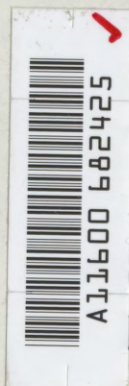


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LOAN SERVICE OF CAPTIONED FILMS FOR THE DEAF

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HEARING BEFORE A SPECIAL SUBCOMMITTEE OF THE COMMITTEE ON LABOR AND PUBLIC WELFARE UNITED STATES SENATE EIGHTY-NINTH CONGRESS

FIRST SESSION

ON

S. 2232

A BILL TO AMEND THE ACT ENTITLED "AN ACT TO PRO-
VIDE IN THE DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE FOR A LOAN SERVICE OF CAPTIONED
FILMS FOR THE DEAF"

AUGUST 10, 1965

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



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LOAN SERVICE OF CAPTIONED FILMS FOR THE DEAF

TUESDAY, AUGUST 10, 1965

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

The special subcommittee met, pursuant to call, in room 4221, New Senate Office Building at 10 a.m., Senator Claiborne Pell (chairman of the subcommittee) presiding.

Present: Senators Pell (presiding) and Murphy.

Committee staff members present: Robert W. Barclay, professional staff member; George Pazianos, professional staff member; and Roy H. Millenson, minority clerk.

Senator PELL. At this time I open the session of the special subcommittee set up by Senator Hill to hear statements on S. 2232, a bill for expanding the program providing captioned films to the deaf.

The program was first authorized in 1958 and was largely limited to the captioning of films for entertainment purposes. In 1961 I was privileged to sponsor, along with Senator Muskie, the bill, S. 2511, which authorized additional funds for the program and expanded its scope to encompass the educational advancement of deaf persons.

The legislation we are considering today would permit educational media other than captioned films to be made available to the deaf under the program and would provide for the training of persons in the use of films and other educational media. The funds authorized to be appropriated would be increased to permit a greater distribution of films captioned for deaf persons.

(S. 2232 referred to follows:)

89TH CONGRESS
1ST SESSION

S. 2232

IN THE SENATE OF THE UNITED STATES

JUNE 30 (legislative day, JUNE 29), 1965

Mr. PELL (for himself and Mr. MUSKIE) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

A BILL

To amend the Act entitled "An Act to provide in the Department of Health, Education, and Welfare for a loan service of captioned films for the deaf", approved September 2, 1958, as amended, in order to further provide for a loan service of educational media for the deaf, 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 the Act entitled "An Act to provide in the Depart-
4 ment of Health, Education, and Welfare for a loan service of
5 captioned films for the deaf", approved September 2, 1958,
6 as amended (42 U.S.C. 2491 et seq.), is hereby amended
7 to read as follows:

2

1 "That the objectives of this Act are—

2 " (a) to promote the general welfare of deaf persons by

3 (1) bringing to such persons understanding and appreciation

4 of those films which play such an important part in the gen-

5 eral and cultural advancement of hearing persons, (2) pro-

6 viding through these films, enriched educational and cultural

7 experiences through which deaf persons can be brought into

8 better touch with the realities of their environment, and (3)

9 providing a wholesome and rewarding experience which deaf

10 persons may share together; and

11 " (b) to promote the educational advancement of deaf

12 persons by (1) carrying on research in the use of educational

13 media for the deaf, (2) producing and distributing educa-

14 tional media for the deaf and for parents of deaf children and

15 other persons who are directly involved in work for the

16 advancement of the deaf or who are actual or potential

17 employers of the deaf, and (3) training persons in the use of

18 educational media for the instruction of the deaf.

19 "SEC. 2. As used in this Act—

20 " (1) The term 'Secretary' means the Secretary of

21 Health, Education, and Welfare.

22 " (2) The term 'United States' means any State of the

23 United States, the District of Columbia, the Commonwealth

24 of Puerto Rico, Guam, the Virgin Islands, and American

25 Samoa.

3

1 “(3) The term ‘deaf person’ includes a person whose
2 hearing is severely impaired.

3 “SEC. 3. (a) In order to carry out the objectives of
4 this Act, the Secretary shall establish a loan service of cap-
5 tioned films and educational media for the purpose of making
6 such materials available in the United States for nonprofit
7 purposes to deaf persons, parents of deaf persons, and other
8 persons directly involved in activities for the advancement of
9 the deaf in accordance with regulations promulgated by the
10 Secretary.

