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NATIONAL TECHNICAL INSTITUTE FOR THE DEAF ACT

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HEARING

BEFORE THE

SPECIAL SUBCOMMITTEE ON LABOR

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

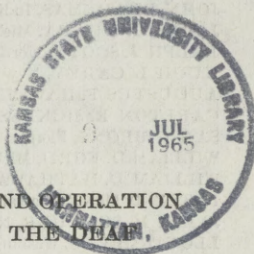
EIGHTY-NINTH CONGRESS

FIRST SESSION

ON

H.R. 7031

A BILL TO PROVIDE FOR THE ESTABLISHMENT AND OPERATION
OF A NATIONAL TECHNICAL INSTITUTE FOR THE DEAF, KANSAS



HEARING HELD IN WASHINGTON, D.C., APRIL 27, 1965

Printed for the use of the Committee on Education and Labor

ADAM C. POWELL, *Chairman*



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NATIONAL TECHNICAL INSTITUTE FOR THE DEAF ACT

TUESDAY, APRIL 27, 1965

HOUSE OF REPRESENTATIVES,
SPECIAL SUBCOMMITTEE ON LABOR OF THE
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met at 10:15 a.m., pursuant to call, in room 2257, Rayburn House Office Building, Hon. Hugh L. Carey, presiding.

Present: Representatives Thompson, O'Hara, Carey, Sickles, Scheuer, Griffin, Andrews, and Reid.

Also present: Robert E. McCord, director.

(Text of H.R. 7031 follows:)

[H.R. 7031, 89th Cong., 1st sess.]

A BILL To provide for the establishment and operation of a National Technical Institute for the Deaf

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "National Technical Institute for the Deaf Act".

AUTHORIZATION OF APPROPRIATIONS

SEC. 2. For the purpose of providing a residential facility for postsecondary technical training and education for persons who are deaf, there are authorized to be appropriated for each fiscal year such sums as may be necessary for the establishment and operation, including construction and equipment, of a National Technical Institute for the Deaf, including sums necessary for the acquisition of property, both real and personal, and for the construction of buildings and other facilities for such Institute.

DEFINITIONS

SEC. 3. As used in this Act—

(a) The term "Secretary" means the Secretary of Health, Education, and Welfare.

(b) The term "institution of higher education" means an educational institution in any State or in the District of Columbia which (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate, (2) is legally authorized within such State (or in the District of Columbia) to provide a program of education beyond secondary education, (3) provides an educational program for which it awards a bachelor's degree, (4) includes one or more professional or graduate schools, (5) is a public or nonprofit private institution, and (6) is accredited by a nationally recognized accrediting agency or association. For purposes of this subsection, the Commissioner of Education shall publish a list of nationally recognized accrediting agencies or associations which he determines to be reliable authority as to the quality of training offered.

(c) The term "construction" includes construction and initial equipment of new buildings, expansion, remodeling, and alteration of existing buildings and equipment thereof, and acquisition of land; including architect's services, but excluding off-site improvements.

PROPOSALS

SEC. 4. Any institution of higher education which desires to enter into an agreement with the Secretary to establish and operate a National Technical Institute for the Deaf shall submit a proposal therefor at such time, in such manner, and containing such information as may be prescribed by the Secretary.

AGREEMENT TO ESTABLISH INSTITUTE

SEC. 5. (a) The Secretary, after consultation with the National Advisory Board created by section 6, is authorized to enter into an agreement with an institution of higher education for the establishment and operation, including construction and equipment, of a National Technical Institute for the Deaf. The Secretary, in considering proposals from institutions of higher education to enter into an agreement under this Act, shall give preference to institutions which are located in metropolitan industrial areas.

(b) The agreement shall provide that—

(1) Federal funds appropriated for the benefit of the Institute will be used only for the purposes for which paid and in accordance with the applicable provisions of this Act and the agreement made pursuant thereto;

(2) the Board of Trustees of the institution, subject to the approval of the Secretary, will appoint an advisory group to advise the Director of the Institute in formulating and carrying out the basic policies governing its establishment and operation, which group shall include persons who are professionally concerned with education and technical training at the post-secondary school level, persons who are professionally concerned with activities relating to education and training of the deaf, and members of the public familiar with the need for services provided by the Institute;

(3) the Board of Trustees of the institution will make an annual report to the Secretary. The Secretary shall transmit the report of the institution to the Congress with such comments and recommendations as he may deem appropriate;

(4) such other conditions as the Secretary, after consultation with the National Advisory Board, deems necessary to carry out the purposes of this Act; and

(5) any laborer or mechanic employed by any contractor or subcontractor in the performance of work on any construction aided by Federal funds appropriated for the benefit of the Institute will be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a—276a-5); and the Secretary of Labor shall have, with respect to the labor standards specified in this paragraph, the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z-15) and section 2 of the Act of June 13, 1934, as amended (40 U.S.C. 276c).

(c) If within twenty years after the completion of any construction (except minor remodeling or alteration) for which such funds have been paid—

(A) the facility ceases to be used for the purposes for which it was constructed or the agreement is terminated, unless the Secretary determines that there is good cause for releasing the institution from its obligation, or

(B) the institution ceases to be the owner of the facility, the United States shall be entitled to recover from the applicant or other owner of the facility an amount which bears to the then value of the facility the same ratio as the amount of such Federal funds bore to the cost of the facility financed with the aid of such funds. Such value shall be determined by agreement of the parties or by action brought in the United States district court for the district in which the facility is situated.

NATIONAL ADVISORY BOARD OF ESTABLISHMENT OF THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

SEC. 6. (a) There is hereby established a National Advisory Board of Establishment of the National Technical Institute for the Deaf, which shall consist of twelve persons, not regular full-time employees of the United States, appointed by the Secretary without regard to the civil service laws. The Secretary shall appoint one of the members to serve as Chairman. The appointed members shall be selected from among leaders in fields related to education and training of the deaf and other fields of education, and from members of the public familiar

with the need for services provided by the Institute. The Commissioner of Education and the Commissioner of Vocational Rehabilitation shall be ex officio members of the Board.

(b) Members of the Council, while serving on business of the Council, shall be entitled to receive compensation at rates fixed by the Secretary, but not exceeding \$100 per day, including traveltime, and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act of 1946 (5 U.S.C. 73b-2) for persons in the Government service employed intermittently.

(c) It shall be the function of the Board (1) to review proposals from institutions of higher education which offer to enter into an agreement with the Secretary for the construction and operation of a National Technical Institute for the Deaf, (2) to make recommendations to the Secretary with respect to such proposals, and (3) to make such other recommendations to the Secretary concerning the establishment and operation of the National Technical Institute as may be appropriate.

(d) After the Secretary enters into an agreement under this Act, the Board shall cease to exist.

Mr. CAREY. By special indulgence of the chairman of the Special Subcommittee on Labor, the committee will be in order for consideration of H.R. 7301, a bill to establish a National Technical Institute for the Deaf.

By reason of my authorship on this bill, I wish to announce that the hearing will be conducted with absolute impartiality. I think we can all be impartial about this particular group of the handicapped.

We have an illustrious panel of witnesses this morning and in advance of the testimony of the first witness, may I state that in connection with my activities on the Board of Gallaudet College and the longstanding interest in the plight and situation of deaf persons; it would seem completely timely now that we move, in this age of technology and automation, to the consideration of such measures as are needed for the education and development of the useful skills of deaf persons.

Last year Gallaudet College marked its 100th anniversary, a hundredth anniversary of the anniversary in the time of Abraham Lincoln when he saw fit to found a National Liberal Arts College for the education of deaf persons, without which thousands of persons would never have been able to cope with the call of life to educate themselves by reason of deafness.

Now, in this age when automation and technology make new demands on education, it is only fitting that the Nation at this time respond to a call to educate deaf persons so they can be part of the growing abundance in our country, use their skills as they were meant to be used to the fullest of their capacity and I think we should give this legislation adequate hearing, expeditious consideration, and to that end the committee is pleased to welcome Mr. Philip Des Marais, Deputy Assistant Secretary for Legislation, Department of Health, Education, and Welfare. Mr. Des Marais is accompanied by Dr. Morvin Wirtz, Director of the Division of Handicapped Children and Youth, Office of Education.

Mr. Des Marais, will you come forward, and introduce those you have with you.

STATEMENT OF PHILIP DES MARAIS, DEPUTY ASSISTANT SECRETARY FOR LEGISLATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE; ACCOMPANIED BY DR. MORVIN WIRTZ, DIRECTOR, DIVISION OF HANDICAPPED CHILDREN AND YOUTH, OFFICE OF EDUCATION; AND RALPH HOAG, SPECIALIST IN PROGRAMS FOR THE DEAF, OFFICE OF EDUCATION

Mr. DES MARAIS. Dr. Wirtz is here, as you said, and Dr. Ralph Hoag, specialist in programs for the deaf from the Office of Education, is also here.

(The résumés of Dr. Morvin Wirtz and Ralph Hoag follow:)

RÉSUMÉ OF DR. MORVIN A. WIRTZ

Training:

B.S.: University of Wisconsin (Milwaukee branch), 1942.

M. Ed.: University of Wisconsin (Milwaukee branch), 1951.

D. Ed.: University of Illinois, 1954.

Additional graduate work at St. Louis University and Washington University.

Experience:

Classroom teacher of handicapped children, 1946-49.

Supervisor of special education in Milwaukee County, Milwaukee, Wis., 1949-51 (first such position in Wisconsin).

Research assistant, instructor, research associate: University of Illinois, 1951-54.

Head of the Department of Special Education and Occupational Therapy at Eastern Michigan University, Ypsilanti, Mich.; also director of the Rackham School of Special Education, 1954-58. (The Rackham School is a demonstration school used in the training of teachers of handicapped children.)

Conducted research on trainable mentally retarded children (the Illinois pilot studies) at the University of Illinois.

Superintendent, Special School District, St. Louis County, Mo., 1958-64.

Professional organizations:

Life member of the Council for Exceptional Children (an international organization dealing with the problems of handicapped and gifted children).

Member of the American Association on Mental Deficiency.

RÉSUMÉ OF RALPH L. HOAG

Name: Ralph L. Hoag.

Education and degrees:

Ed. D.: University of Arizona (1961), Tucson, Ariz., special education school administration.

M.A.: Gallaudet College, Washington, D.C. (1948), education of the deaf.

B.S.: Hartwick College, Oneonta, N.Y. (1947), biological sciences and education.

Present position: Specialist, educational programs for the deaf, U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C.

Experience:

October 1962 to present: U.S. Office of Education, Washington, D.C., Administrator of Federal grants-in-aid program for training teachers of the deaf under Public Law 87-276.

September 1958 to September 1962: Principal, Department for the Deaf, Tucson, Ariz.; coordinator and instructor, program for training teachers of the deaf, University of Arizona, Tucson, Ariz.

August 1951 to August 1958: Principal, Arizona State School for the Deaf, Tucson, Ariz.

September 1948 to May 1951: Course director and teacher, Central New York School for the Deaf, Rome, N.Y.

Professional organizations:

National Education Association.

Phi Delta Kappa (education honorary fraternity).

Convention of American Instructors of the Deaf.

Conference of Executives of American Schools for the Deaf (associate member).

National Registry of Interpreters and Translators for the Deaf (charter member).

Mr. DES MARAIS. We also have Mrs. Kay Arneson, legislative consultant from the Office of Vocational Rehabilitation.

Do you want me to go ahead?

Mr. CAREY. Yes, if you will, please. We have a copy of your statement and, if you like, you may read it, summarize or make such comments as you wish.

Mr. DES MARAIS. It is not too long, and I think it would be useful, Mr. Chairman, to you and the committee to point up some of the issues relating to the problems of the education of the deaf that are related to this bill.

I am very pleased to be here this morning to testify on behalf of the Department of Health, Education, and Welfare on H.R. 7031, the National Technical Institute for the Deaf Act, introduced by Congressman Hugh Carey of this subcommittee. Congressman Fogarty has introduced an identical bill, H.R. 7100.

This bill would authorize the establishment of a National Technical Institute for the Deaf. It provides that the Secretary of Health, Education, and Welfare, after consultation with an advisory board, is authorized to enter into an agreement with an institution of higher education for the development and operation of a program of post-secondary technical education for the deaf.

I wish to state at the outset, Mr. Chairman, that we heartily endorse the objectives of this legislation.

Renewed interest in the special education needs of the deaf has grown out of the "Education of the Deaf" report. This report is the result of action by the 88th Congress which authorized a study of the problems of education of the deaf in the fiscal year 1965 Appropriations Act for the Department of Health, Education, and Welfare.

At this time I would like to file with the subcommittee a copy of "Education of the Deaf," a report to the Secretary of Health, Education, and Welfare by this Advisory Committee on the Education of the Deaf.

I have already given a copy of the report to the chief clerk of the subcommittee.

This report emphasizes inadequacies and gaps in the whole range of education services for the deaf and recommends a broad-scale program of improving educational opportunities for the deaf on all levels—elementary, secondary, postsecondary and collegiate.

A young child who has a substantial or total hearing loss, acquired at birth or before the normal age for learning language through hearing, has a serious educational handicap. Our schools and special classes for deaf children have done an unquestionably outstanding job over the past 150 years in providing these children with a basic elementary school education. These schools have been performing their task under extremely difficult conditions which include: Lack of funds, weak or token public support, poor facilities, and a lack of adequately trained professional personnel.

Every attempt has been made by educators in the field of education of the deaf to accelerate the acquisition of reading, language, and communication skills by deaf children. For the most part, the objective has been to teach the tool skills well enough at the elementary level so that these children could go on with their education or further vocational training in our colleges, universities, and vocational training facilities for normal hearing students.

Philosophically, this goal would appear to be a reasonable one. Many educators have been convinced that this kind of preparation is the best way for the deaf child to become a full participant socially and economically in a hearing world. Numerous individual success stories can be and have been produced to support this theory. However, the facts reveal that for the general deaf population this has not been achieved.

The report, "Education of the Deaf," indicates many weaknesses across the Nation in educational programs for these children. They include the absence of adequate services in many parts of the country for evaluation, diagnosis, and training of children at preschool levels; the complete absence of a real secondary school program; inadequate vocational training opportunities; and virtually no opportunity for technical or advanced training in skilled or semiprofessional occupations.

Legislation has already been enacted by which the Federal Government will assist in improving education of the deaf on the elementary and secondary level. Training of teachers of the deaf is moving ahead, and 46 colleges and universities will begin new programs for this purpose during the academic year 1965-66, under title III of Public Law 88-164, for training of teachers of the handicapped.

The report emphasizes that there should be a flexible approach to educational opportunities for the deaf including special classes for the deaf on a day school basis and special schools for the deaf on both a day school and residential school basis. The idea here is that where there are sufficient numbers of deaf to warrant an entire school program being provided, that this should be done. But on the other hand, it may be advisable in some cases to have special classes for the deaf so that deaf children, where they are in smaller numbers, will be able to get special education.

Public Law 88-164 also authorized the Commissioner of Education to make grants for research and demonstration in improving teaching methods for handicapped youth, including the deaf.

The Vocational Education Act of 1963 provides at least two specific opportunities for expanding vocational training for the deaf, on the secondary school level. Under section 4(c), the Commissioner of Education can make grants for special programs in teaching of vocational subjects—and this of course, includes teaching of the deaf. Section 4(a)(4) authorizes the States to use Federal funds to set up special programs for youths who have handicaps (such as deafness and other problems that disadvantage them) and that prevent them from taking part in regular vocational education programs.

The need for postsecondary technical and occupational training of the deaf is heavily stressed.

I quote from the "Education of the Deaf" report:

There is need for more sophisticated occupational education for the deaf realistically geared to the more complex demands of the future. Five-sixths of

our deaf adults work in manual jobs as contrasted to only one-half of our hearing population.

The report continues:

While the problem of teaching the deaf has become more difficult, economic and scientific advances are requiring higher levels of preparation for young people entering the scientific world. Vocational education and training in the traditional or secondary school sense has been more available to deaf students in the past, although here again there is little specialized opportunity in the postsecondary level * * * The basic problem is that the requirements of vocational education in general have been dramatically increased in recent years by technological advances.

The Advisory Committee searched the Nation for examples of technical education for the deaf. It reported that:

For the deaf student seeking postsecondary vocational education in other areas of the country, no such specialized program has come to the committee's attention (other than that at Riverside City College in California).

That is not, incidentally, a college for the deaf but a community college that has set up a school for the deaf.

Gallaudet College, currently the only postsecondary facility for the deaf in the United States, was established to offer to the deaf the opportunity for a liberal arts education. Considerable pressure has been brought upon this institution to accommodate an ever-increasing number of students who see this as the only opportunity for further education. Many of these students, as shown in the report "Education of the Deaf," do not qualify nor are they adequately prepared to pursue a liberal arts curriculum.

