics. The Institute expanded its display and exhibit capability with the addition of information on the new Office of Educational Extension and a totally new exhibit on "Signaling Devices for Hearing-Impaired People."

To support the efforts of the Office of Career Opportunities, the Institute produced a unique film to explain NTID's programs, facilities and services to prospective students. The film, "Journey to Your Future," has a modern theme, is geared to the contemporary interests of its audiences and is captioned to facilitate understanding by all audiences. NTID's employment development film, "Getting the Job Done," won the United States Industrial Film Festival Award for Creative Excellence.

In addition to direct communications, radio and TV spots, films, and news releases, NTID produces a wide variety of printed materials designed to reach its many interested publics.





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Brightly colored banners and numerous plantings make NTID's "street" a pleasant place for students to meet.



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Kansas City, Kansas

**Kevin J. Nolan,**  
Career Opportunities Specialist,  
National Technical Institute for  
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Rochester, New York

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International Business Machines  
Corp  
Dallas, Texas

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President's Committee on  
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Utah State Board of Education,  
Office of Rehabilitation Services  
Salt Lake City, Utah

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President,  
National Fraternal Society for  
the Deaf  
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**\*The Honorable  
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**Dr. Richard E. Thompson,**  
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Chicago, Illinois

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National Urban League  
New York, New York

**\*Deceased**



This special year-in-review issue  
of NTID Focus was produced by:  
The NTID Public Information Office  
N. Phillip Weinbach, Director

**Editor:**  
Joan R. Cooley

**Text:**  
Vince Martin

**Design:**  
Richard Lem

**Art Director:**  
John Massey

**Photographers:**  
Anne L. Bergmanis  
Jim Castlein  
Rod Reilly

**Production Assistant:**  
Ruth Gardner

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The materials herein were  
produced in the course of an  
agreement with the Depart-  
ment 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