11 “(b) In carrying out the provisions of this Act, the Sec-
12 retary shall have authority to—

13 “(1) acquire films (or rights thereto) and other
14 educational media by purchase, lease, or gift;

15 “(2) acquire by lease or purchase equipment nec-
16 essary to the administration of this Act;

17 “(3) provide for the captioning of films;

18 “(4) provide for the distribution of captioned films
19 and other educational media and equipment through
20 State schools for the deaf and such other agencies as the
21 Secretary may deem appropriate to serve as local or
22 regional centers for such distribution;

23 “(5) provide for the conduct of research in the
24 use of educational and training films and other educa-
25 tional media for the deaf, for the production and dis-

4

1 tribution of educational and training films and other
2 educational media for the deaf and the training of per-
3 sons in the use of such films and media;

4 “(6) utilize the facilities and services of other
5 governmental agencies; and

6 “(7) accept gifts, contributions, and voluntary and
7 uncompensated services of individuals and organizations.

8 “SEC. 4. There are hereby authorized to be appropriated
9 not to exceed \$3,000,000 annually for each of the fiscal years
10 1966 and 1967, \$5,000,000 annually for each of the fiscal
11 years 1968 and 1969, and \$7,000,000 annually for fiscal
12 year 1970 and each succeeding fiscal year thereafter.”

Senator PELL. While this bill as written expands the existing program, I would like to suggest at this time that perhaps we should broaden its coverage to "other handicapped persons." I understand that considerable success has been achieved in teaching the mentally retarded through captioned films, and I would appreciate having the reaction of the witnesses before this subcommittee regarding this suggestion.

Senator Murphy, I believe you had an opening statement.

Senator MURPHY. Good morning, Mr. Chairman.

It is indeed a pleasure and a privilege for me to serve on this special committee. My interest in the problems of the deaf and in this measure stems from my previous experience.

First is my knowledge of the beginning of the John Tracy Clinic in Los Angeles by my good friend, Mrs. Spencer Tracy. Under her superb leadership, I have watched this educational center for preschool children and their parents grow and develop until today parents of deaf children in 90 countries throughout the world have enrolled in the clinic's correspondence course.

Mrs. Tracy, in an article entitled, "Talk, Talk, Talk to Deaf Children," which recently appeared in a HEW publication, "American Education," warmly and clearly discusses the problems of deaf children. I think it would be helpful to the committee and the Congress to have her moving message inserted in the record at this point.

Mr. Chairman, I ask unanimous consent that this article be placed in the record.

Senator PELL. Without objection the article referred to will be placed in the record at this point.

(The article referred to follows:)

[From the American Education, school year 1965]

TALK, TALK, TALK TO DEAF CHILDREN

COMMUNICATION IS THE GREATEST PROBLEM IN THE EDUCATION OF DEAF CHILDREN

Before we talk about the education of deaf children, let's look at the gigantic potential handicap deaf babies face. What is its shape, its meaning, and what are its implications? The basic problem is one of communication, and communication, it seems to me, is probably the greatest single factor in living. The degree to which a person can understand what others say or write, and the extent to which he can express himself clearly, interestingly, persuasively, forcefully, would appear to determine overwhelmingly his successes and his failures, his education, his job, whom he marries, where he lives, his pastimes or pleasures, in fact his total way of life. This does not even touch on the usefulness and the pleasures of an infinite number and kind of sounds—sounds that give information, that give security, sounds that warn, sounds that lend color and depth and warmth to our lives.

Anyone who has a hearing loss has in some measure a communication problem. Grandfather, shall we say, who has lost his hearing recently, has a real problem. But his problem is quite different from that of the person who was born without hearing, or who, through some childhood disease, lost his hearing before he had been able to acquire speech and language. Grandfather still can talk, and, to help him understand the speech of others, it is possible that he has learned to do some lipreading. If not, anyone wanting to talk to him has but to write the message, and no matter how involved the language, grandfather will understand simply because he has a background of understanding, a background of language. Grandfather has heard.