The Office of Education estimates that there are 37,000 seriously hearing-impaired children in our country. According to the American Annals of the Deaf, public and private residential schools are attended by approximately 18,400 deaf students representing 59 percent of 31,000 students, registered in special programs for the deaf. About 12,300 or 41 percent attend special day schools and classes. It is estimated that 6,000 additional students not accounted for by the American Annals of the Deaf are either in public school classes that do not provide necessary special education services for these children or they are not in school at all.

Most residential schools offer programs that provide the equivalent of an eighth-grade education. Very few of the specialized day school programs go beyond elementary school levels. Students who wish to go on for further education are expected to transfer to regular high schools and vocational schools for hearing children. Because of the serious communication problem involved, not many more than 1 percent of these deaf children who attend day school or residential school programs are really able to communicate well enough to do this.

Since the vast majority of this special group have nowhere else to turn, at a time when additional educational opportunity is really needed, many more young deaf adults go to work at manual non-skilled jobs than is characteristic of our general population, as I have already pointed out.

Approximately 3,000 students above the age of 16 leave or graduate from secondary level schools and classes for the deaf each year. Little more than 200 or about 7 percent of them are admitted to Gallaudet College. At the very least, an additional 13 percent or 400 students each year have need for further specialized training at the post-high-

school level. These figures mean that 20 percent of the deaf are eligible for or capable of higher education, or some form of advanced technical training, contrasted with more than 50 percent of the general population who go on to higher learning after secondary school.

Since there is little or no opportunity for the deaf to continue their studies, their motivation for additional training is virtually crushed. These young adults must then join the ranks of the nonskilled labor force.

Because the occupational outlook of society is changing, there exists the danger that a substantial portion of these individuals will no longer be needed in the labor market. While formerly vocational education programs for the deaf in our residential school have been successful at the mechanical and operative level, recent and anticipated future developments require a far more sophisticated occupational education for the deaf, one realistically geared to the more complex demands of the future. Now, more than ever before, the deaf should have access to the full range of postsecondary occupational education available to the general population.

The evidence presented by the education of the deaf report, along with the information from our own agencies and other professional sources, clearly indicates that the need for a broad and diversified program of post-high-school technical training for the deaf exists now. If the doors of a facility for 600 students were opened today it would be filled to capacity within 3 years. (See table I, attached to this statement for deaf student enrollment figures.)

As we understand the bill, we are considering today, it would permit programs along the following lines:

It would provide a flexible program on a postsecondary level.

A first year course in mathematics, language, and science would be available for those who need it.

It would provide a comprehensive curriculum of technical training geared to up-to-date occupational needs and opportunities. (Table II, attached to this statement, contains a suggested curriculum.)

Some courses of college-degree level which could be accredited and qualified for a bachelors degree would be offered, and this could be transferable to Gallaudet or other institutions of higher education.

Provision would be made for a full range of medical, audiological, psychological, social service, and other diagnostic and special counseling services.

It would be located in a university complex, and operated by a university located in a metropolitan center to provide on-the-job training and employment opportunities; and designed to put the deaf student in a dynamic, nonisolated campus and community setting.

It is our recommendation that any program of technical education for the deaf be considered to have an important demonstration and training aspect. New methods for instructing the deaf in new occupational fields could be developed. Training of professors and teachers should be a significant component of the program.

In enacting this bill, provision should be made for an advisory committee to evaluate the programs at the end of 5 years. This committee should evaluate and report to the Secretary of Health, Education, and Welfare on the progress of the technical training program as well as other educational efforts for the deaf, such as those that could be authorized under the Vocational Education Act of 1963.

The Elementary and Secondary Education Act of 1965 should also provide Federal support for improved education for the deaf and other handicapped persons. This would be especially appropriate under title III: "Special Educational Centers and Services," as well as title I: "Financial Assistance to Local Educational Agencies for Education of Children of Low-Income Families."

All of these efforts should be viewed as part of a total program of education for the deaf.

Legislation for any group of people, if it is to be effective, must be based on clear concepts of their needs.

The large portion of our 250,000 deaf people have normal strength, mobility, and intelligence. They are, nevertheless, very severely handicapped. The handicap is manifested in countless ways and in varying degrees, of course. However, the common denominator is the sharp break in the normal channels of communication. It is manifested very frequently in limited language skills, in poor speech production and reception, in serious educational retardation, and in emotional and social maladjustment.

The fact that all of these problems are apt to maintain among deaf people despite the preponderance of normality in vital characteristics such as intelligence is the critical core from which reassessment and determination of needs must stem.

First of all, oversimplification of the unique needs of most deaf people on the basis of the accomplishments of a few is misleading and harmful. Second, the handicapping aspects of deafness are manifestations of undertraining. Thus, the whole constellation of problems comes into focus. Deaf people have too little training. What they do have, too frequently, starts too late. Finally, it terminates too soon. This last point is the concern of this legislation and properly so.

This undertraining is the principal cause of the widespread underemployment that is so common among deaf people. Their undertraining is a direct result of lack of suitable places to train them after they have completed their elementary schools. Just any training situation is not suitable for the deaf person. It must provide proper attention to his peculiar needs in communication, in personal adjustment, in language development, in mental hygiene and, of course, in vocational skills.

The void in training opportunities for bright deaf youth who qualify for postsecondary work is most pertinent to this legislation. (This is not to imply at all that more than token progress has been made in training opportunities for deaf youth who do not qualify for postsecondary training for one reason or another.) Many of the bright deaf youth have tried liberal arts training as the only avenue available, with poor results. Many more have not been able to find any postsecondary training at all. Some have tried to compete in technical training situations with normally hearing students. While a small ratio can get by, they do not receive nearly as full an experience as their normally hearing peers and, hence, are still considerably undertrained. Also, and this is of even greater importance from day to day, fewer and fewer technical institutes and trade and vocational schools will accept deaf students in the face of waiting lists of normally hearing people.

The problem thus assumes two major aspects: (1) the general unavailability of training opportunities for the qualified deaf in regular

trade and technical schools; (2) the inadequacy of the training experience of the few deaf people who do try such schools. In other words, it is necessary to provide a program so that qualified deaf people can get technical training in an institution with expertise in such training and in a setting which is geared to their special needs. Instruction must be provided by teachers who are especially trained to communicate with crystal clarity to deaf people and who are keenly knowledgeable of the handicapping nature of the disability. The subject matter must be presented at a pace and in a way that is meaningful and effective. Standards of performance required of both teachers and students must be of the highest. Dynamic guidance and counseling techniques must be visible everywhere. Supportive and strengthening work in creative language, reading, speech, lipreading, manual communication, and knowledge of the world of work must be featured.

Surveys and conferences of experts who have studied the problem for years confirm the need for a program of technical education for the deaf. As the Advisory Committee on the Education of the Deaf has indicated, such support can be most effective if it permits diversified programs at a number of cooperating institutions. We believe action should be taken to follow up on this recommendation. The welfare of these citizens and the Nation compels it.

TABLE I

	<i>Students</i>
1. 465 schools and classes (American Annals 1963)-----	30, 799
2. Office of Education estimates of seriously hearing impaired children in the United States-----	37, 000
3. Estimated number of students over 16 who graduate, leave, or finish school annually-----	3, 000
4. Estimated annual number of students eligible for advanced post-high-school training. (20 percent of 3,000 students in item 3)-----	600
5. Estimated annual number of students who enter Gallaudet College or colleges for the hearing-----	200
6. Estimated annual number of students without opportunity for advanced training-----	400

TABLE II.—*Suggested curriculums*

Preparatory curriculum:	Automotive technology:
English	Mechanics and body repair
Reading and literature	Shop service operations
General mathematics	Automotive refrigeration
Algebra	International combustion engines
Geometry	Diesel engine technology
Supplemental curriculum:	Aviation technology:
Humanities	Mechanics and engine repair
Government	Unit assembly work
History	Drafting
General chemistry	Building and construction:
General biology	Carpentry
Physical education	Plumbing
Enrichment curriculum (for higher education):	Equipment repair
Political science	Architectural drawing
Philosophy	Paramedical and chemical technology:
Literature	Chemistry
History	Microbiology
Psychology	Anatomy and physiology
Foreign language	Quantitative analysis
Sociology	Dental prosthetics
	Optical instruments
	Embalming

TABLE II.—*Suggested curriculums*—Continued

Business:	Electronic engineering technology:
Accounting	Electronics fundamentals
Business machines	Technical math and physics
Typing	Radio and television repair
Office equipment	Industrial electronics
Data processing	Technical drafting
Computer operation	Technical graphic arts:
Programming	Lithography
Commercial art:	Engineering graphics
Basic design	Technical drafting
Basic darawing	Offset
Advertising	Equipment maintenance and re- pair
Dress design	Mechanical and metals technology:
Engineering technology:	Machine shop
Engineering graphics	Welding
Technical matter, physics, and chemistry	Air conditioning
General metals	Sheet metalwork
Technical drafting	Refrigeration
Engineering fundamentals	Tool and die
Surveying	Ornamental metalwork
Water-sanitary technology	
Technical report writing	

Mr. CAREY. Thank you for an excellent statement, Mr. Des Marais. Will there be statements from the other members of your panel?

Mr. DES MARAIS. No; we are here to answer any questions which might be asked by the members of the committee.

Mr. CAREY. Is it the recommendation of the Department that this Institute be established as part of a large university complex in a metropolitan area with a view to complete coordination of the program and borrowing and leaning on the strength of such an institution so it would have an all-around input of talent in higher education for the benefit of this growing and beginning institution?

Mr. DES MARAIS. Very definitely, Mr. Chairman. It was our view in studying the proposals for technical education for the deaf on the postsecondary level that these programs could best be carried out and operated by complex institutions of higher education for a variety of reasons.

I will mention a couple and Dr. Wirtz may have another comment on this.

I suggested in my testimony that the curriculum of the program should be flexible, it should offer preparatory basic programs for those students, in the program who lack basic preparation.

These would be in the fields of arts, languages, or natural sciences.

There should be access to all the support of student services a university can provide, medical services, psychological services, and by having the technical training programs in large universities, you can get accredited teachers providing these services.

Having the students take accredited courses, in a flexible curriculum, the student may decide he can go further than just the technical training. There are a variety of reasons why this is practical.

Dr. Wirtz, would you like to comment on that?

Dr. WIRTZ. I should like to add that one of our real lacks is the staff necessary to do the technical education or other kinds of instruction. I would say that the university could prepare personnel who could go out and work in other kinds of institutions that might offer programs on a broader basis. This is one of our real lacks.

If the technical institute were attached to a major institution with a teacher training program, all the major components of the institution could be tied into the training of the staff along with the technical training of these young people.

Mr. CAREY. We have had experience in other legislation wherever we established these institutions for higher learning, we have more and more requests that we recognize the additional expense, especially where the special types of training are called for.

The legislation as now written does not make any clear provision for compensating the institution for the burden that would be created by this institution. Would it be the thinking of the Department that the contract or agreement that would call upon the university to organize and help organize the institute could make provision for the compensation for the administrative and other expenses, lateral expenses, in connection with its facilities that would be opened to the teachers and students of the institute?

Mr. DES MARAIS. Yes; we think the language now drafted is sufficiently flexible to permit the Secretary of HEW to negotiate a satisfactory contract within an institution of higher education.

It is important to emphasize the point you made, this is expecting a great deal of an institution, to provide a technical training program of this kind for deaf students. It is a very difficult type of education to provide, and there are not too many institutions that could do this or would be in a position to do this.

Mr. CAREY. I don't want to ask the Department if you have any preconceived choice of an institution that might be eligible, but I suppose, from my experience, there would be very few institutions of higher education that could help you.

Mr. DES MARAIS. Initially that is true. Not many have the resources.

Mr. CAREY. You mentioned the teacher training component, the need, of course, for discipline in the technical and scientific fields. Would you think the immediate requirements for training in scientific or, preferably, engineering fields would be necessary?

Mr. DES MARAIS. All three would be useful.

Mr. CAREY. Would it be necessary?

Mr. DES MARAIS. Yes, and a medical school, too.

Dr. WIRTZ. If you look at the proposed curriculum, attachment 2, you get some indication of the kind of skills it would be necessary to draw upon medical, dental, that would be technicians, and the sciences as well.

Mr. CAREY. As a matter of information, under the Vocational Act of 1963, where you make reference to specific opportunities for vocational training, and the fact that legislation provided for grants to set up special programs, have any of those grants been made? Has that program started to move?

Mr. DES MARAIS. It is just getting started, Mr. Chairman, and I do not believe at this point that any grants have been made, as yet, to provide special vocational educational programs for the handicapped. I think that is a matter that will be moved upon, however.

I might add that in the second authority there, of course that is not mandatory on the States, as you know.

Under the Vocational Educational Amendments of 1963 the States can use the Federal funds in various ways, and this is one of the

permissive authorities they have to use the Federal funds for setting up special vocational courses for kids that can't take regular vocational courses.

Mr. CAREY. Are any of those grants in your hands, yet?

Mr. DES MARAIS. They are just coming in now. One of the requirements of the act is the States will report each year as to what kinds of special educational programs they are funding with the Federal funds. And we will be able to determine by the end of this fiscal year to what extent any special vocational training has been set up for handicapped youth including deaf kids as well as any other group.

Some is being developed.

Mr. CAREY. Were there any recommendations for this from the Knoxville National Conference on Improved Vocational Opportunities for the Deaf relative to the need for such an institute?

Mr. DES MARAIS. That was a conference sponsored by the Vocational Administration last year, and I know from reading the report they discussed this considerably, this idea, this need in the various sections.

Dr. Hoag here was in attendance at the conference.

Dr. Hoag, would you like to comment on this?

Dr. HOAG. Yes; the group that attended the Knoxville meeting, which was sponsored by VRA, represented school administrators and educators, and people in higher education. One of the persons on the planning committee was Dr. Ray Karnes, who is a noted national leader in vocational and technical education. He is director of the Department of Vocational and Technical Education at the University of Illinois.

I want to read a statement from a recommendation that he proposed during the final day of the 4-day meeting. His personal impression of the need, after 4 days of conference activities with educators in the field, is indicated by the following proposal:

In view of the problem of providing adequate opportunities for the deaf to prepare for and making satisfying adjustments to the changing world of work, it is recommended that there be established a comprehensive, multipurpose vocational and technical institute for the deaf.

A residence institute is proposed. The following functions are suggested:

One, offer an extensive array of occupational and technical programs in response to the wide range of aptitudes, interests, previous educational attainments, and realistic occupational aspirations of deaf youths and adults.

Two, provide a comprehensive program of vocational counseling, basic educational remediation, occupational training and retraining, and placement and followup, school-job coordination, and other ancillary services required to insure adequate occupational preparation and adjustment.

Three, serve as a major laboratory for research with reference to the many problems of occupational preparation and adjustment of the deaf.

Four, develop curriculums, instructional media, and teaching methods required to improve occupational training programs for the deaf and other schools throughout the country.

Lastly, provide realistic laboratory experience as an integral phase of the preparation of vocational teachers, administrators, counselors, rehabilitation specialists, and other professional personnel required to staff vocational departments of schools for the deaf.

This was discussed by several of the discussion groups and the consensus of a number of these groups was that that technical institute would be one answer for the educating of youngsters at the post-secondary level.

Mr. CAREY. How would you plan to bridge the gap of language competence for those who can and are qualified for higher education studies not now available to them?

Mr. DES MARAIS. First of all, I think I might refer you, Mr. Chairman, on that matter, to page 49 of the "Education of the Deaf" report, where they recommend that the Office of Education inaugurate a 5- to 10-year demonstration program involving the establishment of special facilitated services for deaf students at cooperating colleges and universities throughout the country designed to enhance the likelihood of academic success of deaf students therein.

They are talking of higher education opportunities for deaf students at the professional level such as architecture, engineering, and other professions, not to the exclusion of liberal arts.

This is a higher level than what we are talking about in the bill that you have introduced, Mr. Chairman.

Now, this question of facilitating the language fields of deaf students who would study architecture and engineering, and other professions, technical and law, is a matter, I think, which still needs considerable study and experimentation. I think the development of the kind of program of technical and occupational training at a postsecondary level would recommend that we develop the communications skills of deaf people so that they can study in higher levels of academic learning and would contribute a great deal to the further objective mentioned in this report.

Do you have any comments, Dr. Wirtz, on the communication problems of deaf students who would undertake professional studies at the university level?

Dr. WIRTZ. I should like to add at this point it is anticipated that for this Technical Institute there would be built into it a preparatory year which would try to plug the gaps of the individual language defects so that the language taught could be geared toward the technical kind of training he would get.

We would try to improve the language of the students. In essence, it would be diagnostic teaching, you would take the young person where you find his language level and attempt to bring it up to the level where he could understand.

