

NTID Spends Busy Summer Preparing for Fall Quarter



NAG members assemble for August meeting at R.I.T. campus.

Staff Doubled, New Programs Readied

It's been a busy, fast-moving summer!

The NTID staff, nearly double its June size, now totals about 100 people. The majority of the new staff members have joined the Division of Instructional Affairs, but significant numbers have joined the divisions of Student Development, and Research and Training.

Dr. William E. Castle, formerly assistant to the vice president, was named this summer as dean for NTID. In this capacity, he administers the development and implementation of the varied instructional programs, and serves on the Deans' Committee and Policy Committee of RIT.

Former Educational Specialist Victor H. Galloway was appointed in July as the director of diploma programs.

Dr. James R. Speegle, who joined the staff this summer, became the director of vestibule programs. Speegle came to NTID from DePauw University, where he was associate dean of students.

New staff members have been busily engaged in the summer orientation program of Project NEST, and have become involved in planning efforts for the new academic year, especially in the diploma and vestibule programs, which will commence full-time operation this fall.

The NTID space situation is being alleviated by the construction of temporary buildings west of the College of Science, which will house several classrooms and offices.

NTID's swimming stars Paula Ammons and Geoff Lowe went to Belgrade, Yugoslavia in August to participate in the 11th International World Games for the Deaf.

Another highlight of the summer was the National Theatre of the Deaf Summer Workshop in Waterbury, Conn., in which six NTID students participated.

National Advisory Group Confers

Nationally prominent educators, businessmen, and government officials comprising the National Advisory Group for NTID met for a two-day conference on August 21, at the R. I. T. campus.

Empowered under Public Law 89-36, the National Advisory Group was appointed in conjunction with the establishment of NTID at R. I. T. in 1966. The group meets three or four times annually to review progress and to make recommendations concerning broad aspects of the NTID program. Following a brief welcome, progress reports were presented by divisional directors. Topics discussed during the meeting included: new programs, new staff and faculty appointments, construction plans, budgeting, admissions and related topics.

Under the chairmanship of Dr. Ralph W. Tyler of Science Research Associates, Inc., Chicago, the N. A. G.'s membership includes: Dr. James E. Allen, Jr., (ex officio) Assistant Secretary for Education, Commissioner of Education, Department of Health, Education and Welfare; the Honorable Hugh L. Carey, Representative, 15th District, New York; Mr. Alexander D. Hargrave, member, Board of Trustees, Rochester Institute of Technology; Dr. Ben E. Hoffmeyer, superintendent, North Carolina School for the Deaf; Mr. James N. Orman, Jacksonville, Ill.; Dr. George T. Pratt, president, Clarke School for the Deaf, Northampton, Mass.; Mr. Fred Purcell, International Association of Machinists and Aerospace Workers, Utica, N.Y.; Mr. Gustave H. Rathe, director of education, International Business Machines Corporation, White Plains, N.Y.; Mrs. F. Ritter Shumway, member, Board of Trustees, Rochester Institute of Technology; the Honorable Mary E. Switzer, administrator, Social and Rehabilitation Service, Department of Health, Education, and Welfare; and Mrs. Homer Thornberry, Austin, Tex.

Dr. Tyler Speaks at Colloquium

Dr. Ralph W. Tyler knows education.

His 40-plus years of dedication to the field have won him a reputation as one of the nation's top educators.

That reputation earned him a spot in *Who's Who*.

It earned him a Distinguished Service Award from former Secretary of Health, Education, and Welfare Wilbur J. Cohen.

It has earned him several important positions . . . senior consultant, Science Research Associates, Chicago; director emeritus, Center for Advanced Study in Behavioral Sciences; chairman, Research Advisory Council, U. S. Office of Education; and president, National Academy of Education.

Additionally, his reputation has earned him the chairmanship of the National Advisory Group for NTID.

On the evening of Wednesday, Aug. 20, at the R. I. T. campus, Dr. Tyler called upon his experiences, his knowledge,

