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EDUCATION OF HANDICAPPED CHILDREN
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HEARING

BEFORE THE

SUBCOMMITTEE ON HEALTH

OF THE

COMMITTEE ON

LABOR AND PUBLIC WELFARE

UNITED STATES SENATE

EIGHTY-NINTH CONGRESS

FIRST SESSION

ON

S. 1400

A BILL TO EXTEND AND EXPAND TITLE III OF THE MENTAL RETARDATION FACILITIES AND COMMUNITY MENTAL HEALTH CENTERS CONSTRUCTION ACT OF 1963, AND FOR OTHER PURPOSES

AND

S. 1650

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

MAY 17, 1965

Printed for the use of the
Committee on Labor and Public Welfare



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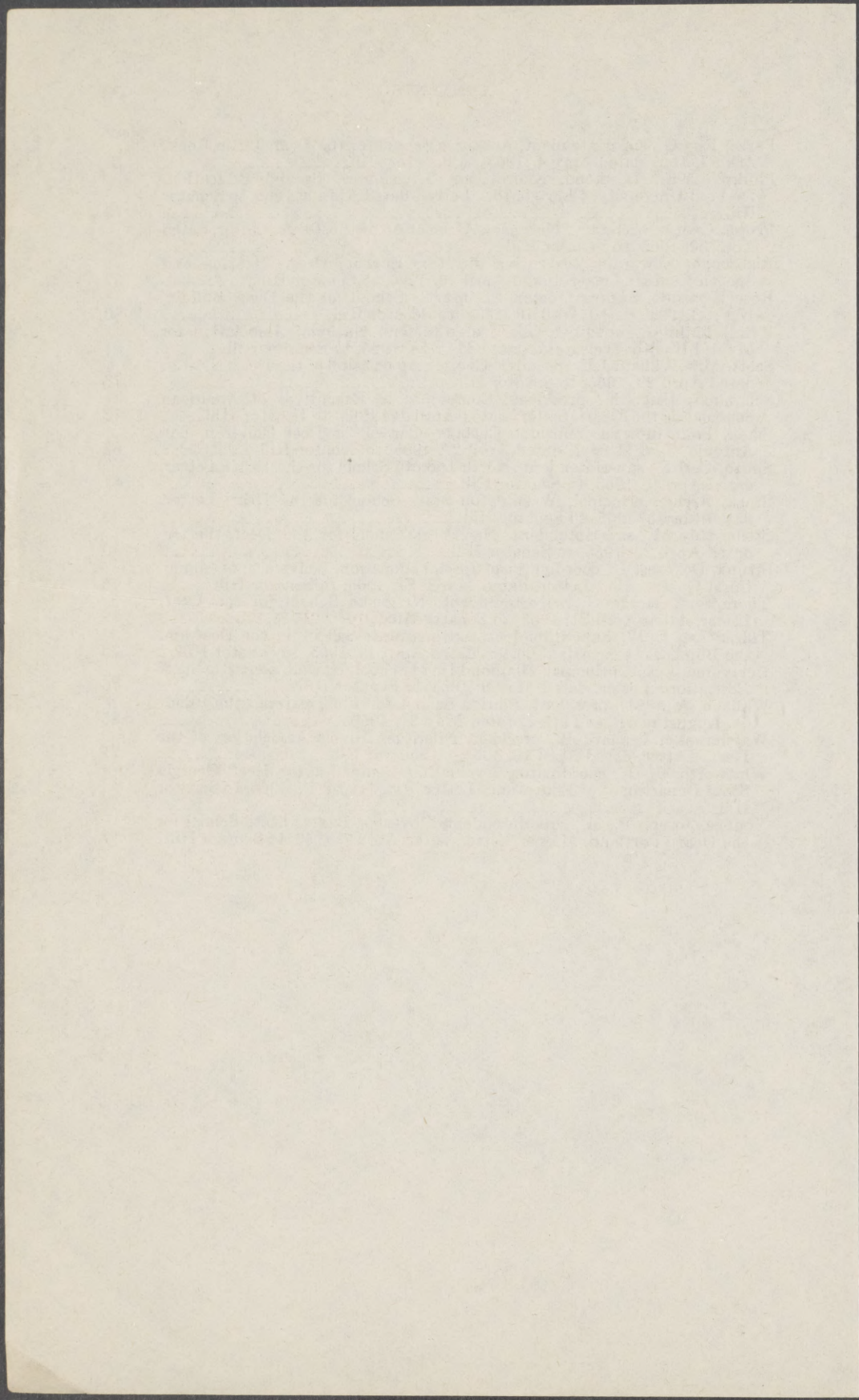
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EDUCATION OF HANDICAPPED CHILDREN

MONDAY, MAY 17, 1965

U.S. SENATE,
SUBCOMMITTEE ON HEALTH OF THE
COMMITTEE ON LABOR AND PUBLIC WELFARE,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10:30 a.m., in room 4232, New Senate Office Building, Senator Lister Hill (chairman of the full committee) presiding.

Present: Senators Hill (presiding), Yarborough, and Murphy.

Committee staff present: Stewart E. McClure, chief clerk; John S. Forsythe, general counsel; Robert W. Barclay, professional staff member; and Roy Millenson, minority clerk.

The CHAIRMAN. Kindly come to order.

The Subcommittee on Health is meeting this morning to receive testimony on two bills that would lend assistance to handicapped children by strengthening our Nation's resources for their education.

The first bill, S. 1400, would expand and extend until June 30, 1971, the existing program of grants for research and demonstrations in special education. The bill would add new authority to provide for the construction of research facilities in the field of special education. In addition, the bill would increase the amounts authorized to be appropriated to assist in the training of teachers of handicapped children.

The second bill, S. 1650, would authorize appropriations to establish and operate a National Technical Institute for the Deaf. The Institute would provide technical education and training for deaf students at the post-secondary level. Deaf students in all of the States would be eligible to attend the Institute.

(The bills, S. 1400, and S. 1650, referred to, follow:)

89TH CONGRESS
1ST SESSION

S. 1400

IN THE SENATE OF THE UNITED STATES

MARCH 8, 1965

Mr. HILL introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To extend and expand title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That subsection (a) of section 302 of the Mental Retardation
4 Facilities and Community Mental Health Centers Construc-
5 tion Act of 1963 (Public Law 88-164) is amended by strik-
6 ing the following language: "There is authorized to be appro-
7 priated for the fiscal year ending June 30, 1964 and each of
8 the next two fiscal years the sum of \$2,000,000" and insert-
9 ing in lieu thereof the following language: "There is author-
10 ized to be appropriated \$6,000,000 for the fiscal year ending

2

1 June 30, 1966; \$9,000,000 for fiscal year ending June 30,
2 1967; \$12,000,000 for fiscal year ending June 30, 1968;
3 \$14,000,000 for fiscal year ending June 30, 1969; \$17,-
4 000,000 for fiscal year ending June 30, 1970; and \$22,-
5 000,000 for fiscal year ending June 30, 1971”.

6 SEC. 2. Section 302 of the Mental Retardation Facilities
7 and Community Mental Health Centers Construction Act
8 of 1963 (Public Law 88-164) is further amended by in-
9 serting at the end thereof the following new subsections as
10 follow:

11 “(f) For the purposes of this section the Commissioner
12 of Education may make grants to institutions of higher
13 education for the construction, equipping, and operation of
14 a facility for research, or for research and related purposes
15 (as defined in this section).

16 “(g) All laborers and mechanics employed by con-
17 tractors or subcontractors in the performance of work on
18 construction of any project under this section shall be paid
19 wages at rates not less than those prevailing on similar con-
20 struction in the locality as determined by the Secretary of
21 Labor in accordance with the Davis-Bacon Act, as amended
22 (40 U.S.C. 276a-276a-5). The Secretary of Labor shall
23 have, with respect to the labor standards specified in this
24 clause, the authority and functions set forth in Reorganiza-
25 tion Plan Numbered 14 of 1950 (15 F.R. 3176; 5 U.S.C.

3

1 133z-15), and section 2 of the Act of June 13, 1934, as
2 amended (40 U.S.C. 276c).

3 “(h) As used in this section the terms ‘construction’
4 and ‘cost of construction’ include (A) the construction of
5 new buildings and the expansion, remodeling, and alteration
6 of existing buildings, including architects’ fees, but not in-
7 cluding the cost of acquisition of land or off-site improve-
8 ments, and (B) equipping new buildings and existing build-
9 ings, whether or not expanded, remodeled, or altered.

10 “(i) As used in this section, the term ‘research and
11 related purposes’ means research, research training, surveys,
12 or demonstrations in the field of education of handicapped
13 children, or the dissemination of information derived there-
14 from, or all of such activities, including (but without limi-
15 tation) experimental schools.”

16 SEC. 3. There is hereby established on the books of the
17 Treasury an account or accounts without fiscal year limita-
18 tion. There shall be deposited in such account, to the extent
19 provided by the Secretary of Health, Education, and Wel-
20 fare or his designee, all or part of any grant awarded by the
21 Secretary or any other officer or employee of the Depart-
22 ment of Health, Education, and Welfare. Payments of any
23 such grant shall from time to time be made to the grantee
24 from such account or accounts, subject to such limitations
25 relating to fund accumulation as the Secretary may prescribe,

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1 to the extent needed to carry out the purposes of any such
2 grant. Such reports as the Secretary or other officer award-
3 ing the grant may find necessary to assure expenditure of
4 funds for the purpose of and in accordance with the terms
5 and conditions of the grant shall be made to the Secretary
6 or such officer by any such grantee.

7 SEC. 4. Section 5 of the Act of September 6, 1958 (Pub-
8 lic Law 85-926), is amended by adding at the end thereof
9 the following new paragraph:

10 “(c) The term ‘State’ includes the Commonwealth of
11 Puerto Rico, the Virgin Islands, the District of Columbia,
12 Guam, and American Samoa.”

13 SEC. 5. Section 7 of the Act of September 6, 1958
14 (Public Law 85-926), as amended (20 U.S.C. 617), is
15 amended to read as follows:

16 “SEC. 7. There are authorized to be appropriated for
17 carrying out this Act \$24,500,000 for the fiscal year ending
18 June 30, 1966; \$29,500,000 for the fiscal year ending
19 June 30, 1967; \$34,000,000 for the fiscal year ending June
20 30, 1968; \$37,500,000 for the fiscal year ending June 30,
21 1969; \$40,000,000 for the fiscal year ending June 30, 1970;
22 and \$40,000,000 for the fiscal year ending June 30, 1971.”

89TH CONGRESS
1ST SESSION

S. 1650

IN THE SENATE OF THE UNITED STATES

APRIL 1, 1965

Mr. HILL introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

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

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That this Act may be cited as the "National Technical Insti-
4 tute for the Deaf Act".

5 AUTHORIZATION OF APPROPRIATIONS

6 SEC. 2. For the purpose of providing a residential facil-
7 ity for postsecondary technical training and education for
8 persons who are deaf, there are authorized to be appropriated
9 for each fiscal year such sums as may be necessary for the
10 establishment and operation, including construction and
11 equipment, of a National Technical Institute for the Deaf,

2

1 including sums necessary for the acquisition of property, both
2 real and personal, and for the construction of buildings and
3 other facilities for such Institute.

4

DEFINITIONS

5

SEC. 3. As used in this Act—

6

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

8

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

24

(c) The term "construction" includes construction and
25 initial equipment of new buildings, expansion, remodeling,

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1 and alteration of existing buildings and equipment thereof,
2 and acquisition of land; including architects' services, but
3 excluding off-site improvements.

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PROPOSALS

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

11

AGREEMENT TO ESTABLISH INSTITUTE

12 SEC. 5. (a) The Secretary, after consultation with the
13 National Advisory Board created by section 6, is authorized
14 to enter into an agreement with an institution of higher edu-
15 cation for the establishment and operation, including con-
16 struction and equipment, of a National Technical Institute
17 for the Deaf. The Secretary, in considering proposals from
18 institutions of higher education to enter into an agreement
19 under this Act, shall give preference to institutions which
20 are located in metropolitan industrial areas.

21

(b) The agreement shall provide that—

22

23 (1) Federal funds appropriated for the benefit of
24 the Institute will be used only for the purposes for
which paid and in accordance with the applicable provi-

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1 sions of this Act and the agreement made pursuant
2 thereto;

3 (2) the Board of Trustees of the institution, subject
4 to the approval of the Secretary, will appoint an advis-
5 ory group to advise the director of the Institute in for-
6 mulating and carrying out the basic policies governing
7 its establishment and operation, which group shall in-
8 clude persons who are professionally concerned with
9 education and technical training at the post-secondary-
10 school level, persons who are professionally concerned
11 with activities relating to education and training of the
12 deaf, and members of the public familiar with the need
13 for services provided by the Institute;

14 (3) the Board of Trustees of the institution will
15 make an annual report to the Secretary. The Secre-
16 tary shall transmit the report of the institution to the
17 Congress with such comments and recommendations as
18 he may deem appropriate;

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

22 (5) any laborer or mechanic employed by any con-
23 tractor or subcontractor in the performance of work on
24 any construction aided by Federal funds appropriated
25 for the benefit of the Institute will be paid wages at

1 rates not less than those prevailing on similar construc-
2 tion in the locality as determined by the Secretary of
3 Labor in accordance with the Davis-Bacon Act, as
4 amended (40 U.S.C. 276a—276a-5) ; and the Secre-
5 tary of Labor shall have, with respect to the labor
6 standards specified in this paragraph, the authority and
7 functions set forth in Reorganization Plan Numbered
8 14 of 1950 (15 F.R. 3176; 5 U.S.C. 133z-15) and
9 section 2 of the Act of June 13, 1934, as amended (40
10 U.S.C. 276c).

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

14 (A) the facility ceases to be used for the purposes
15 for which it was constructed or the agreement is termi-
16 nated, unless the Secretary determines that there is good
17 cause for releasing the institution from its obligation, or

18 (B) the institution ceases to be the owner of the
19 facility,

20 the United States shall be entitled to recover from the appli-
21 cant or other owner of the facility an amount which bears to
22 the then value of the facility the same ratio as the amount of
23 such Federal funds bore to the cost of the facility financed
24 with the aid of such funds. Such value shall be determined

6

1 by agreement of the parties or by action brought in the
2 United States district court for the district in which the fa-
3 cility is situated.

4 NATIONAL ADVISORY BOARD ON ESTABLISHMENT OF THE
5 NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

6 SEC. 6. (a) There is hereby established a National Ad-
7 visory Board on Establishment of the National Technical In-
8 stitute for the Deaf, which shall consist of twelve persons, not
9 regular full-time employees of the United States, appointed
10 by the Secretary without regard to the civil service laws.
11 The Secretary shall appoint one of the members to serve as
12 chairman. The appointed members shall be selected from
13 among leaders in fields related to education and training of
14 the deaf and other fields of education, and from members of
15 the public familiar with the need for services provided by the
16 Institute. The Commissioner of Education and the Commis-
17 sioner of Vocational Rehabilitation shall be ex officio mem-
18 bers of the Board.

19 (b) Members of the Council, while serving on business of
20 the Council, shall be entitled to receive compensation at rates
21 fixed by the Secretary, but not exceeding \$100 per day,
22 including traveltime, and while so serving away from their
23 homes or regular places of business, they may be allowed
24 travel expenses, including per diem in lieu of subsistence, as
25 authorized by section 5 of the Administrative Expenses Act

1 of 1946 (5 U.S.C. 73b-2) for persons in the Government
2 service employed intermittently.

3 (c) It shall be the function of the Board (1) to review
4 proposals from institutions of higher education which offer
5 to enter into an agreement with the Secretary for the con-
6 struction and operation of a National Technical Institute for
7 the Deaf, (2) to make recommendations to the Secretary
8 with respect to such proposals, and (3) to make such other
9 recommendations to the Secretary concerning the establish-
10 ment and operation of the National Technical Institute as
11 may be appropriate.

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

The CHAIRMAN. Secretary Cohen, we are very happy to have you and the members of your staff with us. We are also happy to have Miss Switzer here, Commissioner of the Vocational Rehabilitation Administration. We would be delighted now to have you proceed in your own way.

STATEMENT OF WILBUR J. COHEN, ACTING SECRETARY OF HEALTH, EDUCATION, AND WELFARE; ACCOMPANIED BY PHILIP H. DES MARAIS, DEPUTY ASSISTANT SECRETARY (FOR LEGISLATION); COMMISSIONER MARY SWITZER, OF THE VOCATIONAL REHABILITATION ADMINISTRATION; DR. MORVIN WIRTZ, DIRECTOR OF THE DIVISION OF HANDICAPPED CHILDREN AND YOUTH; AND DR. RALPH HOAG, SPECIALIST, EDUCATIONAL PROGRAMS FOR THE DEAF IN THE OFFICE OF EDUCATION

Mr. COHEN. Thank you, Mr. Chairman.

I am pleased to be here this morning to testify on behalf of the Department of Health, Education, and Welfare in support of legislation to establish a National Technical Institute for the Deaf, and to provide for extension of title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963.

I have here with me, as you indicated, Commissioner Switzer, of the Vocational Rehabilitation Administration. On my left, Mr. Philip Des Marais, the Deputy Assistant Secretary for Legislation; Dr. Ralph Hoag, who is the Specialist on Educational Programs for the Deaf in the Office of Education; and Dr. Morvin Wirtz, the Director of the Division of Handicapped Children and Youth. And these distinguished lady and gentlemen can answer any questions that you have on the technical policy aspects of this most important legislation.

S. 1650 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.

We also favor the extension of the program on the training of teachers of handicapped children. This program was established by title III of the Mental Retardation Facilities and Community Mental Health Center Construction Act of 1963. The operation of this program has shown dramatically the need for its expansion and extension.

The Department heartily endorses both pieces of legislation.

Now, Mr. Chairman, I have prepared here two statements that go into more detail on each of these two pieces of legislation, and I would like to ask that they be put into the record, and I will touch briefly on a few points that might be of importance to you.

The CHAIRMAN. We will have them appear in full in the record at an appropriate place.

Mr. COHEN. Thank you, Mr. Chairman.

In connection with the first statement on the National Technical Institute for the Deaf, I would like to point out that 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 18,000 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 level. 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, only a very small percentage of these deaf children who attend day school or residential school programs are really able to communicate well enough to do this.

I would also like to point out that the Advisory Committee on the Deaf that submitted its rather fine report called Education of the Deaf 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 at the Riverside City College in California.

I would like to also point out that 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 pressures has been brought upon this institution to accommodate an ever-increasing number of students who seek this as the only opportunity for further education. Many of these students, as shown in the report, Education for the Deaf, do not qualify, nor are they adequately prepared to pursue a liberal arts curriculum.

These and the other facts that are brought out in this statement, amply demonstrate, Mr. Chairman, the importance at the present time of establishing this National Technical Institute for the Deaf. And we would look forward with a great deal of pride to be able to cooperate in implementing that important piece of legislation.

Now, I would like to turn just briefly on the other aspect—

The CHAIRMAN. May I ask you a question there?

As you have indicated, the bill would provide for training and technical education for deaf students at the postsecondary level. Will the institute offer preparatory courses at a less than postsecondary level to aid deaf students, where necessary, to take postsecondary technical courses?

I understand that is done at Gallaudet College

Mr. COHEN. That is correct.

The CHAIRMAN. They will do that?

Mr. COHEN. Yes.

The CHAIRMAN. It is clear, then, those courses will be offered?

Mr. COHEN. Yes, sir.

Now, with your permission, Mr. Chairman, I would like to briefly summarize the reasons we favor the expansion of the training of professional personnel in the education of handicapped children. This legislation, which was enacted in 1963, has demonstrated the need for this program.

During the past 15 years, efforts to educate handicapped often have been frustrated because of a severe shortage of qualified personnel. It is estimated that if we were to meet the special educational needs of the handicapped boys and girls in this Nation, approximately 300,000 special education teachers would be needed this current school year?

The CHAIRMAN. 300,000?

Mr. COHEN. 300,000, Mr. Chairman.

In 1970, it will require 320,000 to educate the handicapped.

The CHAIRMAN. How many do we have now?

Mr. COHEN. Currently, there are only approximately 60,000 employed by the public schools of this country.

The CHAIRMAN. One-fifth of the need today.

Mr. COHEN. That is correct.

And I would say, Mr. Chairman, that I would rest my entire case for this legislation on that one simple policy fact—that there is this tremendous shortage, and that this legislation, which was enacted in 1963, has just begun to make some inroads but the needs are still so great that we still have a very long way to go.

In a period of less than 12 weeks, 221 institutions of higher learning and 50 State education agencies submitted over 700 applications for teacher training grants under the 1963 legislation, and the total funds requested exceeded 32 million, and in 1964 we had 11.5 million. So I think you see right there the ample evidence that the institutions of this country are prepared to expand this program. And it is for this reason that we are enthusiastically supporting the legislation to increase the total authorizations for this program.

Now, I would like to say one point, however.

While the need has been amply demonstrated for more funds, naturally in our Department we only want to approve applications that reflect professional soundness. I would say that the various authorizations that are in the bill that you have introduced will, of course, be scrutinized very carefully, I am sure, not only in the Department, but by the chairman of the Appropriations Committee in the Senate when it comes to his attention. And we would feel that these amounts, while perfectly proper to be put in the legislation—we would want to say that we would want to review them from year to year, to be sure that the money was being spent wisely.

With that caveat, I think we would feel that the legislation certainly ought to be enacted this year.

The CHAIRMAN. You have an annual review every year of these funds by the Department—also by the Bureau of the Budget, by the two committees: one of the House, one of the Senate.

Mr. COHEN. That is correct. We would assume in that process the correct and most desirable figures would be worked out, as we see what the need, and the capacity for the training and the research projects, would be.

(The statement referred to follows:)

STATEMENT BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

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.¹

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 semi-professional 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.

¹ The report is on file with the subcommittee.

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) 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.

The "Education of the Deaf" report states: 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)."

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 nonskilled 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 schools 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 sources of college-degree level which could be accredited and qualified for a bachelors degree would be offered.

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, "Supplementary 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 education 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 term-

inates 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 post-secondary 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 ever grater 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, and (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. The Department believes 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 ad- vanced training-----	400

TABLE II.—*Suggested curriculums*

Preparatory curriculum :	Business :
English	Accounting
Reading and literature	Business machines
General mathematics	Typing
Algebra	Office management
Geometry	Data processing
Supplemental curriculum :	Computer operation
Humanities	Programing
Government	Commercial art :
History	Basic design
General chemistry	Basic drawing
General biology	Advertising
Physical education	Dress design
Enrichment curriculum :	Engineering technology :
(For higher education)	Engineering graphics
Political science	Technical matter, physics, and chemistry
Philosophy	General metals
Literature	Technical drafting
History	Engineering fundamentals
Psychology	Surveying
Foreign language	Water—Sanitary technology
Sociology	Technical report writing
Automotive technology :	Electronic engineering technology :
Mechanics and body repair	Electronics fundamentals
Shop service operations	Technical math and physics
Automotive refrigeration	Radio and television repair
Internal combustion engines	Industrial electronics
Diesel engine technology	Technical drafting
Aviation technology :	Technical graphic arts :
Mechanics and engine repair	Lithography
Unit assembly work	Engineering graphics
Drafting	Technical drafting
Building and construction :	Offset
Carpentry	Equipment maintenance and repair
Plumbing	Mechanical and metals technology :
Equipment repair	Machine shop
Architectural drawing	Welding
Paramedical and chemical technology :	Air conditioning
Chemistry	Sheet metal work
Microbiology	Refrigeration
Anatomy and physiology	Tool and die
Quantitative analysis.	Ornamental metal work
Dental prosthetics	
Optical instruments	
Embalming	

STATEMENT BY DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

TRAINING OF TEACHERS OF HANDICAPPED CHILDREN

TRAINING OF PROFESSIONAL PERSONNEL

During the past 15 years, efforts to educate handicapped children have often been frustrated because of a severe shortage of qualified personnel. It is estimated that if we were to meet the special educational needs of the handicapped boys and girls in this Nation, approximately 300,000 special education teachers would be needed this current school year. In 1970, it will require 320,000 teachers to educate the handicapped. Currently, there are approximately 60,000 teachers of handicapped children employed by the public schools in this country.

To help alleviate this shortage, legislation was enacted in October 1963 to support the training of professional personnel in all areas of the handicapped. The overwhelming response to Public Law 85-926, as amended by institutions of higher learning and State education agencies wishing to participate in the program, more than indicated the desperate need for new and adequately trained staff.

In a period of less than 12 weeks, 221 institutions of higher learning and 50 State education agencies submitted over 700 applications for teacher training grants. Funds requested exceeded \$32 million.

Funds requested for training professional personnel in fiscal year 1964—Public Law 85-926, as amended

Funds requested, fiscal year 1964----- \$32, 333, 790
 Funds appropriated by Congress, fiscal year 1964----- 11, 500, 000

Area of training	Number of institutions requesting grants	Number of applications	Funds requested
Mentally retarded.....	194	287	\$15, 665, 600
Speech and hearing.....	158	209	6, 660, 794
Visually handicapped.....	18	30	940, 000
Emotionally disturbed.....	55	68	2, 902, 973
Crippled and other health-impaired.....	44	66	3, 027, 286
State grant requests.....		40	3, 147, 216
Total requests.....	¹ 221	710	32, 343, 869

¹ Total number of different requesting colleges and universities is 221.

A total of \$11.5 million was available to support the program. Obviously the requests far exceeded the authorized and appropriated funds; however, the legislation is supporting programs in 154 institutions and in all 50 State education agencies. More than 5,000 individuals are receiving or will receive training in the education of handicapped children. Approximately 2,400 are full-time students and 2,600 are persons who are either partly trained and who will attend summer sessions to complete their training or individuals who are fully trained but who need instruction in new phases of special education. It is important to note that on the average there were at least four qualified applicants for every fellowship, traineeship, and short-term traineeship.