Mr. CAREY. More specifically, we understand there would be a great difficulty, not insurmountable, in teaching technical language to those lacking the communication skills. Those of us who, at least, have speech and hearing on our side have great difficulty now coping with the new lexicon of the space program, for instance.

Mr. HOAG. Mr. Chairman, the offerings in the curriculum are such that the various courses that would be offered would cover a rather extensive range of abilities. It would meet the needs of students who have limited language ability but have high mechanical aptitudes, for instance.

The basic support courses would utilize all of the modern techniques of learning, programed learning, and other activities to give students more opportunity.

Mr. CAREY. Anyone on the panel who is experienced in rehabilitation, and gainful employment as a result of rehabilitation may answer: Is it felt that an institute of this type will advance the skills and techniques of deaf persons so that they may compete for better jobs?

Mr. DES MARAIS. I would believe from our point of view this would be one of the primary objectives of the program, that is, to prepare the deaf person for employment at as high a level of occupational skill for which he could be trained.

Again, I would refer you to the suggested curriculum we appended to the statement which has quite a variety of newer occupational areas listed there, as well as certain kinds of academic subjects which prepare one for general citizenship, and responsible parenthood and community life.

The deaf person is a citizen as well as a worker, and we think that any kind of program that would be developed under such a bill as this should be very flexible and very broad.

It should not be strictly a technical training program, as such, in the terms of some limited technical institute, and I think that is really getting at the problem that you were sort of groping at here, the idea of having it in a university setting would automatically solve, or provide solutions for a lot of these problems of which we are still not sure.

This would open a lot of avenues to deaf students if they had the opportunity to attend such a program in such a setting with several possible educational goals that he could choose and select from after he got into the program.

Mr. CAREY. I was referring to such programs as our Federal campaign to employ the handicapped. I think that campaign has developed some very startling information, such as the fact that in certain areas the deaf may actually have an advantage over those with hearing provided, of course, they have the technical skills to do the basic work they are called upon to perform.

This proved true in the New York post office. We found in the operation of some business machines, the deaf had an advantage over others. I think if we could teach the skills to deaf persons, employers would seek them for many types of jobs.

Mr. DES MARAIS. Your bill provides the program would be located in a complex urban area, the idea here being the program would be related to various job opportunities in the area, industry, Government, education, or a variety of training opportunities that can be provided in the complex area.

Mr. CAREY. You mentioned the bill would provide some accreditation toward a baccalaureate degree. Will each student be expected to cover a fixed curriculum toward graduation and the award of some kind of degree or diploma?

Mr. DES MARAIS. No; there would not be any one set curriculum leading to one or two particular kinds of certification or degrees.

First of all, it is not necessarily a bachelor-level program as we understand it. In essence a 2-year postsecondary technical and occupational training program is what it would be.

In many cases, students would probably attend for 3 years because the first year would be spent primarily on preparatory work and remedial work, that means making up for lacks in their previous education.

There are several specific programs for which they might qualify, in medical technology, the 2-year certificate would certify them in the national program.

A degree offered in the 2-year institution might transfer them to the full bachelor degree of the university.

Mr. CAREY. You would not envisage this curriculum fixed in terms of years?

Mr. DES MARAIS. No; some would be 2 years, some 1.

Mr. CAREY. Depending on the particular skill the curriculum was called upon to train them for?

Mr. DES MARAIS. Yes.

Mr. CAREY. Would the curriculum have an effect of creating a greater number of professional people to deal with the deaf? Could this serve as a training program to free professional teachers, counselors, and so forth, who would go back to the States to give the other deaf students the benefit of this training?

Mr. DES MARAIS. This would be one of the most important objectives of the program. It would have built into it a teacher-training component so that teachers who developed competence in the facility of teaching the deaf in this particular program would be developed, and would become available for programs in other institutions.

Mr. CAREY. Two final questions, what would be the tuition cost for students attending this institute? What would that cost be, in your estimate, and the effect of the 3-legged stool concept which we are dealing with now in the other subcommittee?

Mr. DES MARAIS. The last question I could answer quickly first. Yes; because of the fact they were enrolled in a university which participated in the other student aid programs. Under other legislation they would be eligible for those if the program was located in this kind of university which it is proposed it would be.

Secondly, in terms of cost, we have not costed out this whole program completely, although we looked into it rather thoroughly as best we could without knowing the whole picture, but it has been suggested, Mr. Chairman, that an average tuition charge that could be charged students or State vocational rehabilitation agencies, who would pay for students attending this program, the tuition would be \$1,200 a year, the idea being again getting back to your original point that, if you are going to get a university to take on this really tough program, you have to assure them adequate financial support for it right from the beginning.

There would be a combination, the Federal Government would be giving some substantial support to the program, the State would contribute something in kind by the fact it takes it on, the student would pay tuition in terms of the resources of the family or, as I said, assistance from the State rehabilitation program in the State from which he came.

There are a variety of ways to work out support. We envisage definitely a charge, for tuition, board and room, of around \$1,200 a year.

Mr. CAREY. No students would be denied?

Mr. DES MARAIS. That is an important corollary, any student who has the ability to attend, the student should have the opportunity to do so irrespective of his financial circumstances.

Mr. CAREY. My last question, why shouldn't the State assume the responsibility for a program like this?

Mr. DES MARAIS. I think that is a very important question. In our discussion this morning we have hit upon the various gaps in

education for the deaf and there is plenty for the States to do, particularly in the elementary field.

As I tried to point out in my testimony, there is much to be done in the secondary field also, and this is where they have a great responsibility.

When you come down to the area, or come up to the area of postsecondary education for the deaf, it would probably be impractical or impossible to conceive of any one State trying to set up a comprehensive program of postsecondary education for the deaf. There are not that many deaf distributed around the country to make it feasible for any one State to take on this program, even our largest States. Secondly, there are not enough trained people and resources on this kind of level of education to expect any one State would be able to utilize these resources.

It is obviously, in our view, a Federal responsibility.

Mr. CAREY. I might add in closing, "Eureka!" you finally found a place where the Federal Government belongs, without question.

Mr. Thompson, do you have any questions or comments?

Mr. THOMPSON. I ask unanimous consent that there be included in the hearing numerous letters of support from throughout the United States which have been sent to the gentleman from New York, to me, and the subcommittee.

Mr. CAREY. Without objection it is so ordered.

(The documents referred to appear in the appendix.)

Mr. THOMPSON. Secondly, I would like to commend the Department for its preparation and presentation.

We have done nothing in the area of assisting the deaf since about 5 years ago when I had a little bill enacted, calling for expansion of captioned films for the deaf. This is, in my view, a splendid concept, and a splendid piece of legislation.

I have no further comments.

Mr. CAREY. The gentleman from Alabama, Mr. Andrews?

Mr. ANDREWS. I apologize for being late, I am very interested in this bill and I am also delighted with Mr. Carey's comments that he finally found an area for the Federal Government to act upon which we could all agree.

Mr. CAREY. The gentleman from Maryland, Mr. Sickles.

Mr. SICKLES. I have one question.

I also apologize for being a little late.

On page 5 of the prepared testimony, it refers to Gallaudet College as being currently the only postsecondary facility for the deaf in the United States. The thrust of my question would be: why wouldn't we work with this institution, improve it and expand it, rather than involve ourselves with seeking another college to operate this school at a new location?

Couldn't Gallaudet be charged with operating a technical institute as a part of its own program?

Mr. DES MARAIS. That is a very logical query, in my view. As a former college teacher and administrator, when you have something you start wherever you are. You are going to hear from the administrators from Gallaudet on this point. I would say this, and based on reading the report and what information we have about the overall problem, Gallaudet is a liberal arts college and there are certainly a very substantial number of deaf students who could profit from and need a liberal arts education.

The kind of program proposed in this particular bill and that we have been discussing this morning is a technical and occupational training program which would be operated in a complex university setting where this would be need for a variety of resources, as we have mentioned.

There would be support from institutes of technology, schools of education, medical schools, medical-technology programs, and so on. It is a different kind of program.

Now, you could not, in my view, put this particular program that we are talking about this morning out at Gallaudet at all. They have a different purpose and it would seem that the role of Gallaudet, which I am not here to comment on this morning, is to continue to prepare deaf students in the liberal arts and to move into this area of pre-professional training that was discussed before by Mr. Carey.

Mr. SICKLES. Does the Gallaudet College take any position with respect to this institution? Are they not prepared to expand?

Mr. DES MARAIS. They are going to, I think, take their position here today. As I understand it, Gallaudet favors the idea of technical training, postsecondary program for the deaf.

Mr. CAREY. We have Dr. Leonard Elstad and Dr. George Detwold as our next witnesses on the panel. I have discussed this in advance with them and I believe they will get to this point in their testimony.

We will hear from our colleague from New York, Mr. Scheuer.

Mr. SCHEUER. I enjoyed your testimony, it was most interesting.

On page 7, you suggest that the additional 13 percent over and above the present 7 percent of deaf high school students, be given the opportunity for advanced postsecondary training. You yourself point out that that is only 40 percent of the number of the percent of normal children, 50 percent of whom get post-high-school technical training of one kind or another?

Assuming there isn't any problem of mental retardation involved here, why do you set your ultimate sites at a level only 40 percent of the percentage of normal children who get post-high-school technical training of one kind or another.

Mr. DES MARAIS. Mr. Scheuer, I think that is a very fair question, and I think that is not our ultimate view. I think, unfortunately, our estimate is, and the estimate of the report is, at this time, this year, that that is about all that would be eligible for some kind of post-secondary training, and that would be able to stay in it.

Mr. SCHEUER. Does the word "eligibility" mean anything more than that these children could take advantage of it?

Mr. DES MARAIS. No more than that. They would be able to take advantage of it. Unfortunately, some of the preparatory education they would have had would not prepare them for these opportunities.

Mr. SCHEUER. In other words, the problem is not one of mental retardation but inadequate preparation so that, in effect, you have the same problem of educational deprivation that you have with the children involved in the poverty program?

Mr. DES MARAIS. I suggested another review of this whole situation should be required in 5 years, I would hope there could be a higher percentage of deaf children 5 years from now, who would be eligible in terms of being able to take satisfactory postsecondary education.

Mr. SCHEUER. You also mentioned in your testimony that in many cases this 2-year course would extend to 3 years when the first was, in effect, a remedial year?

Mr. DES MARAIS. That is correct.

Mr. SCHEUER. Take the gap between the 20 percent of the children you say are eligible, by your own definition, and the 50 percent of normal children who are eligible, it seems to me that the 30 percent that is out of your statistical universe, so to speak, would very much benefit by the remedial year. Why do we have to wait 5 years before thinking of the children who have the mental capacity for post-secondary education? Why do they have to be lost and become laborers for the rest of their life?

Dr. WIRTZ. This is only one prong of a multipronged attack on this problem. I think that the training of the teachers, which we are also participating in at the present time, is going to improve the education of the children at the secondary level so it is anticipated in the long haul there will be fewer young people needing the preparatory training which is necessary because of the gap we have at the present time.

I would hope and I would anticipate that, in the long view, of the Technical Institute that remedial programs could be reduced as we improve the quality of the programs at the secondary level.

Mr. SCHEUER. That is undoubtedly true. I have had quite an education; as a result of my involvement in the poverty program and the elementary and secondary educational act. It has become clear to me, that to some extent, in emphasizing the investment of resources at the upper end of the education we may have erred in the direction of not putting enough resources in the very early years to prepare these children for quite wonderful experiences later on in their educational career.

I have the sense that some children are going to think they are not being given proper remedial care in their early years.

I must admit I know so little about this field of deafness that I probably should not be taking up your time, but I have a rather compassionate feeling that the year of remedial work would be of benefit to many children now who will not receive it. I don't see how they are going to get it.

Mr. HOAG. I would like to add that 20 percent is a very realistic estimate of the number of students who are now ready to go on for higher education for some other postsecondary education. On the average the reading skills and the language level is 4 to 6 years retarded, when they reach high school age or age 16 or 17.

We are, in a sense, addressing ourselves to the cream of the crop, some of whom go on to Gallaudet College and others who would profit by a program such as this.

Early education definitely is going to help. Many of our teachers who are in our schools today have basic training in elementary education. There are very few that provide secondary training. Gallaudet is the only one that provides training for secondary teachers. The Technical Institute would provide more. These things are coming and as Mr. Des Marais indicated, the 20 percent would, hopefully, increase very rapidly.

Mr. SCHEUER. Let me ask a question as a point of information. Is there any lay description of a deaf child? I can see you are per-

plexed. Is a deaf child a child who has no auditory or sensory action at all to sound, or would this be a child who could be aided by an audio device. They are being developed now, you see them in theaters, sometimes on telephones, and in meeting rooms.

Would an investment of equipment enable them to sit in a classroom for the hearing, or is the impairment so complete that there is really no reaction to sound at all?

Mr. CAREY. If my colleague would yield, I believe I asked that question of Mrs. Winalski and she gave me a definition which I found completely satisfactory.

I wonder if we could have that definition now.

Mrs. WINALSKI. I would like to refer you to Dr. Richard Silverman. I learned the definition from him, and I am sure he can give you a better definition than I could.

Mr. CAREY. Dr. Silverman, the "buck" stops there with you.

Dr. SILVERMAN. My comment on Mr. Scheuer's question would go as follows: There are a number of people who have a handicap through hearing loss but have sufficient hearing so that their primary mode of communication is auditory, supplemented by whatever vision can help. These people are frequently helped by a hearing aid.

The people we are concerned with have a hearing loss so severe that their primary mode of communication would be visual, be it lipreading or manual method, and wherever possible supplemented by hearing.

One may ask what would he get from such a hearing aid. He would get from this some of the temporal, rhythmic features of speech which could give him a feedback to his own speech and not improve so much his reception but his own speech, since he would use these features, these minute auditory cues to help his own speech so that if one sees one of these students with a hearing aid one should not assume that his primary mode of receiving communication is auditory, it would still be visual, and that is the second largest class with which this legislation is concerned.

Mr. SCHEUER. One further question. You are aware, of course, that under title I of the Primary and Secondary Education Act, there is quite an elaborate program of diffusion to all the schools of special audiovisual devices that would be made available where the cities and States, perhaps, could not afford them before.

Do you know of any audio device that could be made available under this program, properly so, that would enable these deaf children to participate in the normal classroom experience? Is there any device available at any amount of money that would enable a deaf child to sit in the classroom and participate with the hearing?

Dr. SILVERMAN. This would depend on how much residual hearing he had. There are devices available and, interestingly enough, the fundamental characters of their devices that are now commercially available got established with Federal support during the last World War, World War II.

There was a program with which I was connected, and the funds were invested to study the most desirable features of hearing aids to help our deafened casualties. The research grew out of that program first sponsored by the OSRD in those days and subsequently by, of all agencies, the Navy. They produced technical information that is now being exploited so there are such devices and I say (1), it

would depend on the amount of hearing, and (2), how early one started to use that hearing.

It is conceivable, for example, that one with less hearing would get more out of a hearing aid because he has been trained early when the nervous system was much more volatile than it would be later.

There are these two important variables, one, how much hearing there is and when it was started. These two devices would enable a student to get along in a regular school.

Mr. SCHEUER. We have such a comparatively small number of affected individuals in such a great and rich country. All these individuals, presumably, have normal intelligence. It would be a great tragedy not to make available the resources and equipment, at whatever age, so that the deaf can enjoy as nearly a normal educational experience as possible.

Dr. SILVERMAN. I would suggest, Mr. Scheuer, that investigations are still going on, sponsored by various branches of the Government in improving these devices and doing even better than we are.

Mr. DES MARAIS. I would just punctuate your point that the Elementary and Secondary Act of 1965 would provide funds for these kinds of devices, wherever they were appropriate.

Mr. SCHEUER. I would hope there would be enough staff and technical help to go into the States and localities so these deaf children would be found and given these devices very early in their lives.

Mr. DES MARAIS. I think this would be a very important thing to keep in mind in connection with the title III parts of the program.

Mr. ANDREWS. Will the gentleman yield?

Mr. SCHEUER. Yes, sir.

Mr. ANDREWS. A great curiosity possesses me about the tremendous strides made in surgery for the deaf.

Particularly I am informed in Memphis, Tenn., there is surgery producing wonders with the overcoming of deafness. Would you elaborate concerning these many advances in surgery and the proposed devices of helping hearing, where they help a little, where they have been brought to bear on this whole problem?

Would you know much about that?

Dr. SILVERMAN. Yes, having been responsible for helping select some patients for this surgery. This surgery is directed at improving hearing in those individuals who have a particular kind of deafness.

That deafness, known as autosclerosis, the hardening of the bone, a little transmitting bone that transmits sound to the nerve of hearing, becomes fixed and doesn't vibrate. The surgery is directed at correcting that situation. In its evolution, it started first with bypassing this difficulty by drilling a hole someplace else, I won't use anatomical terms.