But a child born without hearing not only cannot hear but cannot talk unless he is taught. This is not due to faulty speech mechanism, which some people still think accompanies deafness. This little baby has a voice. During his

early months, he laughs and cries and makes most of the endearing sounds that all babies make. But these sounds will not develop naturally into meaningful speech because, normally, children learn to talk by imitating what they hear, and learn to understand what others say by associating voice sounds with what they see and feel. But a deaf child hears neither the voices of others nor his own voice. He has nothing to imitate, and no sounds to associate with persons or things. He doesn't know that there are words—that things have names. The miracle is that he can learn, can even acquire that orderly arrangement of words we call language—the stuff out of which all communication is made—and the greatest problem of all in the education of deaf children.

The only prescription a doctor can give parents is "Educate him." Along with the "prescription," almost in the same breath, he should be able to give them the acceptance, encouragement, and support which at this moment all parents desperately need, and the name of a "pharmacy" which can fill his order immediately.

Yet, for many years and in many ways, a number of people have been pointing out that learning itself begins long before any formalized program, and that our first 5 or 6 years constitute our greatest learning period. There is a story told about the late Chicago educator, Francis Wayland Parker. After one of his talks, the story goes, a woman rushed up to him and asked, "Dr. Parker, at what age should I begin my child's education?" Dr. Parker responded, "When will your child be born?" "Born?" gasped the woman. "Why, my daughter's 5 years old." "Goodness!" exclaimed Dr. Parker, "Hurry home. You've already lost 5 of her best years."

Even if we sometimes forget it, most of us know that for every one of us all learning begins at birth. No child exists in a vacuum. He learns. It is only a question of what he learns. What he learns depends primarily upon his environment and the people in it; that is, during his preschool years, it usually depends upon his parents. It depends not only, nor primarily I think, upon the quantity or the quality of the material things they are able to provide nor upon their intellectual endowments or academic achievements but upon their qualities of mind and spirit, their sense of values, their attitudes toward life, toward each other, and toward this child of theirs, their acceptance of him no matter what his problems may be, their love, their support, and their understanding. Not only what he learns but his ability to learn later on often is determined by the attitudes they give rise to and the qualities they encourage.

Acquiring a means of communication is part of this early learning and one of the principal achievements of a preschool hearing child. Like a sponge, he absorbs speech and language—his family's speech and language—and along with them, because of them, and in proportion to the amount and kind of verbal communication to which he is exposed and in which he shares, he picks up considerable information about and attitudes toward this world. Give or take a year or two, the average 6-year-old is ready to enter school.

Now, education we recognize as a formalized program of learning which hearing children usually enter at the age of 5 or 6. Although a handful of private schools for deaf children admit the children at from 2 to about 4½ years of age, and the great majority of public day schools at 3 or 4, most State residential schools, which provide for the education of by far the largest number of children, do not accept them until 5½ or 6.

It is glaringly apparent that deaf children who enter school at the age of 6, or even 4 or 5, without having had the kind of opportunities which come naturally and almost effortlessly to hearing children in their homes, and without having had the benefit of any program to compensate for this barren and deprived period, will be so far behind their hearing contemporaries that it will be impossible for most of them ever to catch up.

Although their deprivation is not quite the same as that of the slum youngsters which Charles E. Silberman sets forth so effectively in his recent book, "Crisis in Black and White," deaf children also are "culturally deprived." Theirs is not the deprivation of poverty in the ordinary sense. Poverty is not always a matter of "things." The poverty of deaf children, it seems to me, might be described in much the same words Mr. Silberman uses when he describes the reasons for the failure of slum youngsters in this country: "An impoverishment of environment, particularly of the verbal sort in the early years, which must be compensated for in some way if it is to be overcome." He goes on to suggest that, "To reverse the effects of a starved environment, the schools must begin

admitting children at the age of 3 or 4 instead of 5 or 6." He declares that it is between the ages of 3 and 6 that the battle is won or lost.

But even at the age of 3, to paraphrase Dr. Parker's observation, "We already have lost 3 of the greatest learning years of our lives."

It is this lack of early verbal stimulation, this poverty of experience, that a number of educators of deaf children are now attacking through the parents in the home. By describing the John Tracy Clinic in Los Angeles, its philosophy, and program of parent-preschool training, I can suggest something of what parents, armed with know-how, are now doing.