In addition to the above, this legislation is assisting in the support of 42 new teacher training programs located in geographic areas of the country where needs for such programs exist. An excellent example of the need for program development is in the area of the emotionally disturbed. There are only 15 institutions of higher learning that have the staff and necessary facilities to train teachers for this group of children. In an effort to alleviate the shortage, 13 program development grants were awarded in this area of the handicapped.

The second year response to the program has also been overwhelming. Over 850 applications for grants have been received from 254 institutions of higher learning and the 50 State education agencies. The total amount of funds requested exceeded \$36 million and these requests do not reflect the true demand for assistance. Many institutions were encouraged to keep their requests to a minimum, keeping in mind the \$14.5 million appropriated for the program. In addition, the States were limited by formula in what they could request.

Funds requested for training professional personnel in fiscal year 1965 institutions of higher learning—Public Law 85-926, as amended

Funds requested, fiscal year 1965----- \$36, 258, 789
 Funds appropriated by Congress, fiscal year 1965----- 14, 500, 000

Area	Number of institutions	Number of applications	Funds requested
Mentally retarded.....	195	320	\$14, 093, 436
Speech and hearing.....	133	170	6, 312, 492
Emotionally disturbed.....	64	88	3, 680, 294
Deaf.....	60	83	3, 919, 153
Visually handicapped.....	22	35	1, 205, 065
Crippled.....	44	67	2, 364, 685
Other health-impaired.....	19	23	564, 064
Administrators.....	23	27	669, 600
State grant requests.....		50	3, 450, 000
Total.....	¹ 254	863	36, 258, 789

¹ Total number of different institutions.

During the second year of the program, 191 institutions of higher learning will participate in the program, along with all 50 State education agencies. Over 5,500 individuals will receive training, of which approximately 2,600 will be new teachers.

The achievements to date, impressive though they may be, are only a feeble effort when we examine the unmet needs that still exist in the field of education that affects 10 percent of our Nation's schoolchildren. Approximately one-fourth of the school-aged boys and girls in the Nation are receiving the necessary special educational services required to assist them in becoming contributing members of their communities. Overwhelming research evidence indicates that, without such services, they will become dependent upon society for their care at a minimum of 10 times the cost of providing an effective special education program in their school communities.

Until recently, the fact that only 25 percent of all handicapped children were receiving special educational services was best explained by the lack of community understanding of the problem, and what special education could contribute to its solution. This is no longer true. Local communities across the country have responded to this tremendous need with great enthusiasm and positive action, in attempting to initiate and expand as rapidly as possible special educational services to handicapped children.

In view of these rapidly expanding programs, the shortage of trained teachers and other specialists to serve handicapped children has become even more serious. To provide the teachers required to meet this shortage by 1970, it would be necessary to train a minimum of 52,000 of them for the next 5 years. This is a conservative estimate, for the figure does not take into account (1) the attrition rate of such personnel and (2) the fact that, of the 60,000 teachers currently available, from 30 to 60 percent are essentially untrained and are in the process of acquiring training on a part-time basis. Under Public Law 85-926, as amended, the total program effort is geared to produce a total of 8,600 new teachers, which is far below the national need.

As identified, the most serious obstacle in expanding the educational opportunities for the handicapped is the shortage of trained special education personnel. However, there are several other areas of concern which approach the same degree of urgency. These deal primarily with the qualitative and efficiency aspects of educational programs for handicapped children. Several directly affect the need for personnel over and above the need for classroom teachers. Additional needs include:

1. Staff to provide supervisory or consultative leadership at the State and local level.

2. Staff to carry on comprehensive planning on the part of State departments of education, institutions of higher learning, and local school districts. Such staff is necessary to assure the coordinated development of training facilities for the preparation of professional personnel, the development of adequate facilities for children, and coordination of research activities.

3. State education agencies need to further expand their in-service training programs for professional personnel already in the field.

To meet these unmet needs, it becomes apparent that a much greater national effort must be made, with the Federal Government providing the impetus in initiating these undertakings.

RESEARCH AND DEMONSTRATION

It is the task of the child to go to school. Unfortunately, conditions such as mental retardation, deafness, speech impairment, poor vision, blindness, severe emotional disturbance, crippling conditions, or other health impairment problems, prevent children from learning to the limits of their ability. No one is more aware of the problems in providing an educational program to meet the needs of a handicapped child than the parent, the teacher, or the school administrator.

The past experience of educators and the results of previous research have demonstrated that "patience," "kindness," "extra attention," and "smaller classes," are not sufficient conditions to prepare a handicapped child for life as an adult.

At the present time there is little objective evidence concerning the most effective methods for meeting the needs of handicapped children and youth. Research is necessary to describe and define the intellectual, emotional, social, and physical needs of these children. If their educational needs are to be met, it is also necessary to develop effective remedial techniques, classroom pro-

cedures, new methods of instruction, special materials, appropriate curriculum, and to translate research findings into practical application.

The answers to these problems and their solutions lie in careful study, exploration, and investigation. Research effort, however, requires financial support. In order to assist researchers resolve some of these problems, Federal funds have been made available for the support of research and/or demonstration projects under Public Law 88-164, title III, section 302. The Division of Handicapped Children and Youth has been assigned the responsibility for administering this program.

PURPOSE OF THE RESEARCH AND DEMONSTRATION PROGRAM

The grant-in-aid program for research and demonstration projects for the education of handicapped children and youth is designed to (a) translate findings of research from the social and behavioral sciences into practical applications for the education of handicapped children and youth, (b) generate programs and procedures for classroom teachers and educational specialists which will make full use of known facts, ideas, or theories, (c) create educational environments in which to demonstrate the implementation of new programs, procedures, and processes, and (d) improve the education of handicapped children and youth through innovations in various learning situations, as well as in classroom procedures and materials.

REQUESTS FOR GRANTS-IN-AID

On February 10, 1964, President Johnson signed a \$1 million appropriation for research and demonstration purposes. Because of the time limitation, institutions of higher learning were requested to complete applications for grants by March 23. In spite of the brief time for preparation, 155 applications were submitted for research and demonstration projects. Attachment 4 summarizes the requests for research and demonstration grants. Although only \$1 million had been appropriated for fiscal year 1964, over \$5 million was requested for research and demonstration purposes. Since the duration of many of these studies included a 3-year period, more than \$14 million in total costs was requested.

Of these 155 proposals, 34 were selected for funding. Attachment 5 shows both the cost for fiscal year 1964, as well as the 3-year total costs. The grants-in-aid for 1964 totaled \$999,739. Over \$2½ million was required for the 3-year total costs.

During the current fiscal year, \$2 million was appropriated for research and demonstration projects. Of this amount, continuation costs for projects initiated in 1964 totaled \$872,479. This left \$1,127,521 with which to initiate new projects. Attachment 6 shows that 188 proposals for grants-in-aid were submitted for fiscal year 1965 totaling \$8,298,365. The 3-year requests for funds totaled \$22,180,130. Grant requests far exceeded the appropriation for the fiscal year 1965.

Attachment 7 represents an estimate of the projects approved for funding during fiscal year 1965. This estimate is based on the 6 grants that have been awarded in 1965, as well as on an additional 26 grants which have been recommended by the review panels to the Commissioner of Education for funding. The total cost of the new projects for fiscal year 1965 is \$1,217,447. Because of the \$872,479 required for continuation costs, only \$1,127,521 is available for new research projects. Since there is not enough money to support all of the 32 grants recommended for funding during fiscal year 1965, several worthwhile projects will not be supported.

Attachment 8 presents the number of research and demonstration projects, their cost for fiscal year 1965, and the 3-year total costs for (a) the 6 grants approved for funding in 1965, and (b) the 26 proposals recommended to the Commissioner of Education for funding.

During fiscal years 1964 and 1965, the Research and Demonstration Branch has been performing a simple granting operation. The staff has (a) consulted with applicants concerning their proposals, (b) processed grants-in-aid applications, (c) monitored research and demonstration projects, and (d) attempted to stimulate research and demonstration projects in needed areas.

ATTACHMENT 1

THE TEACHER SHORTAGE IN SPECIAL EDUCATION

(Compiled by the Division of Handicapped Children and Youth, Bureau of Educational Research and Development, Department of Health, Education, and Welfare, Office of Education, Washington, D.C.)

**Fig. 1- Present number of teachers
of handicapped children and number needed in 1965-66**

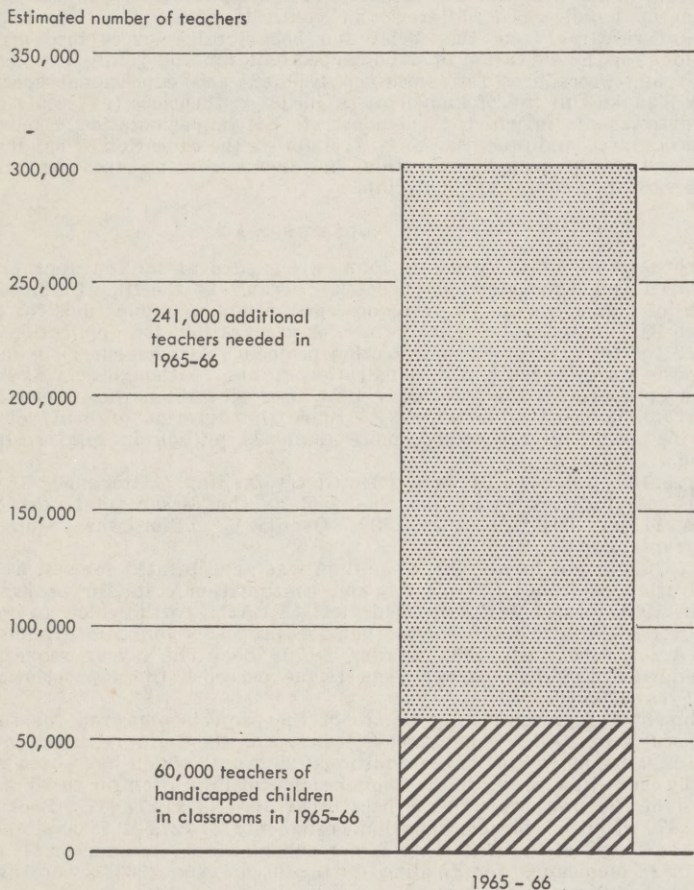


Fig. 2 - Projected increase in the number of handicapped children and youth in the United States (K-12) 1965-1970

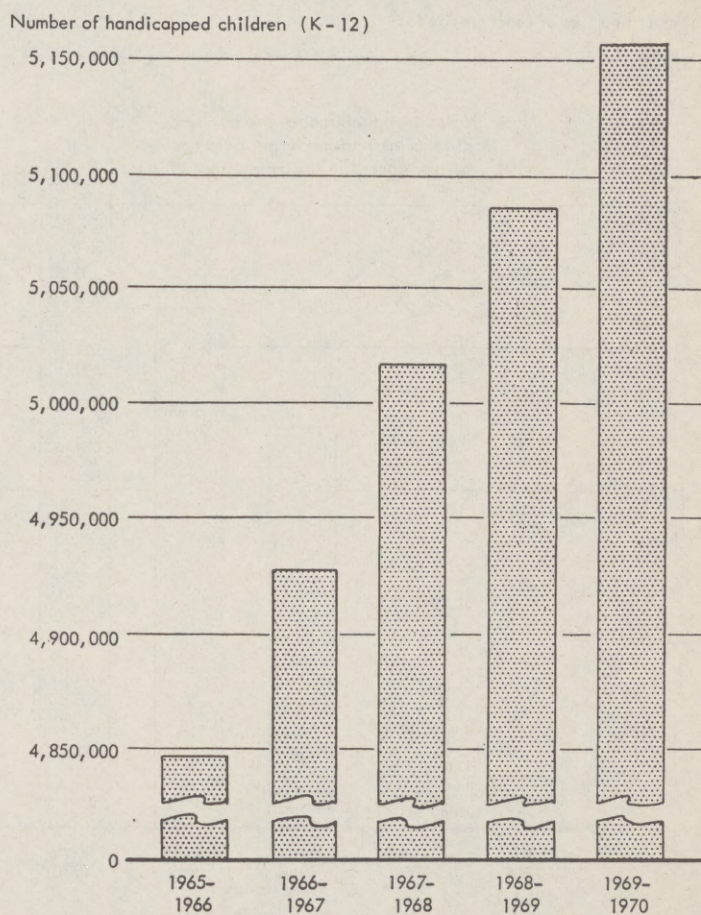


Fig. 3-Projected increase in the number of teachers needed to educate handicapped children and youth in the United States 1965-1970

Estimated number of teachers needed

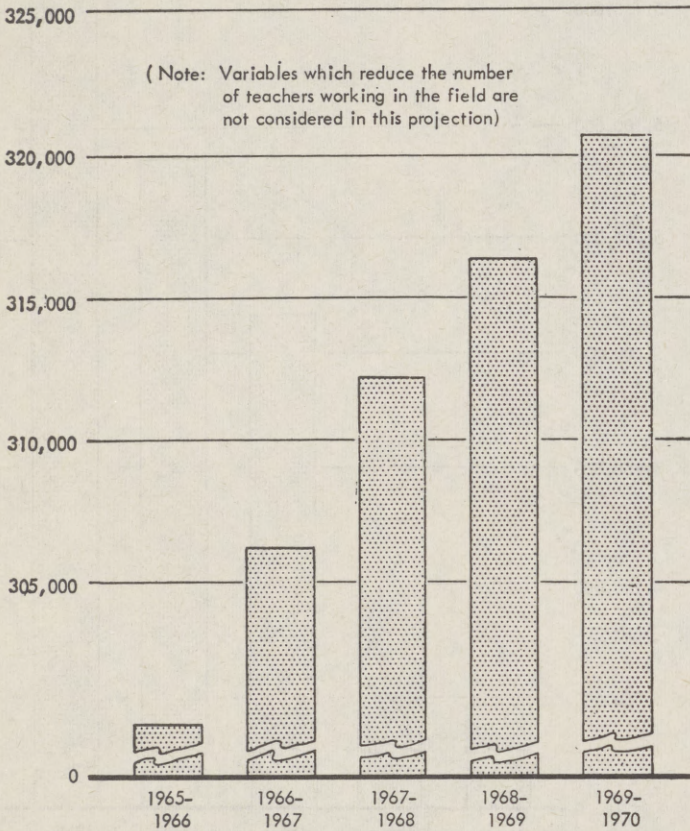
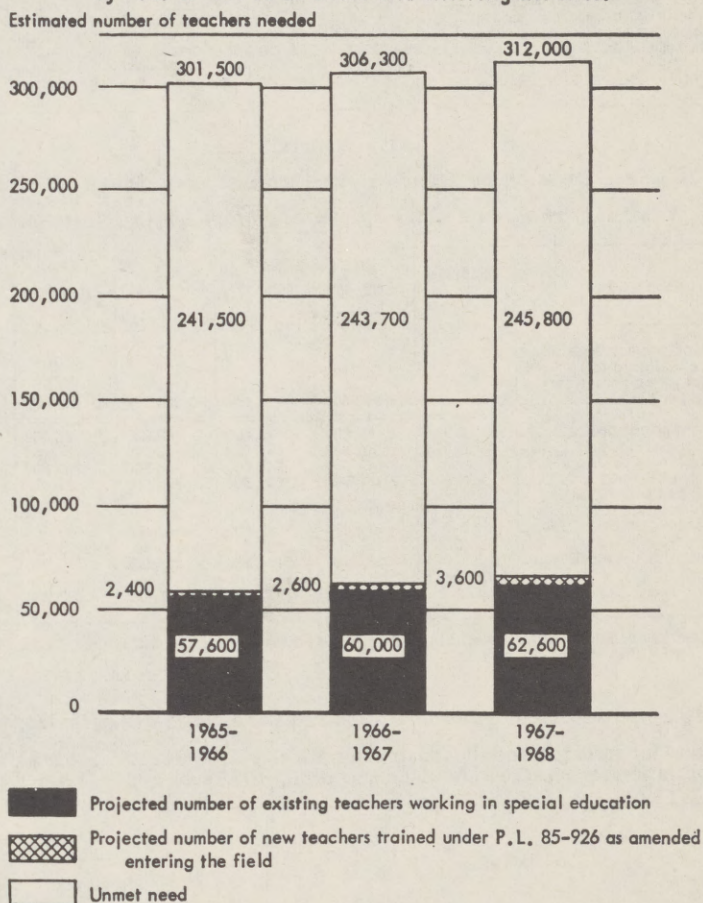


Fig. 4 - Projected number of new special education teachers being trained under the three year program authorized by P. L. 85-926 as amended and entering the field.



ATTACHMENT 2

DIVISION OF HANDICAPPED CHILDREN AND YOUTH

Number of teachers needed by area of the handicapped (estimate)

Handicap	Teacher-pupil ratio	1965-66	1966-67	1967-68	1968-69	1969-70
Visually handicapped.....	9	5,400	5,400	5,500	5,600	5,700
Deaf.....	7	5,200	5,200	5,400	5,400	5,500
Hard of hearing.....	25	9,700	9,800	10,000	10,200	10,300
Speech handicapped.....	80	21,200	21,600	22,000	22,300	22,600
Crippled and other health disorders.....	15	16,200	16,400	16,800	17,000	17,200
Emotionally disturbed.....	10	97,200	98,800	100,600	102,000	103,400
Mentally retarded.....	13	85,900	87,400	88,900	90,200	91,400
Major learning disabilities.....	8	60,700	61,700	62,800	63,700	64,600
Total.....		301,500	306,300	312,000	316,400	320,700

ATTACHMENT 3

DIVISION OF HANDICAPPED CHILDREN AND YOUTH

Number of children needing special education services (estimate)

Handicaps	Estimates of prevalence	1965-66	1966-67	1967-68	1968-69	1969-70
Actual and projected numbers ¹ of children in elementary and secondary schools per year.....		48,600,000	49,400,000	50,300,000	51,000,000	51,700,000
Visually handicapped.....	0.1	48,600	49,400	50,300	51,000	51,700
Deaf.....	.075	36,450	37,050	37,725	38,250	38,775
Hard of hearing.....	.5	243,000	247,000	251,500	255,000	258,500
Speech handicapped.....	3.5	1,701,000	1,729,000	1,760,500	1,785,000	1,809,500
Crippled and other health disorders.....	.5	243,000	247,000	251,500	255,000	258,500
Emotionally disturbed.....	2.0	972,000	988,000	1,006,000	1,020,000	1,034,000
Mentally retarded.....	2.3	1,117,800	1,136,200	1,156,900	1,173,000	1,189,100
Major learning disabilities.....	1.0	486,000	494,000	503,000	510,000	517,000
Total.....		4,847,850	4,927,650	5,017,425	5,087,250	5,157,075

¹ "Projections of Educational Statistics to 1963-74" (1964 edition)—U.S. Department of Health, Education, and Welfare, Office of Education.

ATTACHMENT 4

Requests for research and demonstration (Public Law 88-164, title III, sec. 302)

Requests for research and demonstration, fiscal year 1964..... \$5,886,290
 Appropriation for research and demonstration, fiscal year 1964..... 1,000,000

Research areas	Number	Requested funds	
		Fiscal year 1964	3-year total
Mentally retarded.....	73	\$2,633,412	\$6,294,812
Emotionally disturbed.....	16	832,661	2,399,551
Speech and hearing.....	12	376,132	717,342
Deaf.....	18	685,795	1,248,879
Visually handicapped.....	12	356,035	673,105
Crippled and other health impaired.....	12	461,462	2,001,971
Multiple handicap.....	12	540,793	1,370,512
Total requests.....	155	5,886,290	14,706,172

ATTACHMENT 5

Approved grants-in-aid for research and demonstration (Public Law 88-164, title III, sec. 302)

Appropriation for research and demonstration, fiscal year 1964----- \$1, 000, 000
 Approved grants-in-aid, total, fiscal year 1964----- 999, 739

Research areas	Number	Funds	
		Fiscal year 1964	3-year total
Mentally retarded.....	11	\$334, 032	\$951, 495
Emotionally disturbed.....	4	249, 389	648, 123
Speech and hearing.....	3	64, 340	93, 426
Deaf.....	6	120, 351	222, 529
Visually handicapped.....	5	53, 261	94, 016
Crippled and other health impaired.....	1	19, 070	57, 066
Multiple handicap.....	4	159, 296	498, 034
Total.....	34	999, 739	2, 564, 689

ATTACHMENT 6

Requests for research and demonstration (Public Law 88-164, title III, sec. 302)

Requests for research and demonstration, fiscal year 1965----- \$8, 298, 365
 Appropriation for research and demonstration, fiscal year 1965----- 2, 000, 000

Research areas	Number	Requested funds	
		Fiscal year 1965	3-year total
Mentally retarded.....	74	\$3, 990, 342	\$8, 596, 999
Emotionally disturbed.....	20	705, 453	1, 745, 797
Speech and hearing.....	25	989, 477	2, 239, 249
Deaf.....	22	721, 523	5, 007, 775
Visually handicapped.....	16	593, 233	1, 243, 771
Crippled and other health impaired.....	22	1, 022, 705	2, 401, 313
Multiple handicap.....	9	275, 632	943, 226
Total requests.....	188	8, 298, 365	22, 180, 130

ATTACHMENT 7

Estimate of approved research and demonstration grants¹ (fiscal year 1965)

Appropriation for research and demonstration, fiscal year 1965----- \$2, 000, 000
 Continuation costs for fiscal year 1965----- 872, 479
 Available appropriation for new projects----- 1, 127, 521

Research areas	Number of projects (estimate)	Funds	
		Cost, fiscal year 1965 (estimate)	3-year cost (estimate)
Mentally retarded.....	9	\$293, 032	\$654, 720
Emotionally disturbed.....	7	292, 705	583, 665
Speech and hearing.....	5	178, 107	452, 296
Deaf.....	4	215, 429	612, 310
Visually handicapped.....	2	42, 818	51, 818
Crippled and other health impaired.....	5	195, 366	551, 281
Multiple handicap.....			
Total.....	32	1, 217, 447	2, 936, 090

¹ This approximation is based on (a) the six grants awarded for fiscal year 1965, and (b) 26 additional proposals recommended to the Commissioner of Education for funding for fiscal year 1965.

ATTACHMENT 8

*Research and demonstration grants recommended for funding, fiscal year 1965
(Public Law 88-164, title III, sec. 302)*

Research areas	Approved grants-in-aid			Proposals recommended for funding		
	Number of projects	Cost fiscal year 1965	3-year total	Number of proposals	Cost fiscal year 1965	3-year total
Mentally retarded.....	1	\$41,867	\$84,835	8	\$251,165	\$569,885
Emotionally disturbed.....	1	29,249	87,628	6	263,456	496,037
Speech and hearing.....	1	8,002	8,002	4	170,105	474,294
Deaf.....	2	35,749	76,018	2	179,680	536,292
Visually handicap.....				2	42,818	51,818
Crippled and other health impaired.....	1	37,970	107,427	4	157,386	443,854
Multiple handicap.....						
Totals.....	6	152,837	363,910	26	1,064,610	2,572,180

ATTACHMENT 9

EXAMPLES OF RESEARCH AND DEMONSTRATION PROJECTS SUPPORTED BY THE GRANT-IN-AID PROGRAM

(Authorized under title III, sec. 302, Public Law 88-164)

A DEMONSTRATION: RESEARCH PROJECT IN CURRICULUM AND METHODS OF INSTRUCTION FOR ELEMENTARY LEVEL EDUCIBLE MENTALLY RETARDED CHILDREN

Dr. Herbert Goldstein, professor and chairman, Department of Special Education, Graduate School of Education, Yeshiva University, New York, N.Y.; June 1, 1964, through May 31, 1967; \$174,663.

This project will demonstrate the effectiveness of an experimentally developed curriculum and teaching method in educating retarded children. Teachers in existing typical classes, after instruction in the nature and use of the curriculum and teaching method, will use these in their classes under the supervision of project personnel. Another group of similar classes following traditional programs for the mentally retarded will be used for comparison. The mentally retarded children's performance and personality development will be compared in relation to the effectiveness of the two programs.

HOME TEACHING FOR PARENTS OF YOUNG DEAF CHILDREN

Dr. Edgar L. Lowell, administrator, John Tracy Clinic, Los Angeles, Calif.; June 1, 1964, through May 31, 1967; \$91,387.

This demonstration project will establish and explore the value of a new program of instruction for preschool deaf children and their parents. Parents would receive guidance in how to use training techniques for their deaf child in a normal routine at home as contrasted with the activities customary in a model home set up on the clinic's premises.

A SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER

Mr. James J. McCarthy, assistant professor, Office of Special Education, University of Wisconsin, Madison, Wis.; June 1, 1964, through May 31, 1967; \$176,154.

This project proposes to establish a special education instructional materials center to serve as an operational demonstration model. A critical problem today is the need for an adequate supply of effective instructional materials for handicapped children. The proposed center, jointly operated by the Wisconsin State Department of Education and the University of Wisconsin, would serve as a central depository for materials concerning handicapped children, lend materials, provide an index system, create and evaluate materials, and assist others in the production of special educational materials.

AN EVALUATION OF SPEECH AND HEARING PROGRAMS IN THE PUBLIC SCHOOLS

Dr. D. C. Spriestersbach, professor of speech pathology, University of Iowa, the American Speech and Hearing Association, Washington, D.C.; June 1, 1964, through August 31, 1965; \$30,840.

This is a planning project which will review programs in the public schools of the United States in the field of speech and hearing. On a short-term basis, it will analyze our national situation with a view toward preparing a design for a long-range study of speech and hearings programs in the United States. Although it is known that adequate remedial services are not being provided to all speech- and hearing-impaired children; basic questions, such as the effectiveness of existing programs, need to be answered before major efforts are made to extend these programs to more children.

EDUCATIONAL PROGRAM FOR BLIND CHILDREN WHO ARE EMOTIONALLY DEPRIVED AND RETARDED

Mr. Charles C. Woodcock, superintendent; Mrs. Mary E. Rigby, teacher, Oregon State Board of Control, State Capitol Building, Salem, Oreg.; June 1, 1964, through May 31, 1967; \$182,064.