The next state was to loosen this. The third stage in the development of this surgery by Dr. Schey of Memphis, to whom you referred, was to remove it and then put a plastic tube in known as a polyethylene strut to make contact with the inner ear and using a vein graft and reestablishing the contact.

This is known as stapedectomy, the removing of the stapes, the little plate in the ear.

Now, this kind of surgery is not intended nor does it have any purpose for the kind of people we are here talking about, because their

difference lies further on. Sound can get delivered, but there is no analyzing mechanism, it is a nerve part.

Mr. ANDREWS. Thank you very much. I knew you would be an expert on that, and it was a matter of curiosity to me.

Dr. SILVERMAN. There are now many primitive surgical attempts to deal with the other kinds of deafness, but I prefer not to make them a matter of public record at this point.

Mr. CAREY. The Chair notes we must expedite at this point.

We thank you gentlemen for being here. Your testimony has been most enlightening.

Next we have the distinguished president of Gallaudet College, Dr. Leonard Elstad, accompanied by the dean of the faculty, Dr. George Detwold.

It is a privilege and a pleasure to welcome you here, Dr. Elstad.

Dr. Elstad, is of course, of world reknown as an educator in the field of the deaf.

Gallaudet College was founded 101 years ago here in the District of Columbia. It is one of the highlights of American education and I have had the pleasure of being on the board of the college, visiting with him at the campus and seeing his college. I am totally impressed by the curriculum and student body at the institution.

Dr. Elstad, I think your testimony will be most helpful to us.

Have you prepared a statement?

STATEMENT OF DR. LEONARD ELSTAD, PRESIDENT, GALLAUDET COLLEGE; ACCOMPANIED BY DR. GEORGE DETWOLD

Dr. ELSTAD. I have not prepared a statement, but I would like to react to the bill. We have not had too much education on it.

We are delighted this step is being taken because we feel it is greatly needed. Just last month 600 students took examinations for entry into Gallaudet. Of this group the results were out Friday and 275 of the students were accepted and the other 325 have no place to go.

They have had it educationally. The bill, if it goes through, will provide immediately those 325 students with another source of education. We feel they would qualify.

We have been a little concerned about the postsecondary part of this because secondary means high school education and there are no high schools for the deaf in the United States today.

We feel it is very important that the best the deaf child have is the equivalent of a high school education. We would hope somewhere there could be established an 11th and 12th grade and 2 years of college so that at least they would have a high school education at the end of 2 years, and go on and get junior college education with technical training.

That is the least they should have in this age we live in today.

We feel the gap here, of course, is the high school training, because they are not going to qualify, and even those that took the examination, the 275, we think will pass, but they are not going in as freshmen but into the preparatory class we have.

Mr. CAREY. On that point, would you recommend and would it be within the scope of the legislation, just as at Gallaudet, if the summer program takes students and prepares them, do you think the technical institute could do the same thing? It would be post-

secondary curriculum but could be a preparation program as you have at Gallaudet.

Dr. ELSTAD. Yes. I don't think many universities would be interested in trying to give postsecondary education to those that could not qualify as freshmen; it would be impossible.

Dean, would you like to respond to that?

Dr. DETWOLD. Eighty-five percent of our students, the cream of the crop of the school system from which they come, are admitted for a year of preparatory studies. Some will spend longer than that.

This new technical institute should face the problem that practically all students will spend a year in college preparatory studies, and they might be prepared to offer 2 years. If you can't, if your knowledge of English is so poor you can't read textbooks, can't write acceptable papers, your knowledge of mathematics is so poor you can't handle these technical subjects here, any of them, you can't admit them in technical programs at the college level.

Mr. THOMPSON. Not knowing much about the education of the deaf, the statement that there isn't the equivalent of a high school for the deaf startles me. My impression had been that the schools such as the New Jersey School for the Deaf gave a high school education. That is not true?

Dr. ELSTAD. They are taught up to the 9th and 10th. About 10 years ago the Iowa School for the Deaf decided to have a high school. They bought all the equipment but found out there were only about 10 who would be interested in this.

These students came back to school, finished the regular course, they were not a part of the whole school program, and couldn't take part in athletics.

Being 17, 18, and 19, they immediately lost interest because of no social life, and one by one dropped out.

After awhile, 3 or 4 years, they ended the program.

That is the feeling in New Jersey. It would be hardly worthwhile to establish a whole high school program.

Dean, what is your idea, how many students?

Dr. DETWOLD. Conant says you can't operate a good high school class with fewer than 100 students in the graduating class, so you should look for an enrollment of 400 or 500. No school today has that many students at that level of education.

Mr. CAREY. I believe New York has that many eligible to participate in the secondary program. Isn't it possible under the Elementary and Secondary Act you might find help?

Dr. DETWOLD. I think so but nothing has been done yet.

Dr. ELSTAD. We would hope it would be done in the East, some place in the West, South, and North. If you could have four regional high schools, it would be a tremendous step forward. They would be big enough to run a regular school program.

All the high school interests that other high school students have would be available to them. You need that, because the students are 2 or 3 years older than the others, and they are immediately faced with this idea of buying a car, getting married.

There has to be something to attract them and hold them in the educational program.

Mr. THOMPSON. This certainly underscores the need for the Federal Government to participate and, undertake the responsibility in this area.

The Chair might note the subcommittee has never been immune to a good idea and one might be in the room now.

Dr. ELSTAD. It is one of the most difficult programs we have to operate because they are fresh out of the schools all over the United States. They come in and are used to the discipline of a very serious nature. Under our program we can't give them that, and they are a problem immediately, and we are constantly faced with the problem of working with this group so they will pay attention to the job they are going to do.

If they were in a regular high school setup for that purpose, it could be done.

Mr. CAREY. The Chair recognizes the gentleman from Maryland.

Mr. SICKLES. The 275, you say, come from hearing schools. Were they part of the regular high school student body, struggling through, and then they come to you?

Dr. ELSTAD. We had 161 students from all States except Hawaii this fall. The biggest percentage came from schools such as the one in Frederick. Increasingly others are coming to us from the high schools, undergraduates, and they take our entrance examination.

Out of 761, approximately 200 graduated with hearing schools. They have diplomas, but have to take examinations and the interesting part is about 50 percent don't qualify for the preparatory department we have.

Being handicapped and going to school with students in regular high school classes and what is going on, they get a diploma but actually don't have what the diploma says they should have. We are getting some of these, but the others come from residential schools and from the day classes for the deaf.

Now, Maryland had, I think, eight students this fall, new students that came from the residential school. I imagine we had around three from Maryland that had been graduated from hearing high schools, and that holds true all over the country.

Mr. SICKLES. I hate to ask you this question about Maryland. You said the residential school?

Dr. ELSTAD. That is at Frederick.

Mr. SICKLES. Don't they provide a high school education?

Dr. ELSTAD. No, it is about the 9th-grade level. We are trying to bridge a gap between 8th or 9th grade and the freshman high school here, and some don't make it.

Mr. CAREY. The gentleman from Alabama.

Mr. ANDREWS. No questions.

Mr. CAREY. The gentleman from New York, Mr. Scheuer.

Mr. SCHEUER. No questions.

Mr. THOMPSON. I gather in addition to your suggestion that it would be very valuable to have in the Northeast and Southwest equivalents of high schools, regional high schools; you do support the principles and objectives of this legislation?

Dr. ELSTAD. I would think this perhaps could serve more or less the same purpose, the same purpose a large university in the West, a large university in the North and South, and they might be able to handle this as one unit.

Mr. THOMPSON. Might it be a valuable thing to proceed with this, take a look at it in 5 years as the legislation suggests, then on the

basis of that experience reconsider or consider establishing three more such institutions?

Dr. ELSTAD. That is right.

Your point this first year is an important thing, because even if they didn't go to the second or third year, think of what they got that one year.

Mr. SCHEUER. Yes, many of these generally, even though they have a high school diploma, are illiterate. Reading and writing is not a working tool of life. As we just heard, they are relegated to unskilled manual labor.

Dr. ELSTAD. A case in point, I was asked by the Department of Commerce to present an "E" award to the Ron Granite Plate Surface Co. for exporting about 20 percent of their product to other lands.

I asked, "Why me?" It happens that all employees in that firm, 22 employees, are deaf. I would venture to guess that the average schooling of those people, the school age of those people working there, would be 6th or 7th grade.

They had learned because the owner was a graduate of Central Institute, a graduate of Dr. Silverman, he taught him. He went from that school, he did not go to college, but he said these men can use a skill—one twenty-five millionths of an inch in perfection—and he taught these 22 to do it so well they don't hire hearing people.

If that age level can be taught to do that, the technical ability is there, but it has to be taught.

Dr. DETWOLD. May I add in response to Mr. Thompson's question that I don't think any of our remarks should be interpreted as critical. We are long advocates of such an institute. It would at least double the number of deaf students in college and it would open new fields of education and kinds of colleges that we can't give them.

We still think the critical problem here is the high school education that is holding up the progress of students through the school systems. Until this problem is solved, we won't have deaf students going to college on the proportion of hearing students.

Mr. SICKLES. I don't think you should worry about being critical, this committee can recognize criticism and it helps in getting the bill in final form.

Let me pursue the question I raised earlier. Is it really desirable that such a technical training institute should be part of a larger university complex rather than a separate facility at Gallaudet? As I read the bill, it could be some large institution that does absolutely nothing in the field of the deaf.

A new school could be started but because it is part of the university complex the previous witness indicated this is desirable. According to the definition of institution of higher education, it must have one or more professional graduate schools, and this adds to the pretraining problem.

It seems we are at the point where Gallaudet does it one way and another way would be more preferable when we get to technical training.

Dr. DETWOLD. We think theoretically considered, a technical education can best be provided by an institution that has this as at least one of its many purposes in a multipurpose institution. It ought to be located in the large metropolitan area so the university

can respond to the needs of the industry and find outlets for the students.

Gallaudet is not so situated. Our philosophy has been science, liberal arts, philosophy, and nothing has been done in the field of technical education. We do value it and think it is as important as what we are doing.

Mr. SICKLES. Would there be any advantage in having it located fairly close to you for the advancement of ideas or interchange of equipment?

Dr. ELSTAD. I think there would be advantages. Of course, we would expect to cooperate in any way we could, to establish such an institution.

Mr. SICKLES. I notice in the bill it requires that the Secretary shall give preference to institutions which are located in metropolitan industrial areas. That would exclude Washington.

Dr. ELSTAD. Yes.

Mr. SICKLES. So you are not really expecting this institution to be a neighbor. It would have to be somewhere else, by the law?

Dr. ELSTAD. California, somewhere like that, I think, would be more realistic.

Mr. SICKLES. One other line of questions. The Office of Education estimates 37,000 seriously impaired children in our country. Is it possible, as our community action programs under the antipoverty act are put into being, we will find many, many more people in this category who have not been diagnosed in the past, and the impact may be a lot larger?

Dr. DETWOLD. Yes; we have no actual census figures.

Dr. ELSTAD. That is the history of Gallaudet College. Now we are adding 100 students a year. That doesn't mean more deafness in the country, more people in the country so there will be more deaf people, but there are more being better trained because the road to college is a long one for the deaf child and as preparation gets better they will be more prepared to get to college.

We would hope there would be a free exchange of students between these institutions. If we felt some were better in a technical college, we would hope they could be transferred. We would hope the institutions would be open in both ways and if they had students with liberal arts tendencies, we would hope they could be transferred to Gallaudet.

Mr. SICKLES. You pointed out the problem of numbers. There doesn't seem to be enough deaf persons in any one community to focus that much attention on them. Is there a second best method that should be passed on to the State educators as to methods whereby they may help the deaf, even though they don't provide separate schools, separate courses, or other devices that have been tried anywhere in the country?

Dr. DETWOLD. The South developed a very good device, the Southern Regional Education Board. A number of regions cooperate to set up an institution that is too expensive to set up by itself. I think the concept of a regional high school deserves recognition.

Mr. SICKLES. It is something on the Federal level we can provide assistance for.

Dr. DETWOLD. I would think so.

Mr. CAREY. Just one or two quick questions while we have Dr. Elstad and Dr. Detwold, more germane to the present status of

Gallaudet, which I think would be of interest to the committee. The present level of admission at Gallaudet is 275?

Dr. ELSTAD. That is the number of new fall students.

Mr. CAREY. What is your expansion problem? On my last visit you were waiting for GSA to give you clearance.

Dr. ELSTAD. We have two dormitories about to be completed by September 15. If they are not, we are in trouble. It is housing them that is important, and we have before the Congress requests for planning money for expanding teaching facilities.

The programs as planned, we can just about stay ahead of it. We have a request for an additional dormitory and if the increasing enrollment continues, we are going to be hard pushed to produce the students we have 2 years from this fall because it takes the money to get the building.

We are pressed for living space for these students. We want to be able to accept all of those who qualify. So far we have always been able to do that.

Mr. CAREY. I might note for the benefit of the members of the subcommittee some interesting facts I have learned from reading of the history of the early struggles of Gallaudet College. Around the turn of the century, there were heavy moves in Congress to actually close Gallaudet on the grounds that it was a waste of Government funds to be mixed up with the education of the deaf.

During those earlier struggles it was quite a task for some of the enlightened Members of the House to come to the aid of the institution and keep it going. I think the day is passed when Gallaudet has to worry, as far as its future is concerned.

It is outstanding as the only college for the deaf in the world. In my discussions last year I think, Dr. Detwold, you indicated that it would be an important thing for the cadre of the technical institute to be organized and gathered at Gallaudet so your know-how in this field could be quickly transferred to the new faculty.

Dr. DETWOLD. I certainly would expect raiding on our faculty, history, humanities, and so on. I think this is possible.

Mr. THOMPSON. Where do your faculty members acquire their skills for teaching the deaf?

Dr. DETWOLD. Just by doing, the best orientation we can give them. There is no school in the country where you can learn to be a college teacher of philosophy in the college for the deaf.

Mr. SCHEUER. Is there such a school in the world?

Dr. ELSTAD. They go up to eighth-grade level. We get applications from all over the world saying, "Please let us come, we have nothing in our country."

We have a boy from Germany that is self-educated. At 14 they are through school in Germany, and this boy had about a fourth- or fifth-grade education and he wanted to go to college.

I was in Berlin a few years ago and introduced him to teachers and they said he can't go to college, he is deaf. Well, he is out there now. I would say he will be the first teacher of the deaf to teach the deaf in Germany. They are looking forward to his coming back; they need somebody just like that as an example of what can be done.

Mr. CAREY. How many foreign students do you have?

Dr. ELSTAD. About 41 from Canada, Pakistan, India, Nigeria, Germany, and Finland now. We have five applications we are acting on this fall.

We try and take as many as we can. There is a limit.

Mr. CAREY. Doctor, I concluded on my visit to Gallaudet that you physically could not house another facility of this type as part of the complex?

Dr. ELSTAD. No, we have 92 acres but—

Dr. DETWOLD. We are projecting an enrollment of 2,000 in 1973. If things continue, it will probably go up to 3,000 by 1980. I am sure we will need what site we have to meet our own purposes at Gallaudet without taking something of this nature. It would be much more expensive in terms of building facilities in terms of what we have now at Gallaudet.

Mr. CAREY. Could you tell the committee what happens to the 325 that can't gain admission at Gallaudet at this time? My experience is that sometimes they return to institutions of higher learning in their own States. How would they fare?

Dr. ELSTAD. If they can't qualify at Gallaudet, they can't qualify for any institution at home. It might be a special course in vocational rehabilitation, that does wonderful work for them. They will go back and report there in the home State and they will try to get them jobs and train them for the jobs they can do.

There is no school they can go to.

Mr. SCHEUER. I understood you to say these students were qualified but you did not have space?

Dr. ELSTAD. No; we take those who we think are qualified. So far as we have been able to take those above the median, those below are not able to come.

Mr. SCHEUER. They couldn't profit by your course even with that secondary year of training?

Dr. ELSTAD. If we had another year below, 2 preparatory years, we could take the whole group. I don't know what we would do with them, but we could take them.

Mr. CAREY. The point I was trying to reach is there are some cases where they enter a State institution, but in very few cases is a deaf student able to keep up with the curriculum. Historically I think very few are able to finish the 4 years of college.

Dr. ELSTAD. I would like to make a point that any student that thinks he can qualify for a hearing college, his parents can afford to send him, he should try it. He can never go back to father and mother and say, "Why didn't you send me to a hearing college?" He could do that and then transfer to Gallaudet.

We are in favor of all those getting the opportunity and taking it.

Mr. CAREY. Do you have any figures with respect to the number who enter the college, those qualified to enter?

Dr. ELSTAD. There are research studies being done on that. They take a number of students, but they usually drop out.

Dr. DETWOLD. We have over 40 students that started at other colleges and transferred to Gallaudet. I don't think anybody knows how many students there are in other kinds of institutions or universities, how many deafs. We try to get these figures.