Through the clinic, parents in the Los Angeles and nearby communities have an opportunity to learn how to help their children and to narrow, at least, the almost unbridgeable gap between the 6-year-old deaf child and the 6-year-old hearing child. The clinic offers them consultations, weekly orientation periods, and individual counseling, a 3-year course of regular weekly classes, a 6-week summer session for parents and children including a special "Fathers' Week," a demonstration nursery school where the family enters as a unit—no child is enrolled in any of the clinic's services without the full participation of his parents—and a correspondence course. Parents in 90 countries throughout the world have enrolled in the clinic's correspondence courses—the youngest child ever enrolled was a 7-week-old baby. There is no charge for any of these services.

The atmosphere of the clinic is one of warmth, acceptance, and support. By its setting, its architecture, its furnishings, by every means possible, we have tried to keep the homelike quality of the cottage.

I cannot emphasize enough the importance of the approach to these parents—to mothers who, perhaps, for days or even weeks have been in a state bordering on shock and who are often very close to tears throughout their first visit. We tell them, if not in so many words, by our attitudes, that we understand how they feel. Indeed, we listen as much as we talk. We give them an opportunity to release some of their pent-up feelings of fear and frustration, even bitterness and guilt, and so to begin to shed them. We tell them that they have a job to do, one that can be endlessly interesting, exciting, and oh, so satisfying, and that we are here to help them do it. Then we show them a little of how they can start to go about it.

Mother and father both are asked to come with the child in this first consultation. It is very important that the father should hear—or at least be exposed to—the same information and the recommendations at the same time as the mother hears. A year or two after the clinic opened, a mother said to us, "We can tell our husbands what we learn here, but we can't tell them how we feel here." The following week we switched our daytime classes to night classes so that fathers might attend. They did attend and have continued to take an increasingly enthusiastic part in all clinic activities.

I've mentioned feelings a number of times. The clinic believes that, in any program concerned with learning and with parents, feelings are pretty basic. Feelings are responsible for attitudes, for most of what people do or don't do, and for what they are able to take advantage of. For instance, we have a great deal of information and help available, but sometimes parents are unable to use it because of their feelings. Sometimes they cannot even hear what we tell them; they are too absorbed in how they feel. Many of their attitudes are of long standing—legacies from their own childhood. So our program might be said to fall roughly into two parts: facts and feelings. Our parent classes, for example, include three in the development of communication skills; that is, language, lipreading, auditory training, speech preparation, and speech; and two in child development and parent attitudes, which have to do with how any child grows and develops and how the attitudes of his parents affect that development. The two go hand in hand and inevitably overlap. There is a third class under parent attitudes, which is pure group therapy.

Now, what exactly can parents do? What is this training that begins with the parents in the home and at the earliest possible moment? Only a very small part of what parents can do can be suggested here. One of the first things we tell them to do is to talk, talk, talk, just as one would to a hearing baby. Well, in theory perhaps, but, in practice, not always in quite the same way.

One often talks to a hearing child with one's back toward him, while coming from the next room, or in the dark. The angle from which one talks or the distance from the child is of no moment. One doesn't think of limiting his talk to what an infant understands, for at that point he may understand

precisely nothing that he cannot glean from the tone of one's voice or the expression on one's face. But a baby enjoys being talked to, and it is only through constant exposure to this flow of language, these sound patterns, in association with people, things, and happenings, that eventually he does come to understand.

A deaf child also enjoys being talked to, enjoys the attention, the security, the sense of belonging, and, provided the flow is regulated and governed by some commonsense rules, he also can profit from this outpouring of language. Given the opportunity, he can learn to understand what people say by watching the movements of their lips. This we call lipreading, or speech reading as it is now termed in schools for deaf children. Because of its long and more widespread use I will continue to use "lipreading." This is an infinitely more difficult and not always a completely satisfying way of understanding spoken language, but it is the only means available to deaf people and it works, often extremely well. So it seems to be the logical and the only practical approach parents can use in making an immediate assault on the great language barrier to communication.

It is well to begin by remembering that there are always two people involved in lipreading—the one who is talking and the one who is lipreading—and that understanding is dependent quite as much upon the talker as it is upon the "listener." Lipreading is not something that can be learned and practiced in solitude. It exists, as all communications exist only in relation to other people. So a large part of the material on lipreading that we give parents is concerned only with what they themselves do. In the beginning it is solely up to them. They, as the talkers, set the stage, provide the atmosphere and the "props."