This project will develop a residential educational program for blind children who are emotionally deprived and who exhibit characteristics of mental retardation. These multihandicapped children are usually excluded from schools for the blind. The initiators of this project contend that if this type child were given highly individualized care and attention he could attend schools for the blind rather than being restricted from school altogether or admitted only to institutions for the retarded. This demonstration study is designed to identify this type of blind child and to develop a treatment and scholastic program for him.

AN EDUCATIONAL PROGRAM FOR FAMILIES WHICH HAVE EMOTIONALLY DISTURBED CHILDREN

Dr. Sam M. Sniderman, curriculum coordinator, School District of the City of Highland Park, Highland Park, Mich.; June 1, 1964, through May 31, 1967; \$309,871.

This demonstration project is designed to show how a public school system can provide and coordinate the psycho-educational services necessary for a family unit in which one or more children have been identified as seriously emotionally disturbed, so as to: (a) bring about desirable changes in the school behavior and academic accomplishment of the emotionally disturbed child, and (b) prevent the development of serious emotional handicaps in the siblings in such a family who, on the basis of evidence available, are likely to exhibit similar behavioral traits.

ASSOCIATIVE LEARNING STRATEGIES EMPLOYED BY DEAF, BLIND, RETARDED AND NORMAL CHILDREN

Dr. Clessen J. Martin, assistant professor of education, College of Education, Michigan State University; June 1, 1964, through May 31, 1967; \$69,588.

This project is designed to determine the ways in which children who are blind, deaf, and moderately retarded, and those who are normal, learn verbal associations and at what levels of development they are learned. Comparisons will be made between the normal and handicapped groups. This study is particularly concerned with the kinds of cues which children use to form verbal associations and the classification of these cues. It is expected that this study will provide a better understanding of the nature of learning problems of the deaf, blind, and retarded and suggest ways in which their problems can be reduced.

Mr. COHEN. Now, Mr. Chairman, I would like to also put into the record in connection with S. 1400—there is a section in the bill, section 3, relating to the establishment of a special account to simplify the accounting procedures with regard to the institutions that get

grants from all parts of the Department of Health, Education, and Welfare. I have here a more detailed explanation of the meaning of that procedure, which I would like to put into the record. The Department enthusiastically supports this proposal.

The CHAIRMAN. Without objection, we will have that appear in full in the record.

(The explanation referred to follows:)

EXPLANATION

Before July 1958, the majority of the research and training grants of the Department of Health, Education, and Welfare were paid in advance in a single payment to the grantee. In an effort to reduce unneeded cash balances being held by grantee institutions, a payment system was initiated in fiscal year 1959 under which such grants were paid in two installments—one at the time of approval of the grant award and the other about 6 months later. On July 1, 1960, a system of quarterly payments was initiated. Recent reviews indicate, however, that even the current system of quarterly payments is still an inadequate means of controlling cash balances in the grantee institutions. For example, information currently available reveals that the unexpended balance of Public Health Service grants being held by one large institution at June 30, 1962, amounted to almost \$3 million.

In an effort to eliminate excessive cash balances in the hands of grantees, the Department of Health, Education, and Welfare proposes to utilize a procedure currently used by the National Science Foundation. Under this procedure cash advances would be made to each grantee institution on the basis of its overall current cash requirements for all projects from any part of the Department of Health, Education, and Welfare. Quarterly, the grantees would report by project the expenditures which they have made. The National Science Foundation can operate this system under existing accounting arrangements, since its grants are financed under a single no-year appropriation. The various grant programs of the Department of Health, Education, and Welfare, however, are financed from many appropriations and funds. At some of the larger educational institutions there are, for example, grants awarded from as many as 30 or 40 appropriations.

The requested technical amendment would merely make available a fiscal device to facilitate maintenance of cash balances in grantee institutions at a level commensurate with their current operating needs. It would not in any way change the existing procedures for review and approval of grant applications or affect the program appropriations which bear the cost of such grants. Under this proposal, grant funds awarded from the various appropriations will be paid at the time of award into the account to be established under the requested amendment. Subsidiary records will be maintained to permit identification of all funds transferred into the account. Cash advances will then be made from the account to each grantee institution on the basis of its overall current cash requirements for all projects financed by grants from the Department. Quarterly the grantees will report to the Department by project the expenditures which they have made. These expenditures by the grantees may then be reflected in the applicable program appropriations from which the funds were initially advanced. This procedure will (1) facilitate reduction of Government funds held by grantee institutions, (2) facilitate recovery and deposit to the appropriate program appropriation of any unexpended balances upon termination of a project, (3) facilitate utilization of the concepts of accrual accounting to a greater degree than under the present procedure, by providing more timely accounting for expenditure of Government funds by grantee institutions, and (4) eliminate approximately 75 percent of the number of transactions pertaining to the payment of grants.

Mr. COHEN. Now, Mr. Chairman, if it is agreeable with you, I would like to ask Miss Switzer to make a statement with regard to this legislation.

The CHAIRMAN. Just a minute. What about the provision for the construction of research facilities? Do you cover that in your statement fully—the authority to provide for the construction of research facilities in the field of special education?

Mr. COHEN. Yes. In our statement we cover that, and we heartily concur in that provision of the bill. I think that would be a very desirable improvement in the present authority that we have.

The CHAIRMAN. While you are before our committee, may I ask this question—it is a little bit off the main subject, but it is very important that we know.

You recall the Senate passed the Community Mental Health Facilities Act in 1963. The House at that time did not agree to staffing funds, but the House has just recently passed a bill providing those funds, and, as I recall, the House passed that bill by unanimous vote, some 390 to 0, as I recall it.

Would you provide for the record, so we may have it, the cost figures that the House approved in the passage of that legislation, and the figures that the Department has in mind in connection with that legislation?

Mr. COHEN. Yes, I will be glad to do so, Senator, and I will send those figures to you tomorrow.

(Mr. Cohen subsequently submitted the following two tables:)

Initial and corresponding maximum continuing grants authorized by H.R. 2985 as passed by the House

Year	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968	Fiscal year 1969
1st.	19,500	16,575	12,675	8,775
2d.		24,000	20,400	15,600
3d.			30,000	25,500
Total ¹	19,500	40,575	63,075	49,875

¹ 4-year total, \$173,025.

Source: House committee Rept. 248, p. 3.

Initial and corresponding maximum continuing grants authorized by S. 513

Year	Fiscal year 1966	Fiscal year 1967	Fiscal year 1968	Fiscal year 1969	Fiscal year 1970
1st.	19,500	16,575	12,675	8,775	1,950
2d.		24,000	20,400	15,600	10,800
3d.			30,000	25,500	19,500
4th.				36,000	30,600
5th.					42,000
Total ¹	19,500	40,575	63,075	85,875	104,850

¹ 5-year total, \$313,875.

Mr. COHEN. May I add, since you have broached it, I think that it is an exceedingly important piece of legislation, and we would hope that your committee could act on that favorably at the earliest possible time.

The CHAIRMAN. Well, as you know, the Senate passed a bill containing not only staffing provisions but other provisions, by the overwhelming vote of 72 to 1. And, as I say, the House has just recently passed a bill providing for the staffing provisions by a vote, as I recall, of 390 to 0. Is that right?

Mr. COHEN. Yes, sir. And I think that is evidence of the wisdom of the Senate in 1963.

The CHAIRMAN. That wisdom now concurred in and confirmed by the House.

Mr. COHEN. That is right.

The CHAIRMAN. Senator Yarborough?

Senator YARBOROUGH. Mr. Chairman, I have a comment on that, as to the wisdom of the Senate.

Mr. Cohen, I am very much interested in what you say about the importance of this section on training the handicapped children. You recall the title of this act in 1963 was "The Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963."

Well, in the provisions for training teachers of handicapped children we made provision for both the mentally retarded and handicapped children. When we reached the House, the House blew up on that, as they did on money for staffing these centers, and said, "Oh, yes, you have got a mental retardation bill, but you fellows in the Senate are trying to slide past us this provision for training handicapped children—it is not in the title. This is something you are trying to hang on that should not be in the bill."

We had a hard fight on that for about 2 weeks in conference. The distinguished chairman of this committee is not only diligent in hearings, but he is a very able negotiator in conference. And I would not want you to think that, because we lost the money for staffing in the conference, that we lost everything. I stayed with him there every day—he rallied the Senate side, and we held in the bill the provision for training teachers of the physically handicapped, as well as the mentally retarded, thinking it was more important to get that basic fundamental in the law than to hold out for the money for staffing—so that we could come back later, once we had the law through to provide for the construction of the centers.

The chairman is very modest. I want to pay him the compliment, for having kept that in the bill.

Friday night I was at the convention of the State Association for the Mentally Retarded in my home State. In talking with people who worked in the State of Texas, I heard of the importance and the need for teachers for the physically handicapped, as well as the mentally retarded.

Mr. COHEN. Could I say this, Senator? That decision in 1963, I think the wisdom of it has been amply demonstrated by what happened during these 2 years. After all, it was important to build—to authorize the bricks-and-mortar part in this program. And we all recognize that it is important.

But the great problems that we face in many of these programs is the shortage of manpower and womanpower to put these programs into operation. And this part, this title III that provided for the training of the teachers for the mentally retarded and other handicapped children, was a necessary complementary part to the bricks-and-mortar program which is so important.

We have got to begin thinking of them both together. And that is why I am so delighted in this other bill, where we authorize the bricks and mortar in 1963, and now we are coming along and saying we have got to do something about helping to train the personnel to make it possible for that shell of a building to do something for the human beings of our community.

Senator YARBOROUGH. Now, the 240,000-teacher-shortage figure that you gave—that covers both the mentally retarded and the physically handicapped.

Mr. COHEN. That is correct. And, as you recall, in the statute in 1963, you wrote in these others. You said—

mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education.

Senator YARBOROUGH. Thank you.

The CHAIRMAN. I want to say this. We have those provisions the Senator has referred to in the bill because of the teamwork on the part of the Senator. There wasn't a more important member of the team than the Senator from Texas, Senator Yarborough.

Senator Murphy, any questions?

Senator MURPHY. No; but I would like to say from my experience, which doesn't go back to 1963, with both of these gentlemen, I can recommend their performance, highly.

I would like to suggest, Senator Yarborough, there is a new school for this purpose in your State, I believe. Have you heard about it? It is being conducted—organized by Dr. Robert Morris, a whole new approach, and one of the most exciting sets of results I think I have ever heard of. I don't know too much about it.

Senator YARBOROUGH. You are referring to the University of Texas?

Senator MURPHY. No; I don't know the name of it.

Miss SWITZER. It may be at Houston. Is it the one that Dr. Glorig went to from California?

Yes; it is very exciting.

Senator MURPHY. An entirely new approach.

Then, also, I have had great experience with Mrs. Spencer Tracy's school, which has done remarkable things.

There is a man in New York that I always recall in thinking about people who are handicapped by being deaf—a man who has been president of one of the biggest banks of New York for many, many years. I knew him for 15 years, used to play tennis with him, go out with him, and never knew he was deaf; he was a lipreader.

And they get these youngsters very early; and they are not handicapped at all, once they learn to read lips—this is Mr. Donald Strayler. I hadn't the slightest idea he has any handicap at all.

I have no questions.

Senator YARBOROUGH. Thank you, Senator.

Senator MURPHY. Oh, yes, I have two questions here suggested by the staff.

On the deaf bill, section 6 establishes a national advisory board and establishment of the National Technical Institute of the Deaf consisting of 12 appointees, plus the Commissioner of Education and Commissioner of Vocational Rehabilitation as ex officio members. Since the Gallaudet School has served since 1857 as a U.S.-chartered education institution for teaching the deaf, why should not either the president, dean, or chairman of the board of directors also serve as ex officio members of the advisory board? Which of those three officials would be best suited for that post?

Mr. COHEN. I would like to say first, Senator Murphy—of course there is nothing in the present bill that would prevent any or all of those from being appointed. But I gather your question is whether the bill itself should be modified to include that.

I think probably—I would like to consider this, but I think offhand, in answering your question, the chairman of the board might be the best of those three, because this is to be a broad gage group of people who both encompass the professional, the technical, and, you might say, the public policy aspects of this.

Senator MURPHY. What are the plans—

The CHAIRMAN. Excuse me just a minute.

As I understand, under the bill, these persons to whom the Senator from California referred would be eligible for appointment, is that correct?

Mr. COHEN. Yes; and the sentence, you see, Mr. Chairman, says:

The appointed members shall be selected from among leaders in fields relating 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.

And, of course, that is sort of parallel language to other laws that create such councils. I think you would want to get both a broad geographical, professional, public policy representation on that kind of group. Certainly any or all of those could be considered.

Senator MURPHY. There is another question.

It has been suggested that the Institute should "serve as a research facility for the study of educational problems of the deaf."

The Advisory Committee on Education of the Deaf has emphasized the great need for research in this area. Yet there is no language in S. 1650 to carry forward this proposal.

What are the administration's comments and, also, are there any suggestions of language that should be included?

Mr. COHEN. Miss Switzer was going to talk to that in her testimony; so perhaps she might now answer that question, Senator Murphy.

The CHAIRMAN. Go right ahead.

Senator MURPHY. Perhaps I can ask some other questions—

Miss SWITZER. Our idea, Senator, emerged during the development of this idea for the Institute: one of the most significant proposals for the deaf that has come before the Congress. It is that one of the major reasons for putting the Institute in a large university setting would be so that it would be in a milieu where research would just be inevitable. And, if it is not clear in the bill that this is the intent of those who thought it out, then it ought to be made clear.

But I have taken it for granted. Senator Hill will know that we have had a great deal of experience in developing research and training centers in universities where service and training and research all went hand in hand. And, while I think in the beginning the emphasis at the Institute will be on service, and development of programs for the deaf students, I think it would be a tragedy if, right in the beginning, you did not start research to go on concurrently—to see if you were going in the right direction; because this is a very revolutionary and exciting new development in education.

So I think—

Senator MURPHY. Don't you think there should be language in the bill, though, to specify this?

Miss SWITZER. I would like to look at the text of the bill. If it is not in there, it certainly should be in there—if what we did put in doesn't cover it adequately, I would certainly agree it should be in. And training, also. It was intended to use the Institute for both research and training. If there would be any question about it, I think the experts, the lawyers, should look at the language to make sure there is no reason why this legislation could not be interpreted to include research and training activities.

Mr. COHEN. I would say, Mr. Chairman, in answer to Senator Murphy's point, that in the statement that I presented—which was included in the record. Before you came in, Senator—I think there is a clear legislative intent expressed here on the part of the Department that the function of this type of institute is not merely to provide for the education of those students who are enrolled in it at the time, but to act as a catalytic agent, you might say, throughout the whole complex or field of education of the deaf in the country, to have important demonstration and training aspects. Training personnel will come there and will then go elsewhere throughout the country. We will want to bring the professors who want to do research there, and give them an opportunity to work in that environment. So that, although there would only be one institute, and it would only deal with a small number of people, its role should be looked upon, as it says here, as a national institute that would have very pervasive implications. And, on behalf of the department, I would say that certainly is our intent. And I think if the committee were to express that or ratify that, in the committee report, we would see that that would be carried out in actual practice.

The CHAIRMAN. Senator, we might get Secretary Cohen to provide language for the report such as he thinks would be appropriate.

Senator MURPHY. I think we should have some language in the bill. We understand the intent, but others might not.

Mr. COHEN. I would see no objection if the committee wanted to put it in the bill or in the committee report, whichever is agreeable.

The CHAIRMAN. So there would be no doubt about it.

Mr. COHEN. That is certainly the intent of the Department, to carry this out, Mr. Chairman.

The CHAIRMAN. And such an institute would be able to receive funds under other programs, too.

Mr. COHEN. Yes; certainly. When it becomes established in a university setting, it would be eligible for all the other types of grants, both from the Government and from private foundations, and working with other institutions.

I would think that would be one of its great contributions—to act in this capacity for the deaf of the entire Nation.

The CHAIRMAN. Any further questions?

Senator MURPHY. No further questions.

The CHAIRMAN. Miss Switzer?

Miss SWITZER. Senator Hill, you know how much pleasure I always have in coming before your committee. I am delighted this morning to add my enthusiastic endorsement to S. 1650, because it is very much a part of our whole vocational rehabilitation push to broaden oppor-

tunities for everybody who is handicapped. In fact, next to our own bill, this is my favorite bill before the Congress; and, really, in a way, it is a part of our package.

I would like to emphasize the reason why the rehabilitation community, as well, feels so strongly that this is an important next step in the education and training for the deaf.

I think you have heard me say on numerous occasions that this group of handicapped people is among the most disadvantaged of any group, because their disability is hidden. Generally, people do not recognize the degree to which thousands of deaf people are being prevented from taking the place in our world, and in the community, that their intelligence and their spirit and their drive would permit them. This is due largely to the lack of adequate training resources for them.

Now, this is a marvelous first step toward a whole new approach to training deaf people. But I would like to make it clear it is only one step. It is very important, and it will have a tremendous influence. But it is not going to deal with the great number of able deaf people who will not be eligible for or capable of going to the Institute. It will have the very important effect of giving the hundreds of young people who will go much broader choices for their life's work. They will have a greater opportunity also, because they will be in a hearing setting where they will not only learn the special communicative skills that they need as deaf people but they will learn to live and work as part of the total community.

I just want to say one or two more things, and then I should give you my statement for the record.

One of the special important components of this program so that it can really meet the needs of deaf students should be incorporated while developing the technical educational program in the Institute. There will have to be developed at this time the many supporting services that we call vocational adjustment, rehabilitation adjustment, so that the full advantages of the technical instruction can be utilized by the deaf students who go to the Institute. This will mean adequate counseling, psychological and testing resources, and many other supporting services, including work experience while training. They should have something like the Antioch system of study and work, so that there will be all sorts of opportunities for deaf youngsters who go to this Institute to enjoy the broadest possible choice of occupation, choice of training, and an adequate social adjustment—social in its broadest sense. The initial setup of this Institute ought to include all of these things. A good mental health service is a requisite. A good mental health service for the deaf is probably the most important single need in this field.

And, since we are mentioning some of the things that come up in connection with mental health facilities here this morning, I would remind the committee, that, as far as I know, none of the programs in the vast mental health constellation in the country have dealt with the mental health needs of deaf people, the exceptions are in our vocational rehabilitation program, and the special program we had in New York, under Dr. Kalman—who, unhappily, died last week, was a pioneer. A special project such as Dr. Kalman's would contribute to the setting up in this Institute of a unique approach which would

permeate the instruction and the faculty, and would provide for the proper orientation of the deaf student toward the community, toward deafness, and toward the whole—their whole lifespan.

And so, Mr. Chairman, I would like in closing to say that this is one of the most important bills that will ever come before your committee—not only in terms of service to deaf people but in terms of the promise and the hope that it will give to so many. The Institute will serve not only in the education of the deaf but on a broader basis. Such fundamental work has to be done to find out about the learning process, in order to improve our programs for the deaf, that I am convinced much will be learned that can be applied generally to the field of education.

I think we will have a board composed of a cross section of the most knowledgeable and dedicated people interested in education, and in the deaf. I am confident that we will have to report to you a year or two from now a record of achievement that will be another really bright star in the crown of this committee.

Thank you very much.

(The prepared statement of Miss Switzer is as follows:)

STATEMENT OF MARY E. SWITZER, COMMISSIONER OF VOCATIONAL REHABILITATION,
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Mr. Chairman, as you know, I am always pleased to testify before this committee. This morning I have a very special satisfaction in doing so. S. 1650, introduced by the distinguished chairman of the committee, Senator Hill, to establish a National Technical Institute for the Deaf, brings to the attention of the Congress a dream that we in the Vocational Rehabilitation Administration have long cherished. Along with my colleagues in the Department of Health, Education, and Welfare who are present today, I wish to convey our support of S. 1650.

In our drive to improve and extend both the quantity and the quality of vocational rehabilitation services for deaf people, we have been seriously hampered by the void in comprehensive training resources for them. This has been a persistent problem on an otherwise brightening vocational rehabilitation horizon. This legislation would be an important beginning in eliminating that problem.

This legislation will be effective because it is based on a clear concept of the needs of many deaf people. It recognizes the unique nature of the disability of severe early deafness, its withering impact on normal growth in language skill, and the consequent sealing off of the mind and its potential.

The Vocational Rehabilitation Administration has earnestly searched for answers to the service needs of deaf people. Over these many years we have had firsthand involvement with thousands of unemployed deaf persons of all kinds. We have also cultivated and maintained close, effective working relationships with all of the voluntary and professional organizations concerned with the deaf. This experience has made crystal clear that training is the most important service needed by this group. Our surveys of the employment and social circumstances of the deaf population and our conference studies with deaf and hearing leaders confirm it. More recently, regional surveys and a large national workshop of experts have reinforced both the preeminence of training as a primary service and the pressing need for the technical institute that this bill would authorize.

DEAF PEOPLE—THEIR NEEDS

Among all the disabling conditions that beset mankind, none seems to be so little understood as severe early deafness. It is indeed a unique condition. In the deaf we have 250,000 people who have no visible disability. To the contrary, they have normal strength, mobility and intelligence. Yet, they are severely handicapped. The handicap is manifested in many ways—the inability of deaf people to communicate easily, their limited language skills, their poor speech production and reception, their serious lag in educational achievement, their emotional and social maladjustment, and their underemployment.

These limitations in performance and behavior, appearing as they do among a group of people whose physical appearance and performance potential are so very normal, is the core of the uniqueness of deafness.

We should note carefully that the situation for the hard of hearing is much different. It is so easy and so confusing to telescope the two groups. The hard of hearing want mostly to preserve their power to communicate. The deaf, on the other hand, seek the best possible adjustment within the limitations of their communication barrier. And for this, deaf people need training, training, and more training.

Yet, our deaf population today is seriously undertrained. The existing national training structure for the deaf, whose unique problems require special training situations for most individuals, is completely inadequate. It is but a skeleton of the rounded training opportunity deaf people need. The early successful push for training institutions for the deaf in the States, dating back to 1817, subsided without achieving more than an elementary level of function, aside from Gallaudet College. Moreover, nationwide programs in vocational and adult education of all kinds, including recent waves of accelerated interest and special legislative efforts, have almost entirely passed deaf people by.

Since the handicapping aspects of deafness do respond to training, the improvement and expansion of training opportunities for them are the principal needs of deaf people. The legislation before us thus identifies completely with the urgent, pressing needs of deaf people.

THE INSTITUTE ROLE FOR THE 80 PERCENT

This Institute would be a decisive step in beginning to combat effectively the current vacuum in special training resources that deaf people need. I am thinking here particularly of the 80 percent who could not qualify for the Institute. They are very much our responsibility and very much on our minds. However, for them, too, the Institute has special significance, for this center would become the citadel of standards in vocational training of deaf people everywhere; the font of expert teachers, psychologists, counselors, and others so vital to the proper adjustment of the 80 percent; the source of appropriate courses of study and related materials for their vocational aspirations, a beacon of inspiration and hope in a world which for them has too often been bleak. It would truthfully be their gateway to the Great Society.

UNIVERSITY SETTING

S. 1650 would provide for the Secretary of the Department of Health, Education, and Welfare to enter into an agreement with a college or university for the development and operation of an institute devoted to postsecondary technical education for the deaf. Our experience emphasized the wisdom of this procedure. One can readily visualize important growth in both quality and numbers of earnest students of deafness in the areas of psychology, rehabilitation counseling, and guidance, speech pathology and audiology, education, social work, and other disciplines that the designated university sponsors.

Moreover, the proximity of the Technical Institute to the research capacities and potential of the university would inevitably stimulate an important climate of objective inquiry. Pertinent to this point is the fact that every one of the many conferences about deafness that the Vocational Rehabilitation Administration has conducted has emphasized the urgency of research. Acceleration in both basic and applied research, especially in behavioral aspects of persons who are deaf and of normally hearing persons in the presence of deaf persons, would be an early and obvious research trend in the chosen university.

The great promise that lies in the establishment of this Institute in a strong university excites dreams of a dynamic multipurpose center involving professional training, research, and services that would lead the whole structure of the society of deaf people away from the isolation that so often engulfs them, to new and ever-increasing heights of accomplishment. Let me reemphasize that I see a far-reaching interdisciplinary program of training in depth about deafness, attracting for training many experts in a variety of essential professions, and then sending them forth to serve. I see exciting research identifying better techniques and procedures for the diagnosis and adjustment of deaf people both in occupations and in all other interrelationships, and then the findings being implemented countrywide. I see a quality, a creativity, and a boldness in the technical training itself that radiates confidence in deaf people, that vital confi-

dence that is the result of a carefully selected, well-trained, well-led, experienced staff imbued with a deep sense of its mission. Finally, I see this Institute as democracy's mirror to the world, a concrete demonstration of the readiness and capacity of our culture to provide appropriately and effectively for all of its people.

UNDEREMPLOYMENT

Underemployment is widespread among deaf people. The recent report, "Education of the Deaf," a report to the Secretary of Health, Education, and Welfare by his Advisory Committee on the Education of the Deaf, indicates that five-sixths of deaf adults work in manual jobs, in contrast to only one-half of the normally hearing population. This wide difference assumes dramatic significance as we reflect upon the normal strength, mobility, and intelligence of deaf people. The proposed National Technical Institute for the Deaf would be a powerful tool in reducing their underemployment to a problem of more reasonable dimensions.

JOB DEVELOPMENT AND PLACEMENT SERVICE

No large demonstration of a job development and placement operation for deaf people has ever been undertaken, largely because a setting for it does not yet exist. Job development and placement cannot take root and thrive as isolated, independent operations. They must be complemented by a comprehensive, yet sensitive training milieu. The proposed National Technical Institute would be ideal.

I envision a live, creative job development and placement program as a very important part of this Institute, a service that would be carefully staffed with trained, experienced, placement specialists who would be endowed not only with placement expertise but also with a strong sense of their mission to elevate employment of the deaf.