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NTID Profiles

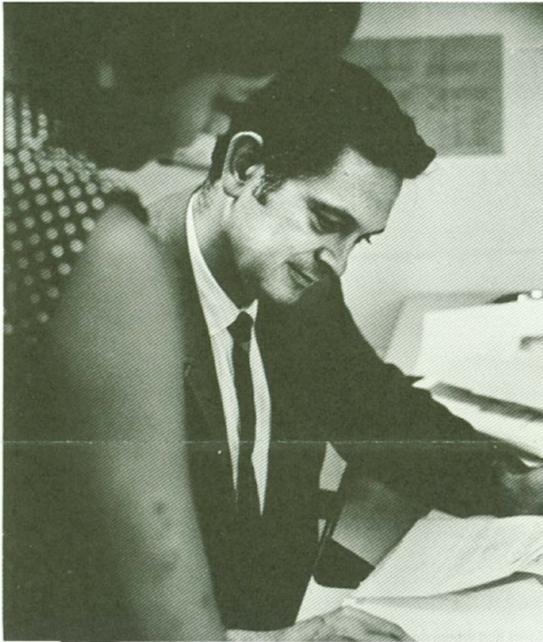
Victor H. Galloway

Director of Diploma Programs

Vic Galloway once said: "Having been a deaf student in a hearing school myself, and having faced the frustrations, I can readily understand the problems the students encounter."

At NTID, it's a well-known fact that Galloway not only understands the problems that occur in education of the deaf but does something about them.

With those qualifications, perhaps it's not too surprising that he was chosen, in the summer of 1969, as the director of NTID's diploma programs.



Victor Galloway reviews records with prospective student.

Galloway came to NTID in June, 1968, from the University of Arizona, where he was a doctoral student. Since then, he has served as NTID educational specialist for the colleges of Science and Applied Science. He hopes, by mid-1970, to complete his doctoral dissertation: "Attitudes and Opinions of Rehabilitation Counselors for the Deaf toward Deaf Adults."

With regard to the future of NTID, Galloway says, "For a long time, there has been a great void in education of the deaf, especially in the technical areas. NTID is meeting a long-felt need."

The diploma programs are courses of study designed to prepare deaf students for jobs requiring high levels of technical skill. Galloway comments: "These programs will start on a very modest scale in the Fall of 1969, and we look forward to expanded programs in the Fall of 1970, such as computer technology, medical technology, photography, printing, and business technology. We are also studying the possibilities in electronics."

Galloway has definite feelings on the importance of diploma programs: "For the last two decades, the emphasis has been on college degrees, but in more recent years there has been a swing in other directions, toward technical skills, and toward certificate level preparation. We want to equip students with a constellation of skills to adapt to the needs of industry. I feel that, in a few years, the program will expand and we will even have some older people coming back to school to learn new skills . . . because of changing jobs and because of changing needs."

Approximately 25 students are expected for the diploma programs this Fall. Galloway adds that, "Over a period of 10 years, approximately 2,250 students are expected to graduate from the diploma programs."

At the present time, the diploma staff numbers 10, and this number will increase as the program develops in the next few years.

Why was Vic Galloway attracted to NTID in the first place? He replies, "I saw it as an opportunity to be part of the team to develop a brand new program and get it off the ground."

Now, with the start of diploma programs, Vic Galloway has another opportunity to get a program "off the ground," and judging from his past record, it appears certain that many deaf young people's chances for success in today's world are about to become significantly improved.

JNAD High School Leaders Visit NTID

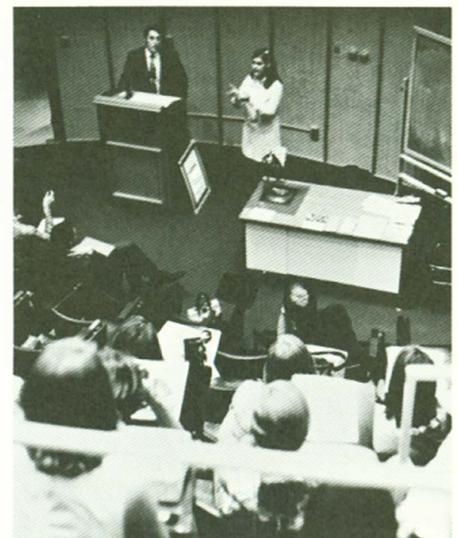
More than 50 deaf high school leaders from 22 states across the country participated in an orientation program at NTID on Aug. 19 and 20.

The young men and women, all tenth and eleventh graders, represented the Deaf Youth Leadership Development Camp in Stroudsburg, Pa., a four-week summer session sponsored by the Junior National Association of the Deaf. Attendees are selected by their schools on the basis of scholastic achievement and leadership potential.

The orientation program at NTID was arranged to provide the group with an insight into technical and vocational education opportunities available to deaf youth today, at the post-secondary level.

Highlights of the program included talks by NTID Director D. Robert Frisina and Dean William E. Castle, panel discussions, and a question-and-answer session with NTID's educational specialists, representing RIT's various colleges. Also, through special arrangement with Rochester's Strassenburgh Planetarium, the students enjoyed a program entitled, "A Day on the Moon."