They cannot make their children look at them and they must not try to, and certainly cannot make them understand. But in a hundred ways they can encourage them first to become "lipwatchers," as one mother aptly put it, and later—when they are ready—lipreaders. I often quote something said to me by a child psychologist years ago when the clinic itself was only an infant. She was reading the first little leaflet we were giving to parents and had come upon a final suggestion to "Make him the most attractive child you can * * *." She said gently, "But you know you can't make a child anything. You can only help him become."

As only about 40 percent of all English speech sounds are visible on the lips, children must be given a chance to see all there is to see. Good light is essential, and parents must quickly get into the habit of facing the light when they talk. Light coming from behind the speaker not only detracts from the visibility of his lips but shines in the child's eyes, adding to his difficulties. One should speak distinctly but naturally, without exaggeration, not fast, of course, but not slowly, and never, oh never, one word at a time. Speech and language have rhythm. As lipreading is a matching process, at the beginning at least, talk should be about something that is right there, that can be seen or felt immediately, or something that is on the point of happening: for instance, as mother is about to put him in the tub, "It's time for your bath." "Bath" leads to such wonderful words as water, wash, splash, soap, swim—all plainly visible on the lips, and words that can be repeated each day with the same associations, words for which one can find illustrations in almost any magazine—illustrations that can be cut out for the scrapbook mother will keep. Then there are the nursery rhymes. I am thinking particularly of "Patty Cake, Patty Cake," and "This Little Pig Goes to Market," etc., etc., etc. The suggestions for how to talk, when to talk, and what to say are endless.

Speech, the other half of communication, and the one which causes the greatest anxiety in parents, usually must wait for a trained teacher, at least insofar as the elements commonly associated with speech production are concerned. But speech is also dependent upon having a desire to talk, something to talk about, and someone to talk to. Parents, from the beginning, are the greatest potential contributors to these aspects of speech. A desire to talk usually comes from having something to talk about, plus a good listener; something to talk about is the result of having experiences—rain, snow, the child's own shadow, a stone sent skipping across the water—hundreds of simple happenings and conditions qualify as experiences from a child's viewpoint, and if a good listener is available, almost anything is fuel for conversation. You see, this "someone to talk to" is not just someone who is there, but someone who listens, who is interested and responsive.

So there is a time for parents to talk and a time for them to listen. It is by listening, by observing, that they come to know their child, and long before the sounds he makes are recognizable as words, they will understand what he is saying, and by their response, their pleasure, they will encourage his continued use of voice—that vocal expression which seems to be so spontaneous in every child. You rarely see a deaf toddler try to get attention for any purpose simply by catching hold of someone and pointing. He will use his voice: “Ungh, ungh,” or “Ah, ah.” Parents learn to cultivate this inner urge and when they find out what their youngster wants, or is trying to tell them, they will give him the words for it. “Water? You want some water?”—or juice, or cookie, or whatever.

Another way parents can help uncover and develop qualities and talents latent in almost every child is by means of an almost limitless assortment of sense training for which material is everywhere. Through sight and touch, such a program serves to create an awareness and an appreciation of differences and similarities in many categories—shape, color, size, texture, and design. There is a great wide world of things to be discovered, understood, used, appreciated, and enjoyed through means other than hearing.

If parents enter—and they are entering in large and ever-increasing numbers—this wonderful world of learning, and do but half of what we have found average parents can do, their child should have an essential readiness for a formal program of education. If to a running start in communication, in education, and the alertness, curiosity, and perseverance a child usually develops along the way, we can add a feeling of his own worthiness, of being wanted, and the taste of success, if he has gained that most precious of beliefs, “I can,” we might hazard a guess that “He has it made.” As a mountaineer woman described her 7-year-old son at the time she brought him to the school for the first time, “He cain’t see out of but one eye and he cain’t hear, but he can lean against his self.” This is basically, I think, one of the goals of all learning.

This is but one step in the education of a deaf child, but it is the first step the foundation for all that comes after. Without it, nothing will come as easily as it could have, and some things will not come at all. This first step having been taken, all others are possible.