PUBLIC INFORMATION SERVICE

I visualize an aggressive public information service as an integral part of the Institute operations. Almost everything that deaf people desire and need rests in some measure upon their public image, but especially so in the matter of jobs. The public image of deaf people—dummies, mutes, and other offensive concepts—may be one of the poorest that any group has. My personal exposure to deaf people underscores in my mind the unfairness, the inaccuracy of this image. For many years the preponderance of public information material about deaf people has focused on their communication weakness, rather than their strengths as able-bodied, intelligent, reasoning, warmly human beings. Much of it oversimplifies and confuses laymen and many professional workers alike. The damage to their adjustment potential in all aspects of living is incalculable.

I am sure that the Institute would find an abundance of examples of excellent performance among its selective student body. The informational program should play a key role, not only in respect to the student population of the Institute, but for deaf people everywhere.

COMMUNICATION SERVICE

A highly developed, well-staffed communication service would need to be maintained from the beginning. It would need to provide both conservation and development services in all kinds of communication, speech, writing, reading, signs.

The Institute graduates' abilities to market their hard-won skills would be conditioned considerably by their communication capacities—whether spoken, written, or signed. For many brilliant deaf people, symbolic communication is difficult. Much training covering many years is necessary to develop good English language skills. The Institute would need to emphasize this work.

Also, speech is normally a product of hearing. You and I monitor and correct our speech as we hear it. The deaf person must learn and preserve his speech by other means. Away from his school and teachers, his hard-won speech may deteriorate. The Institute would need to guard against that.

A second equally critical role of the communication service would be intense training of all staff of the Institute in how to communicate most efficiently with deaf people. It may seem strange that this aspect should be emphasized. However, we have learned the hard way that when this is glossed over, that when teachers or other professional staff are unable to send and receive fluently in the

language of signs, the larger part or even all of their effort does not reach many of the truly deaf students. Realism and economy dictate that the Institute should give very high priority to this training of staff.

MENTAL HEALTH SERVICE

I have long wondered about the meager provisions that have been made for the mental health of deaf children and adults. Their continuous struggle to achieve the routine level of communication with associates that we take for granted must involve much more emotional stress and frustration than we commonly experience. Their need to cope with rapidly shifting job, social, and community conditions, handicapped as they are, urges attention to their mental health needs. Yet, until the Vocational Rehabilitation Administration pioneered 9 years ago in its project at the New York State Psychiatric Institute, no concentrated sustained attention had been given to the problem.

Good mental health is a manifestation of good training that has produced proper self-concepts in relation to one's capabilities and opportunities. This I firmly believe. Accordingly, the Institute would maintain an active professional counseling service, which would assess carefully the mental health of all students.

INSTITUTE POPULATION

I recognize that the Institute would be primarily for young deaf people, probably from ages 21 to 27 roughly. However, we must not overlook the fact that a number of older persons would be able to benefit appreciably. After-hours courses and summer schools could provide a part of the need. Others could be enrolled as regular students if they qualified under the admissions standards.

STATE VOCATIONAL REHABILITATION AGENCIES

Such a National Technical Institute for the Deaf will be welcomed enthusiastically and used steadily by most State vocational rehabilitation agencies. At present, in their efforts to plan and carry out individual rehabilitation programs for deaf clients, the State agencies are sharply limited by the completely inadequate resources for providing technical training. This proposed Institute will open up a tremendous new opportunity and I am confident that a large proportion of the young deaf students at this Institute will be pursuing their studies as clients of the State vocational rehabilitation agencies.

SUMMARY COMMENTS

Again, I thank the committee for the privilege of appearing here today and for the opportunity to express my support of S. 1650. It is a good bill, conceived in the tradition of service to people which has marked the work of this committee and its chairman for many years. I am sure that thousands of deaf youth and adults would, if they had such an opportunity today, join me in expressing appreciation.

The CHAIRMAN. Any questions?

Senator YARBOROUGH. No questions.

The CHAIRMAN. Any questions, Senator Murphy?

Senator MURPHY. No questions.

The CHAIRMAN. Anything you would like to add, Secretary Cohen?

Mr. COHEN. No. But I would like to say, too, I think this is a very historic moment in all the legislation that your committee is taking up. As Miss Switzer said, with the vocational rehabilitation amendments that are before your committee, which will help the handicapped very greatly, and these two other bills, the staffing of the community mental health centers; these are four very great and significant pieces of legislation to help the mentally and physically disabled in our country.

I would like to close in this sense—that speaking myself as a parent, when I go and talk to the parents of these handicapped children, I feel that there is nothing more significant than any of us in the executive

and legislative branches can do than to help build the facilities and training the personnel that help these children.

I am so grateful that as a parent I do not have one of these handicapped children. When I meet them and see the problems that they face as parents, I think that this is what we can do as citizens to help them in meeting the kinds of difficulties that they have.

Senator MURPHY. Mr. Chairman—I have another question which I would like to ask.

Under the Elementary and Secondary Education Act of 1965, section 303, title III, supplementary educational centers and services, provides funds for specialized instruction and equipment for "persons who are handicapped." Section 503, title V, grants to strengthen State departments of education, authorizes funds for providing local educational agencies with consultive and technical assistance and related services for "the education of the handicapped."

In addition, the Office of Education, in a letter published as part of the Senate Report on the Education Bill states that in title I, section 205(a) (1) where reference is made to programs and projects which—

are designated to meet the special educational fields of educationally deprived children, with respect to the number of educationally deprived children in the school districts who attend nonpublic schools, in section 205(a) (2) the term "educationally deprived children" in our opinion includes handicapped children as that term is defined in title III of Public Law 88-164, approved October 31, 1963."

Now, will not the title contemplated in S. 1400 be in some respects a duplication of what has recently been accomplished in the educational bill? I think that we should have in the record a statement as to whether these services overlap, how they will be delineated, and what the feeling of the administration is in this respect.

Mr. COHEN. I will be glad to put a more extended statement in, Senator. But let me say this. There is no duplication between any of those three provisions that you have outlined and this bill.

Title I of the Elementary and Secondary Education Act is intended to make grants, as you know, to the local school districts for the improvement of the quality and excellence of their education as affected by these educationally deprived children. And, of course, within that component, what this committee did in developing one legislative history of title I, was to say that the school district had the option and the discretion to use some of this money to deal with handicapped children within the context of whatever program the local school district wanted to provide.

Now, that seems both proper and just in terms of giving the local school board the freedom to be sure to develop its program, taking that type of educationally disadvantaged child into account.

Then the second point that you raised had to do with title III. Title III, of course, for the supplementary learning centers, were intended to develop what you might call model educational programs at certain key points throughout the country to act as a stimulative device in upgrading, again, the quality and excellence of education in the elementary and secondary school area.

To the extent that various aspects—such as educational television, mobile libraries, new methods of instruction, such as are occurring in

the new mathematics, and so on—are developed, these supplementary learning centers will try to push that out into the elementary and secondary school area so that the school boards and the school superintendents can use it.

I see no conflict or duplication with respect to title III at that point and this bill.

Your third aspect, if I recall correctly, had to do with title V—that talked about the area of financing the State educational agencies—that is, grants from the Commissioner of Education.

This was designed to be a stimulative grant to help the State departments of education take a broader role in helping those school districts in their State that needed aid to bring them up to certain levels to do so. And, of course, supervision of these special teachers of the handicapped is an important responsibility in the State department of education. So that I would think that in doing that, we are—in those three titles of the bill—trying to strengthen the local school boards and school districts and school programs in the State department of education, and that, I think, is in keeping with the direction of this committee and the Congress to strengthen the local and State educational system.

In this bill, S. 1400, we are looking at the problem from the standpoint of how to take care of training of teachers for all types of handicapped children. And that, I think, is important, and I think would not in any way conflict with the other three titles of the elementary and secondary education, which provide assistance for educational programs for handicapped children.

Senator MURPHY. They complement each other rather than conflict or overlap.

Mr. COHEN. I think so; yes, sir.

The CHAIRMAN. Doesn't one deal primarily and basically with the education of children, whereas the other deals with the training of teachers? Isn't that about it?

Mr. COHEN. Yes, sir. That is correct.

The CHAIRMAN. Any other questions?

Senator MURPHY. No more questions.

The CHAIRMAN. Any questions, Senator?

Senator YARBOROUGH. Miss Switzer, you have a very fine sentence in your statement:

The great promise that lies in the establishment of this institute excites dreams of a dynamic multipurpose center involving professional training, research, and services that would lead the whole structure of the society of deaf people away from desolation that so often engulfs them to a new and ever-increasing height of accomplishment.

I think that discrimination of when to tune in and learn is a very vital part of that training; is it not?

Miss SWITZER. Oh, yes.

Senator YARBOROUGH. And that the nondeaf have that discrimination, too, I think, would be very vital. I see many programs on television that would benefit neither the deaf nor the nondeaf.

Miss SWITZER. You don't realize how much there is going on in the world today that we take for granted, that the deaf never can.

Mr. Chairman, maybe the committee would like for the record some examples of some of the projects that we have been helping to develop and finance over the last many years now. They will show what we are doing to try to get at these problems, because it would underline, I think, the relevance of the Technical Institute and the timeliness of the establishment in connection with moving ahead and getting something more practical in the education and vocational rehabilitation of the deaf.

I will supply that for the record, if I may.

(The document referred to will be found on p. 84.)

Senator MURPHY. I have had some experience, Mr. Chairman, in visual education, in my prior experience—and spent about 3 years working under very difficult circumstances. Having been in the film world I found there were no proper films. We had all the projectors that were needed. And in order to get the films, our company had to go to England, so as not to compete with our own customers. And with the films we made there, I came back and showed them to McGraw-Hill, and Encyclopaedia Britannica. I am now pleased to say that due to my persistence and effort we have 700 training films that are now available. They are for all ages and all classes. It has been gratifying to see the way this has developed.

I had a personal interest because I was a very bad student. As I returned to my university, I said that I learned more chemistry from Fortune magazine than I had from the Chemistry Department at Yale University Scientific School.

I hope to get a degree some day.

Miss SWITZER. Senator Murphy, you mentioned Mrs. Spencer Tracy. We have been collaborating with the Tracy Clinic ever since we started our research programs. Mrs. Tracy was a member of our National Advisory Council for a term.

Senator MURPHY. She has done a wonderful job.

Miss SWITZER. We keep in touch with her. She is very thrilled, too, about this whole thing.

Mr. COHEN. I would just like to mention—I was just looking it up here—Senator Murphy is aware that there is this special legislative authorization for the captioned films for the deaf in the existing law.

The CHAIRMAN. We have had that for some time, as I recall.

Mr. COHEN. That is correct. I think we now have about a million and a half dollars under the existing law for this. And this is a very important program in the Office of Education. That is, again, supplementary to these other programs.

The CHAIRMAN. Any further questions, gentlemen?

If not, Mr. Secretary, you and Miss Switzer, we want to certainly thank you for your very fine testimony here this morning. We deeply appreciate it. Thank you very much.

Mr. COHEN. Thank you, Mr. Chairman.

The CHAIRMAN. We will now hear from the Central Institute of the Deaf, Dr. S. Richard Silverman, director and professor of audiology, Washington University Medical School, St. Louis, Mo.

Doctor, we are happy to have you here. We would be happy to have you proceed in your own way.

STATEMENT OF DR. S. RICHARD SILVERMAN, DIRECTOR, CENTRAL INSTITUTE FOR THE DEAF, AND PROFESSOR OF AUDIOLOGY, WASHINGTON UNIVERSITY, ST. LOUIS, MO.

Dr. SILVERMAN. I am grateful for the opportunity, Mr. Chairman, to appear before you and your colleagues on this committee.

I apologize for not having a prepared statement, because I was just called yesterday to come here to appear before your committee.

I have had more than 30 years of experience in work with the deaf, which includes teaching, teaching teachers of the deaf, scientific investigation, administration and consultation to many branches of the Federal Government.

During the war, it was my privilege to consult with the Surgeons General of the Armed Forces in setting up programs for deafened casualties, and since that time I have consulted for the National Institutes of Health and for the Commissioner of Education in implementing the present legislation for the training of teachers of handicapped children, and also at this time serve on the National Advisory Council of the Vocational Rehabilitation Administration, whose Commissioner you have just heard testify.

I also have been president of the American Speech and Hearing Association, president of the Council on the Education of the Deaf, which is made up of constituent bodies whose primary interest is the education of the deaf, and also as president of one of those constituent bodies, the Alexander Graham Bell Association for the Deaf. I am also a member of the Subcommittee on Hearing in Children of the American Academy of Ophthalmology and Otolaryngology.

I enthusiastically endorse Senate bill 1650. My reasons are as follows:

One—it is essential that we multiply the opportunities for the deaf people to be all they can possibly be. We know that economic well-being is an essential ingredient of individual and social self-realization. And I know I need not labor before this committee the point about the increasing number of young people between the ages of 17 and 22 and beyond who enter the labor market without any marketable skills or with skills that at best are marginal.

We all know here that the technological revolution that goes on unabated and at a rapidly increasing pace is drastically reducing the employment opportunities for those with marginal or obsolescing skills.

As teachers of young people with severe disorders of communication, we believe we cannot ignore this distressing situation, since, we believe, realism compels us to recognize that in any economy our students may find their economic opportunities limited. The burgeoning technology compounds our problem and underlines our responsibility.

And so, for this fundamental reason, the making available of a kind of education that recognizes the rapid change in the economic opportunities available to our people is one most vital factor in my support of this legislation.

Furthermore, we must understand that we have special problems when it comes to imparting information and providing technical training for deaf people. We are confronted on the one hand, as Miss

Switzer pointed out, with the challenge to get these people into the mainstream of society—economically, socially, and psychologically. And, at the same time, we are confronted with this very, very difficult task of communication.

Consider that a child who, right from birth, acquires language by listening to those close to him—mother, father, brothers, and sisters—that the system, the auditory system essential for the acquisition of communication, both receptive and expressive, is not available. You then realize the tough job we have of getting across the essential knowledge to develop competence in deaf persons.

We know that there are great social movements afoot in our country to make available better opportunities in education for marginal people who hear. Think how much more difficult our problem is when we have those who cannot communicate.

We conceive, therefore, that this Technical Institute will try to embody and take into consideration both facets. We consider it an important and exciting challenge.

The third reason for supporting S. 1650 is, as has been pointed out by Mr. Cohen and by Commissioner Switzer, and emphasized again by Senator Murphy, that it will provide opportunities for improving our teaching methods through research.

This is not only research in the learning of these individuals, but also a kind of followup research to validate the teaching techniques that we have developed, to find out what it is that we did that either made for failure or success. We should have a constant feedback to the Institute of how well we have been doing.

Secondly, this Institute should provide a fertile intellectual center for people interested in various facets of deafness—the education of the deaf, as Miss Switzer pointed out, the mental health of deaf people.

Here we have an exceedingly difficult task—when we recall that a fundamental tool of psychiatry is language, and when the language of the deaf, can be so limited, we find out what a difficult task it is to probe and modify in the psyche of deaf persons.

We would also want to study in this Institute the acceptance by industry and labor of deaf people. The ramifications and constructive investigations are many.

But perhaps as important as anything else, it would be a symbol, a symbol of our intent to multiply the choices available to handicapped people of all sorts.

I consider that there is no more fundamental principle of our system of government than to multiply the choices available to people to be what they can and want to be.

I turn now to the Senate bill 1400, which I endorse again enthusiastically.

As has been pointed out by previous witnesses, we cannot accomplish these tasks without trained people. Public Law 88-164 has given to us the start necessary to increase the numbers, and to improve the quality of those who must carry out this painstaking pedagogy. After all, if we cannot get deaf children started early—through early identification, and early management—the problem at the other end, both economically and psychologically, becomes all the more intensified. And we must not be confronted with the bright and potentially capable

plants for which the economy has no use because they are uncultivated.

And so I commend to this committee the passage of S. 1400 because in intent and scope it and S. 1650 are inseparable. One complements the other: one gets at the people younger, and the other continues their education.

Therefore, as an inspiring illustration of our basic principle of making available opportunity, I commend both of these bills to this committee.

The CHAIRMAN. Any questions?

Senator YARBOROUGH. No.

Dr. Silverman, it is a pleasure to hear you. I have heard you referred to as the Einstein of the teaching of the deaf. It is a great pleasure to see you.

Dr. SILVERMAN. It's just a matter of "relativity," among other things, I do not have in common with Einstein.

Senator MURPHY. No questions.

The CHAIRMAN. Doctor, I know that you had a very important engagement for today, which made it extremely difficult for you to be here. And we certainly deeply appreciate your presence, and the splendid testimony you have given us. We want to thank you. We certainly appreciate your coming.

Thank you very, very much.

Now, Dr. Harrie M. Selznick, the president of the council for exceptional children, and director of special education for the Baltimore Public Schools.

You are accompanied by Mr. William C. Geer, executive secretary of the council.

Gentlemen, we are very happy to have you here.

STATEMENT OF DR. HARRIE M. SELZNICK, PRESIDENT, THE COUNCIL FOR EXCEPTIONAL CHILDREN, DIRECTOR OF SPECIAL EDUCATION, BALTIMORE PUBLIC SCHOOLS; ACCOMPANIED BY WILLIAM C. GEER, EXECUTIVE SECRETARY

Dr. SELZNICK. Thank you very much.

Mr. Chairman, and members of the committee, I am Harrie M. Selznick, president of the council for exceptional children, a department of the National Education Association, with a membership of 22,000. We are delighted to appear before you to offer our whole-hearted support of S. 1400, a bill which will expand and improve the significant service to handicapped children provided under title III of Public Law 88-164.

A statement has been submitted for inclusion in the record, but I would like to include a few additional remarks.

The CHAIRMAN. All right, Doctor.

Dr. SELZNICK. The council for exceptional children is already on record in strong support of Public Law 164, particularly title III as it relates to the training of personnel for special educational programs, or research and demonstration programs.

The effects of the previous bill have resulted in heightened activity in services to the exceptional throughout our country. This partic-

ular increase in activity is evidenced in the offices of the council for exceptional children by the increased correspondence which we are receiving, the requests for additional information for help as it relates to professional standards on how to secure qualified personnel, information concerning curricular provisions, help with plant planning, and with site selection and location for special schools.

This increased activity is the result of the stimulation provided by Federal legislation, and it highlights the need for extended programs for research and demonstration projects relating to the problems which have already been identified.

Effective extension of title III as envisioned by S. 1400 will permit us to make greater headway on these identified problems.

I would also like to indicate in this supplementary statement the pleasure which we have in the effective service provided by the new division on handicapped children and youth, how grateful we are to Commissioner of Education, Commissioner Keppel, for the fine manner in which the funds are being administered.

Many requests for funds which have been made since Public Law 88-164 became effective, could not be handled because requests exceeded the amounts available. As Secretary Cohen—Under Secretary Cohen—indicated, the requested amounts exceeded \$32 million, whereas the amounts available were approximately \$11 million.

We believe that S. 1400 increases the amounts available realistically.

We also encourage the concept of construction for substantive and continuing research facilities.

It should be clear that this central research facility would not supplant, but would complement, the research efforts conducted elsewhere.

Gentlemen, we heartily support Senate bill 1400.

A statement with regard to S. 1650 has been submitted, and rather than to add supplementary remarks, I would merely like to state we are wholeheartedly in support of this very much needed facility.

The CHAIRMAN. We will have your prepared statement appear in full in the record at this point, Doctor.

(The statements referred to follow:)

STATEMENT OF HARRIE M. SELZNICK ON BEHALF OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Mr. Chairman and members of the committee, I am Harrie Selznick, president of the Council for Exceptional Children, an organization with 22,000 members, which has as its central purpose the improvement of the education of all gifted and handicapped children. One of the areas in which we have a great interest is in the education of deaf and other hearing-impaired children. We are pleased to join with organizations with a primary interest in the education of the deaf in support of S. 1650, the National Technical Institute for the Deaf Act.

I am sure that the committee is aware of a report which a special study committee has made to the Secretary of Health, Education, and Welfare. This report, "Education of the Deaf," is a very commendable survey of conditions which prevail in the education of the deaf. It points out both strengths and weaknesses in the present structure for educating these children.

I am sure that we are all proud of the record of the U.S. Congress and of the various State legislators in providing educational services for the deaf. Gallaudet College came into existence after an enabling act signed by President Lincoln. Even prior to that time several of the States had begun residential schools for deaf students. Other State schools developed later. These State schools have been joined by significant private schools and by a number of strong

day school programs in public school systems to provide many opportunities for the education of the deaf.

We are also mindful of the advances made under the captioned film programs and under other programs administered by health, education, and rehabilitation agencies in HEW. We feel that it would be the continuing purpose of the U.S. Congress, in cooperation and collaboration with the States; to undertake the development of educational facilities designed to fill some of the gaps which now exist even after almost a century and a half of educating deaf children in this country.

Increasingly it becomes difficult for State residential schools for the deaf, with relatively small enrollments and with limited budgets, to make provision for the type of technical training which could effectively utilize the untapped talents of the many deaf youth who because of incomplete training are unable to operate at their full potential. Often deaf persons are carrying on manual labor occupations which are by no means commensurate with the full ability which they possess. Furthermore, the types of training and the necessary equipment for special training is beyond the reasonable reach of the budgets of most States to provide adequate technical training for deaf youth.

There are numbers of positions for which technical training is required which can be most effectively realized through a national technical institute for the deaf. We believe that in a short time, the enrollment in such an institute would be more than adequate to justify the necessary outlay for plant, equipment, and personnel. This would be particularly true if, as the act provides, the technical institute is located in a large industrial center where not only the facilities of the institute but also those of the community might be utilized. We see this institute operating so that deaf young people who cannot effectively pursue the academic programs of Gallaudet or programs of study in colleges and universities with hearing youth may realize their potential for employ in occupations which require technical training.

We would quickly point out that such an institute would not be simply a favor to these youth, but would represent one phase of intelligent planning toward the effective utilization of our Nation's manpower. We believe that the institute would not only educate these promising youth, but would also suggest ways and methods for retraining hearing handicapped persons who in the future may become economically dislocated because of further technical advances in our society.

We, therefore, support, with the greatest urgency, the enactment of the National Technical Institute Act so that at the earliest possible time these additional educational services may become available for the deaf youth of the United States. We are grateful for the opportunity to bring the views of the Council for Exceptional Children on this subject. We will be pleased to cooperate in whatever way seems appropriate to the committee in the further pursuit of this common goal.

The CHAIRMAN. Any questions?

Senator MURPHY. No questions.

Senator YARBOROUGH. No questions.

The CHAIRMAN. We certainly want to thank you gentlemen very, very much for your testimony and your presence here this morning. It has been most helpful to us. Thank you very much.

Now, Dr. Samuel A. Kirk, professor of special education and director of the Institute for Research on Exceptional Children of the University of Illinois.

Doctor, we are glad to have you here. You may proceed in your own way, sir.

STATEMENT OF DR. SAMUEL A. KIRK, PROFESSOR OF SPECIAL EDUCATION, AND DIRECTOR OF INSTITUTE FOR RESEARCH ON EXCEPTIONAL CHILDREN OF THE UNIVERSITY OF ILLINOIS

Dr. KIRK. My name is Samuel A. Kirk. I am director of the Institute for Research on Exceptional Children of the University of Illinois.

I started teaching mentally retarded children in 1929, and I have participated in research, teacher training, graduate training. During the war, I served in charge of some of the programs for the illiterate, and in educational and physical reconditioning for the Army.

I consider it a great privilege to be given the opportunity to express my views on Senate bill 1400, which proposes to extend and expand title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963.

It is gratifying to know that many Members of Congress are aware of the fact that we have waited too long for help in educating handicapped children. Parents in this country have organized and have demanded educational programs for their handicapped children, and State legislatures have approved funds to help local schools organize such programs.

The demand for education of handicapped children in schools during the postwar period came at a time when schools and universities were faced with an increased enrollment and a consequent shortage of classroom space, operational funds, and faculty. The schools could not throw out nonhandicapped children to make room for the handicapped, nor could they divert their best teachers to be trained for work with the handicapped. The result was obvious. Some classrooms were found, basement rooms were altered, and some churches and other places were rented to house some classes for the handicapped.

Then, when space was made available, even though inadequate, superintendents were unable to obtain a sufficient number of qualified teachers to conduct these classes.

Those colleges and universities who attempted to prepare teachers, supervisors, college instructors, and research personnel were also faced with the same problem of classroom space, lack of operational funds, and lack of faculty. As a result, colleges were slow in organizing programs. As a matter of fact, many colleges have resisted the organization of special education departments because, understandably, they have not even had sufficient funds for the traditional programs of science, engineering, law, medicine, agriculture, and other areas. The new programs in special education that were established have had a struggle to keep alive in nearly every college that initiated the program.

Most of the teachers in the field today have obtained training through short summer courses, extension courses, and workshops. Many teachers recruited to these classes were untrained or partially trained.

The first breakthrough that came was the passage of Public Law 85-926 in 1958. This authorized the appropriation of \$1 million a year for the training of teachers and leadership personnel in mental retardation.

Three years later Public Law 87-276 expanded the program by supporting the preparation of the teachers of the deaf. This law authorized a 2-year program of grants-in-aid to institutions of higher learning for the preparation of the teachers of the deaf at the senior year and first year graduate levels.

These two programs were so successful, and the need for further support so great, that Congress passed Public Law 88-164 in 1963. Title III of this law authorized the additional appropriation of \$10½

million for the training of personnel in all areas of special education, and \$2 million a year for research and demonstration.

The implementation of this bill has had a very interesting history. I was privileged to be the Director of this program during its initial stages in the U.S. Office of Education, and was in a position to observe the response which it received from the country as a whole.

The CHAIRMAN. The fact is the Department got you to take a leave of absence from the University of Illinois, as I recall, to come down here and spend some months to work out and set up these programs for the teaching, and for the research and development; is not that correct?