Educational Specialist Thomas Raco, (left), describes programs for visiting high school students, as Sharon Neumann interprets.



The National Theatre of the Deaf

by Helen Powers

Helen Powers, a ten-year veteran of free-lance writing, is currently a writer of feature articles and a weekly column for the Bridgeport (Conn.) Sunday Post. She has worked for seven years as a music and theatre critic. An avid follower of the National Theatre of the Deaf, Mrs. Powers is presently writing her first book, a story about the theatre and some of the people who comprise it.

At this point there can be no doubt that the National Theatre of the Deaf has made many things possible for the deaf that were not possible before. It is an important contribution to the advancement of the deaf, because it shows a hearing world that behind the mask of silence there is artistry, knowledge, and beauty.

Born of the persuasive persistence of Dr. Edna Levine and David Hays, NTD has changed the image of garbled speech and poor communication to one of artistic challenge, and disciplined intelligence. It places the deaf person, not on a pedestal, but on a level of attainment that misunderstanding has denied him in the past. Its existence needs no further justification, but this is only the beginning.

NTD has placed a cultural feather in the deaf cap that is exclusively theirs. It is a unique theatre of the deaf, performed by the deaf, and enjoyed by everyone. It brings top quality professional theatre to the deaf, communicated in a language they can understand, a language that has been beautified and aestheticized to enhance its theatrical presentation. This language is called "Sign-Mime."

It has made the deaf realize that there are many new horizons that they can reach, and given them the courage to try. Certainly if fourteen deaf performers can command the rapt attention of a hearing audience for better than two hours, no dream need ever be dreamed in vain again. Its challenge is equal to its merit.

National Theatre of the Deaf was established two years ago under a government grant from the Department of Health, Education, and Welfare. Its home base is at the Eugene O'Neill Memorial Theatre in Waterford, Connecticut, but its members have tirelessly trooped the United States and Europe from one end to the other, playing one-night stands, sleeping aboard bus, and surviving the calloused existence of perennial wanderers. They have left in their wake a wide path of rich understanding, and happiness, for each performance touches the hearts and the minds of those who see it.

The hearing audiences are accommodated by the assistance of readers who read the lines the actors sign. An unusual musical accompaniment consisting of tonal sensations that are intricately blended into the script and action is offered on the Baschet musical sculpture, the only one of its kind in the world.

From children's poetry to Kabuki, National Theatre of the Deaf reflects the wide range of talent that goes into its making. This includes such prominent theatrical people, both deaf and hearing, as Jack Sydow, Sahomi Tachibana, Eric Malzkuhn, Lou Fant, Fred Voelpel, John Gleason, Robert F. Panara, Bernard Bragg, and Dorothy Miles.

A second grant from the Office of Education of the Department of Health, Education and Welfare makes possible the three-week summer school held at O'Neill each year. At this time thirty-five deaf students are accepted for intensive training. This study includes acting, dancing, fencing, Japanese and Hindu body technique, tumbling, stagecraft, and sign-mime. A course in theatre history is also included, given by Mr. Panara, Educational Specialist in the College of General Studies at NTID, who has been a valuable mainstay of the theatre since its inception.



ABOVE: George White, (right), director of the O'Neill Foundation, talks to NTID students (L-R) Steve Schultz, Guy Wonder, and Adriana Blasina. BELOW: National Theatre of the Deaf players in scene from "The Critic."



NTID was well represented at O'Neill this year. Besides Mr. Panara who served on the faculty, six students were granted admission. They were Paula Ammons, Adriana Blasina, Joanne Fortune, Eddie Holder, Steve Schultz, and Guy Wonder. The grant provides room, board, tuition, and transportation for the applicants who are selected for the summer courses. When the classes are over, some of them return enthusiastically to their school or community bringing with them new knowledge and techniques. Others are invited to join the performing company, and remain with the theatre.

The same educational grant provides the funds that made it possible to establish the Little Theatre of the Deaf last year. This company consists of four members of the national company, and a reader. They tour the elementary and secondary schools, making the first exposure to deafness an exciting experience for many children.

Deafness is no longer approached with the horrified fear of the unknown. Its public acceptance has been accompanied by a re-assessment of the values the deaf can extend to a hearing society. The myths are rapidly being replaced by solid reasoning.

The vaulted level of understanding between the deaf and hearing students on the NTID campus clearly demonstrates the workability of one with the other. These two major accomplishments in the past three years have inaugurated a new era for both the deaf and the hearing. The theatre reaches out to the public at large, people who want to know but don't know where to find out, and the school puts understanding on a person to person basis, where an integrated faculty and student body function cohesively for the betterment and growth of both.