We tried to get figures of students pursuing higher education.

Mr. CAREY. This may be a question which is beyond the scope of the hearing this morning, but some experts have indicated to me that just as there appears to be a need for this institute of technical and postsecondary education, the time has arrived in our history when

conceivably we could stand another liberal arts location for the deaf in this country.

Is there any recommendation you care to make on that?

Dr. ELSTAD. We are getting a little tired of being the only college for the deaf in the world. It sounds like a lot of ego, but we would be very pleased if there was another school someplace in the United States, but it is quite a job to start one.

What do you think about that, Dean?

Dr. DETWOLD. I think it would be rather wasteful just now. If our enrollment gets up to the point where we are unable to take further students, then I think we should be thinking of another college for the arts.

Right now I am in favor of reserving resources and doing a good job at this college. If we get another kind of training for technical students, this will take off a lot of heat over us.

You are always getting people who want to do something different. Now we can refer them to this other institution.

Mr. CAREY. In my view, to have a liberal arts program available on the deaf but not to have training in engineering, sciences and technical disciplines, would be akin to a 20th century nation without a national science program.

Dr. ELSTAD. That is right.

Mr. THOMPSON. Or arts and humanities.

Dr. ELSTAD. Right.

Mr. CAREY. Are there any further questions by the subcommittee? Thank you for coming this morning.

Dr. ELSTAD. Thank you.

Mr. CAREY. Our final witness this morning is our distinguished colleague from Rhode Island, Mr. Fogarty, who has introduced an identical bill, H.R. 7100.

STATEMENT OF HON. JOHN E. FOGARTY, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF RHODE ISLAND

Mr. FOGARTY. Mr. Chairman and members of the Subcommittee on Labor, my deep personal concern for the education of deaf children and young adults and the urgent need for improved educational opportunities for this group brings me here to testify in support of H.R. 7100 which was introduced by me on the floor of the House of Representatives on April 5, 1965.

A similar bill was also introduced by my colleague, Mr. Carey. In introducing this bill, Mr. Carey most eloquently illustrates the special need for this Institute by saying:

* * * on April 8, 1864, Abraham Lincoln signed the charter for Gallaudet College here in the Nation's Capital. This was the first and still is the only institution providing postsecondary education for deaf young adults. Today, 101 years later, I bring to this 89th Congress, a piece of legislation for further assistance to the young deaf adults of our country. This bill would establish a national technical institute for the deaf, the second postsecondary educational institution in our great country.

The need for the Technical Institute that has been proposed has been well documented by professional educators in this field. The report submitted to the Office of the Secretary of Health, Education, and Welfare by his Advisory Committee on Education of the Deaf

also points out the need for improved opportunities at the postsecondary level for deaf youth. Discussion groups, as a part of the recent National Workshop on Improved Vocational Opportunities for the Deaf, sponsored by the Vocational Rehabilitation Administration in October 1964, also identified the need for further technical training opportunities to meet the increasing technological demands of our society. The recent study supported by the Vocational Rehabilitation Administration on Occupational Status of the Young Deaf Adult of New England indicates that approximately five-sixths of our adult deaf are employed in nonskilled jobs, as compared to only one-half of our hearing population. Subsequent to the announcement of this proposed legislation, numerous letters have come in to my office from lay and professional organization leaders and other individuals who wholeheartedly endorse the plan as a most timely piece of legislation.

Dr. Abraham Stahler, of the U.S. Department of Labor, in his keynote address at the National Workshop on Improved Vocational Opportunities for the Deaf described major occupational trends having implications for the future job opportunities for the deaf. He indicated that there is a steadily increasing demand for workers with high levels of education and skills, and that the trend is rapidly moving away from unskilled and lesser occupations.

Very few deaf people at present have an opportunity to continue their education beyond what is available to them in State and local school programs. Therefore most of these people are going to be completely lost in the labor markets of today and even more so tomorrow unless much more education and training is made available to them. Full utilization of the intellectual potential of the deaf child is seriously impeded by deafness. Only through the use of every educational weapon and all the modern electronic technology available can this potential be brought to fruition.

Most residential schools for the deaf offer programs that provide for the equivalent of an eighth-grade education. Very few of the specialized day school programs go beyond this level. Students desiring more than this are expected to enroll in regular high school and other vocational schools for the hearing. Because of the serious communication problem involved, little more than one percent of these children can really communicate well enough to do this.

Considerable pressure is being brought upon Gallaudet College in Washington to accommodate a greater number of students than ever before in its history. Most of those who apply for admission indicate, by this effort, their desire for further knowledge and training beyond what they have been able to secure in their own community or State. Since this is the only facility available that can provide such an opportunity, a rejection for admission very much closes the door to any possible further education for them.

It is my understanding that last year over 450 students applied for admission to Gallaudet College. Of these, it was reported, only half were able to be enrolled. The others, now having nowhere else to turn for further education or training, are forced to join the ranks of those who have gone on before to secure whatever kind of employment they can.

The opportunities that could be offered to this group through an imaginative curriculum in the Technical Institute that is being considered would open up an entirely different world for these students.

Federal legislation has provided much in recent years to assure the proper upgrading of educational opportunities for all our citizens. The deaf who have the talent and potential, however, are left out of this picture. The establishment of a National Technical Institute for this group would give them the opportunities we have so generously provided for others.

Mr. CAREY. Thank you, Mr. Fogarty. The committee will stand in recess until 2 p.m. when we will hear from Dr. Silverman, Msgr. John Hourihan, and the Reverend Thomas F. Cribbin.

(Whereupon, the hearing recessed at 11:40 p.m., to reconvene at 2 p.m. the same day.)

AFTER RECESS

The subcommittee reconvened at 2 p.m., Hon. Hugh L. Carey, acting chairman of the subcommittee, presiding.

Mr. CAREY. The Special Subcommittee on Labor will be in session for the continuation of hearings on H.R. 7031, and the Chair calls as witnesses Dr. S. Richard Silverman, director of the Central Institute for the Deaf, St. Louis, Mo., and Msgr. John Hourihan, director of Mount Carmel Guild for Speech and Hearing, Newark, N.J.

Come forward, sir.

STATEMENTS OF DR. S. RICHARD SILVERMAN, DIRECTOR, CENTRAL INSTITUTE FOR THE DEAF, ST. LOUIS, MO., AND MSGR. JOHN HOURIHAN, DIRECTOR, MOUNT CARMEL GUILD FOR SPEECH AND HEARING, NEWARK, N.J.

Mr. CAREY. Proceed, Monsignor, if you will, and we will be pleased to hear you.

Monsignor HOURIHAN. First of all, Mr. Chairman, I want to publicly thank Mr. Thompson for inviting me to attend this hearing this afternoon. I am very, very close to such a project and I feel very strongly about such a project.

Secondly, I want to say I am very proud of you for publicly stating you are partial and you want everyone on the committee to know you are partial to this.

For this reason, that the problem of mental retardation, the problem of blindness, presents a visual handicap that people can see and this evokes a tremendous amount of sympathy.

People can see retarded children and can see the effects of retardation and can see blind children and the effects of blindness and they can see deaf children, but they can't see deafness as such.

So your deaf as a group are greatly, not neglected, I won't say that, but overlooked in terms of the general public's knowledge of their problem.

People don't realize that deafness involves a double handicap. It is a physical handicap but it is also a social handicap because when you take a child's hearing away, this child then loses the means of learning how to communicate as the rest of us learn how to communicate and the tremendous task that faces this child in acquiring speech, acquiring language, things that come to the rest of us so easily, things that we take for granted, this child has to work so hard at trying to acquire it.

A child is born into the world and he may be born deaf. This child has more of a problem than a child who is born into the world normal and may later on lose his hearing. There is a big difference between the child who has had some exposure to speech and language, even for 1, 2, or 3 years, and the child who has never had any exposure to speech and language.

And at this point I should give you my credentials, I suppose. I worked for 15 years in the apostalate for the deaf for the Mount Carmel Guild. This was a program for adult deaf, a spiritual, social, vocational program and recreational program.

For 5 years I worked in the diagnostic center and we worked with preschool deaf children. We had the various disciplines necessary for the evaluation of speech and hearing problems, audiology, speech training, psychology, et cetera. We saw, as Dr. Silverman pointed out this morning, the tremendous advantage of early amplification. That is why I was pleased at the question raised by Mr. Scheuer, which Dr. Silverman answered later, the question of "what is deafness," because deafness, as far as the general public is concerned, involves the hard of hearing, it involves those who are profoundly deaf, moderately deaf, there are so many degrees, and Dr. Silverman has kindly offered to handle that area for you gentlemen.

But people don't understand the difficulties that face these children and in my experience at the diagnostic center, I am overwhelmed at the ignorance that even parents and sometimes the members of the medical profession have with regard to the prognosis for these children educationally and medically, if something is done for them earlier and if the parents will bring them to a diagnostic center. That is why I was pleased, I believe it was Mr. Sickles mentioned the need to be concerned about other areas, diagnostics, I believe he was talking about, the need to be concerned about getting into other areas in order to give support to the bill that we want to see pushed through here, that it is a total attack on the problem.

Also, I wanted to point out that I am chairman of the Department of Special Education at Seton Hall University, and recently was appointed chairman of the education committee of the antipoverty program in the area.

I would like to point out that deafness can be like poverty. It can deprive these children of many opportunities. We talk about the Office of Economic Opportunity. I see in this bill an opportunity presented to the deaf child and the young deaf person that he won't have if this bill does not go through.

Now, if you yourselves can see the problem of various types of children, the child born deaf, the child who becomes deaf later on, the child who has some exposure to speech and language and might even have a memory of it, the child who has had no exposure to it and then as Mr. Scheuer pointed out today, the question of academic retardation and there is also the problem of the multiple handicapped deaf child, the child not only deaf, but also mentally retarded and may be emotionally disturbed as well, he may have cerebral palsy, that is the multiple disturbed child, so you have the whole gamut of physical problems in one child we call deaf, but think of the obstacles he has to overcome if this problem is compounded by these other handicaps.

This child goes into the school system. He may go into a day school. It depends upon the superintendent of schools and the

assistant superintendent, who is in charge of special education, if this child is to receive an education at a very high standard. This depends upon the people in the school system itself. What are their values in terms of a handicapped child's contribution to our society today? Do they feel themselves, as educators, this child can make a contribution, then do they put into this program, this particular one-class program in the school system, all that they should put into it, or is it something that is set up only to say to the community, "Well, we have a program for the handicapped; or are they wholeheartedly interested in it?"

Then you go into the area of the residential school. In our capacity on the Advisory Board for Public Law 164, we see the problem for residential schools and also the day schools for the deaf where there are different standards for different schools so the problem of deafness as far as we are concerned is a national problem. We can't think of it as a State problem because we have to think of it in terms of the problem for the entire country, as I see it. Dr. Elstad pointed out these children coming to his institution at different levels have to be taken into a special prep program in order to be brought up to a same level so all of them can go into a program like the liberal arts program he has here at Gallaudet.

If you think in terms of the different standards, the different qualifications of teachers—and some teachers are trained educators of the deaf—who have benefited, thank God, from Public Law 88-164. I have even given sermons about Public Law 88-164 and that is how much I believe this has done for the children in terms of giving to the educational field of the deaf qualified teachers.

But there are certain geographical areas of the country where teachers are not attracted to work and it takes a specially educated person who may not have the qualifications to stay in that area, because he feels the need of these deaf children in that area. So we have to be very careful in talking about some of the uncertified and so-called untrained teachers because these have sometimes a dedication that perhaps some of the others don't have. All of them are trying to give the children what is the best as far as they know the best and can give the best to the children.

Graduation comes and where can they go from there? There is only the work force, and in the 15 years that I have worked with the deaf, I can tell you this: There is a group in our society, not an organized group, but a group of individuals who have this mentality, that as we give education to these other subcultural groups in our society and they are raised from the cheap labor class through education to be able to get better jobs, these people are looking more and more to the handicapped as a source of cheap labor. It disturbs me.

Some gentlemen in the committee come to me and say they want to help the deaf. They say, "Father, we have positions open," and we find it is almost like a sweatshop. In this day and age they see other markets that are cut off from them because of all the other opportunities for people who are subcultural groups to get a better education and training, you know all the programs because you are members of this committee, some of these people see the field of the handicapped as a means of cheap labor.

This disturbs me because, as they come, they are not thinking of giving the deaf an opportunity to show their potential but looking for someone who may feel there is cheap labor for them.

You know yourselves from all the testimony, from all the reports that have come, what the problem is in our age today with technology. We know for a fact that the world of work is subject to tremendous and rapid change and we know also from publications from the U.S. Office of Education that many of the manual occupations both semi-skilled and skilled which presently employ three-fourths of our deaf people are disappearing. So where are the deaf to go? That is if these jobs are disappearing.

Now, it is rather interesting. The U.S. Department of Labor published a book called, "The Career Guide" and it is rather interesting to read this career guide. It talks about 70 demand occupations today. Now, of the 70 demand occupations—in other words, these are occupations that are looking for people—and of the 70, 27 categories require, first of all, a high school diploma plus a year or more of special training and apprenticeship.

So there are job opportunities, there are areas that the deaf can be trained for if a National Technical Institute is set up because the jobs are there. We know from the reports of the U.S. Labor Office that these jobs are now begging for people to come to them.

It is not only a matter of educating the hearing children but also giving the deaf children the opportunity through education that this national institute would give them, the opportunity to compete with hearing children for jobs for which they are qualified. This national institute will bring them to a level where I feel they can compete.

There are many things that could be said about it. I feel that Dr. Silverman will supplement what I had to say here, and what was said this morning was said by experts who know the national scene.

I can only speak for myself. I have gone out asking people to give jobs to the deaf and then they ask me about training and then they say "Father, we don't have on-the-job training."

We know, of course, that the Rehabilitation Commission has programs for the deaf in terms of certain organizations within the community working closely with the rehabilitation, but this is not enough to handle the problem as we see it today. We feel that the deaf must be raised from this level of manual labor to another level, which is an intermediate level between manual labor, we will say, and the professional status. This is a technician or technical education. This will raise them and give them this opportunity.

We are wholeheartedly in favor of this legislation. It is needed and it is needed today as far as I am concerned, because we know that they have the potential. We can see it.

For example, there are times when people will turn the deaf down and the deaf will come to us and say, "I know I can do it. Will you go down and speak to them for us?"

I will go down and talk to them and then they say, "Well, he does not have the training." We are stymied by this constant reply. He doesn't have the training.

Now, there is training, there is vocational training at the schools for the deaf, but it is rather interesting, we have seen that this training in some areas in jobs that will be obsolete in a matter of a few years. For example, now you know what is going on with the unions in New York in terms of the Newspaper Guild, and Mr. Scheuer and Mr. Carey know what is going on, because of automation in the Newspaper Guild.

Many of the deaf work in linotype, as you know. What is going to happen when that whole area of newspaper production is eliminated through automation? This is when most of the schools, I can't say, "most," but a good many of the schools in the United States have today this idea that the deaf make great linotype men and all have been geared to train them to become workers in this area. I was pleased 10 years ago to go to St. Mary's School for the Deaf in Buffalo and see them training boys and girls to be IBM operators up there. They have a forward look in terms of the potential of the deaf and also in terms of this technological change in our society. They were looking into areas where they can train the deaf.

If you have an institute such as this that will not only train the deaf, but also train the people in the various disciplines at the university who themselves will be working with hearing people, for example, now, if you are dealing with medical school, or if you are dealing with an engineering school, or any of the other graduate schools in the universities, won't it be wonderful if these men had exposure to capabilities and potentials of the deaf and had a relationship, a working relationship between their school and this institute, and they themselves received an education, because, gentlemen, I am in admiration of your honesty this morning about not knowing this field.

There are many Ph. D.'s that don't know this field and they are in the universities. This program in the university setting will give them an opportunity to be exposed to the problem, and also not only the problem but be exposed to what these deaf people are capable of doing.

Then when they go back, they who are training the future leaders in medicine, education, and all of these other disciplines. I am certain they will bring to the hearing people in their graduate schools who they are working with in separate areas of the university, a knowledge of what the deaf people can do. Who knows when some of these boys and girls who graduate from these other graduate schools will become leaders of industry and going into influential positions, and when it comes time to establish policy about the employment of handicapped these are the people who at the university level had exposure, and perhaps even an education to the problem and also to a solution to the problem.

So I see this in terms of an expansive program, one that will have tremendous effect upon the various professional areas and industry itself. You will probably do more, I shouldn't say that, let's not become too extravagant but you will probably do a great deal in this area of educating the professional and business community if you have this problem in a university setting where there is this articulation between the various graduate schools and this national institute.

It will become, as Dr. Silverman mentioned in a discussion we had, really the West Point and the Annapolis of the technical training of deaf people in the United States. This is fabulous when you think of what it can do for a group of people who have a contribution to make to our culture, to our society.