Dr. KIRK. That is correct. Since President Johnson did not sign the appropriation bill until February 16, 1964, the Office of Education was able to give the State educational agencies, and colleges and universities, only 4 to 5 weeks to file applications for grants-in-aid. The response, however, was overwhelming. For a while some of us had wondered whether colleges and universities were ready for this task. We had wondered whether they could prepare the research and demonstration programs, and the training programs, in the short period allotted to them. Although I am about as well acquainted as anyone else with the activities both of the colleges and universities, and of the State educational agencies in this country, I was also apprehensive about launching this program in such a short period of time. We were pleasantly surprised, however, to note the response.

First of all, the applications poured into the U.S. Office of Education from many colleges and universities. Requests for funds for training of professional personnel in all areas were more than three times the funds appropriated by Congress.

Secondly, the requests for research and demonstration projects were six times the amounts of funds appropriated by Congress. The seven committees of voluntary professional consultants who were appointed to approve grants-in-aid for research and demonstration projects had a difficult time refusing some applications which could have been supported had there been sufficient funds.

The history of Federal appropriations in new areas had indicated that it takes a year or two for people to hear about the appropriations, and to formulate plans for training and research and demonstration. This was not the case for title III of Public Law 88-164. The country had been more than ready for many years, had actually been starving for means of obtaining support, and had already formulated plans, possibly for many years, waiting for support. The number and quality of applications that were received in such a short time demonstrates not only the need but the readiness of the country for this very important activity.

I am glad to have the opportunity to come here and urge Congress to increase the appropriations for title III of Public Law 88-164. In the Congressional Record of Tuesday, June 16, 1964, reported by the Honorable John E. Fogarty, quoting one of my speeches, I stated, "Actually, I consider the present congressional appropriation as 'see money', and that the byproducts of this legislation in services to handicapped children will far outweigh the direct benefits."

The appropriation for fiscal 1964 resulted in the awarding of 2,126 full-time fellowships and traineeships, and 1,784 short-term trainee-

ships, or a total of 4,910 trainees. This group of trainees will be a boon to the shorthanded field of special education, but we must realize that, if the country had trained 20,000 instead of 5,000, we would still have a severe shortage of professional personnel. We are actually only scratching the surface in trying to obtain the 300,000 professional personnel that are needed today.

I should like to point out, however, that programs can wither on the vine unless they are nourished. A growing child does not remain static. He either grows or withers. I do not expect this program to wither, but I believe that it should grow in proportion to its needs. The present bill increases the appropriation realistically, in harmony with the needs and demands of the country. I urge this committee to look favorably upon the amendments being considered here.

The CHAIRMAN. Any questions?

Senator YARBOROUGH. Dr. Kirk, you mentioned your experience with the illiterates in World War II. Do you have any data on the percentage of the illiterates who are either deaf or mentally retarded, or otherwise suffer physical or mental defects? In other words, what is the incidence of illiteracy as related to these handicapped people? Has any study been done along those lines, or data collected?

Dr. KIRK. The term "illiteracy," as we defined it during the war, was below fourth-grade literacy. I do not have statistics about the extent of illiteracy in this country. I would say a child who is mentally retarded is partially—is totally illiterate or partially illiterate, even with training, because we expect mentally retarded children to reach the third, fourth, and fifth grade, after training.

With the deaf, we have too much illiteracy among the deaf; because, although some deaf individuals are able to graduate from college, and become very literate, too many of them are illiterate today—because many of them do not reach the fourth, fifth, or sixth grade.

This is the situation in which we are, and the only way we can improve it is through research and demonstration, and the training of teachers at a higher level than we have been doing. I am confident that we can eliminate a great number of the illiterates among the deaf, and many of the other handicapped children, if we have the facilities and the personnel to do it.

Senator YARBOROUGH. These programs, in addition to helping these specific people, would help generally overall problems of literacy and poverty.

Dr. KIRK. Yes, it does, sir; because we find that some of these teachers are now in the antipoverty programs, because the problems are very similar, and the technique which we develop in special education are applicable to disadvantaged individuals, particularly at the preschool level. We have done research with mentally retarded underprivileged children, and have obtained results. And much of this is being now transferred to some of the programs under the anti-poverty program.

Senator YARBOROUGH. There is a recent article in the New York Times magazine, I believe it was last week, about the use of programed typewriters for emotionally disturbed children. Do you have any comment on that? Does that have any relevancy here? There are the typewriters used by children in a booth. They strike a key, and the typewriters speak back to them.

Dr. KIRK. Yes, we have used typewriters and other types of automated machinery for programed learning. There is no one method that answers all of the questions, sir.

At times a certain technique operates at a certain stage in the child's development, and at a later stage he needs new kinds of procedures. There is no one answer to teaching. But there are many answers to this problem.

Senator YARBOROUGH. Thank you.

I have no further questions.

The CHAIRMAN. Doctor, as I said earlier, you took a leave of absence from the University of Illinois to come down and set up these programs in the Department. You have again today rendered service to the handicapped children by your presence and by your statement here. We certainly want to thank you very much.

Dr. KIRK. Thank you very much, sir.

The CHAIRMAN. Now, the National Association for Retarded Children, Mrs. Fitzhugh Boggs, chairman of the Governmental Affairs Committee.

I believe Mr. Harry Blank is with you.

Will you come up, too, Mr. Blank—assistant on governmental affairs.

We are glad to have you here, and will be happy to have you proceed in your own way.

STATEMENT OF MRS. FITZHUGH BOGGS, CHAIRMAN, GOVERNMENTAL AFFAIRS COMMITTEE, NATIONAL ASSOCIATION FOR RETARDED CHILDREN; ACCOMPANIED BY HARRY BLANK, ASSISTANT ON GOVERNMENTAL AFFAIRS

Mrs. Boggs. Thank you, Senator. Once again we in the NARC find ourselves with the very pleastant duty of expressing our endorsement and appreciation to you for your sponsorship of a significant piece of legislation which we conceive to be designed to give constructive assistance to the handicapped.

On this occasion, it is S. 1400 for which we wish to convey our very warm support.

I would like to address myself particularly to the relationship of this bill to other legislation, other statutes which affect the well-being of the handicapped, particularly the mentally retarded.

As you know, those of us who are interested in people with handicaps which have some persistent or residual effect must be concerned with a complex of programs in the health, education, rehabilitation, and welfare fields. And in each of these fields we have to be concerned with the direct services, with new knowledge, with applied and basic research, and with training for all those functions.

As you know, title III of Public Law 88-164 derived from earlier and more modest legislation designed to foster the training of leadership personnel in the field specifically of education of the mentally retarded.

Ever since 1958, when the original pioneering legislation was passed, we have sought its enlargement to meet the needs for teachers and other educational personnel to work with all types of handicapped children, because many of the mentally retarded are also multiply handicapped

and we also need teachers who can help them with their speech or hearing or coordination or vision problems as the case may be.

Also, we have seen that it made more sense to develop programs for these people in concert on a coordinated basis.

We therefore very much welcomed Public Law 88-164 in 1963. But you can imagine our dismay when it became almost immediately evident that the funds authorized were much too limited. The funds requested for the training of personnel in the area of mental retardation alone have come close to the total authorized appropriations in the years in which this has been underway. So that if we had met the needs for the mentally retarded, there would have been practically nothing left for any of the other specialities. We in the field of mental retardation did certainly not wish that.

Naturally this has meant that a good many very sound proposed programs in all the various fields have had to be turned down.

I think that when a worthwhile application is turned down in the area of training, we have to recognize that the effect is more serious than a mere postponement.

Generally, before such an application can be filed by a university or college education department, a number of administrators who are not particularly concerned with the handicapped have to be sold on supporting the application. And after the anticlimax of a refusal, it is harder for those who are directly committed to the program to get their ducks lined up all over again, and come in with an application at a later date.

In each case there is a tide which has to be taken at the flood, and if we don't have the money in the year in which it is needed, we are losing ground.

The same thing can be said for the research and demonstration projects, and in this instance I would like to particularly commend you, Mr. Chairman, for including in your bill the provision for upping the ceiling for extending the permissible appropriation for fiscal 1966.

The House bill on this subject doesn't begin that extension until 1967, and this is too late.

The testimony that you have already heard clearly indicates that the need for the demonstration aspect in this program was very much underestimated. And once the program is underway, a very large portion of the appropriation is taken up in continuing grants which were authorized in the previous year, and very little is available for new ideas, new proposals.

So we very much commend you for that and hope that in your discussions with the House you will hold your ground.

You have received all the detailed figures from the Under Secretary, and also some very cogent remarks from Dr. Kirk, and we don't propose to repeat those, because I think the figures speak very eloquently for themselves—not to mention Dr. Kirk, who always speaks very eloquently for the field.

As you know, in the area of research and demonstration, the emphasis is given to applied research and projects which hasten the application of new knowledge in the field of special education. We would like to point out in this respect that there is a parallel between this program of applied research and demonstration in the education field, and the applied research and demonstration projects administered in

the health field by the Bureau of State Services of the U.S. Public Health Service. And behind each of these, in its respective territory, is a broadly based basic research program authority administered by another arm of the same major agency.

In the Office of Education, the basic research is funded by the cooperative research program under the Cooperative Research and Education Act, and in the Public Health Service it is the National Institutes of Health who have this basic program—basic authority for basic research.

In both instances, there is a communication mechanism for clearing and directing project applications so that they are reviewed and hopefully funded by the agency with the corresponding missions.

I bring this out, particularly in light of Senator Murphy's earlier question about overlapping, because there is sometimes confusion about the jurisdiction of the agencies in this area, and I think that there is a fairly well worked out delineation of function, and that the programs are complementary, as they should be, and that there is no improper overlapping. If there were no overlapping at all, we would have been sure to have gaps.

This setup we have makes for close and useful interdigitation. We might say we are quite pleased with the broadening of the Cooperative Research and Education Act which is effected in title IV of the Elementary and Secondary Education Act recently signed, and we believe it timely that the applied side in the area of special education should be allowed to keep pace, as we hope it will under your bill.

All of these functions require housing, and we commend the recognition of this fact contained in S. 1400. We believe there is an equal need for construction of facilities which can serve as program models where student teaching can be carried forward, not only such as may be research related—which is what your bill provides—but such as are frankly and primarily for the purpose of producing good teachers who incorporate supervised practice in the undergraduate and master's curriculums. The availability of facilities for practice teaching is one of the prerequisites for the receipt of a training grant under section 7 of title II of Public Law 88-164. We are told that a number of otherwise good applications have to be turned down because they do not have the facilities, either in adjacent public schools or on the campus of the college for proper practice teaching.

Although the language of S. 1400 refers to experimental schools, this is included in the context of research, and we doubt whether this would be interpreted so as to make any very substantial contribution toward meeting the deficiency in student-teaching opportunities outlined above.

The needed facilities that I am talking about would be properly described as "university affiliated," whether or not they were on campus or operated by cooperating schools.

However, the kinds of facilities to which we are referring are generally not eligible for Federal assistance under part B of title I of Public Law 88-194. And not only because part B is limited to the area of the mentally retarded, but also because it provides for fa-

cilities which are clinical in nature. We have to recognize that, while it is possible to prepare some teachers in such facilities, most of the special education teachers in the area of the mentally retarded, as well as in the other areas, are prepared at colleges and universities which do not also train physicians and other specialized personnel, which is required under part B.

While we commend the training concept with teachers included with other specialized personnel needed to serve the retarded, and hope to see this concept extended, we recognize as a practical reality the large numbers of teachers required to man the needed special classes for the handicapped, especially the mentally retarded, cannot all be trained under these circumstances.

Therefore, as we see it, there is a need for authorization for construction which is not of a type permitted under the existing other titles of Public Law 88-164.

For all of these reasons, we would urge you to modify the authorization of funds for construction of facilities for research in your bill to read something like this—"for training of personnel for practice and for research in the fields of special education for the handicapped." This will more clearly fill the missing chink in the present authority.

Some reference has been made already to Public Law 89-10; and we are particularly pleased with the authority it extends for the Cooperative Research and Education Act. As I have indicated earlier, this will permit the extension of the basic research functions—the fundamental research—which is necessary to back up the training and applied research and demonstration authorities of the present act.

With respect to basic research in the area of education of the handicapped, and research facilities authorized under that act (added by Public Law 89-10) we feel that it is important that it continue to be made clear that the interests of the handicapped and the need for basic research in that area be protected under the Cooperative Research and Education Act in the larger context of its authority. And we know that you will give your attention to this when the matter of appropriations comes up.

I thank you, Mr. Chairman.

The CHAIRMAN. Any questions?

Mrs. Boggs, you have been before our committee a good many times in the past, and you are usually with us each year when we consider the appropriations bill before our Appropriations Committee. We want to thank you very much.

Mrs. Boggs. Thank you.

The CHAIRMAN. Now, the Mount Carmel Guild Diagnostic Center for Speech and Hearing, Very Reverend John Hourihan, executive director, and chairman, department of special education, Seton Hall University, Newark, N.J.

I believe, Farther Hourihan, you have with you Msgr. Joseph Dooling, archdiocesan director of the Mount Carmel Guild.

We are delighted to have both of you gentlemen with us. We welcome you here. You may proceed in your own way.

STATEMENT OF MONSGR. JOSEPH DOOLING, ARCHDIOCESAN DIRECTOR OF MOUNT CARMEL GUILD, AND VERY REVEREND JOHN HOURIHAN, EXECUTIVE DIRECTOR, MOUNT CARMEL GUILD DIAGNOSTIC CENTER FOR SPEECH AND HEARING, AND CHAIRMAN, DEPARTMENT OF SPECIAL EDUCATION, SETON HALL UNIVERSITY, NEWARK, N.J.

Monsignor DOOLING. Thank you, Mr. Chairman. We are very happy to have the opportunity to come here. We consider it a rare privilege. We are very pleased that we might have the opportunity of saying a few words in support of your legislation in the presence of your colleagues.

I would like very briefly to mention the fact that the Mount Carmel Guild is a community-service organization. It began in the early days of the depression, in 1931. I was connected with it at that time for a period of about 10 years, and then I came back into the Guild in 1954.

We began a program for the deaf on a community-service level in 1937, and also for the visually handicapped in 1938. All of these services of the Guild are on a community-service level, without regard to race or creed.

We are supported principally by the archdiocese of Newark, from private sources, and now we are participating in some of the grants that have been given to us, particularly in the area of mental health.

In 1958, we were instructed to set up special services for the handicapped child, and these services were expanded in the area of the deaf and the blind to include the retarded, the emotionally disturbed, schoolchildren with behavior problems and learning problems, the visually handicapped on an educational basis, the research and therapy program for the deaf and for those with speech disorders.

We are also in the area of narcotics. And we don't say this boastfully, but we are, I believe, the only private agency in the State of New Jersey with a program for narcotics, and particularly for high school dropouts.

We are at the present time trying to coordinate the antipoverty legislation with our program in order that we might stimulate in the teacher-training program, and that we might be able to get staff that would be eventually fully qualified to pursue the programs.

I would like to say, too, that this has been our big problem, right from the very beginning. We found a great deficit in the area of persons qualified for these programs. As a result, we had to take our own people and at times this ran into a number of about 40 who had to go to school after the day program was finished, come back to the program in the evening, and then spend the summer in study in order that they might be able to take courses that would fully qualify them.

At the present time we have about 150 professionals and nonprofessionals in the organization. We have a very strong volunteer program which we feel is important for a community agency. In addition to that, we are, as I have said, coordinating our own efforts with the antipoverty legislation so that, in some of the projects that we are presenting at the present time, we hope to be able to stimulate

an interest in the high school dropouts—those that are having difficulty financing their education in the colleges—and bringing them in on a service basis and a training basis so that we might be able to get them interested in this type of work, so that they will go on into the graduate field and study for the handicapped child.

Our mental health area—we have four mental health clinics, with a night clinic for adults. We have a program for blind children and those visually handicapped on an educational level. We also have a program for the multiple-handicapped blind child.

We direct and we implement the program of the Sisters of St. Joseph in the school for the blind.

And, in addition, we have participated in research and demonstration projects on our own. We have a rather broad program for dull, normal girls in the area of garmentworking, home economics, hospital aids, and we also work very closely with the rehabilitation department of the State of New Jersey.

We feel very strongly that your legislation is a step definitely in the right direction in order that we might be able to reach out for the qualified people that are so necessary for the program which we serve in the upper counties of New Jersey.

Reverend HOURIHAN. Mr. Chairman, I want to say I am delighted to be here because, first of all, it gives me an opportunity to meet you. I have never met you before. I have no political reason for making a statement. But I have the greatest regard for you, a love for what you are doing, because I consider that you have given legislative leadership in an area that is presenting opportunities to people who before never have had the opportunity to have this untapped potential developed.

I consider it a great honor to be here, and I want to say publicly that I pray for you and your committee every day, and all the people who are trying to help the handicapped.

I am also pleased to be here in the presence of Senator Murphy. I worked for Warner Brothers before I became a priest, and he helped me to get a job.

So it is a pleasure to have met him, to be before him.

Senator Yarborough I have read about in the papers.

The CHAIRMAN. Well, all you read was good, wasn't it?

Senator MURPHY. Let's say it should have been good if it was factual.

Reverend HOURIHAN. I have been the archdiocesan director of the Guild program for the deaf for 16 years. All the men who study for the priesthood in our diocese receive a strong education in the area of languages, and all are required to take 2 years of sign language as part of their training for the priesthood. And, because of this interest, when I was sent to Catholic University to get a degree in theology, I came in contact with Gallaudet College, and Dr. Elstad and the other people there were very much interested that we as clergymen were concerned about the spiritual problems of the handicapped.

Now, our concern over the spiritual problems led us into the area of the physical and temporal problems these people have; because, if we are going to be good clergymen, we have to look at the whole person, and be concerned about their physical and temporal problems.

As you know, Mr. Chairman, Gallaudet College is the only post-secondary institution of its kind in the United States. And it was established over 100 years ago. The legislation that you are pursuing here—which I know and am sure and convinced will become a reality, because, again, as I said, of the leadership that will be given by this group—will be the first of its kind in 100 years. So you can see the importance of this. As Mary Switzer said this morning, it will certainly be a bright star in the firmament of education and programs of the handicapped—not just for the deaf only. Educators of the deaf have been leaders in terms of education of the handicapped; because, what you can develop for the deaf, people in other programs, for other handicapped groups, soon learn will benefit their groups. I have seen this in my own experience.

I don't want to go over the ground covered by Dr. Silverman, Dr. Kirk, or the others. But I do want to say this. I would like to introduce another factor here.

Because of my work with deaf adults, and also because of my role as chairman of the education committee of the antipoverty program in our city, I know the difficulties that handicapped people have in gaining employment. And you know the figures—about 75 percent of the deaf are involved in manual labor, and certainly will be replaced by machines. Not only the deaf, but even some hearing people.

An incident took place some years ago, when I was first in the work, which frightened me. And it was this. And I want to communicate this to you.

A man came to me—he was involved in his own business, a small business—and he said, "Father, I would like to give the deaf people a job; I am interested in the handicapped." Well, my priestly heart went out to this man, and I said, "It is wonderful to find that people are coming to us as clergymen, and we don't have to go out knocking on doors."

Well, in the course of the conversation it turns out he wasn't really interested in the handicapped. His concept of the handicapped was someone who could not get a job anyplace else, and he was doing this person a favor by hiring him at substandard wages. His concept of the handicapped was cheap labor.

Gentlemen, I threw him out. If I were not a priest, my Irish temper probably would have made me do something else.

This galled me—the hypocrisy of this gentleman. He was exploiting the handicapped.

And then, recently, a priest from the archdiocese of Brooklyn told me it is still going on. He said there are places in New York where the deaf are being paid in cash, so that there will be no record of the substandard wages. And this he told me within the past month or so.

So you can see the battle that we have on our hands, to make people realize that the deaf are not being given a favor, or any group being given a favor because they are given a job, but, rather, that these people have the ability if the opportunities are presented to them and if this untapped potential is developed by the legislation that you gentlemen are pushing through, and which I feel sure will become a reality.

God bless you; thank you very much.

Senator MURPHY. No questions.

Senator YARBOROUGH. One question. Monsignor Dooling, in your long work that you have narrated, beginning back in the early days of the depression, the early thirties, I am certain you must have given some thought to the incidence of poverty as related to the handicapped.

Monsignor DOOLING. Yes, Senator, there is a very close relationship, and we are discovering this now in our approach in the antipov-erty programs that we are trying to establish.

There is no question but that the handicapped, as Monsignor Hourihan has indicated, have suffered because of the fact that they were exploited, and the result is that they did run at very substandard levels. And we found that the area of poverty was very strong and very demanding, particularly where there were handicapped people in the family.

Senator YARBOROUGH. Thank you.

Senator MURPHY. Mr. Chairman, just for a matter of the record, I would like to say that I am very pleased in California that the Hughes Tool & Aircraft Corp. have had a most successful program for many, many years in employing handicapped people. It has been carefully supervised. There are no substandard wages. The conditions are the same conditions prevailing throughout. They have done a remarkable job. Maybe, as we go along, we might take something from their experience and spread it around to the fellows that are not up to date in these matters.

Monsignor DOOLING. I would like to add one thing, Mr. Chairman, to Senator Yarborough's question.

We have a program that we plan to start in September with 200 children—it is a research program—where there is definite handicap and other children in the family. And this comes under antipov-erty, which indicates there is a very close alliance between poverty and handicapped.

Senator YARBOROUGH. If we have one handicapped child, generally the parents put more effort in trying to do something for that child.

Monsignor DOOLING. If they take advantage of the opportunities they have. But we also find, too, that the poverty does increase for the reason that the other children suffer because they handicap the other children.

Senator YARBOROUGH. Thank you. I think that is a very timely observation.

The CHAIRMAN. You spoke of the Hughes aircraft program, Senator Murphy. I recall here several years ago seeing a film that showed a handicapped gentleman who had no arms at all. He wasn't even able to have any artificial arms. Yet he evidently had a fine mind. They would bring to him a piece of paper with a problem on it, and he would give them the answer. Yet he could not hold that paper in his hand; he could not keep that paper before his eyes at all. This is an illustration of what you are saying, of the fine job they are doing there at the Hughes Aircraft Co.

Father Hourihan, I want to thank you for your most generous remarks today. I am sure Senator Murphy joins me in an expression of our appreciation. And I will give you warning; we will very likely be calling on you to come back soon again.

Reverend HOURIHAN. I am glad I brought the boss along.

The CHAIRMAN. Monsignor Dooling, we certainly appreciate your presence here this morning. We realize you are both busy men with many duties and many responsibilities. It is very fine indeed for you to come down and give your support to this legislation. We are deeply grateful to both of you. Thank you very, very much.

Now, the American Foundation for the Blind, Mr. Irvin Schloss.

We welcome you back to the committee. We have had the privilege of having you with us in the past. We are always glad to have you. You may proceed in your own way.

**STATEMENT OF IRVIN SCHLOSS, LEGISLATIVE ANALYST,
AMERICAN FOUNDATION FOR THE BLIND**

Mr. SCHLOSS. Yes, sir. I have submitted a written statement which I would appreciate having included in the record of the hearings. I will summarize it very briefly.

Today I am speaking for the American Foundation for the Blind, the American Association of Instructors of the Blind, the American Association of Workers for the Blind, and the National Federation of the Blind—in effect, organized work for the blind, as well as the largest membership organization of blind people. All four of these organizations are heartily in favor of enactment of S. 1400.

These same four organizations participated actively in supporting what became Public Law 88-1964.

We are all extremely pleased with the administration of title III of that law. The only shortcomings we have been able to identify in title III of Public Law 88-164 stem from lack of adequate funds, as well as lack of additional legislative authority.

We believe that S. 1400 would take care of these particular shortcomings.

In connection with the training of teachers of visually handicapped children, for example, according to the Office of Education there are 175 students who are enrolled in full-time programs and will graduate this year, thereby being able to go next fall into educational programs for visually handicapped children. However, the number of existing teachers leaving as a result of attrition is conservatively estimated at around 300 a year.

In addition to that, on account of the growth in the numbers of blind children just as a factor of population growth, we have an additionally large backlog. So we certainly feel that the additional financing authorized by S. 1400 will be extremely helpful here.

One of the most critical areas of need is to train the highly skilled, well-qualified teachers of deaf blind children. At the present time there is only one training program for such teachers. That is the one operated by the Perkins School for the Blind in Massachusetts, in conjunction with Boston University.

Unfortunately, all of the American students trained by that program have to be employed by Perkins for its own deaf blind department. As a result we find situations like the one I learned about this spring at the Michigan School for the Blind, where a deaf blind child had to be withdrawn because her teacher left to raise a family of her own.

We hope that with enactment of S. 1400 the Office of Education will give urgent priority to establishment of several additional university training facilities for teachers of deaf blind children.

Another area of need is to train orientation and mobility specialists to teach blind children mobility skills, how to get around with the use of a cane, how to learn where they are in relation to their surroundings.

At the present time, thanks to the Vocational Rehabilitation Administration, there are two university programs which are training orientation and mobility specialists, one at Western Michigan University at Kalamazoo and the other at Boston College. These two are doing an excellent job, but they are just not turning out enough graduates to meet the demand. And we would hope that the Office of Education with enactment of S. 1400, would be able to finance several additional training centers for these specialists.

Also, there is a severe shortage of leadership personnel both in terms of college faculty members, who will train teachers to go out and teach blind children, and supervisory personnel for educational programs for visually handicapped children.

Here again, we hope that S. 1400 will remedy this.

One of the most critical areas of need is in connection with blind children who have additional disabilities, like cerebral palsy, mental retardation, emotional disturbance. These children just seem to have no place to go, generally speaking. They are usually rejected by educational programs that are limited to blind children, programs for the cerebral palsy, and the like.

About half a dozen programs across the country have developed, either with public support or under private auspices, usually as a result of the pressure and interest of the parents of these children in getting something going for them. There is one here in the District of Columbia. All of these programs are really feeling their way. They are handicapped by lack of tested methodology, lack of adequately trained and skilled personnel.