Senator MURPHY. Second, I am aware of the film industry’s breakthrough with visual training pictures for the deaf. One film which has been called to my attention, produced by Mr. Ned Bosnick, is “The Silent Crisis.” This picture had its premiere in Riverside, Calif., and the receipts of the affair went to the International Game athletes. It also was the only American entry at the 1965 Berlin International Television Festival that was awarded a prize. I was advised that this film will compete in at least three more film festivals this year. I ask unanimous consent that an article from the April 1965 issue of the Deaf American, which reviews this film, together with comments of the California School for the Deaf and President Elstad, of Gallaudet College, and some background information on the film be inserted at this point in the record.

Senator PELL. The article referred to will appear in the record at this point.

(The article referred to follows:)

[From the Deaf American, April 1965]

FILM NOW AVAILABLE FOR FUNDRAISING—“SILENT CRISIS” WORLD PREMIERE
RAISES \$6,500 FOR INTERNATIONAL GAMES ATHLETES

On Thursday evening, March 18, a capacity crowd of 1,427 people turned out for the world premiere of Ned Bosnick’s “The Silent Crisis,” held at the downtown Fox Theater in Riverside, Calif. Lights in the sky, Hollywood stars, dinners, parties, and much general excitement filled the air of the generally peaceful city. Thanks to the efforts of the National Charity League of Riverside, sponsors of the event, the 13 southern California athletes can now be assured of the \$6,500 needed to finance their competition in the forthcoming 10th International Games in Washington, D.C.

Leading the parade of celebrities were, of course, the stars of the picture, Jack Lamberton and Pat Moran, both of whom were very thrilled by the premiere, the Hollywood stars, and all of the photographers wanting to take their picture. Special guests included Cheryl Miller, star of the soon to be released (MGM) and Walt Disney's "A Monkey's Uncle"; Sammy Jackson, star of the television show "No Time for Sergeants"; Hal Roach, Sr., the man who brought Harold Lloyd and Oliver and Hardy to the screen; and Kathryn Crosby of "The Virginian."

A gala after-the-show reception followed at the home of Mrs. J. Edward Lamar, publicity director of the league, and in attendance were the stars, the athletes, and all of the 325 people who had \$12.50 tickets. It was a happy party for all concerned because of the critical success of "The Silent Crisis" and the praise that everyone heaped on the stars of the film and on its producer-director, Ned Bosnick.

Tickets for the evening were priced at \$12.50, \$5, \$3, and the program was completed with a sneak preview of the United Artists film, "Masquerade," starring Cliff Robertson and Jack Hawkins.

Ned Bosnick, producer-director of "The Silent Crisis," the highly praised film about deaf teenagers, wishes to announce exclusively through the Deaf American that he will make his film available to schools, groups, clubs, or any organization that would like to use it in a fundraising activity. This he will do prior to the general release of the film.

In the first such event \$6,500 was raised in Riverside to send the local athletes to the forthcoming IGD.

For those groups who would like to have a fundraising event in their community and do not know the mechanics of setting it up, Mr. Bosnick has offered to give all the advice necessary for a successful event.

All those interested should write immediately to Mr. Ned Bosnick, care of Ned Bosnick Productions, 7225 Hollywood Boulevard, Hollywood, Calif., 90046.

In that letter please tell him what your organization is, the purpose of the fundraising, when you might want the film, and the anticipated audience. The film will be available in 35 or 16 millimeter.

U.S. IGD basketball team

Player and club	Age	Height	Weight
Douglas Eugene Smith, Washington DCCD.....	26	6 feet 6 inches.....	190
Michael Dorrell, Washington DCCD.....	26	6 feet 3 inches.....	185
William R. Schyman, Washington DCCD.....	35	6 feet 5 inches.....	220
John C. Miller, Jr., Washington DCCD.....	30	6 feet 1 inch.....	175
James R. Macfadden, Washington DCCD.....	24	5 feet 9 inches.....	155
Joseph S. Rose, Washington DCCD.....	31	5 feet 8 inches.....	140
Dennis Wernimont, Council Bluffs Silent Club.....	27	6 feet 2 inches.....	175
William O. Schwall, Chicago Crusaders AD.....	27	6 feet 4 inches.....	200
Billy Wayne Spears, Los Angeles Club of the Deaf.....	29	6 feet.....	185
Frank Sheldone, Jr., New York Union League.....	31	do.....	175
Paul H. Kaessler, New York Union League.....	26	do.....	170
David L. Hinton, Capitol City AD.....	21	5 feet 10 inches.....	175
ALTERNATES			
Maurice Mosley, Los Angeles Club of the Deaf.....	28	5 feet 9 inches.....	160
Barry Slekierka, New York Union League of the Deaf.....	24	6 feet 1 inch.....	185
Jack Antal, New York Union League of the Deaf.....	22	6 feet 2 inches.....	165
Pat Sweeney, Greater Cincinnati Deaf Club.....	29	5 feet 10 inches.....	160
Wade Anderson, Memphis Club of the Deaf.....	20	6 feet 2 inches.....	175
Gene Kurtz, Washington DCCD.....	29	5 feet 9 inches.....	165