Thank you very much, gentlemen.

Mr. CAREY. Thank you, Monsignor Hourihan.

We will follow the procedure of hearing Dr. Silverman after which time the committee will initiate questions.

Dr. Silverman.

Dr. SILVERMAN. I, too, am grateful for Congressman Thompson's invitation to appear before you in behalf of H.R. 7031. I apologize for not having a prepared statement. I was not in my office when the invitation came. I just have not had the time to do that. But along with Father Hourihan, I feel so strongly about this it is really not necessary for me to prepare a formal statement.

Along with him, I will submit my personal credentials to tell you, to inform you of the background from which I speak. I am the director of the Central Institute for the Deaf in St. Louis and professor of audiology in the Medical School of Washington University.

I also have been president of the American Speech and Hearing Association and council on the Education of the Deaf. The latter group is made up of representatives of three major organizations whose primary concern is the education of deaf children.

These, the Conferences of Executives of the American Schools for the Deaf, the American Instructors of the Deaf, and the Alexander Graham Bell Association for the Deaf. I have also been president of the latter. I do not speak for these organizations today. I merely document the background from which I speak.

For more than 30 years of my professional career, I have been involved with deaf people. My activities have included the clinical assessment of deafness, the teaching of deaf children, the preparation of teachers of deaf children, research in deafness, and administering these activities. As of today, all of these are part of my daily activities.

I support enthusiastically Congressman Carey's bill along with my colleague here. I shall not spend any more time with you citing what had already been cited many times, not only here today but in many other contexts, and that is the burgeoning technology that continues unabated and at a distressingly rapid rate for those of us who must train people to accommodate to it. You have heard all of that.

I would prefer to direct my remarks to the problem with which we are here concerned.

I was greatly stimulated this morning by Congressman Scheuer's question and, "What is deafness," and I hurriedly dug up an old manuscript that contains a keynote address I made to the very meeting that was a precursor, so to speak, to this legislation, the one on the national workshop in Knoxville, Tenn., cited by Chairman Carey and sponsored by the Vocational Rehabilitation Administration. There, one of the tasks assigned to me as the keynote speaker to answer the question proposed by Congressman Scheuer. With your indulgence I will read what I said. This is not long, at least on that point.

In the audience, remember, there were people who had never been around deaf people and so were concerned with what is meant by deafness. Here is what I said that morning in Knoxville.

What really is deafness? Is it a number on a decibel scale that describes the severity of hearing impairment? Is it a disease like mumps or measles or meningitis? Is it a piece of tissue in the auditory system that would be judged to be abnormal if viewed under a microscope? Is it an affliction to be concurred by the ingenious scientists? Is it the burden of a child whose parent hopes persistently and fervently that the scientist will be successful, and soon? Is it a special mode of communication? Is it something that is encountered occasionally in the man or woman whose fingers fly and whose utterances are arhythmic and strident? Is it a cause to which diligent, skillful, and patient teachers have committed themselves for generations? Is it the agony of isolation from a piece of the real world? Is it the joy of accomplishment that mocks the handicapped?

Is it the bright mind and the potentially capable hands for which the economy has no use because they are uncultivated? Is it a crystallization of attitudes of a distinctive group whose deafness, modes of communication, and other associated attributes such as previous education, and they have in common, cause them to band together to achieve social and economic self-realization? Of course, it is all of these and more, depending on who asks the question and why.

In seeking the answer to the question, each one of us has his own motives, his own purposes, and his own responsibilities. The public official is concerned with the magnitude and severity of the problem, with ways of organizing to solve it, with legislative needs, with costs, and the educator considers the physical plant, personnel requirements, methods of instruction and communication, and the investigator studies causes a pathology of deafness, its psychology, its management, and the rehabilitator is sensitive to training and job opportunities, and the deaf person himself and those close to him seek the opportunity for him to be all he can and wants to be. As in the legend of the three blind men it is difficult to perceive and comprehend the whole elephant. Time does not permit the grand synthesis here.

Now, if I may turn to a point and reinforce what Father Hourihan said and that is to emphasize the pervasiveness of this handicap. For the persons we are concerned with, the essential and primary channel for receiving the acoustic symbols we call speech is either absent or severely restricted. All of the skills of communication that depend on learning over this channel are adversely affected. From infancy to early school age, the chief mode of communication for the normal hearing child is auditory.

The child hears and learns to talk from what he hears. Furthermore, he not only learns how to communicate but he learns what to communicate. For a child who does not have the daily experience of listening to language, its acquisition is indeed difficult, if not impossible for some, even with instruction, and here I give you an illustration of our troubles.

English, with its multiple meanings, its abstractions, and its syntactical complexities, is a tough language to learn. For example, a teacher may teach the verb "to run" by performing the act. But what does the child do with such items of language as "the street runs north and south," or "the water is running," or "the man runs his business," or "Who is running for President?" and "the Battle of Bull Run," and so on. As I said before, the teacher may teach "to run" by performing the act, but how does she teach the verb "to hope?" In other words, the teacher is confronted with the task of communicating language to a child in the absence of the sensory system considered to be essential for its acquisition.

What I tried to get across here is (1) that there are many facets to the problems of deafness, and I have illustrated just one, the one that has to do with the acquisition of communication which, therefore, makes this institute a special kind of place.

I would suggest that not only is there a gap to be made up for deaf people in their technical education that prepares them for economic self-realization, but if we don't do something we are going to lose ground because there are constructive programs for so many others.

I will pass over another item that was stated this morning and that is the necessity for what happens before, the necessity for us to scrutinize what happens before people get to this institute. I can assure the committee that many of us are greatly concerned with this and there are other programs that relate to early identification, early management, and the institution of early teaching procedures.

I will turn now to what I consider to be the criteria for this institute that is under consideration here.

First of all, we take note of the word "technical." Father Hourihan was here talking about achieving a kind of middle status above the manual labor status. I would say that we have quite a range to encompass in such an institute and the fine distinction between vocational and technical training is one with which we need not concern ourselves here, but I believe the kind of training we want to provide here is one that makes available to deaf people opportunities beyond the sheer vocational opportunity.

To me, a technical training consists of not only knowing how to fix something, but knowing how it works, what the fundamental principles here, and it is here that I believe many of our deaf people fall down.

A second criterion for this institute would be that it would take account of the increasing urbanization of our population. Now this means that the institute must not only be exposed, be in an environment of diverse economic opportunities, but its students must have experience in learning how to use a city. Many of our deaf children are educated in relatively sheltered environments, frequently removed from urban centers, and are suddenly thrust upon those centers and don't know how to make their way, so that the urban setting is important over and above the availability of diverse industry and economic opportunities.

The third feature already mentioned here that I reemphasize is the relation to a university. What form it will take, I don't think is quite clear at the moment. One would have to find a university that is interested and meets some of the criteria in the legislation proposed. However, two outcomes of this affiliation would be: First, research. You gentlemen have posed a number of interesting questions here today that we, or at least I must in all candor say I just do not have the answers to. I just don't know.

In an academic atmosphere, we will try to find them out. There will be a search for the facts. The individuals will be studied or should be. Followups should be maintained. They should be brought back to relate, and feed back to such an institute their experience.

Secondly, the crisis, and I use that word advisedly, cited by Dr. Wirtz this morning, is one that will confront us and that is the preparation of professional people for faculties. Remember the deafness compounds are our problem. We have to get people who not only are skilled in the area in which they are to operate but they must also, as we say, understand deafness.

The fourth feature would be the continuing emphasis of communication. However, much we may think that we can get by without the deaf people penetrating the majority world, we have to, some way or other, concentrate on reducing that barrier. The opportunities for economic achievement depend on communicating, so that this institution will play heavy stress on language, on reading, and on expression of all sorts.

I would also hope as an additional criterion that this will be a community where the public, through many ways in which it has to express itself, has indicated an acceptance and understanding of the problems of handicapped people.

This will mean that management, labor, and civic leaders will have to be amenable and enthusiastic about having such an institution in its community.

Still another feature emphasized before and that is flexibility, a virtue that everyone seems to be for, but I think that here we will have to use all of the imagination at our command. There will be some young people who we will be sending out to industry, to other institutions, and there will be some who will be perhaps in a work study program. We will not be bound, we should not be bound by the conventions of academic administration and organization.

Lastly, I should like to emphasize again what Father Hourihan said which we have talked about on more than one occasion and that is an institution of this kind has a kind of subtle value for all of the people it intended to serve even though they do not attend it. It becomes a symbol of attainment for a class of the population, and in this case a subculture, that brings it into the national eye.

It should be truly national. That is, its people should go back and speak of it with pride as we speak of the service academies and of other national institutions. And this subtle symbolic value can do something, I believe, for a class of people that sometimes a more direct effort does not accomplish.

Mr. CAREY. The bell has toned for an automatic "aye" and "nay," and the committee will have to recess without hearing Father Cribbin, and I ask the indulgence of witnesses for the purposes of returning at 4 o'clock.

Is it possible to return at that time?

Reverend CRIBBIN. Yes.

Mr. CAREY. We will stand in recess until 4 p.m.

(Whereupon, at 3:10 p.m., the subcommittee took a short recess.)

AFTER RECESS

Mr. CAREY. The committee will be in session for the further consideration of H.R. 7031. We had concluded prior to the recess some of the testimony of Dr. Silverman.

Doctor, had you reached the end of your statement?

Dr. SILVERMAN. Yes; I think so.

Mr. CAREY. Very well. At this point we will hear from Father Thomas Cribbin, who is from Brooklyn, N.Y., whose activity and dedication I have known for a great many years. He is here in an official capacity today under the International Catholic Institute for the Deaf. This is one hat he wears but I happen to know he wears a great many others.

On that point then, will you proceed with your statement.

STATEMENT OF REV. THOMAS F. CRIBBIN, INTERNATIONAL CATHOLIC INSTITUTE FOR THE DEAF, BROOKLYN, N.Y.

Father CRIBBIN. Our International Catholic Deaf Institute, as I was explaining before privately here, is an association of the lay deaf people, and priests like Monsignor Hourihan and myself are all members of it. We are ex officio on an advisory board. I am international chaplain.

So therefore, what I have to say, and I would like to emphasize the point, is that this is said from a national point of view. We have 85 different chapters spread throughout the United States and Canada. Of that number 73 of them are in the area of our own country in the United States, and, since we have not only a convention annually, but since I personally am in close contact with all these priests I can tell you that the association, the priests and the people are tremendously interested in this bill because it points to a solution of a problem that is common to all of us.

What I say in reference to the city of New York I think could be multiplied in any one of these cities where we have chapters because we are faced with a terrific problem of unemployment among the deaf.

For example, New York State within the past 3 months has set aside a special counselor in the labor department, a former teacher of the deaf from New York State schools, and she herself indicates that, in spite of the fact that she has the authority of the State labor department, she has not been able to break this terrific problem of unemployment. She is interviewing these people and she is listing them and keeping them on a sort of a waiting list but there are very few openings for them, and this primarily goes back to a question of training.

First of all, many of the schools are still giving vocational training, but some of them are even giving vocational training, for instance, in our area and I am sure it is true in other areas, where there are no openings when the children come out.

For instance, in the field of baking, let's take that as a practical example, where so many machines and so much automation has come in that many of the jobs, for instance, like a dough mixer that deaf people ordinarily had, have been eliminated. So they may come out trained for the field of baking but there will be no opening for them.

We are faced with the same proposition around New York now where linotype is gradually going out and let's say it is no longer going to be used and yet this was a tremendous field. I think last year or 2 years ago when we had the newspaper strike we had almost over 3,000 pressmen and linotypers, who are members of the union, that were out on strike, and gradually these people are going to be losing their jobs.

One of the problems too is that rehabilitation has liaison with the schools and they may evaluate a student and then train him, but they will tell you specifically in their literature that if you had a job and you lose it or the job ceases to exist, you have to go to the labor department. They will not retrain the student.

This is our main problem right now, retraining people because of the changing picture of the economy and industry of not only New York but the United States. I think these would be things that would be needed in this National Technical Institute. I think another thing too is that you never find deaf in rural areas. The deaf themselves will tell you they don't want to go to rural areas because they are so introverted they have no companionship and they don't want to work on farms because it is too far from the big cities where all the deaf clubs and the social life of the deaf is centered.

So they will always travel into a large industrial area, into a large city. For instance, in New York we have a tremendous influx of, for instance, Puerto Rican deaf or colored deaf from the south and many of them are coming in without any kind of prevocational training at all and you can't even get them manual labor or jobs.

You can't get them jobs even as porters. At one time you could get them jobs in hospitals where they might act in the capacity of kitchen help or in some department of the domestic service of the hospital, but even these openings are no longer possible. I have a list just to give you one statistic of over 500 names of unemployed deaf just from our area of Kings and Queens.

This is unemployed deaf and most of them untrained, not because of a lack of ability. They could be trained. It is that we don't have facilities to train them. There aren't at our disposal right now the places where you can train them and if you approach big companies that do give training, immediately they will throw up the problem of communication, the problem of how we are going to get the point across to them, or they may even give you the problem that they don't have the time to take on anything like special education, that in their training they only want to take on individual people who are fully blessed with their faculties and they can train them, say, in 2 weeks where it might take them a little longer to train a deaf person.

Strictly speaking with the whole field of employment of the deaf it is reducing itself to how may personal contacts have you and who are you successful in selling the possibility of taking on a worker, but this doesn't solve the problem because you never have enough contacts to keep up with the ratio of the number of people who are unemployed.

I think there are a lot of things too that the deaf are deprived of simply because there isn't the time to train them that could be included when the discussion of, for instance, the curriculum of this type of National Institute would come up that would put them on a level with hearing people and even if it didn't contribute to, say, their particular status in getting a job it would be a terrific contribution to their morale because the deaf feel very much their lack in some respects, that they are not as well equipped as hearing people, that they have never been exposed to certain courses.

They have educational or technical training which they certainly are capable of, but there just never was the time for it in the schools for the deaf and I think this would be all part of the curricular training. I think one thing too that would have to be taken into account is that question of vocabulary, the question of the fact that they issue the statistics that a deaf child starts school with, say, maybe about two dozen working words of vocabulary as against about 1,000 for a hearing child and this is a tremendous gap that he never really overcomes and this is our point in always stressing that it is more important to know the deaf than even to know how to communicate with them because you have to know their particular lack, you have to know their particular personality, their psychology, their emotional life, and I think all these would have to be gaged in order to use the maximum of what they have as individuals to bring out the best in them.

Mr. CAREY. I would hope that members of the panel have had access to the report which is before the committee on the education of the deaf.

Does that conclude your statement, Father?

Father CRIBBIN. Yes.

Mr. CAREY. We will begin with questions then. As to the report to the Secretary by the Advisory Committee on the Education of the

Deaf, in that connection I think you failed to tell us Monsignor, that you serve on the National Advisory Committee to the Department of HEW on the Deaf.

Monsignor HOURIHAN. Yes.

Mr. CAREY. So you are here in another capacity as well. This has intrigued me during the entire course of hearings today. We really don't know what are the opportunities or limitations, and I use the term "limitations" not as one of minimums, but the extent to which we could train the vast number of deaf people in the country.

We have never had an opportunity to explore fully their receptive levels for full vocational technical training. This is at this juncture a matter of speculation. We know they can be used as linotype operators.

Dr. SILVERMAN. I think what we have available to us is the kind of empirical evidence that we have seen here and there, evidence that when given an opportunity that deaf people can accomplish greater things than you would conclude just by thinking about it superficially. To put it another way, deafness, in itself, does not keep human beings from attaining high levels of competence, so that we have the example of many who have accomplished good things and we want to make that opportunity available to more people. That evidence we do have.

Mr. CAREY. This, I think, was highlighted in the report to the Secretary. It states in the conclusions that most of the present activity is made of the scattered and unrelated individual projects, that what is needed is a multidisciplinary research into problems of the education of the deaf and they recommend the organization of two or more research centers in the university setting where related disciplines and talents of those involved would be able to have access to a stable continuing program of research.

There is no such program of that kind available in the country today; is that correct?

Monsignor HOURIHAN. Not to my knowledge.

Dr. SILVERMAN. There are programs of research, some with particular styles with emphasis on particular kinds of problems, such as diagnosis, such as the social status of the deaf, but no place is there this comprehensive attack that you cite in the report.

However, there are efforts going on.

Mr. CAREY. Could this not be at least initiated under the expanded cooperative research that we just passed in the Elementary and Secondary Education Act as a beginning at least. I would think that some funds could be allocated to this.

Monsignor HOURIHAN. I think one of the primary problems as it is with a good deal of the research effort in many other fields is getting people with certain fundamental bodies of knowledge and ways of getting new knowledge, be it psychological, biological, bringing that knowledge to the problems of deafness, to bring the two together or to put it another way, that particular kind of manpower problem besets us.