Here again, we feel that S. 1400 would help, not only in training of the very highly skilled specialist who is needed here, but also in connection with the university-affiliated research centers, which would include experimental schools that could actually develop facilities for such children and observe and test the methods of getting through to them over a period of time.

This is what will be needed. And from the demonstration of the pilot school here, for example, where a couple of the children, after 2 or 3 years, went to the Maryland School for the Blind—we believe some of these university-affiliated research centers and experimental schools can make a major contribution toward helping to solve the educational problems of these children.

In conclusion, I would just restate that all of the four organizations I am representing here today respectfully hope that the committee will favorably report S. 1400, and that the Congress will act favorably on it as well.

Thank you, Mr. Chairman.

(Mr. Schloss' prepared statement follows:)

STATEMENT OF IRVIN P. SCHLOSS, LEGISLATIVE ANALYST, AMERICAN FOUNDATION
FOR THE BLIND

Mr. Chairman and members of the committee, I am pleased to have this opportunity to appear before you in support of S. 1400, a bill designed to expand and improve the program for assisting the education of handicapped children under title III of Public Law 88-164.

In endorsing this vital legislation, I am expressing the views of the American Foundation for the Blind, which is the national voluntary research and consultant agency in the field of services to blind children and adults; the American Association of Instructors of the Blind, which is the professional association of educators and other specialized personnel in programs for blind children; and the American Association of Workers for the Blind, which is the professional association of individuals engaged in providing services of all types to blind persons of all ages.

All three of these national organizations have intensive collective experience extending over most of this century in working directly with blind children and adults as psychologists, teachers, therapists, vocational counselors, research workers, and other types of specialists in all types of programs throughout the country. As a result of this experience, all three organizations have had an exceptional opportunity to identify pressing unmet needs in services to blind persons. Consequently, all three organizations can speak as one in endorsing S. 1400 as a bill which provides effective means of meeting some of the most urgent of these needs.

In the spring of 1963 while appearing before this committee, I had the pleasure of expressing the deep appreciation of these same three organizations for your favorable action on S. 1576, the landmark bill which became Public Law 88-164. Title III of this law, which S. 1400 would extend and expand, provided urgently needed Federal aid to train teachers, research workers, administrators, leadership personnel, and other specialists for educational programs for handicapped children. In addition, title III also established a special program of research and demonstration projects in the education of handicapped children. We have been extremely pleased with the operation of these programs to date and their administration by the Division of Handicapped Children and Youth of the Office of Education. The only shortcomings we can identify stem from the need for additional funds and for additional legislative authorization. The bill you are considering would substantially correct both of these shortcomings.

Although the number of institutions of higher learning with programs for the preparation of teachers, administrators, and leadership personnel needed in the education of visually handicapped children has almost doubled (from 8 to 15) as a result of title III of Public Law 88-164, the shortage of adequately trained personnel is still acute. According to the Office of Education, about 175 students are enrolled in full-time teacher preparation programs for visually handicapped children during the current academic year. If all of these students actually became personnel in educational programs for visually handicapped children next fall, the shortage will still be acute. Conservative estimates place the number of teachers of blind children lost through attrition each year at 300; and in addition, the numbers of blind and visually handicapped children are steadily increasing each year simply as a factor of population growth. Thus, unless the number of qualified teachers can be increased to keep up with the number needed to replace those lost through attrition and to keep pace with the increase in the population of blind children, the shortage will remain acute.

There is an even more pressing shortage of qualified teachers of deaf-blind and multihandicapped blind children. At present, there is only one teacher preparation program to train teachers of deaf-blind children—the one operated by the Perkins School for the Blind in conjunction with Boston University. However, all of the teachers produced in this program are absorbed by Perkins to meet its own needs.

The impact of this lack of adequate teacher preparation programs for deaf-blind children was brought home to us recently when we learned that a deaf-blind child at the Michigan School for the Blind had to be withdrawn from school because an irreplaceable teacher left. Even though every deaf-blind

child is not a potential Helen Keller, I cannot help wondering how many deaf-blind children are deprived of an opportunity to enrich their own lives through education and perhaps make a real contribution to American life. Needless to say, enactment of S. 1400 with its increased authorization of funds for teacher preparation, followed by prompt implementation through appropriations and administrative processes, will provide the only solution to the problem of adequate education of the deaf-blind.

Another highly specialized specific area of shortage is for adequately trained orientation and mobility specialists to teach blind children how to get around by themselves. At present, thanks to the support of the Vocational Rehabilitation Administration, two institutions—Western Michigan University in Kalamazoo and Boston College—are preparing specialists to teach orientation and mobility skills to blind persons. However, the number of graduates of these two programs is not large enough to meet the demands for this essential service by agencies serving blind adults. Enactment of S. 1400 into law would make possible similar programs at institutions of higher learning with graduates trained to teach these essential skills to blind children.

The need for leadership personnel is also acute. We understand that positions as college teachers needed to train teachers of visually handicapped children are going unfilled because of the shortage of adequately trained people. For the same reason, supervisory positions in educational programs for visually handicapped children cannot be easily filled.

One of the most pressing unmet needs identified by the three organizations I am representing here today is the need for the development of special programs for the education and training of blind children who have additional physical or mental impairments, such as mental retardation, emotional disturbance, cerebral palsy, etc. Because of their multiple disabilities, these children are usually refused by programs for blind children, for the mentally retarded, for the emotionally disturbed, for whatever disability group a special program has been established. These children literally have no place to go; and too frequently, too hastily, and at great cost to their families or to local and State governments, they are committed to public or private mental institutions and vegetate for life.

In 1963, I submitted for the files of this committee several copies of a then new publication of the American Foundation for the Blind entitled "No Place To Go." This short book describes the plight of blind children who are emotionally disturbed and the need for programs which will enable them to overcome their problems. The book was reprinted in the record of the hearings on S. 580.

In some instances, the parents of these multihandicapped blind children have rightfully rejected the idea that their children have to be institutionalized or kept at home without the benefit of a formal training program. In some localities parents have banded together and have stimulated the establishment under public or private auspices of small educational programs for their children. There are perhaps a half dozen of these programs throughout the country; and all are handicapped by lack of adequate personnel, lack of funds, and lack of a tested methodology for working with the children. In effect, they are experimental programs which are feeling their way.

One such program exists here in the District of Columbia and serves a small group of children from the District and the suburban area. It operates as the Pilot School for Blind Children and I know that both the teachers and parents would welcome a visit by members of the committee and staff.

S. 1400 would assist materially with the problem of educating the multihandicapped blind child. The increased authorization of appropriations for training of personnel would permit the training of the urgently needed, highly skilled teachers, therapists, research workers, supervisors, and other specialists. In addition, the authorization of construction grants for research centers affiliated with institutions of higher learning, including experimental schools, will provide the only practical approach to developing the methodology for teaching these children. Observation of children exposed to experimental teaching techniques over a period of several years is required if multihandicapped blind children are to receive adequate diagnosis of their educability and if the effectiveness of techniques is to be properly tested.

Some blind children, owing to overprotection and consequent lack of learning experiences, give the impression of being mentally retarded when they are not. At present, there is no completely accurate and adequate method for determin-

ing whether these children are capable of learning or whether they are in fact mentally defective. The university affiliated research centers authorized by S. 1400 provide the potentiality for solving this problem in a scientific manner.

In conclusion, I should like to restate the complete support for S. 1400 of the American Association of Instructors of the Blind, the American Association of Workers for the Blind, and the American Foundation for the Blind. All three of these national organizations hope that this bill will be acted upon favorably by the Committee on Labor and Public Welfare and that it will become law. Title III of Public Law 88-164 has already demonstrated the effectiveness of this program for assisting in the education of handicapped children. S. 1400 provides for needed expansion and extension of the program in a way which will result in more adequate educational opportunities for all seriously handicapped children.

The CHAIRMAN. Any questions, Senator?

Senator YARBOROUGH. No. I just want to comment on this very informative statement, Mr. Schloss—I was very much surprised to learn from your statement that there was only one place in the United States where they had a program to train teachers of the deaf-blind and multihandicapped blind children, and that is Perkins School for the Blind at Boston University, and your statement that all the teachers used in this program are absorbed by Perkins to meet its own needs.

I think that is a very graphic statement of the great need for this program.

Thank you very much.

The CHAIRMAN. Mr. Schloss, you have been with us quite a few times in the past. You have been with our Appropriations Committee. You have always brought us an informative and helpful statement. We appreciate it.

We certainly want to thank you for your presence here today. Thank you, sir.

Dr. Elstad, of Gallaudet College, and Dr. Detmold.

Dr. Elstad, you recall the Good Book says, "the first shall be last, and the last shall be first."

You are a long time friend of this committee. You have been helpful in many, many ways. We are happy to have you back with us.

STATEMENT OF DR. LEONARD ELSTAD, PRESIDENT, GALLAUDET COLLEGE; ACCOMPANIED BY DR. GEORGE E. DETMOLD, DEAN

Dr. ELSTAD. Thank you. This gives me a good chance to say thank you again for all the many things you have done all through the years to help the deaf. We appreciate it a lot.

It has been my pleasure for the last 20 years to say yes to a group of applicants for placement in college, and it has been my unhappy privilege to say no to a larger group. It is a great comfort to us to know that at last something is going to be done for this group.

This year some 600 have taken the entrance examinations. Of this group, approximately 250 will qualify. But the other 350 are good applicants, too. But they have no place to go. Now we feel that the time has come when they are going to have a chance, too. It would seem that a high school education should be the goal of every deaf student. And so far, as we have heard Mr. Cohen say this morning,

the eighth-grade level is approximately the level to which they can aspire.

We hope that this bill will help along that line. Gallaudet College has been at this now for 101 years. And the knowhow that we have gained during that time will be available to this effort. We promise to do what we can to help it along.

That is my statement.

The CHAIRMAN. Well, you have done a wonderful job out at Gallaudet College. You have certainly set a most challenging and inspiring example there. We do appreciate your statement here.

Dr. DETMOLD, anything you would like to add?

Dr. DETMOLD. No, sir; I think that this college has all sorts of good reasons for supporting the Institute. We do see a couple of problems for it along the way, but I would expect that any brandnew Institute getting into a field like this is going to face these things—pretty much the same sort of thing we have faced. I think it comes down largely to the question of inadequate secondary education for deaf students. This is really the big bottleneck in the education of the deaf. It is the one thing that is holding up the flow of deaf students from lower levels into the colleges. And I think until this question is solved, we are never going to go very far in providing all the educational opportunities at the college level that we should like to. And I think the new Technical Institute is going to find itself very heavily involved in college preparatory studies, exactly as Gallaudet is.

As you may know, about 85 percent of our incoming students are placed in a college preparatory class before we consider them ready for freshman level work. And I would imagine the Institute is going to face the same problem, and is probably making plans to deal with it.

The CHAIRMAN. The training of teachers of the deaf would be a big help, would it not, in more adequately educating the deaf?

Dr. DETMOLD. I hope so, sir; yes.

The CHAIRMAN. Any questions?

Senator YARBOROUGH. No questions, thank you.

The CHAIRMAN. We certainly thank you gentlemen. We are sorry you had to wait so long. I quoted the Good Book. I will quote it again. It says: "The Lord loveth the patient and the long-suffering."

Senator YARBOROUGH. May I ask one question?

Dr. Elstad, I have heard Gallaudet referred to as the only institution of higher learning in the world for the teaching of the deaf.

Dr. ELSTAD. That is right.

Senator YARBOROUGH. Europe doesn't have one.

Dr. ELSTAD. That is right.

The CHAIRMAN. It is the only one in the world.

Senator YARBOROUGH. And I want to commend here the vision of those people who, 101 years ago, established this institution.

Dr. ELSTAD. We have students from 11 nations and hardly a day passes we don't get an application from some student from another land, saying "Since yours is the only college for the deaf in the world, can we come?"

Of course they are not often prepared. But of those who are, we take as many as we can. We have 40-some now from 11 different countries.

Senator YARBOROUGH. This training program here might make it possible for you to take more in the future.

Dr. ELSTAD. I don't know if it would give us a larger enrollment. But I think it would perhaps start something that would make provision to help these foreign students, and give them a better basis in English so they can do the work required. We are for that.

The CHAIRMAN. Well, I have visited the college a number of times. I have had an opportunity to see what you are doing, Doctor. And I say you are doing a wonderful job. I congratulate you.

Thank you very much.

At this time I would like to insert in the record several statements and letters we have received.

(The material referred to follows:)

STATEMENT OF KENNETH O. JOHNSON, EXECUTIVE SECRETARY, AMERICAN
SPEECH & HEARING ASSOCIATION

The American Speech & Hearing Association is the recognized national professional organization to which most speech and hearing specialists belong. For over 30 years this organization, now with approximately 14,000 members, has exercised leadership in developing and improving standards of training and service in the profession which it represents. It is the only national organization to which persons in this, as well as allied professions, look for standards of professional competence in speech and hearing.

We would like to stress that we in the speech and hearing profession are concerned with children who have significant speech, hearing, and language disorders. The bill under consideration is intended to benefit these and other handicapped children by helping to extend our knowledge and understanding of their problems through research and demonstration projects and the construction of research facilities.

Title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963 is primarily concerned with the education and related needs of mentally retarded and other handicapped children including those with disorders of speech and hearing. Appropriately title III is administered by the Commissioner of the Office of Education through the Division of Handicapped Children and Youth. Under this administrative arrangement, the plans and purpose of the Congress are being carried out in an extremely efficient and capable manner. All persons associated with this program are deserving of the highest commendation for their excellent performance and dedication to the task.

The expansion of title III will appreciably enhance the opportunities of handicapped children and youth, for the discovery of the most effective means to accomplish their habilitation and education rests upon research findings. Past research efforts to meet the needs of these children have often been limited by a lack of financial support. Scientific investigation in this area has also been inhibited by insufficient equipment and inadequate facilities in which to conduct research and carry out demonstration projects.

Senate bill 1400 will go far toward meeting both of the above needs. Increased funds will be made available for research and demonstration projects, and grants will also be made to institutions of higher education for the construction, equipping, and operation of facilities for research, or for research related purposes. The passage of this bill would be a major step forward in solving the problems confronted by the handicapped children and youth of this country.

We are grateful for having been given the opportunity to present this testimony to the committee, and express our support of S. 1400.

STATEMENT OF SUMNER GAGE WHITTIER, EXECUTIVE DIRECTOR, NATIONAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS

In my capacity as executive director of the National Society for Crippled Children and Adults, I am pleased to present testimony endorsing, in principle, S. 1400, which will extend and expand the provisions of title III, Public Law 88-164.

The National Society for Crippled Children and Adults (the Easter seal society) is a voluntary organization founded in 1921 for the purpose of providing or making available direct rehabilitation services, education, and research for the benefit of crippled children and adults. The agency has 1,400 affiliated societies in all of the States, the District of Columbia, and Puerto Rico. At present the society focuses its efforts on the operation of rehabilitation facilities and programs, including preschools, at the local community level.

In the past, we were responsible for promoting initial special education laws in many States and have continued to support special education legislation at Federal and State levels. We pioneered in establishing demonstration classes for crippled children and financially supported such programs in public schools. As the regular school system assumed greater responsibility for the education of different types of handicapped persons, we changed our programs to meet new and pressing needs. Currently our preschools accept crippled children with varied types of physical disabilities and offer an intensive, individualized program of physical, occupational, and speech therapies as well as education designed to prepare children for entry into regular public school classes. Our history and experience, therefore, contribute to a knowledge of the needs of exceptional children and of the kinds of educational services, personnel, and facilities they require.

S. 1400 aims at equalizing educational opportunities for handicapped children. It provides incentives for recruiting and training students for the teaching and research professions, for expanding research and demonstration activities, and for constructing research facilities. All aspects of the program are important for the future of handicapped youth.

Substantial progress has been made in developing special education programs during the past few decades and more recently through the enactment of Public Law 88-164 and the Elementary and Secondary Education Act of 1965. We are pleased with the knowledge that every State in the Union now has some type of public special education service and that research has expanded during the past two decades to become a significant component of educational programming. We are encouraged by the fact that the recently organized Division of Handicapped Children and Youth is staffed by dynamic personnel who are capable of meeting the challenges of a changing and accelerated nationwide program. Progress measured against need, however, reveals a great disparity.

It is estimated that 66 percent of the 6 million handicapped children of school age requiring special education services are not enrolled in special classes and that the 60,000 teachers of handicapped children constitute only one-fifth of the 301,800 trained teachers now needed. The gap between resources and requirements is widening. By 1970-71, 320,000 trained teachers will be necessary. It is our understanding that this past year the Office of Education was able to fund only a portion of the 108 grant requests from institutions of higher learning to initiate or expand special education training programs. In many areas of the country there are few, if any, such programs in operation.

We recognize that availability of trained manpower alone will not solve the manifold problems we face in our efforts to expand the quantity and to improve the quality of special education. What is also required is more and varied research. In the research field it is important to identify the kinds of children with whom we are concerned; to determine their potentialities for learning; to study the effect of parent-child and teacher-pupil relations on academic success or failure; to investigate methods of teaching different types of handicapped children; to experiment with new media, materials, and educational settings, and to disseminate research findings and apply them in the classroom. Equally important is the need to establish methods and criteria for the selection of prospective teachers and to evaluate and modify, if necessary, the curriculum offered in graduate schools of education. Finally, we need adequate research facilities to conduct the monumental research program envisaged by this bill.

The National Society for Crippled Children and Adults supports the amendments to title III as a whole. We believe they offer a desirable approach toward the solution of the problems we are encountering in educating handicapped children. They chart a course which, by 1970-71, will provide a significant number of trained personnel, and, through research, the answers to some of the questions that concern us at this time.

We appreciate the privilege of presenting these views.

STATEMENT OF CARL J. MEGEL, WASHINGTON REPRESENTATIVE, AMERICAN
FEDERATION OF TEACHERS

Mr. Chairman and members of the committee, my name is Carl J. Megel. I am the Washington representative of the American Federation of Teachers, a national organization of more than 100,000 classroom teachers, affiliated with the AFL-CIO. Our organization embraces nearly 600 teacher locals throughout the United States.

Representing the American Federation of Teachers, I am testifying in support of S. 1400, the purpose of which is to extend and expand title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963. My support is authorized by convention action of the delegates attending the convention of the American Federation of Teachers.

We support the increased authorization for appropriations for research and demonstration and especially increased funds for the training of personnel. Recent reports of HEW show that our present birth rate includes an increased percentage of physically and mentally retarded and handicapped children.

The shortage of trained personnel is staggering. In practically all areas, the physically and mentally handicapped children find extreme difficulties in securing training. This deficiency reaches the staggering figure of more than 70 percent.

From my own personal experience I testify to this fact. Two of my grandchildren have impaired vision slightly less than 10 percent. In spite of the fact that both of these young people have an IQ above 140 percentile, the problem of providing educational opportunities is almost unbelievable.

The effect of S. 1400 will be to extend title III for 6 years beyond the present authorization. This action is commendable since it will provide funds, not only for training of personnel, but for grants to institutes of higher education for research and related purposes. We are happy to support S. 1400 and plea for its early enactment.

Our support for mental retardation facilities, specifically, also includes general support for increased authorization for appropriations for other forms of physical and mental disabilities.

STATEMENT OF FRANCES P. CONNOR, CHAIRMAN OF THE DEPARTMENT OF SPECIAL
EDUCATION AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK CITY

As immediate past president of the Council for Exceptional Children and as chairman of the Department of Special Education at Teachers College, Columbia University, I should like to express appreciation for the hearings being held today on S. 1400 and S. 1650. In these capacities, I have been able to view and participate in the history of Public Law 88-164 through its inception under the leadership of Dr. Samuel Kirk, my esteemed colleague, to the completion of its initial 3-year period.

This Federal stimulation of special education throughout the United States by means of the fellowship and research and demonstration programs has brought about a new era in the 150 years of education for handicapped children in our country. For the first time, colleges and universities are in position to develop comprehensive programs to prepare teachers, supervisors, administrators, college teachers, and researchers with full-time faculty and full-time students. The impact of Public Law 85-926 is being felt as qualified personnel to man leadership posts are emerging from their study halls with earned graduate degrees. The market, however, still favors the few qualified persons. For the average graduate of our university alone, at least 15 to 20 leadership positions are available, and, because the supply of qualified educators is so far behind the demand, handicapped children are in too many instances still sitting at

home awaiting the initiation of school programs designed to enable them to learn. The support of Congress is needed to assure the highly skilled educational specialists required by the deaf, the mentally retarded, the emotionally disturbed, and the other handicapped children and youth.

Some inroads have been made by dint of entrance of almost 2,000 teachers and other leadership personnel into the schools of the Nation in September 1964 as a direct result of having received training under Public Law 88-164. But 2,000 barely scratches the surface when well over 125,000 teachers are needed to initiate and/or conduct special education programs.

It is a joy to be in position to select the top students for fellowship awards for a college program. However, on the other hand, it is disturbing to be forced to turn down competent young people with interest in entering a field which desperately needs them. For example, at Teachers College, Columbia University, of the almost 400 applications for fellowships received this year from prospective teachers of the deaf, over 200 were eligible for admission to the college. Of these, at least 50 were in the upper academic brackets. Only 23 fellowships were available.

Equally critical is continuing delay in preparing eager and highly competent leadership personnel to serve as professors in the growing colleges and universities; to supervise and assist new teachers in the classroom and to improve instruction of those who have been working for many years without benefit of exposure to the expanding body of knowledge about handicapped children; to administer State and local programs serving increasing numbers of handicapped children; and to devote energies to research and experimentation in this field of education in which we hope to delineate learning barriers and devise ways of helping children surmount their difficulties in school achievement. In the areas of the emotionally disturbed, mentally retarded, deaf, crippled, and other health problems, Teachers College has applications from many experienced special educators who are eligible for admission to programs of doctoral study and who are anxious to gain increased knowledge and skill to assume major leadership roles. We are being faced year after year with the need to turn down these excellent and mature candidates who cannot afford to pay the high costs of schooling while continuing to support their families.

It is not possible to raise the quality of education for children without providing more and better direction for their teachers. The future of special education within the United States is dependent upon the quality of leadership to be developed within the next 3 to 5 years.

The proposed extension of title III of Public Law 88-164 offers encouragement to those feeling the pangs of urgent need. Particularly appreciated is the inclusion of the new provision for grants to institutions of higher learning for construction, equipping and operation of a research facility. Without such research facilities, it is almost impossible to participate in the search for new knowledge and to develop within graduate students the research techniques which are necessary to continue the present systematic inquiry into the educational problems of handicapped children and youth. Without such facilities it is also difficult to bring to graduate students the benefits of experimentation and the demonstration of research findings in ongoing programs.

Public Law 88-164 was initiated for a 3-year period. This was a wise decision in order to determine the extent of need and the field's response. From our experience at Teachers College, Columbia University, and from conversation with leaders throughout the United States, it is evident that extension of this Federal stimulation program throughout the next decade is eminently desirable. The appropriations mentioned in S. 1400 can certainly be utilized efficiently and effectively.

We appreciate also your sponsorship of S. 1650 providing for a National Technical Institute for the Deaf. It has received general approbation and support from those concerned with the education of handicapped children and youth. From our long experience with the Lexington School for the Deaf we at Teachers College are well aware of the need for the opportunity for able deaf youths to gain technical skills necessary to achieve their highest work potentials in this increasingly complex world. Since most deaf people seem to prefer to live in metropolitan areas, it appears essential to concentrate on the development of vocational skills appropriate to city life. Up to the present, specialized postsecondary school training has been confined to the liberal arts offerings at Gallaudet College.

The provisions in the proposal which require an established university center to assume responsibility for this new institute is especially desirable. Through such arrangement, the vast intellectual and technical resources of the university and community at large can be brought together to assure the quality and appropriateness of the program. In addition, through it, training can be provided for vocational education teachers, guidance counselors and other specialists from the fields of vocational rehabilitation, audiology and special education. Such a setting will permit also opportunity to push forward our knowledge about deafness and the deaf as well as about their vocational preparation and adjustment.

Thank you for this opportunity to express to you and your subcommittee some of my thoughts on these two important legislative measures. Thank you for introducing the bills and be assured of our continued support.

Sincerely yours,

FRANCES P. CONNOR,
Chairman of Department.

MONTGOMERY, ALA., May 18, 1965.

HON. LISTER HILL,
U.S. Senator,
Washington, D.C.

DEAR SENATOR HILL: Miss Van Oss showed me S. 1650. I am very strongly in favor of this bill to establish and operate a National Technical Institute for the Deaf.

I am a body and fender repairman. I am employed by Capitol Chevrolet Co. of Montgomery. I have kept up to date with my trade by taking General Motors courses. They are very hard. Each year we, bodymen, must learn how to repair the new model cars. We have to get new tools to use on new model cars.

The body and fender trade is excellent for the deaf. The noise does not bother the deaf like it does the hearing. The deaf have used their eyes for their ears as well as for seeing. Their sight is very keen. The deaf are always sharp to notice anything wrong. This sharp eyesight and dexterity of fingers and hands make them excellent mechanics, machine operators, and body and fender men.

The hardest part of learning trades is the shop language. Much reading is required. The deaf do not get enough of shop language and related subjects in school for deaf. So it takes a long, long, long time to train for jobs after we leave school.

We need a special technical college where we can train for better jobs, acquire better reading ability. We need special teachers to communicate with us so we can understand. If we learn to read better, learn the technical terms used in our trade, know when to apply them, we can do better work.

Also, if a well-trained deaf worker is placed in a big plant, he can help train new workers on the job. One well-trained deaf worker could go out and train many, many more. This would open more doors to deaf workers.

I pray that S. 1650 is enacted by Congress. I thank you for your interest in, and service to, the deaf.

EARL LEE BIRDWELL.

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

HON. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I have just learned that you have introduced S. 1650 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 pro-

vide 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.*

ARKANSAS SCHOOL FOR THE DEAF,
Little Rock, Ark., May 4, 1965.