STATE OF CALIFORNIA,
DEPARTMENT OF EDUCATION,
CALIFORNIA SCHOOL FOR THE DEAF,
Riverside, Calif., December 23, 1964.

MR. NED BOSNICK,
Los Angeles, Calif.

DEAR MR. BOSNICK: The film, "The Silent Crisis," is an intriguing presentation about adolescents in a school for the deaf. It is realistic in its portrayal of deaf boys and girls as having the same kinds of problems and interests as other boys and girls of similar age. These include the romantic interests of the age, the temptation to cheat, the portrayal of the boy who is not really interested in school, and other realistic problems.

The film also brings out well the fact that a higher education is of even greater importance to the intelligent deaf person to help him overcome the economic limitations deafness tends to impose. It also well illustrates the frustrations and psychological problems developed in the deaf youngster whose parents really never communicate with him. The importance of manual communication to deaf people as well as the illustration portrayed by the leading girl who though deaf has been taught good speech, but also uses manual communication simultaneously with it, is realistic and well done.

While "The Silent Crisis" is a fictional story, it is an honest and realistic presentation of high school age deaf youth in a public residential school for deaf students.

Yours sincerely,

RICHARD G. BRILL, *Superintendent.*

GALLAUDET COLLEGE,
Washington, D.C., January 28, 1965.

Mr. NED BOSNICK,
Los Angeles, Calif.

DEAR MR. BOSNICK: The film came yesterday, and I showed it immediately to about five people here who have something to do with the Deaf Olympics.

It is an excellent film. I can see that people might think that this picture was made to order for Gallaudet College. Actually it is so well done that I think it should be available from Gallaudet College when and if this possible. Can we purchase it for use in our public relations work?

We will have to discuss the possibilities for a premiere here. I don't know too much about these things, but we will see what can be worked out.

We realize that legally this film cannot be distributed now, and we certainly will keep those who see it to the minimum at the present time. You will hear from us again later.

Sincerely yours,

LEONARD M. ELSTAD, *President.*

BACKGROUND INFORMATION FOR "THE SILENT CRISIS"

(A 27-minute short film by Ned Bosnick)

The idea for the film came about several years ago when Ned Bosnick was sitting in a motion picture theater watching a movie. It seems that directly in front of him were sitting a teenage boy and girl who seemed to be doing something very unusual with their hands. As Ned thought about it he realized that these two teenagers were deaf and that they were talking to each other with their hands. It struck him that the youngsters were missing much of the film since they heard no sound. (At that moment Bosnick thought that it would be nice if there could be a film made whereby both deaf and hearing audience could see and understand a movie.) The impression of the two deaf teenagers stuck in Bosnick's mind and he began to further wonder about the emotions, ambitions, loves, fears, problems, of all deaf youngsters. The boy and girl in the theater seemed just like any other teenagers in love sitting in a theater enjoying the film. Bosnick wanted to know how their deafness had affected their lives, so he did some research on the subject and began writing a script.

As he began to participate more in the private lives of the deaf, at the California School for the Deaf (CSDR), he realized that his original conception of the film was false, thus necessitating vast changes in the script. Bosnick spent 4 months at the school, studying, observing, writing, and rewriting the script for what was to be a 27-minute film called "The Silent Crisis." He found out that in each State in the United States there was at least one State school for the deaf and countless other private schools. Also, he discovered that some 2 percent of the entire population has a hearing loss and that some 200,000 people in America are completely without hearing.