We need the help of people who have these other kinds of knowledge to bring that to bear on the problems of deafness. These people have to commit themselves to understanding deafness and it is hard to recruit the good brains, the good knowledge, and get them committed to this exceedingly tough problem. That doesn't mean we shouldn't make the attempt.

I am merely saying that is something that besets us who are active in the research field, to try to stimulate young people to go into it.

Mr. CAREY. A further comment, Doctor, or any of the other panelists: Under these conclusions it is also indicated that because of the lack of research centers and continuing programs which will go on for years and hopefully for decades, relatively few able people are being attracted to research in this field.

Monsignor Hourihan. This is the point I have made and there are other things besides salary levels which are equaling out throughout the Nation in the academic field that will attract people.

Very frequently the school for deaf, despite the noble jobs they are doing, constitute intellectually isolated environments that are not apt to attract the brightest investigator.

This is not to demean the effort of the school, but rather to point up that it is not an inviting and appealing environment for an investigator. Hence, one must seek ways to combine both the school environment where the day-to-day problem exists and also the intellectually and scientifically appealing environment where the investigator can talk to other investigators and, at the same time, live with them and be reminded daily of the practical problem that he is there to solve.

Mr. CAREY. This would be a reason why this particular Institute should be located in a multiversity complex where it would attract attention.

Monsignor Hourihan. Just from the point of view of attracting people. They are not apt to go to these places. Many schools, as you say, mounted honest and intensive efforts and frequently they have fizzled or they have gotten the lone investigator, and, heaven knows, things have gotten pretty complicated so he needs to talk to other people, too, and you are not apt to do that.

Mr. CAREY. You, Monsignor, spoke earlier today of the question of multiple handicaps which are especially hard to trace among deaf children. From my own experience, visiting the school which you spoke of, Father, I was conducted through the school in the company of one of our Senators and we met not one but two children both of whom were classified as retarded, one with cerebral palsy, the other having been classified as retarded in the school they had formerly attended. After about 3 months of contact with those who had communication skills with the deaf, aptitude measurements were taken and both were found normal and one was found to be advanced.

This seems to be a terrible criticism of our society. We have people who are classified as retarded because we can't communicate with them when truly there is a mind there that is more brilliant possibly than those who are doing the classification. It seems to me we have a crying need for this and I hope we are going to find ways of exploring research through other channels.

Dr. Silverman, how would this proposal fit into an overall pattern of education as recommended by the Advisory Committee report? Are we attacking this in one isolated segment here or should we be more comprehensive in our approach?

Dr. SILVERMAN. I think this addresses itself to the ultimate outcomes of our educational efforts and I think it fits in well if our national effort is related to activities at the other end of the scale that is getting early identification, early description, for example, the case you cite

is to me an illustration of an important need and that is one to make an early diagnosis, but something we don't do at all is, in later years, to feed back the information to that person who made the diagnosis.

In other words, we have no system of feeding back to let him know how good his prediction was. In this particular case this was a pretty poor prediction. Such research efforts as we mount should take into consideration the long-range progress of an individual but relate that to the people who made the first decisions so their decisionmaking will be improved.

This particular venture deals with the ultimate outcome, that is, the moving of the person into society, but it will relate to this total picture, I think, if we institute just this very feedback problem to the rest of the process, so it fits in, I believe, nicely with the national effort if we do these other things, too.

One of the major efforts of the Institute that you cite that might be created would be just this, that it would follow people, feed back, and tell them how good their decisions have been.

Mr. CAREY. On the point of the employability of the deaf and getting them into jobs that truly fit their proficiencies, Admiral Rickover made a point before another subcommittee that we need a national system of certification, a system of national standards where a student who achieves one level of secondary or postsecondary education is equipped with some sort of diploma or certificate which is good currency in any job market throughout the country, not merely within the State in which he lives or has gone to school.

In the testimony from the Department this morning it was suggested that the Institute might prepare students for further accreditation or eligibility for degree, but not all students will be provided with some sort of diploma. I have a reservation on that.

Without some sort of parchment or sheepskin or sub-sheepskin document when a student returns from this Institute with the minimum course behind him, what proof has he to an employer if he doesn't have some sort of diploma or certificate as to the curriculum he has completed? Would you suggest there should be some sort of certificate or other documentation of what he has accomplished here?

Father CRIBBIN. I would say definitely "Yes" because otherwise he is back where he started as far as an employer is concerned because the employer is not going to be familiar perhaps with this National Technical Institute and this is the thing that employers have often asked us when we are seeking for a job. "Well, what does he have to offer?"

You almost have to become a defender for the person, but very often it is a question that they are taking their word for it because you have nothing to show.

The fact that he has an academic diploma in industry doesn't make too much of an impression. They want to know what you can offer them that he can fill maybe some one of the jobs that you are discussing with them that you feel that deaf are capable of and should be opened up to the deaf.

If he came back from the institute where it would have governmental backing and it would have the prestige of a national organization it would eliminate that. They would realize that here is a person who has been through a course and been found successful.

He is being accredited to go back and take this particular type of employment.

Without it I think it reduces itself to the same situation we have now where somebody is going to have to argue the case for them.

Dr. SILVERMAN. I think that the symbol that one attaches to accomplishments in school is a perennial one in our schools. The one school of thought, the Rickover school of thought, says there are certain standards below which people should not fall and if they do they do not get the symbol of performance.

On the other hand, there are other people who do accomplish things. I would envisage that again with some imagination the people who manage this school could work out a system of particular certificates of proficiency in particular courses and say, "We consider this person to be proficient as a dental technician," or "as a medical technician," that there would be some symbol attached to this kind of accomplishment even though it isn't the conventional baccalaureate degree or the associate in arts degree.

Monsignor HOURIHAN. I would go one step further, Mr. Carey, and I would follow through on the individual approach that Dr. Silverman suggested when he gave his testimony.

If we are thinking in terms of followup case studies, how much more would it involve for us to give particular letter of recommendation to the boy to bring out to whatever industry he is to approach, stating in this letter his qualifications, the job descriptions that are necessary for the employer to know what the boy has functioned at and been trained for, because it is an amazing thing.

The terminology in the business world may be entirely different than the terminology used in this particular technical institute or the technical institute may have the correct terminology but some business may have its own terminology, just like medicine and drugs today. Every company has its own name for a drug. Basically the chemical components are the same, but the drug names are all different.

I would like to suggest that what was pointed out earlier during the day, that this technical institute would have an individual approach to each one of the students who left, would suggest also that the student leave with a letter, not so much a diploma.

Dr. SILVERMAN. Some symbol.

Monsignor HOURIHAN. Yes, something very specific saying this lad had been prepared and trained in these areas and these are the job descriptions, not the name of the job, but job descriptions of the areas of training.

Dr. SILVERMAN. I would envisage too that it would in its collaboration with industry seek from industry some help in the kind of descriptions they want that would be helpful to them in hiring somebody.

There would be that kind of collaboration, an interaction.

Mr. CAREY. Dr. Ralph Hoag of the Office of Education is still with us. He was on the panel this morning, when this topic was brought up but not fully developed.

Dr. Hoag, were we possibly too brief in our discussion this morning on this? Was it the thinking of the panel, Mr. Des Marais and yourself, that we would follow that trace that has been developed by this panel in documenting the knowledge that we hope to gain for the student at this institute.

Mr. HOAG. In addition to this there would be I am sure built into it a placement bureau which would work very, very closely with the industry and with the student while training and close by with guidance counseling service that would be built into such a program. It was conceived also that this institute would have the responsibility for training rehabilitation counselors who would be specialists in this area and this of course would be a training ground for this kind of person and the kind of liaison that you need between such an institute with industry would be therefore established and a complete dossier of the student would be made known.

His talents and so on could be imparted to those in industry in his own State or his own community for placement and employment.

Mr. CAREY. I think it was the gentleman from Alabama, Mr. Andrews, this morning, who was talking about a surgical approach and of course we had a wonderful development of this by Dr. Silverman, a tremendous explanation. We have seen strides made in other handicaps. For instance, through a program of research mounted by the Office of Education, I think a grant approved by the Department or office, I believe that the acceleration of training of the blind or teaching the blind to increase their reading skill was an acceleration of 4 to 1, I believe, over the previous level of reception of printed matter through the use of a Braille system in companion or complemented by a sound technique and hopefully I would think that working in a field like this where we would be in contact with the scientific community, the engineering skills of professional people, isn't it possible that within this Institute we would generate fields of experimentation that would be helpful throughout the whole course and stream of education of the deaf?

This could be a center for learning devices and teaching devices and program instruction.

Dr. SILVERMAN. The students there would be an excellent laboratory subject for experimentation and I think to their benefit.

Mr. CAREY. I have been in heavy contact with people in the audio-visual field, particularly some of the larger business organizations who are taking increasing interest in the field of special education through the use of computerized classrooms, talking typewriters, and the program instruction using TV screens and consoles and things of this type, but many of them complain that they lack subjects for experimentation which will give them true readings on the impact and effectiveness of the inventions that they are working on.

I would think in this kind of an atmosphere, not that we would want to turn the student body into guinea pigs by any imagination, but certainly we would have a cosmos in which the scientific community could really have access to a great many different types of deaf persons to advance our knowledge and experimentation in mechanical implementation.

Of course the audio field is pretty much circumscribed, but how far can we go in the use of computerized programs and computerized instruction in the field of education for the deaf? Is there any venture of this kind?

Mr. HOAG. There are very few. There are just beginnings. Part of the program for caption films is getting into this. They are developing a language learning program under a research grant to the National Education Association headed by Dr. Harley Wooden who is doing just

this thing, a learning language program for deaf children. There are others that are just getting off the ground.

Dr. SILVERMAN. We also need what gets in the way of many of these things which is a fundamental understanding of how they learn and too frequently I believe we jump to the hardware before understanding the process.

Let me just illustrate briefly what I mean by a bit of fundamental knowledge that is required, As you now listen to me with your normal hearing you engage in what we call short-term storage, that is you are storing up what I am saying and I come to the end of a thought and go back to it and summarize it.

In fractions of a second you are storing in your brain what I am saying. Sometimes it is called short-term memory.

Now, we have very little knowledge of how deaf people take something that is spatially rather than auditorial displayed, a finger spelling or lipreading, on the lips, the extent to which he now stores a spatial thing, something displayed in space and time and changing in time.

Our understanding of that fundamental process would then help us in the design of things. This may not be so impressive, this kind of knowledge, as a piece of hardware, but it is fundamental to our understanding of how they take in information.

This is one illustration of what I mean and I would want us to be sensitive to the gathering of that kind of scientific knowledge which may not be as appealing because it isn't a piece of equipment. I think that would be related to some of these others.

These are not mutually exclusive, but I make a plea for this kind of fundamental investigation.

Mr. CAREY. My impression from talking to the computer builders, those who make up these tremendously complex circuits of action instruments, and so forth, is that they are well aware of their handicaps in this field and they state fully that whatever they work out in the laboratory is ineffective in the first instance unless they can have from the educators the kind of course structure, the kind of basic knowledge which you suggest here, these unexciting but highly important concepts to the learning process. They can do the job of wiring these circuits, but not until they get the basic rule.

Dr. SILVERMAN. The first rule of science is to ask the right question. Too frequently we are getting the right answers to the wrong questions.

Monsignor HOURIHAN. And also, Mr. Chairman, the learning theorists, not understanding the peculiar problem that deaf children have in learning, are not applying themselves to the learning problems of the deaf.

Your learning theorists are dealing with learning among the normal children. Recently I was in Switzerland and in Geneva I was talking to Mr. Piaget who was a learning theorist at the University in Geneva and he stated for the 30 years he has worked in learning theories only recently has he come around to considering the problem of the deaf in terms of learning and so, if we find that those who are concentrating all their efforts on exactly what constitutes learning as such are not even aware of the peculiar learning problem as outlined by Dr. Silverman in terms of the deaf, just spatial and temporal relationships to short term memory, then what are we going to do.

We who are involved in another area, we are not specialists in learning theory as such. How are we going to attract these men if they don't themselves understand the depth of this problem.

Dr. SILVERMAN. We welcome Chairman Carey's interest.

Monsignor HOURIHAN. God bless you.

Mr. CAREY. I assure you that I am only one of the members of this committee, particularly the newer members, who are very much interested in the problem of implementation of the expanded program for the handicapped.

One of the hopeful signs is that the administration has finally in the last 2 years set up a special office for the handicapped in the Department of Health, Education, and Welfare so we are concentrating on these problems that were heretofore spread on the whole table of other legislation and not gathered together where we could accumulate the kind of knowledge we need for action.

I have been monopolizing the question here and I am most anxious to turn the questioning over to my colleague from New York, Mr. Scheuer, who has a very deep interest in this field as evidenced by his questions this morning.

Before we leave this, what I felt was an intriguing reference this morning to what seemed to be the inception of, for want of a better term, an internal bracero program, it seemed to me from something you said, Monsignor, about people from industry, they would seem to be in some cases preying on the handicapped as a new low cost laborer. In the first instance we pass minimum wage legislation and in the first principles we begin by exempting all the sheltered types of workshops and all the activities which employ handicapped people.

Perhaps we made it a refuge for those who are evading the purpose of the legislation, I am wondering now if we shouldn't move into this area and be more exacting in our classification where, if the handicapped person is performing in his own special field as well as others in that industry, that they should come under the minimum fair labor standards that we set here in the Congress.

Have you had experience in this too, Father Cribbin?

Father CRIBBIN. They will hire them. They won't even pay them the minimum wage then and they will argue with them on the idea that they are not the equal of the full, able-bodied laborer, or you have another gimmick that I have run into around New York where they will feel these people are not well versed in withholding taxes and things of that nature so that they will pay them a pittance and give it to them in cash so there is actually no objective cash that anyone can even pin on them.

It is the word of the worker against the word of the employer and the cash payment very often is much below the standard that they should be getting. Yet very often these people are performing equal work both in time and physical effort and everything else, so that they should be getting the same wage, but they are saying, "Well, they are handicapped workers. Therefore we don't pay them the same."

Or you will get where we have this New York law that applies to these retarded workshops where we don't come under any kind of wage. They set it up themselves. They will call up one of those places and they may just up it a little bit. For instance in some of those sheltered workshops the take-home pay might be \$10 or \$15 a

week. Maybe they will kick it up twice to \$30 or something like that, but it is way below what he should be getting. The point is when a deaf worker complains this is an excuse very often for dropping him. He really has no recourse.

Mr. CAREY. I don't want to indict sheltered workshops, but other workshops may use it as a refuge for ways to circumvent the minimum wage set by law in the community.

They are not doing a favor to the handicapped. They are using them.

Father CRIBBIN. They are using them to increase their own personal profit.

Mr. CAREY. This might be a subject of further interest to the committee and I will speak to our colleagues since this is the Special Subcommittee on Labor and make it a matter of continuing interest to see if we can find more facts in this field.

Father CRIBBIN. Before we get off that, not this particular topic, I just wanted to ask a question. In this national technical institute is there a provision going to be made for some kind of widespread national public relations?

Mr. CAREY. I have found the office of the Department of Health, Education, and Welfare is not inattentive to the matter of public relations in any of its activity, but in this case because it is such a forward step in the overall education of deaf persons, we would hope that there would be a very loud and extensive broadcast of the activity undertaken here. Gallaudet operates under somewhat of a blanket. Gallaudet doesn't advertise its activity, doesn't need it, and it has 600 people applying and 275 admitted. Those who need to know, know about Gallaudet, but I think this is looked upon as a new venture of a different type, moving into the field of employment here and training for employment, and I would think there certainly would be very wide dissemination hopefully on the part of the Department of Health, Education, and Welfare assuming this bill would become law to call the attention of its provisions as a matter of hope and inspiration to the communities around the country who are involved in the education of the handicapped.

Father CRIBBIN. I would hope there would be some provision made where there would be a continuing education of employers because this is one of the problems. In the State I serve on two different committees, the Empire State Association Labor Committee and the advisory committee to the State senate, and in both of these this is a tremendous problem. There is no official organization. There is no really widespread, even on the New York State level, effort to educate the different employers to the possibilities, and the many possibilities, that the deaf have of contributing substantially to the efficiency of their program if they would only give them an opportunity as laborers.

Mr. CAREY. I think, Father, it was even worse for an individual who was himself handicapped, by the name of Oren Lehman, who undertook to spend a good part of his labors in this field and I think he has done a splendid job in our State of advertising the benefits that are available to employers to employ the handicapped.

Mr. Scheuer, do you have any questions?

Mr. SCHEUER. Mr. Chairman, the testimony this afternoon has been so interesting and comprehensive that many of the questions that were raised in my mind were answered in the course of the

give and take. In deference to the hour and the fact that I know some of you gentlemen have planes to catch, I won't engage in any further colloquy other than to express my deep appreciation for this remarkably interesting testimony from all four of you and also in the absence of any other members of the committee other than the subcommittee chairman to express my appreciation to Congressman Carey for not only the compassion and sensitive understanding that he has brought to this subject in putting this legislation together, but his terrific leadership in so doing.