HON. LISTER HILL,
*Chairman, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.*

DEAR SENATOR HILL: Since I am a member of the Vocational Committee of the Conference of Executives of American Schools for the Deaf, with Dr. Boatner of Connecticut as chairman, I am very interested in your bill, S. 1650, which you introduced to authorize the establishment and operation of a National Technical Institute for the Deaf.

The profession working with the deaf are very grateful for all your efforts in behalf of legislation to assist the deaf.

I am wondering if it would be possible for you to send me a copy of S. 1650?

Thanking you in advance for this courtesy, I remain,

Very truly yours,

ROY G. PARKS, *Superintendent.*

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

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: We are very happy to be informed that you have introduced S. 1650, 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 S. 1650 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.

I also want to express my appreciation for your introducing S. 1400, to extend title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963. This will continue to give us the needed aid in teacher education and in research.

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

Sincerely,

HUGO F. SCHUNHOFF, *President.*

LOS ANGELES ORAL SCHOOL,
Los Angeles, Calif., May 5, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: We wish to express our interest, approval, and appreciation for your introduction of bill S. 1650 in the Senate for the establishment and operation of a National Technical Institute for the Deaf. There is a great need for such a school.

Sincerely,

(Mrs.) BARBARA MAYERS, *Founder.*

CALIFORNIA ASSOCIATION OF TEACHERS OF
DEAF AND HARD OF HEARING CHILDREN,
May 17, 1965.

Senator LISTER HILL,
House Office Building,
Washington, D.C.

DEAR HONORABLE SENATOR HILL: In the name of the State organization which represents teachers, administrators, and other professionals in related fields working with the deaf, I would like to express our appreciation for your introduction of S. 1650 and for your interest in the deaf of the United States.

The California Association of Teachers of Deaf and Hard of Hearing Children feels that the establishment of a national technical institute for the deaf is a major step forward in advancing vocational opportunities for the deaf. The association is vitally interested in legislation which extends the opportunity for postsecondary education for deaf people since the opportunity for such has been limited for so many years. A variety of avenues for higher education is essential if the deaf are to have equal chances in the employment arena. As it is with normal hearing people, education and an appropriate vocational training opportunity are minimum considerations when we think of the investment in human capital.

Our organization, the CATDHHHC, believes a National Technical Institute for the Deaf is a most appropriate investment in human capital. We would be pleased to assist you and others in any way necessary in support of this idea.

Respectfully,

BARRY L. GRIFFING,
President-Elect, CATDHHHC.

STATE OF CONNECTICUT,
MYSTIC ORAL SCHOOL FOR THE DEAF,
Mystic, Conn., May 10, 1965.

HON. LISTER HILL,
Washington, D.C.

MY DEAR SENATOR HILL: Permit me to add my commendation to the many I know you have already received for introducing in the Senate S. 1650, to provide for the establishment and operation of a National Technical Institute for the Deaf. Passage of this bill, without doubt, will prove a very appreciable factor in promoting the welfare of the deaf in our country.

Very truly yours,

ALAN Y. CROUTER, *Superintendent.*

GALLAUDET COLLEGE,
DEPARTMENT OF BUSINESS ADMINISTRATION,
Washington, D.C., April 8, 1965.

HON. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: News has just reached me that you have introduced bill S. 1650 to provide for a technical institute for deaf students who do not wish to attend a liberal arts college.

My thanks and congratulations to you on sponsoring legislation to correct a great deficiency in the American educational system for deaf people. May I please have a copy of the bill for study?

I hope that you will also give thought to the problem of academic high schools for deaf pupils. Very few of the States go beyond the eighth grade and those that do are hampered by the small enrollment in high school classes. Regional high schools or designation of existing State schools to provide high school training for a region would greatly facilitate the provision of proper secondary education. Lack of adequate secondary preparation has been a drag on efforts to raise academic standards here at Gallaudet.

Yours very truly,

ALAN B. CRAMMATTE.

ALEXANDER GRAHAM BELL
ASSOCIATION FOR THE DEAF, INC.,
Washington, D.C., April 19, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: You have been in many ways a good friend of the deaf. Furthermore you are familiar with the aims of the Alexander Graham Bell Association for the Deaf in furthering the oral education of deaf children.

I understand that your Senate bill 1650 (of which I have not seen a copy) would establish a National Technical Institute for the Deaf. This seems to be praiseworthy aim, and such a place could well be beneficial for numerous deaf youngsters.

But I am disturbed. It seems to me that such an institute could well prove to be another Gallaudet "College" where orally educated deaf children are pressured, if not forced, to learn manual communication as a condition to their enrollment.

Changing times require more complete interaction of the deaf with the world of the hearing in which they must find their livelihood. For this reason the deaf must be trained to communicate orally. And most of them can be so trained were the teachers and facilities available.

The Report of the Advisory Committee on Education of the Deaf to Mr. Secretary Celebrezze recommends, on page xx, that opportunities be given to the deaf to enter special programs of professional and vocational education among the hearing. Most deaf youngsters have the mental equipment to do this if they are given the communications skills and motivation to do so.

I would hope, therefore, that your proposed legislation contain safeguards whereby orally trained deaf young people may be given the opportunity to continue to develop their communication skills among the hearing while they acquire professional or vocational training in such programs as those that the committee has proposed, and as provided in your bill.

With best personal regards, I am

Cordially yours,

H. LATHAM BREUNIG, Ph. D.,
Chairman, Oral Deaf Adults Section.

UNIVERSITY OF MIAMI,
SCHOOL OF EDUCATION,
Coral Gables, Fla., March 31, 1965.

Hon. LISTER HILL,
Chairman, Senate Committee on Labor and Public Welfare,
Washington, D.C.

DEAR SENATOR HILL: I wish to commend you for introducing S. 1400. I am hopeful that this bill, which will extend Public Law 88-164, will receive hearings as soon as possible.

As a result of Public Law 88-164, the University of Miami is training fellows at the master's degree level. These persons are of very high caliber. Without Public Law 88-164, our students would not have been able to continue their education.

Cordially,

DEFOREST L. STRUNK, Ed. D.,
Coordinator of Special Education.

GEORGIA ASSOCIATION OF THE DEAF, INC.,
Dorville, Ga., April 21, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: The Georgia Association of the Deaf, Inc., and its membership are very happy that you introduced bill 1650, and wish to advise you of our full support.

The coming of automation will place upon the livelihood of the deaf great difficulties in obtaining suitable employment. State and private schools for the deaf do not have the means of keeping ahead of such changing conditions; the deaf person has few opportunities open to obtain such training; therefore,

we are intense for the passage of bill 1650 which provides for the establishment of a National Technical Institute for the Deaf.

Thank you for the introduction of the bill. Thank you for your interest in the welfare of the deaf individual; such is in adequate demand.

Sincerely,

WALTER A. BROWN, Jr., *President.*

GEORGIA ASSOCIATION OF THE DEAF, INC.,
Atlanta, Ga., April 27, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: All the deaf in Georgia are so thrilled about your proposed Senate bill 1650 providing for the establishment and operation of a National Technical Institution for the Deaf.

We are very glad you introduced this bill and want you to know of our full support of it.

Sincerely,

Mrs. WM. JEFF SCOTT, *Treasurer.*

STATEMENT DEPARTMENT OF EDUCATION,
DIVISION OF VOCATIONAL REHABILITATION,
Cave Spring, Ga., April 13, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: The Vocational Rehabilitation Center for the Deaf in Cave Spring, Ga., and myself personally, are excited about your proposed Senate bill 1650 providing for the establishment and operation of a National Technical Institute for the Deaf.

We are very happy that you introduced this bill and wish to assure you of our full and enthusiastic concern and support of this bill.

Sincerely,

J. H. WHITWORTH,
Coordinator, Evaluation Center for the Deaf.

DIAMOND HEAD SCHOOL,
Honolulu, Hawaii, May 6, 1965.

Hon. DANIEL K. INOUE,
Washington, D.C.

SIR: Those of us engaged in the education of the deaf are very interested in the passage of S. 1650 introduced by Senator Lister Hill, of Alabama, to provide for the establishment and operation of a National Technical Institute for the Deaf.

It is our understanding that Congressman John Fogarty, of Rhode Island, and Congressman Hugh Carey, of New York, introduced identical bills, H.R. 7100 and H.R. 7031, respectively.

We feel that this bill, if passed, will provide a very important step forward in broadening the vocational opportunities for the deaf.

Your support of this bill will be greatly appreciated.

Sincerely yours,

FUSAO UCHIYAMA, *Principal.*

DE PAUL UNIVERSITY,
Chicago, Ill., April 8, 1965.

Hon. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I wish to express my deepest appreciation for your past and current efforts on behalf of the deaf in this county; specifically your recent bill, Senate bill 1650 to initiate a National Technical Institute for the Deaf. I am sure you fully realize the sense of urgency of this project as 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,
Skokie, Ill., March 10, 1965.

Hon. Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I appreciate your effort in improving the welfare of the deaf in your bill S. 1650. We need this type of a school in this rapid technological changes in our jobs and the spread of automation wiping out some of our jobs.

On behalf of all the deaf in the State of Illinois I give you full support for the passage of this vital bill.

Thank you very much for your efforts on our behalf, I am,

Very sincerely yours,

JOHN B. DAVIS, *President.*

ILLINOIS ASSOCIATION OF THE DEAF,
Skokie, Ill., April 10, 1965.

Hon. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I wish to commend you for introducing Senate bill S. 1650 for 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 that 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 all aware that each year close to 2,500 young deaf boys and girls graduate from our schools for the deaf around the Nation. Hundreds of these are products of oral day schools of little or no vocational training. The residential schools for the deaf with their limited facilities cannot cope with the vocational needs of all the deaf in their respective States.

In our present day (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 endeavor to establish a National Technical Institute for the Deaf and thereby aid us in the battle against this growing problem—automation.

Sincerely yours,

LEONARD B. WARSHAWSKY,
President Emeritus.

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

Hon. LISTER HILL,
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 Senate bill 1650 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.*

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

HON. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I wish to express to you my appreciation for your introduction of legislation to provide a National Technical Institute for the Deaf, Senate bill 1650. 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 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.*

GOVERNOR BAXTER STATE SCHOOL FOR THE DEAF,
Portland, Maine, April 7, 1965.

HON. SENATOR LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: It is my understanding that Senate bill 1650, which you recently introduced, provides for the establishment of regional technical and/or vocational facilities for deaf men and women. I would appreciate it very much if you could send me a copy of the bill.

I am tremendously pleased that such a bill has been introduced to the Senate. It is a desperate need in the field of the education of the deaf and I applaud you for taking the initiative. I hope that you can muster the necessary support for this bill and will be pleased to lend you my support in any way that might be useful.

Sincerely yours,

JOSEPH P. YOUNGS, Jr., *Superintendent.*

CENTRAL INSTITUTE FOR THE DEAF,
St. Louis, Mo., May 11, 1965.

HON. LISTER HILL,
Washington, D.C.

MY DEAR SENATOR HILL: While awaiting comments from the members of the executive committee of the Alexander Graham Bell Association, I felt I should write you of my personal interest in Senate bill 1650, providing for the establishment of a National Technical Institute of the Deaf.

There is a great need for this kind of technical training and education for the deaf, and I am impressed by the provisions placing it under an authorized college. This should insure the accrediting of the school, provide courses for those eligible on the campus with the hearing, provide an oral atmosphere and at the same time make possible technical education the deaf can achieve in a program planned for them.

This bill will have my personal support, and I trust that of the Alexander Graham Bell Association, when the members have an opportunity to react. We hope for passage of the bill that will make possible technical education for the deaf—not in isolation, but in a program preparing them for successful placement in our hearing world.

Sincerely yours,

HELEN S. IJANE,
President, Alexander Graham Bell Association for the Deaf.

NEBRASKA ASSOCIATION OF THE DEAF, INC.,
Omaha, Nebr., April 30, 1965.

Hon. LISTER HILL,
Washington, D.C.

DEAR MR. HILL: The Nebraska Association of the Deaf, representing the deaf of the State of Nebraska, believes strongly in the necessity of better vocational training for the deaf. We believe that the complexity of modern industry makes it impossible to provide the necessary training under present educational setups. Therefore, we wish to commend you for proposing a bill, S. 1650, to alleviate this problem.

We are writing to our own Senators and Representatives, asking them to support this bill as well as the similar bills in the House. We are also carrying on a campaign to have parents and friends of the deaf to do likewise.

Enclosed is a notice that the Nebraska Association of the Deaf has mailed to all people in Nebraska who might help us.

Sincerely,

GEORGE PROPP, *Secretary.*

NEBRASKA SCHOOL FOR THE DEAF,
Omaha, Nebr., April 21, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: We were very happy to learn that you had introduced S. 1650 in the Senate 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 possible way.

Sincerely yours,

GEORGE H. THOMPSON, *Superintendent.*

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

Hon. LISTER HILL,
Washington, D.C.

MY DEAR SENATOR HILL: As the director of the Crotched Mountain School for the Deaf, I am heartily in favor of passage of S. 1650, 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. CRATHEEN, *Director.*

NEW MEXICO FOUNDATION, INC.,
NEW MEXICO STATE UNIVERSITY,
University Park, N. Mex., April 12, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I have just learned that you have introduced Senate bill 1650 which proposes that a National Technical Institute for the Deaf be established.

Please send me a copy of the bill when it becomes available.

I want you to know that all of us appreciate your continued interest and support of the education of the deaf and I want to express to you my warm personal appreciation for all your efforts in their behalf.

Yours sincerely,

MARSHALL S. HESTER, *Project Director.*

LEXINGTON SCHOOL FOR THE DEAF,
New York, April 12, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I shall appreciate receiving a copy of S. 1650 providing for the establishing of a National Technical Institute for the Deaf, which you have introduced. All of us in the field of the education of the deaf appreciate your continued interest in the welfare of the deaf in the United States as manifested so many times in the past and now through the introduction of this present bill.

Mrs. O'Connor, your fellow Alabaman, and I, send our very best wishes.

With kind regards, I am,

Sincerely yours,

CLARENCE D. O'CONNOR, *Superintendent.*

NEW YORK SCHOOL FOR THE DEAF,
New York, N.Y., April 22, 1965.

Hon. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: It has come to my attention that you have introduced a bill into the Senate which I believe is No. 1620, 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.*

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

Hon. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I want to express my sincere appreciation for your interest in the establishment of a National Technical Institute for the Deaf and for introducing S. 1650 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.

Let me say further that the deaf of America owe you a tremendous debt of gratitude for what you have already done for them.

Very truly yours,

J. H. GALLOWAY, *Superintendent.*

ST. MARY'S SCHOOL FOR THE DEAF,
Buffalo, N.Y., April 16, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR: It has been brought to our attention that bill S. 1650, proposing a National Technical Institute for the Deaf, has been introduced by you in the Senate.

We are very much in favor of this bill and are grateful for your efforts on behalf of the deaf. Postsecondary training is most limited for these people and anything that can be done in this regard would be most appreciated.

At your convenience, please send us a copy of this bill. Thank you.

Sincerely yours,

Sister ROSE GERTRUDE.

THE UNIVERSITY OF THE STATE OF NEW YORK,
THE STATE EDUCATION DEPARTMENT,
Albany, N.Y., April 14, 1965.

HON. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I have just been informed that you have introduced in the Senate a bill to provide for the establishment and operation of a National Technical Institution for the Deaf.

If it is available, I would appreciate receiving a copy of the bill which I understand is designated S. 1650.

The establishment of such a training institution has great implications for postsecondary education of deaf students. I look forward to receiving a copy of your bill.

Thank you for your consideration of my request.

Sincerely yours,

RICHARD G. HEHIR,
Associate in Education of the Hearing Handicapped.

NEW YORK, N.Y., May 18, 1965.

HON. LISTER HILL,
Senate Committee on Labor and Public Welfare,
Washington, D.C.

SIR: By action of the board of directors of the National Association for Mental Health we urge favorable action in the Senate on your bill S. 1400 to extend and expand title III of the Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963. The educational needs of mentally ill children urgently require the Federal assistance and stimulation provided for in your proposed legislation.

PHILIP E. RYAN.

NORTH CAROLINA SCHOOL FOR THE DEAF,
Morganton, N.C., April 30, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: As superintendent of a school for the deaf, I want to express to you my very great appreciation of your introduction of S. 1650, to provide for the establishment and operation of a National Technical Institute for the Deaf. The importance of this Institute cannot be overemphasized for it will meet the needs of students leaving schools for the deaf throughout the United States who cannot attend college. The numbers who cannot go on to college are far greater than the numbers who can attend college. Your interest and your help is therefore greatly appreciated by all superintendents of schools for the deaf.

I would appreciate your forwarding to me 20 copies of your bill. I am writing the Congressmen and Senators from North Carolina urging their support today, and I am also writing certain selected parents requesting that they too, contact their Congressmen and Senators.

I am expressing appreciation to Congressmen Fogarty and Carey and requesting copies of their bills, H.R. 7100 and H.R. 7031.

This proposed legislation will fill a need which has existed for a long time, and you may be sure we will do everything possible to help get it enacted.

Sincerely yours,

BEN E. HOFFMEYER, *Superintendent.*

STATE OF NORTH DAKOTA,
SCHOOL FOR THE DEAF,
Devils Lake, April 1, 1965.

HON. LISTER HILL,
Washington, D.C.

DEAR SIR: Dr. E. B. Boatner, chairman of the Vocational Education Committee (of which I am a member) of the Conference of Executives of American Schools for the Deaf, has informed me you have introduced a bill providing for the establishment of a National Technical Institute for the Deaf.

I have been an educator of the deaf for 40 years. My career started as a vocational teacher of the deaf, and during the ensuing years I have felt a great injustice was being done the deaf. Although a liberal arts college exists for them, there is no vocational or technical school in the world specifically for the deaf. I have always felt that was discrimination.

I sincerely appreciate your cooperation, your understanding, and especially your support of a Technical Institute for the Deaf by your introduction of Senate bill 1650. If and when the institute becomes a reality, you will be classed as one of the great benefactors of the deaf.

CARL F. SMITH, *Superintendent.*

EUGENE HEARING AND SPEECH CENTER,
Eugene, Oreg., April 20, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: On behalf of myself and the staff of the Eugene Hearing and Speech Center, may I extend our utmost support for the bill that you are introducing known as S. 1650 for establishing a National Technical Institute for the Deaf. We work with the young adult deaf and so deeply know of their desperate need for more training. Without this training they become islands in our communicative society and so often have to rely on society to support them because the training that they needed was not available. If the Technical Institute is realized, not only will it help them become participating members of our society, but it will help them become whole persons in our society. I can't thank you enough for your concern for these wonderful people and we heartedly endorse and support your bill.

Sincerely,

EDWARD P. RISBROUGH, *Executive Director.*

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

HON. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I want you to know that we in Oregon are very interested in your 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 you will be successful in seeing this bill passed by Congress. I want to thank you for your efforts.

Sincerely yours,

M. B. CLATTERBUCK, *Superintendent.*

PARENT'S ASSOCIATION OF DEAF AND HARD OF HEARING CHILDREN,
Eugene, Oreg., April 18, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: We are most interested in your bill S. 1650 to establish a National Technical Institute for the Deaf. We feel this is a step which is long overdue and fully justified.

Kindly send me more information concerning the bill and the way it will work. We, as parents of the deaf, feel that facilities for higher education of the deaf are grossly inadequate. The deaf are perhaps the last minority group who have been largely denied higher education.

We wish to do all within our powers to promote your bill.

Sincerely,

RICHARD E. CHAMBERS, *President.*

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

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: I have learned that you have introduced in the Senate S. 1650 to provide for the establishment of a National Technical School for the Deaf.

This is a much needed institution and I want to express thanks for your efforts to secure it.

Your interest in the deaf over the years is greatly appreciated.

Sincerely,

SAM B. CRAIG, *Superintendent.*

GREENEVILLE, TENN., May 7, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: It is with deep appreciation that you have introduced in the Senate S. 1650 which would provide for the establishment and operation of a National Technical Institute for the Deaf.

Since I am the mother of a 17-year-old deaf daughter in Tennessee School for the Deaf in Knoxville, I am aware of the fact that every effort is necessary to provide ways of better education for the deaf, so that they may take their rightful place in the world of today.

Would it be possible for me to have a copy of the bill in brief, so that I may better understand the provisions which might help train the deaf of the future?

Gratefully,

Mrs. RUTH B. ANDERSON.

SUNSHINE COTTAGE SCHOOL FOR DEAF CHILDREN,
San Antonio, Tex., April 27, 1965.

Senator LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: Being involved with the teaching of the deaf, I am very interested in your bill to provide for the establishment and operation of a National Technical Institute for the Deaf. Would you please send me a copy of S. 1650 as suggested in the newsletter sent by the Conference of Executives of American School for the Deaf. Thank you.

Sincerely,

PAUL SMALL, *Director.*

WASHINGTON STATE SCHOOL FOR THE DEAF,
Vancouver, Wash., May 6, 1965.

Hon. LISTER HILL,
Washington, D.C.

DEAR SIR: I recently received a letter from Dr. Hugo F. Schunhoff, the president of the Conference of Executives of American Schools for the Deaf, stating that you have presented a bill to Congress which if passed, would establish a National Technical Institute for the Deaf.

I am very pleased to hear that there are Congressmen who are very interested in the welfare of the deaf, and I appreciate very much your effort on their behalf. I do hope you have every success in the passing of your bill. I am sure that this bill, if passed, would be a boon to the deaf of this Nation, because in the past there were very few places that a deaf person could go to for this sort of help.

Again, let me say, "thank you."

Sincerely yours,

ARCHIE STACK, *Principal.*

VANCOUVER, WASH., May 3, 1965.

Hon. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: Your past interest in training educators for deaf children and your current interest in the establishment of a National Technical Institute for the Deaf is very much appreciated. The progress of your bill No. S. 1650 will be watched carefully.

Being a teacher of deaf children I am aware of the need for this postsecondary training for deaf young people who have an aptitude for advanced specialized training. These young people deserve the opportunity to develop this potential in a Technical Institute.

It is hoped that this Institute might be established in a metropolitan industrial area where the facilities and personnel of major industry could be utilized. All of this under the direction of an institution of higher learning is also important.

Your activity in this area is to be commended. I hope that your continued interest and support will bring about the establishment of this much-needed educational facility.

Very truly yours,

ELIZABETH WILCOX HOWARTH.

WEST VIRGINIA SCHOOLS FOR THE DEAF AND THE BLIND,
Romney, W. Va., May 7, 1965.

HON. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: We were indeed pleased to learn that you had introduced in the Senate a bill to provide for the establishment and operation of a National Technical Institute for the Deaf.

By this action you have shown once again that you have a real interest in the welfare of the hearing handicapped of this country. We commend you for this action.

Sincerely,

JACK W. BRADY, *Superintendent.*

WILLIAMSBURG, VA., May 18, 1965.

Senator LISTER HILL,
U.S. Senate, Capitol Building, Washington, D.C.:

The National Association of State Directors of Special Education in convention assembled in Williamsburg strongly endorsed the provisions of S. 1400 and recommends its passage.

JAMES MARSHALL, *President.*

UNIVERSITY OF WISCONSIN,
SCHOOL OF EDUCATION,
Madison, Wis., May 7, 1965.

HON. LISTER HILL,
Washington, D.C.

DEAR SENATOR HILL: As a longtime member of the Council for Exceptional Children and a past president of one of its national divisions, the Council for Children with Behavioral Disorders, I am writing this letter in strong support of S. 1400 for the extension of Public Law 88-164.

Since I am involved professionally in the training of teachers for emotionally disturbed children, my interests are obvious. The Public Law 88-164 has provided opportunities for many teachers to continue their education in special education. This year many more teachers applied for fellowships under 88-164 than were fellowships available. Since there is a tremendous need for teachers in all areas of special education, the extension of 88-164 is urgently needed.

Sincerely,

WILLIAM J. DAVID,
Director of Teacher Preparation, Seriously Emotionally Disturbed Behavioral Disabilities Center.

KANSAS ASSOCIATION OF THE DEAF,
Topeka, Kans., May 22, 1965.

Senator LISTER HILL,
Chairman, Committee on Labor and Public Welfare,
U.S. Senate, Washington, D.C.

DEAR SENATOR HILL: Enclosed you will find a petition of support to Senate bill 1650 in which you introduced in the Senate on April 1. This bill is to provide an establishment and operation of a National Technical Institute for the Deaf.

The petitions were sent to various parts of the State of Kansas by the association and members there helped to distribute them for the deaf people and friends who wished the bill passed to sign their names and addresses.

The dry-copying was used to reach all of our Kansas Congressmen. The original petition was sent to our senior Senator, Frank Carlson. The petition you are having can be shown to the members of the Committee on Labor and Public Welfare during a hearing of the bill. This way, you can let the Members of Congress know that we are in favor of seeing the bill become a law.

The association, a nonprofit statewide organization is very much concerned of the deaf people in their economical and educational benefit and we believe that by passing this bill, it will improve the chances for them in securing better jobs.

We sincerely do hope that your committee will give consideration to the bill and vote in favor of it in sending to full Senate for passage.

Sincerely yours,

WILLIAM FANSLER, *President.*

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND,
St. Augustine, Fla., May 21, 1965.

HON. LISTER HILL,
U.S. Senate, Washington, D.C.

DEAR SENATOR HILL: All persons in the State of Florida who are interested in the welfare and training of the deaf are very much interested in the bill to establish a National Technical Institute for the Deaf. I am enclosing signatures of many persons in our area who have either direct or indirect contact with the deaf of Florida.

Neither State residential schools, nor public day classes, nor private schools can provide the highly technical training required of persons today.

I wish to thank you for the many things you have done toward providing facilities for the deaf.

Respectfully yours,

JOHN M. WALLACE, *President.*

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC.,
Washington, D.C., May 21, 1965.

HON. LISTER HILL,
U.S. Senate,
Washington, D.C.