Not many years ago communication between the two diverse groups was considered an impassable sea to cross. Now the footings are in, and the bridge of understanding is begun. The first stone was set into place by the National Theatre of the Deaf, who proved, with beauty and significance, that one picture is still worth a thousand words.

Dr. Tyler (continued from page one)

and his expertise to discuss a subject in which he is eminently qualified . . . "The National Technical Institute for the Deaf — its Relationship and Potential within Higher Education."

Dr. Tyler began by describing the changes in the nation's occupational structure over the past century, noting that the emphasis has shifted slowly from unskilled, manual occupations to technically-oriented occupations. He further pointed out that 100 years ago, 80 percent of the labor force was engaged in the production and distribution of material goods, as compared to 40 per cent today. Continuing, he remarked: "Engineering opportunities have increased five-fold in the past 20 years, and other occupations have more than tripled and some have multiplied even 10 or 20 times!"

As a further example of employment's changing scope, he noted that, "half of the college graduates in 1967 went into occupations that didn't exist when the Second World War began."

Dr. Tyler pointed out that the increasing importance of technology has a direct relationship to the opportunities provided by NTID, which will enable deaf persons to develop their full potential in technical areas rather than being limited to relatively unskilled positions.

He then addressed his remarks to the area of higher education specifically, pointing out that, "in the time of World War One, only 10 per cent of the United States population graduated from high school; now some 78 per cent graduate. And, at that time, only three per cent graduated from college. Last year 36 per cent graduated from college."

Turning to the matter of teaching, he commented: "Teachers have always thought of themselves as actors in a play, and of the children as an audience, appreciating their act. But learning is not like that; children have to be the actors, and teachers ought to be the stage directors and coaches."

In summarizing his thoughts on the educational system, he noted that teaching generally has not been student-oriented.

"Higher education has a new job," he pointed out. "It has the job of educating people who have not already come largely educated so that the opportunity to spend some years in the college campus would enable them to go on with their education; higher education now has to reach people who come from backgrounds where there has not been education . . ."

"This is one of the great contributions NTID can make. You start out with a recognition that you have a teaching-learning job, that it isn't just going through a ritual in front of the class."

Dr. Tyler stated that he believes that higher education can profit from NTID's exemplary spirit and dedication, from its student-oriented approaches to learning, and from its devices, solutions, procedures, and answers which can be applied to higher education in general.

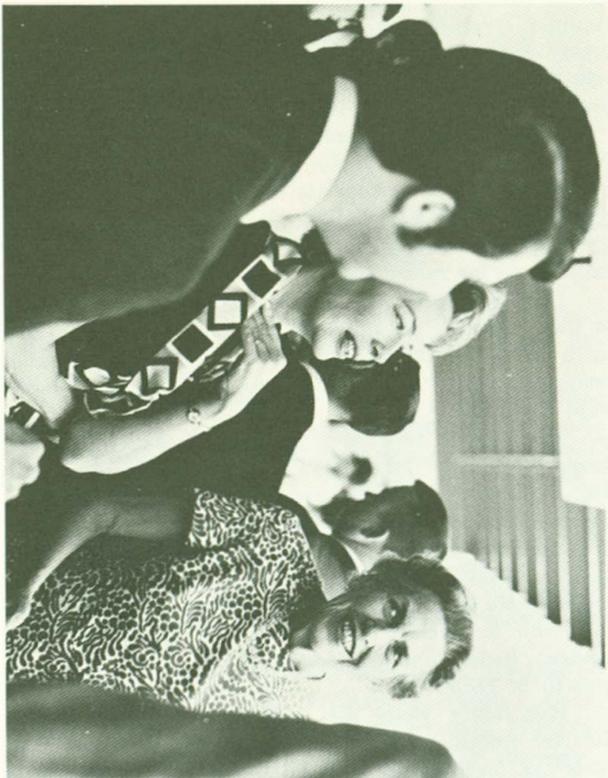
In conclusion, Dr. Tyler summed up his thoughts on NTID's potential . . . "I think that NTID is going to make a contribution which will be not only to the students that are here and to other deaf students, but a contribution that will be recognized by the community of higher education that is just beginning to realize that it has a tremendous task which it really has not done in the past and has not yet learned how to do."

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National Advisory Group members Mrs. Mary Switzer, (right), Department of Health, Education, and Welfare; and Mrs. Homer Thornberry, (center), Austin, Tex., talks with Dr. James R. Speegle, (left), NTID director of vestibule programs. PAGE ONE.