I would like to express the sense of all members of this committee that Congressman Carey has done an outstanding job in carrying this proposed legislation to its present very promising position.

Dr. SILVERMAN. I would like on behalf of all of our colleagues to express our gratitude to the committee and to Congressman Carey for his leadership.

Mr. CAREY. May I add at this point that the bill is also sponsored by Representative Fogarty of Rhode Island who is the chairman of the subcommittee on appropriations which, if this legislation hopefully reaches the light of day, will be called upon to put the money where the words are.

Dr. SILVERMAN. May we amend that to include our gratitude for Congressman Fogarty.

Mr. CAREY. Thank you very much, gentlemen, for coming here today. I understand all of you come from great distances and that you have very many other obligations and we are truly grateful to you for coming here, and helping us on this bill. The committee will stand adjourned subject to call of the chair.

(Whereupon, at 5:10 p.m., the committee was adjourned subject to call of the Chair.)

(The following letters were submitted for the record:)

INDIANA SCHOOL FOR THE DEAF,
Indianapolis, Ind., April 19, 1965.

HON. JOHN BRADEMAS,
*House of Representatives,
Washington, D.C.*

DEAR MR. BRADEMAS: Legislation has recently been introduced in Congress to provide for a National Technical Institute for the Deaf. The type of program proposed in this legislation would meet a great need in our field and will undoubtedly have the wholehearted support of the great majority of educators of the deaf and of the deaf themselves in this country. I refer to Senate bill 1650 by Senator Lister Hill and House bills 7100 and 7031 by Mr. Fogarty of Rhode Island and Mr. Carey of New York.

In this age of automation and technology, the traditional vocational or industrial arts courses offered at many schools for the deaf do not meet the demands of modern industry and do not sufficiently challenge the interests or the abilities of many of our deaf students. Because of financial limitations and because of limited numbers of students in many schools for the deaf, it is impossible to keep pace with technological advancement and to replace industrial machinery and equipment to keep pace with industrial trends. Much is being done to develop the vocational potential of our entire population. The needs and the potential of the deaf should not be overlooked.

I hope you will give these bills your thoughtful consideration and your support. With all best wishes.

Sincerely,

WILLIAM J. McCLURE, *Superintendent.*

GOODWILL INDUSTRIES,
Houston, Tex., April 9, 1965.

HON. HUGH L. CAREY,
House Office Building, Washington, D.C.

DEAR MR. CAREY: All of us in rehabilitation are so thrilled about H.R. 6476 and the help that it would give to the thousands of handicapped people in this country that need an opportunity to work and earn and support themselves and life a full, happy, abundant life.

I hope that your subcommittee can meet soon and can give both favorable and prompt action on this bill so that it may get to the House floor and become law before too long a time goes by.

Those of us that are working with the handicapped constantly know the tremendous need and hope that these handicapped people may be given their chance.

We feel that it is just plain good business to take handicapped people out of the relief line that are tax users and put them in the pay line where they become taxpayers.

Thank you for all that you can do to help make this bill become law quickly.

R. C. ADAIR,
Interim Executive Director.

THE CROTCHED MOUNTAIN SCHOOL FOR THE DEAF,
Greenfield, N.H., April 14, 1965.

HON. HUGH CAREY,
House Office Building, Washington, D.C.

DEAR MR. CAREY: As the director of the Crotched Mountain School for the Deaf, I am heartily in favor of the passage of H.R. 7031, a bill to establish a National Technical Institute for the Deaf.

I certainly hope you will make every effort to get positive action on this bill, for the deaf must have equal training if they are to take their place on an equal footing with the hearing person.

Sincerely yours,

HELEN G. CRATHERN, Director.

STATE OF NEBRASKA,
DEPARTMENT OF EDUCATION,
SCHOOL FOR THE DEAF,
Omaha, April 21, 1965.

Congressman HUGH CAREY,
House of Representatives,
Congress of the United States,
Washington, D.C.

DEAR CONGRESSMAN CAREY: We were very happy to learn that you had introduced H.R. 7031 in the House of Representatives to provide for the establishment and operation of a National Technical Institute for the Deaf.

Educators of the deaf have been working toward this goal for the past 6 years, since a school bill of this content has been so vitally needed.

Your continued interest and cooperation in our behalf is, as always, deeply appreciated, and you can rely on our support in every way possible.

Sincerely yours,

GEORGE H. THOMPSON, Superintendent.

NEW YORK SCHOOL FOR THE DEAF,
White Plains, N.Y., April 22, 1965.

HON. HUGH L. CAREY,
House of Representatives,
Washington, D.C.

DEAR MR. CAREY: I understand that you have introduced a bill into the House of Representatives the purpose of which is to establish a technical institute for the deaf.

While I do not know the exact details of this proposed legislation, I do want to congratulate you for doing this and hope that it will prove to be another important step in the education and preparation of deaf people.

Very sincerely yours,

ROY M. STELLE, Superintendent.

THE WESTERN PENNSYLVANIA SCHOOL FOR THE DEAF,
Edgewood, Pittsburgh, Pa., April 16, 1965.

Congressman HUGH CAREY,
House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN CAREY: I want to express our appreciation for your interest in the welfare of the hearing handicapped.

House bill 7081 to provide for a national technical center for the deaf will undoubtedly provide the help most needed at this time.

Sincerely,

SAM B. CRAIG, *Superintendent.*

STATE OF OREGON,
 OREGON STATE SCHOOL FOR THE DEAF,
Salem, April 12, 1965.

Hon. HUGH CAREY,
House of Representatives,
Washington, D.C.

DEAR MR. CAREY: I want you to know that we in Oregon are very interested in Senate bill 1650 establishing a National Technical Institute for the deaf. We think there is a real need for this type of school to give opportunities to the deaf. The deaf, in many cases, are underemployed or are finding that they need additional training or retraining.

I hope that this bill will be successful in being passed by Congress. We appreciate your efforts on behalf of this bill.

Sincerely yours,

M. B. CLATTERBUCK, *Superintendent.*

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC.,
Washington, D.C., April 16, 1965.

Hon. HUGH L. CAREY,
U.S. House of Representatives,
Longworth Building, Washington, D.C.

MY DEAR MR. CAREY: On behalf of the thousands of deaf children, their parents and their teachers, who are members of the Alexander Graham Bell Association for the Deaf, may I extend to you a sincere expression of gratitude for your important role in the passage of the Elementary and Secondary Education Act of 1965.

This association supported this legislation because it sees in the bill a major stride forward in the improvement of State programs for the hearing handicapped and in the development of model programs that can benefit all children who have special needs. In particular, we are encouraged to have enacted a law which will improve the opportunities for deaf youngsters to be educated among their hearing peers.

Sincerely yours,

GEORGE W. FELLENDORF, *Executive Director.*

COUNCIL ON EDUCATION OF THE DEAF,
April 14, 1965.

Hon. HUGH L. CAREY,
House of Representatives,
Washington, D.C.

DEAR MR. CAREY: I wish to express to you my appreciation for your introduction of legislation to provide a National Technical Institute for the Deaf, House bill 7031. In this age of automation and technology, the traditional vocational or industrial arts courses offered at many schools for the deaf do not meet the demands of modern industry and do not sufficiently challenge the interests or abilities of many of our deaf students. Because of financial limitations and because of limited numbers of students in many schools for the deaf, it is impossible to keep pace with technological advancement and to replace industrial machinery and equipment to keep pace with industrial trends.

I am sure the type of program which you have endorsed will meet a great need in our field and will have the wholehearted support of the great majority of educators of the deaf and of the deaf themselves in this country.

Sincerely,

WILLIAM J. MCCLURE, *President.*

STATE OF NORTH DAKOTA,
SCHOOL FOR THE DEAF,
Devils Lake, April 15, 1965.

Re House bill 7031.

HON. HUGH CAREY,
House of Representatives, Washington, D.C.

DEAR SIR: Dr. E. B. Boatner, superintendent of the American School for the Deaf, West Hartford, Conn., has informed me you have introduced H.R. 7031 which provides for the establishment of a national technical institute for the deaf.

Dr. Boatner is also chairman of the vocational education committee (of which I am a member) of the Conference of Executives of American Schools for the Deaf.

I believe your bill is identical to the one introduced by Congressman Fogarty. Your bill and his bill provide for something which has not been provided for the deaf in the history of the Nation or the world. If a national technical institute for the deaf becomes a reality, the deaf will then have the equal opportunities to vocational and technical training which they are now denied.

I have been an educator of the deaf for 40 years and have always felt the deaf have been discriminated against insofar as vocational training is concerned. I am willing to do anything in my power to help promote your idea. If and when the institute is established, you and the men who have worked for it will go down in the history of the deaf as their great benefactors.

CARL F. SMITH, *Superintendent.*

NATIONAL FRATERNAL SOCIETY OF THE DEAF,
Oak Park, Ill., April 9, 1965.

HON. HUGH CAREY,
*House of Representatives,
Washington, D.C.*

DEAR SIR: On behalf of the 10,000 members of this society, I am writing to express our warm appreciation for your interest and efforts toward the betterment of the lot of the deaf of America.

We cannot stress too strongly the urgency of the need for a National Technical Institute for the Deaf that your House bill H.R. 7031 proposes. In this age of rapid technological advancement, the gap between this field and the potential of the deaf would be narrowed considerably if this institute were established.

The invisible handicap of deafness has long been neglected and if the deaf are to develop into first-class citizens of the United States, they must be given the opportunity to acquire the technical knowledge that your bill proposes.

Very truly yours,

L. S. CHERRY, *President.*

ARIZONA STATE SCHOOL FOR THE DEAF AND THE BLIND,
Tucson, Ariz., April 13, 1965.

HON. HUGH CAREY,
*House Office Building,
Washington, D.C.*

DEAR MR. CAREY: I have just learned that you have introduced H.R. 7031 providing for the establishment and operation of a National Technical Institute for the Deaf. This is a great step forward in providing wider post-high-school educational opportunities for the deaf population of our country which at present are largely limited to one liberal arts college.

The residential schools for the deaf for many years provided good high school level vocational and prevocational programs. However, the rapid advances in technology and the great changes in employable skills have made it impossible for the individual residential school to provide adequate terminal vocational programs or provide for retraining. Furthermore, they are limited to high school levels of instruction and unable to provide more advanced technical knowledge. Hence there is a great need for an adequate facility to provide a variety of post-high-school level technical training programs in order that the deaf may more fully utilize their aptitudes and abilities. They have an inherent right to as wide an educational choice as have hearing students.

May I commend you for your continued interest in the deaf and the many constructive actions you have taken.

Sincerely yours,

E. W. TILLINGHAST, *Superintendent,*

CONFERENCE OF EXECUTIVES OF
AMERICAN SCHOOLS FOR THE DEAF,
Berkeley, Calif., April 12, 1965.

Hon. HUGH CAREY,
*House of Representatives,
Washington, D.C.*

DEAR CONGRESSMAN CAREY: We are very happy to be informed that you have introduced H.R. 7031 to provide for the establishment and operation of a National Technical Institute for the Deaf. This will be a tremendous step forward in providing much-needed vocational opportunities for the deaf.

Since receiving information concerning H.R. 7031 several days ago, I have made a number of telephone calls and have found enthusiastic support in every instance. I am in the process of getting information about this bill into the mail to every member and associate member of the Conference of Executives of American Schools for the Deaf. I predict that their enthusiasm will be overwhelming.

We are very appreciative of your interest in the education of the deaf and in your work in the Congress to meet the needs.

Sincerely,

HUGO F. SCHUNHOFF, *President.*

ILLINOIS ASSOCIATION OF THE DEAF,
April 11, 1965.

Hon. HUGH CAREY,
*U.S. House of Representatives,
Washington, D.C.*

DEAR SIR: I wish to commend you for introducing House bill 7031 for the establishment of a National Technical School for the Deaf.

As secretary and president respectively of the Illinois Association of the Deaf for close to 20 years, I am familiar with the problems of the deaf. One of the greatest at this time is the need for more advanced vocational training than what the State schools for the deaf can offer. A National Technical Institute with all modern equipment and with instructors who can communicate with the deaf is the answer.

We are aware that each year, close to 2,500 young deaf boys and girls graduate from our schools for the deaf around the country; hundreds of these are products of oral day schools which offer little or no vocational training. The residential schools for the deaf with their facilities, just cannot cope with the vocational needs of all the deaf in their respective States.

In our present "electronic age" there are numerous new fields yet unexplored by the deaf. They want a chance to prove themselves worthy, self-supporting citizens. They have thus far lacked the opportunity for this additional training.

Again, I wish to express my warmest admiration to you in your endeavors to establish a National Technical Institutes for the Deaf and thereby aid us in the battle against this growing menace—automation.

Sincerely yours,

LEONARD B. WARSHAWSKY, *President Emeritus.*

LEXINGTON SCHOOL FOR THE DEAF,
New York, N.Y., April 13, 1965.

Hon. HUGH CAREY,
House of Representatives, Washington, D.C.

DEAR MR. CAREY: We, in the field of the deaf, are very grateful to you for your interest in the welfare of the deaf in the United States as evidenced through your introduction of a bill in Congress to establish a National Technical Institute for the Deaf.

On their behalf and personally, please accept my sincere thanks.

Sincerely yours,

CLARENCE D. O'CONNOR, *Superintendent.*

DEPAUL UNIVERSITY,
Chicago, Ill., April 8, 1965.

Hon. HUGH CAREY,
House of Representatives, Washington, D.C.

DEAR REPRESENTATIVE CAREY: I cannot express my deepest appreciation for your past and current efforts on behalf of the deaf in this country; specifically your recent bill, House bill 7031, to initiate a National Technical Institute for the Deaf. I am sure you fully realize the sense of urgency of this project, for the deaf have been severely neglected throughout the years.

You have my deepest admiration and if there is any way I can be of help, please do not hesitate to call upon me.

I would appreciate a copy of your bill, if you would be so considerate. Again many thanks.

Sincerely yours,

WM. DESMOND PHILLIPS,
Coordinator, Division of Special Education.

ILLINOIS ASSOCIATION OF THE DEAF,
March 10, 1965.

Hon. HUGH CAREY,
House of Representatives, Washington, D.C.

DEAR REPRESENTATIVE CAREY: As president of the State of Illinois Association of the Deaf I wish to thank you for your bill, H.R. 7031, which concerns the deaf everywhere.

Too long we have been neglected and your effort on our behalf is greatly appreciated. We need this bill very badly, and hope this letter can help push this bill through.

Thank you,

JOHN B. DAVIS, President.

ROCHESTER SCHOOL FOR THE DEAF,
Rochester, N.Y., May 4, 1965.

Hon. ADAM CLAYTON POWELL,
Chairman, Committee on Education and Labor,
House of Representatives, Washington, D.C.

DEAR MR. POWELL: Senator Lister Hill, of Alabama, has introduced in the Senate, S. 1650, a bill to provide for the establishment and operation of a National Technical Institute for the Deaf. Congressman John Fogarty, of Rhode Island, and Congressman Hugh Carey, of New York, have introduced identical bills (H.R. 7100 and H.R. 7031) in the House of Representatives.

These bills would set up "a residential facility for postsecondary technical and education for persons who are deaf." It seems to us that this is of tremendous importance at this time when hearing young people are being given so many opportunities to extend their skills and competence, while the deaf, who are already at a great disadvantage because of their handicap, are dropping further and further behind. What with automation gradually coming to the forefront and eliminating the jobs that the deaf have traditionally held, the prospect for deaf workers in the future is very dim, indeed, unless some means can be established to give them training beyond the prevocational training they now get in schools for the deaf. A national technical training school for the deaf seems, to the profession, to be the best answer.

The Convention of American Instructors of the Deaf and the Conference of Executives of American Schools for the Deaf are solidly behind these bills.

I would greatly appreciate your looking into this legislation and, if you feel as we do, giving it your wholehearted support.

Thank you very much for taking the time and effort to do this and also for the great assistance you have been to us in the field of the education of the deaf in the past.

Very truly yours,

J. H. GALLOWAY, Superintendent.

ROCHESTER SCHOOL FOR THE DEAF,
Rochester, N.Y., April 16, 1965.

Congressman HUGH CAREY,
Congress of the United States,
Washington, D.C.

DEAR CONGRESSMAN CAREY: I want to express my sincere appreciation for your interest in the establishment of a National Technical Institute for the Deaf and for introducing H.R. 7031, a bill to accomplish this goal. I believe it would be a great stride forward in the vocational training of deaf persons at a time when the hearing seem to be leaving the deaf far behind in job training opportunities.

Very truly yours,

J. H. GALLOWAY, Superintendent.