MY DEAR SENATOR HILL: As president of the Alexander Graham Bell Association for the Deaf, whose membership includes thousands of parents, teachers, oral deaf adults, and others interested in oral education of the deaf, I should like to express sincere appreciation for your sponsorship of Senate bill 1650 for the National Technical Institute for the Deaf. Furthermore, on behalf of the board of directors, I would like to offer our endorsement of this legislation which we view as an important step toward increasing the educational opportunities for the deaf.

We feel that the National Technical Institute for the Deaf, will prepare the deaf to take advantage of the opportunities made possible in the rapidly changing technology of our world. In addition, the National Technical Institute will

provide opportunities for research in learning, mental health, and communication that should benefit deaf children throughout the country.

For many years the Alexander Graham Bell Association has been concerned about the large number of deaf children who have not had an opportunity to qualify for high school and later college education. We understand that the National Technical Institute for the Deaf will provide such opportunities for the deaf children who have learned speech and lipreading, and enable them to continue their education in an institution where there are special provisions made to compensate for the hearing handicap.

There is statistical evidence that deaf children show the same range of intellectual ability as the hearing; and we know that they have the same ambitions concerning their future. Our goal is to help the deaf achieve their full potential and it is our sincere belief that the ability to speak and to lipread is a necessity in both vocational and social achievement in a hearing world.

We are, therefore, looking with great favor upon the plans for the National Technical Institute to be located under the direction of a university for the hearing in an urban area. We hope that the success of the first National Technical Institute will lead to the establishment of similar institutes throughout the United States, associated with junior colleges and other institutions of higher learning. We feel that the decentralization of special educational facilities would lead to greater opportunities for successful integration into hearing communities.

Thank you for this opportunity to express the support of the Alexander Graham Bell Association for Senate bill 1650. We appreciate the efforts which you and other members of your committee are expending on behalf of the deaf children of our country.

Sincerely yours,

HELEN S. LANE, *President.*

RESEARCH AND DEMONSTRATION PROJECTS SUPPORTED BY THE VOCATIONAL REHABILITATION ADMINISTRATION IN THE FIELD OF HEARING DISORDERS

Notations: (1) The attached list summarizes all projects supported through May 1965. (2) The numbers in parenthesis in each project represent the project number, the year in which the project started, and the number of years of the project.

RESEARCH OR DEMONSTRATION

- N.Y. State Psychiatric Institute, 722 West 168th Street, New York, N.Y., Franz J. Kallman, M.D. (7-55-7): To help overcome vocational disability in deaf persons with mental health problems by establishing a psychiatric clinic where treatment is especially designed for those who are unable to carry on a normal conversation.
- University of Pennsylvania, 3320 Walnut Street, Philadelphia, Pa., M. C. Schultz, Ph. D. (19-55-3): For conducting a pilot program in speech and hearing rehabilitation in connection with an existing physical rehabilitation center.
- John Tracy Clinic, 806 West Adams Boulevard, Los Angeles, Calif., E. L. Lowell, Ph. D. (29-55-4): To study the personality and intellectual characteristics associated with success in lipreading, in order to select those who can profit from such training from those who must rely on other means of communication, a vital factor in job success.
- American Hearing Society, 919 18th Street NW., Washington, D.C., Crayton Walker (66-56-2): To develop standards and guides for use by communities in the establishment of speech and hearing facilities for the rehabilitation of the deaf and hard of hearing.
- Cleveland Hearing and Speech Center, 11206 Euclid Avenue, Cleveland, Ohio, E. D. Schubert, Ph. D. (74-56-1): To improve hearing tests commonly used in evaluating speech discrimination in certain types of deafness, in order to make more effective job selections.
- National Association of the Deaf, 2495 Shattuck Avenue, Berkeley, Calif., Byron B. Burnes (79-56-2): To inventory the variety of jobs performed by deaf persons throughout the Nation and evaluate factors associated with occupational success or failure.
- Cleveland Hearing and Speech Center, 11206 Euclid Avenue, Cleveland, Ohio, Earl D. Schubert, Ph. D. (143-57-3): To facilitate rehabilitation of hard-of-hearing persons by developing an improved test for speech discrimination loss.

- Hear, Inc., 221 North Carroll Street, Madison, Wis., Mrs. J. D. Stovall (150-57-1): To demonstrate the effectiveness of television as a medium for teaching speech reading to deaf adults.
- University of Pittsburgh, Pittsburgh, Pa., L. G. Doerfler, Ph. D., and J. Matthews, Ph. D. (167-58-2): To investigate in 1,000 hard-of-hearing adults the relationship between audiological test results and social, psychological, and vocational measures of disability.
- Lexington School for the Deaf, 904 Lexington Avenue, New York, N.Y., L. E. Connor, Ed. D. (169-58-1): To develop a research design for a followup study to explore the effects of educational experience in a school for the deaf on vocational adjustment.
- American Hearing Society, 919 18th Street NW., Washington, D.C., Crayton Walker (292-58-2): To develop an educational and informational film to demonstrate improved methods for the rehabilitation of the hard of hearing.
- American Hearing Society, 919 18th Street NW., Washington, D.C., Crayton Walker (302-58-2): To demonstrate the effectiveness of an intensive program of coordinated community services for increasing the vocational opportunities of the deaf and hard-of-hearing persons.
- Gallaudet College, Washington, D.C., Alan B. Crammatte (314-59-2): To gather and analyze information on factors which influence successful vocational adjustment in deaf persons engaged in professional occupations.
- American Speech and Hearing Association, 1001 Connecticut Avenue NW., Washington, D.C., K. O. Johnson, Ph. D. (350-58-1): To define the nature and scope of research needs in vocational rehabilitation in the field of speech and hearing.
- Kansas School for the Deaf, Olathe, Kans., Stanley D. Roth (361-59-1): To plan a study of the effectiveness of a comprehensive adjustment program to promote vocational readiness in deaf persons with previous unsuccessful employment experience.
- Pennsylvania State University, University Park, Pa., B. M. Siegenthaler, Ph. D. (364-60-1): To evaluate the effects of a specific program of speech and hearing rehabilitation services on the social, psychological, and vocational adjustment of persons who have received such services.
- C. W. Shilling Auditory Research Center, 340 Long Hill Road, Groton, Conn., J. D. Harris, Ph. D. (413-59-2): To develop objective tests for evaluating the technical characteristics of hearing aids.
- Gallaudet College, Washington, D.C., Howard L. Roy, Ph. D. (464-60-2): To develop and standardize a pictorial interest inventory for use in counseling with the deaf.
- University of Oklahoma Research Institute, Norman, Okla., John W. Keys, Ph. D. (466-59-3): To evaluate the efficiency of bone conduction audiometry used in the rehabilitation of persons with impaired hearing.
- Gallaudet College, Washington, D.C., George Detmold, Ph. D. (467-59-6): To study and analyze communicative patterns developed by young deaf persons in order to improve communication techniques in the vocational rehabilitation of the deaf.
- Boston Guild for the Hard of Hearing, 283 Commonwealth Avenue, Boston, Mass., Claire K. Kennedy (485-61-3): To investigate and develop improved methods for increasing the number of specialized rehabilitation personnel who work with the deaf and hard of hearing.
- Research Foundation of State University of New York, Box 7126, Capitol Station, Albany, N.Y., Maurice H. Miller, Ph. D. (501-60-2): To evaluate the effectiveness of binaural hearing aids for persons with hearing loss who are 50 years of age or older.
- Wayne State University, Speech and Hearing Clinic, Detroit, Mich., Geo. A. Kopp, Ph. D. (526-60-3): To evaluate the usefulness of the visible speech cathode ray tube as a supplement to the oral method of teaching speech in the rehabilitation of the deaf and hard of hearing.
- Clarke School for the Deaf, Round Hill Road, Northampton, Mass., S. L. Kates, Ph. D. (549-60-2): To investigate the effect of deafness on the learning process and the relation of learning deficiencies to the social and vocational adjustment of the deaf.
- Gallaudet College, Seventh and Florida Avenue NE., Washington, D.C., Powrie V. Doctor (583-60-1): To conduct a conference of selected authorities in the field of deafness for the purpose of identifying researchable vocational rehabilitation problems of the deaf.

- Lexington School for the Deaf, 904 Lexington Avenue, New York, N.Y., L. E. Connor, Ed. D. (601-61-2) : To study the effect of educational experiences on the vocational adjustment of deaf women who have attended a school for the deaf.
- Gallaudet College, Washington, D.C., Geo. Detmold, Ph. D. (642-61-5) : To establish a counseling center to meet the special counseling and guidance problems of deaf college students, provide opportunities for research into the psychological problems of the deaf, and to serve as a demonstration for schools of the deaf of the need and value of such service in assisting the successful personal and vocational adjustment of the deaf.
- Catholic University of America, Washington, D.C., Hans G. Furth, Ph. D. (704-61-3) : To develop and standardize nonverbal concept learning tasks for deaf adults minimally influenced by language or past experience with a view toward using such tasks for prediction purposes.
- Gallaudet College, Washington, D.C., Jerome Schein, Ph. D. (734-61-3) : To conduct a survey of the deaf population in the Washington metropolitan area in order to analyze how this disability affects vocational and personal adjustment, interests, attitudes, and aspirations in community living.
- Clarke School for the Deaf, Northampton, Mass., Miriam F. Fiedler, Ph. D. (781-62-2) : To study the effects of school experience on the intellectual capacity and personal adjustment of deaf adolescents giving further insight into the preparation of the deaf for adult vocational life.
- Michigan Department of Mental Health, Lewis Cass Building, Lansing, Mich., Anthony Abruzzo, M.D., and V. A. Stehman, M.D. (800-62-3) : To identify deaf individuals residing in State institutions for the mentally retarded who appear to have vocational rehabilitation potential, and to develop a comprehensive rehabilitation program to meet their individual needs.
- Michigan Association for Better Hearing, 724 Abbott Road, East Lansing, Mich., Stahl Butler (801-62-4) : To establish a specialized comprehensive vocational and academic program, which will include personal and social adjustment training as well as development of communication skills, in order to prepare untrained marginal deaf persons for employment.
- School of Medicine, University of Pittsburgh, Pittsburgh, Pa., Leo G. Doerfler, Ph. D. (803-62-1) : To explore the extent to which the ability to localize auditory sounds is impaired by hearing loss that is sensory neural.
- World Rehabilitation Fund, Inc., 400 East 34th Street, New York, N.Y., Eugene J. Taylor (868-61-1) : To explore the feasibility of a demonstration which will provide new vocational opportunities for the deaf in the arts and enrich the cultural lives of the deaf.
- University of California, School of Medicine, Los Angeles, Calif., Joel J. Pressman, M.D. (870-62-3) : To develop a comprehensive program in speech pathology and audiology which will conduct concurrent research, services and professional training in these fields.
- American Hearing Society, 919 18th Street NW., Washington, D.C., Crayton Walker (971-62-5) : To plan and establish hearing and speech facilities which will provide basic services and serve as screening units whereby more difficult cases may be identified and referred to comprehensive speech and hearing centers.
- American School for the Deaf, 139 North Main Street, West Hartford, Conn., Maxine T. Boatner, Ph. D. (1007-62-2) : To prepare a manual of common idiomatic expressions explained in simple language which can be understood by deaf people 14 years of age or older, in order to improve the communicative skills of the deaf.
- John Tracy Clinic, 806 West Adams Boulevard, Los Angeles, Calif., Edgar L. Lowell, Ph. D. (1008-62-1) : To develop cinefluorographic and animated films showing the movements of normal articulation during speech for use in teaching speech to the deaf and hard of hearing.
- Catholic University of America, Bureau of Social Research, Washington, D.C., P. H. Furfey, Ph. D. (1012-62-3) : To investigate the social and cultural characteristics of the deaf population in Frederick, Md., and the social interaction of deaf and hearing people in the community.
- Idaho State University, Pocatello, Idaho, Gwenyth R. Vaughn, Ph. D. (1054-63-3) : To provide special communication and education assistance to persons with severe hearing losses so that they may attend regular courses in a trade and technical school.

- University of Oklahoma Medical Center, 825 Northeast 14th Street, Oklahoma City, Okla., John W. Keys, Ph. D. (1079-63-1) : To develop a reliable method for determining hearing acuity thresholds for pure frequency stimuli in individuals with functional hearing loss.
- Clarke School for the Deaf, Round Hill Road, Northampton, Mass., Solis L. Kates, Ph. D. (1097-63-4) : To investigate and compare the conceptual abilities required for dealing with social and emotional stimuli in deaf persons and in hearing persons.
- Houston Speech & Hearing Center, 1343 Moursund Avenue, Houston, Tex., Jack L. Bangs, Ph. D. (1124-62-1) : To conduct a research conference of authorities in auditory discrimination loss in order to explore possible ways of reducing this disability.
- American Speech & Hearing Association, 1001 Connecticut Avenue, N.W., Washington, D.C., K. O. Johnson, Ph. D. (1170-64-2) : To survey methods for promoting increased cooperation among professional persons serving the deaf and to conduct a conference on improving audiological services for the deaf.
- University of Nebraska Teachers College, Lincoln, Nebr., Marshall S. Hiskey, Ph. D. (1173-63-2) : To review and restandardize the Hiskey-Nebraska Test of Learning Aptitude, a nonverbal intelligence test designed for the handicapped with communication problems such as deafness.
- New York State Psychiatric Institute, 722 West 168th Street, New York, N.Y., Franz J. Kallman, M.D. (1197-63-3) : To demonstrate a method for providing psychiatric services to deaf people on both inpatient and outpatient basis.
- Ohio State University Research Foundation, 1314 Kinnear Road, Columbus, Ohio, John W. Black, Ph. D. (1226-64-5) : To evaluate a newly developed method for assessing residual hearing and sound discrimination ability in disabled persons with impaired hearing.
- American School for the Deaf, 139 North Main Street, West Hartford, Conn., Edmund B. Boatner (1295-64-1) : To determine the need and effective demand for a regional technical training center for the deaf.
- Houston Hearing & Speech Center, Texas Medical Center, 1343 Moursund Avenue, Houston, Tex., James Jerger, Ph. D. (1297-64-2) : To determine the relationship between conventional and recently developed audiometric test procedures and the applicability of these techniques in predicting results in stapes surgery.
- New York University, Washington Square, New York, N.Y., Edna S. Levine, Ph. D. (1298-64-1) : To develop a dictionary of the language of signs.
- Institute for Research on Exceptional Children, University of Illinois, 1003 West Nevada, Urbana, Ill., S. P. Quigley, Ph. D. (1299-64-5) : Research on the behavioral aspects of deafness and the significance of these factors in the rehabilitation of deaf persons.
- Morgan Memorial, Inc., 85 Shawmut Avenue, Boston, Mass., Wm. F. Stearns (1304-64-1) : To plan a demonstration on the development of services for the deaf in a comprehensive vocational evaluation and work-conditioning center.
- Catholic University of America, Washington, D.C., James Youniss, Ph. D. (1305-64-3) : To study the role of stimuli on discrimination and concept learning in the deaf.
- University of California Medical Center, Los Angeles, Calif., Victor Goodhill, M.D. (1316-64-5) : To study the auditory rehabilitation aspects of stapes surgery for otosclerosis.
- State Department of Education, St. Paul, Minn., Thomas J. Mangan (1301-63-1) : To study the extent to which existing programs within the State meet the rehabilitation needs of the adolescent and young adult hearing impaired.
- University of Texas Graduate School of Biomedical Sciences, 102 Jesse Jones Library Building, Houston, Tex., Grant Taylor, M.D. (1360-64-1) : To produce five 30-minute colored medical teaching films and video tapes on surgical procedures for the correction of hearing loss.
- Lexington School for the Deaf, 904 Lexington Avenue, New York, N.Y., Joseph Rosenstein, Ph. D. (1380-64-3) : To investigate vocational development of deaf adolescents and young adults and to determine the contribution of teachers, parents, and peers to this development.
- University of Rochester, River Campus Station, Rochester, N.Y., Emory L. Cowen, Ph. D. (1440-64-1) : To study adjustment to auditory disability, which completes a unified series of studies on the nature of personal adjustment as it relates to auditory disability and visual disability in adolescents.

- Vanderbilt University, Nashville, Tenn., Richard L. Blanton, Ph. D., and Jum C. Nunnally, Ph. D. (1479-64-3) : To study certain aspects of language functioning in the deaf which seem to be related causally with difficulty in using flexible and creative thinking and expression.
- Wayne State University, Speech and Hearing Clinic, 656 West Warren, Detroit, Mich., George A. Kopp, Ph. D. (1483-64-3) : To investigate those abilities of deaf people which seem critical for the successful use of visible speech electronic equipment as a training aid for speech improvement.
- Catholic University of America, Washington, D.C., Hans G. Furth, Ph. D. (1484-64-5) : To determine how and to what extent nonverbal concept learning contributes to the development of cognition in the deaf and other language-impaired individuals.
- Texas Christian University, Fort Worth, Tex., Claude B. Elam, Ph. D. (1575-64-1) : To perfect an eyeglass optical projector system which can help the hard of hearing and the deaf to lipread more accurately.
- University of Oklahoma Medical Center, Oklahoma City, Okla., John W. Keys, Ph. D. (1717-64-2) : To perfect a reliable method of testing bone conduction hearing, based on universally acceptable physical measurements, so that diagnostic procedures for hearing impaired can be improved.
- Jewish Employment and Vocational Service, St. Louis, Mo., Harold P. Wolff (1520-64-1) : To develop services for the deaf in a comprehensive rehabilitation facility.
- San Fernando Valley State College, Northridge, California., Ray L. Jones (1526-64-1) : To adapt telephonic equipment for use by the deaf.
- Gallaudet College, Washington, D.C., Powrie V. Doctor, Ph. D. (1687-64-1) : To develop a director of American services for the deaf.
- Johns Hopkins University, Baltimore, Md., Bruce William Konigsmark, M.D. (1786-65-2) : To identify and define different types of hereditary deafness in man.
- Jewish Employment and Vocational Service, St. Louis, Mo., Samuel Bernstein (1804-65-5) : To demonstrate how the existing resources of a metropolitan vocational training center can be modified, with the addition of new programs and new techniques, to meet the special needs of unemployed deaf adults.
- Louisiana State School for the Deaf, Baton Rouge, La., Lloyd V. Funchess, Ed. D. (1896-65-1) : To produce a film which will depict the cooperative efforts of a State school for the deaf and the State vocational rehabilitation agency in preparing deaf students for suitable employment.
- Vanderbilt University, Nashville, Tenn., Leland E. Thune, Ph. D., and Martin Katahn, Ph. D. (1897-65-1) : To determine the usefulness of recently perfected signal detection techniques for the study of sensory and perceptual processes in the handicapped.
- Johns Hopkins University, Baltimore, Md., Richard Allen Chase, M.D. (1899-65-3) : To develop new clinical techniques and instruments for a more objective and improved method of detection and evaluation of hearing loss.
- Houston Speech and Hearing Center, Texas Medical Center, Houston, Tex., James Jerger, Ph. D. (1904-65-3) : To investigate the usefulness of this new speech identification procedure for measuring the degree of discrimination loss in hearing-impaired adults.
- Northeastern University, Boston, Mass., Ladislav Dolansky, Ph. D. (1907-65-1) : To investigate the usefulness of a recently developed "instantaneous pitch indicator" and similar instruments for teaching normal speech inflection and rhythm to the deaf.
- Arkansas Rehabilitation Service, Little Rock, Ark., Neal D. Little (1932-65-3) : To determine the feasibility of providing rehabilitation services to deaf adults in a facility already established to serve all disability groups.

*Summary of expenditures in rehabilitation of deaf training programs
(fiscal years 1955-65)*

Fiscal year	Number of programs	Number of trainees		Total amount
		Long term	Short term	
1955	1		20	\$5,364
1956	2		25	11,801
1957	2		30	24,107
1958	3		64	27,398
1959	4		52	30,201
1960	4		78	22,230
1961	8		192	72,695
1962	8	15	172	165,360
1963	12	15	126	283,707
1964	12	55	254	284,407
1965	12	65	136	423,123
Total	58	150	1,149	1,856,123

Summary of training projects in the area of rehabilitation of the deaf, fiscal years 1955-65

Fiscal year	Grantee	Training project	Amount
1955	(1) Gallaudet College	Counseling deaf persons	\$5,364
1956	(1) do	do	9,301
	(2) American Hearing Society	Hearing conservation of deaf persons	2,500
	Annual total		11,801
1957	(1) Gallaudet College	Counseling deaf persons	14,857
	(2) New York School for the Deaf	Placement of deaf persons	9,250
	Annual total		24,107
1958	(1) Gallaudet College	Counseling deaf persons	10,660
	(2) National Association for the Deaf	Manual communication	8,318
	(3) New York School for the Deaf	do	3,420
	(4) Tennessee School for the Deaf	Psychological adjustment of the deaf	5,000
	Annual total		27,398
1959	(1) Gallaudet College	Counseling deaf persons	15,000
	(2) Catholic University	Psychological assessment of the deaf	6,831
	(3) Maryland School for the Deaf	Rehabilitation center administration	8,370
	Annual total		30,201
1960	(1) Municipal University of Omaha	Rehabilitation of the deaf	1,532
	(2) Catholic University	Psychological assessment of the deaf	6,948
	(3) American Academy of Ophthalmology and Otolaryngology	Hearing conservation	2,000
	(4) Gallaudet College	Orientation of audiologists to work with the deaf	11,750
	Annual total		22,230
1961	(1) Gallaudet College	Orient to deafness of professional workers	16,626
	(2) John Tracy Clinic	Deaf leadership program	22,596
	(3) San Francisco Lighthouse for the Blind	Rehabilitation deaf-blind	752
	(4) Gallaudet College	Psychological aspects of the deaf	5,638
	(5) Central Institute for the Deaf	Rehabilitation of the deaf	5,700
	(6) Gallaudet College	do	13,598
	(7) National Association of the Deaf	Publications on adjustment of total deafness	1,315
	(8) San Francisco State College	Psychological services on deaf	6,470
	Annual total		72,695

Summary of training projects in the area of rehabilitation of the deaf, fiscal years
1955-65—Continued

Fiscal year	Grantee	Training project	Amount
1962	(1) Gallaudet College.....	Orient professional workers to the deaf.....	\$12,236
	(2) San Fernando Valley State College.....	Leadership training.....	72,942
	(3) University of California.....	Rehabilitation of the deaf.....	3,200
	(4) Gallaudet College.....	do.....	12,750
	(5) University of Denver.....	Traffic safety and driver education of the deaf.....	18,650
	(6) University of California.....	Orientation of social workers to the problems of deafness.....	21,500
	(7) University of Vermont.....	Adjustment for living of the deaf.....	8,908
	(8) Gallaudet College.....	Training counselors to work with the deaf.....	15,174
	Annual total.....		165,360
1963	(1) New York University.....	Interdisciplinary leadership program.....	44,477
	(2) Gallaudet College.....	Counseling for the deaf.....	33,975
	(3) University of Tennessee.....	Orientation of professional workers to the deaf.....	69,662
	(4) Oregon College of Education.....	do.....	11,134
	(5) University of Illinois.....	do.....	3,400
	(6) San Fernando Valley State College.....	Leadership training.....	70,214
	(7) Gallaudet College.....	Workshop for Lutheran workers for the deaf.....	15,288
	(8) University of Denver.....	Manuscript, "Law and Deaf".....	1,500
	(9) University of Wisconsin.....	Vocational adjustment to deafness.....	18,000
	(10) Jewish Employment Vocational Services.....	Placement of deaf.....	3,789
	(11) University of Arizona.....	Manual communication.....	5,600
	(12) New Mexico School for the Deaf.....	Prepare manuscript, "Vocational Adjustment to Deafness".....	668
	Annual total.....		283,707
1964	(1) New York University.....	Interdisciplinary leadership training.....	62,661
	(2) Ball State College.....	Guidelines interpreting for the deaf.....	19,630
	(3) University of Illinois.....	Interdisciplinary training to work with deaf.....	12,978
	(4) Oregon College of Education.....	Orientation of counselors to work with deaf.....	30,722
	(5) University of Tennessee.....	do.....	74,749
	(6) San Fernando Valley State College.....	Leadership training.....	90,369
	(7) Boston Center of Adult Education.....	Manual communication.....	1,900
	(8) District of Columbia Association of the Deaf.....	do.....	10,800
	(9) Pennsylvania Society for Advancement of the Deaf.....	do.....	2,500
	(10) San Francisco Hearing Society.....	Workshop on community responsibility in work with the deaf.....	4,920
	(11) University of California, Berkeley.....	Orientation of social workers to deaf.....	9,245
	(12) University of Colorado.....	Workshop on vocational counseling for deaf.....	13,659
	Annual total.....		289,407
1965	(1) New York University.....	Interdisciplinary leadership program.....	70,197
	(2) University of Tennessee.....	(1) Orientation of professional workers to deaf; (2) workshop for Baptist clergy.....	102,072
	(3) University of Illinois.....	Interdisciplinary training to work with the Deaf.....	61,296
	(4) Oregon College of Education.....	Orientation of professional workers to deaf.....	32,110
	(5) San Fernando Valley State College.....	Leadership training.....	121,078
	(6) Boston Center Adult Education.....	Manual communication.....	2,100
	(7) District of Columbia Association of the Deaf.....	do.....	10,000
	(8) University of Tennessee.....	Workshop on improving.....	14,850
	(9) University of Illinois.....	(1) Deafness research conference; (2) rehabilitation of deaf counselors.....	8,000
	(10) Arkansas School for the Deaf.....	Manual communication.....	2,150
	Annual total.....		423,853
	Grand total.....		1,356,123

Senator YARBOROUGH. Mr. Chairman, I congratulate you for a very excellent hearing conducted with your usual courtesy, skill, and dispatch.

The CHAIRMAN. Thank you.

The subcommittee will now stand in recess.

(Whereupon, at 12:30 p.m., the subcommittee recessed, subject to the call of the Chair.)