While at CSDR, Bosnick did a number of things to try to find a good and honest story. He sat in on countless classes in everything from algebra to dancing; he talked to faculty members, psychiatrists, custodians, nurses, and to those students with whom he could directly communicate (some deaf people can read lips very well and can also speak quite normally). He went to a basketball game,

a play, a dance, a variety program, and did everything he possibly could to know the background of his film. During this writing and researching phase, he also learned some of the sign language and finger spelling so that he could falteringly communicate with the deaf students.

With the script completed, the task of casting was now to begin. Initially Bosnick intended to use professional actors but since he would have the problem of teaching them finger spelling and the sign language, he decided to find some dramatically inclined students and have them play the roles in the film. He knew from all of his observations that the students were very visual and that in their everyday conversation they had to use varying degrees of pantomime to get their ideas across.

So the screen tests were set up and all of the interested students were tested. Here was a great test of acting because they had to visually convince the director, since he could not understand the hand language that they were using. The casting was accomplished and Bosnick knew then that he would get excellent performances in the film, so much so that instead of the 4 days he planned to rehearse, he only used 2, so anxious was he to begin shooting.

The first thing that Bosnick did prior to the rehearsals was to sit down with his principals and with the aid of an interpreter, he found out about the lives that these students themselves had led. We might mention here that Miss Pat Knudson, a teacher and actress in the film, served as the interpreter, putting into sign language what the director said and putting into audible words what the students were saying. (This method is very similar to what our American directors face when they are directing actors who speak a language other than English.)

During these early meetings, Bosnick got to know everything he possible could about the actors so that when the actual shooting began, he would be able to relate to incidents in their lives or to a similar feeling that they may have had in their lives. When asked, "What did you feel when you realized that you were different from your hearing friends?" one boy answered that he was sad because he had never heard the sound of music, that he had read about music, and he read how other people were moved by it—but that he had never and would never be able to hear it.

After several of the above sessions, rehearsals began and Bosnick was immediately surprised by the speed with which the actors learned their lines and how expressive they were in the use of their eyes, faces, and bodies. The student-actors not only learned their lines, but rehearsed on their own and brought much of the final characterizations to their roles.

It might be noted here that in addition to a script, actors, a location, and crew, there is one other very important thing needed to make a motion picture—money. Bosnick spent every dime of his own small savings and got the rest of the money from people who had faith in his ability and the story. The crew was composed of various professional friends of the director who agreed after reading the script and finding out the nature of the film, to work at a minimum salary.

And so with the script, money, actors, crew, and location, the shooting could begin. Bosnick had done two other short shorts while at UCLA, hence this was not his maiden directing voyage. The first day of shooting was probably the most exciting for the young actors because they had never before seen a large movie camera, the reflectors, the various sound recorders and microphones, the Moviola crab dolly, and the various other apparatus used to shoot a modern entertainment movie. A further credit to the student-actors was that the film was shot entirely out of order so that the second shot of the first day's shooting was the end shot in the finished film. After the initial errors of apprehension, the actors developed into seasoned film actors and could deliver on demand exactly what Bosnick asked of them.

During the first 6 days of a 9-day shooting schedule, Pat Knudson served as the interpreter, but by then the director and crew had learned enough sign language and finger spelling so that in combination with the students knowing the script and the mannerisms of Mr. Bosnick, he was able to direct them without the services of the interpreter. All in all, 4½ hours of film was shot over the 9-day shooting schedule and this was edited down by Mr. Bosnick to the 27-minute film it is today. The actors saw none of the rushes during the shooting because Bosnick felt that of the students would see themselves they would attempt to make observations about acting which they were not ready to make. The result of this is a disarming freshness on the screen, a first performance that is unblemished by any self-consciousness on the part of the actors.

Jack Lamberton, an 18-year-old senior at the California School for the Deaf, plays the lead in "The Silent Crisis." He was born in Park City, Utah, and received some of his education at the Mary E. Bennett School in Los Angeles, some at the California School for the Deaf at Berkeley, and the last 10 years at CSDR. In addition to his dramatic talents, he plays on the varsity basketball, football, and baseball teams, enjoys social dancing, the movies, and going on dates with his girl friend. He is also the outstanding student at CSDR and he hopes to go to Gallaudet in the fall to pursue his ambition of becoming either a mathematician or a teacher of the deaf. His father and mother and 4-year-old sister are deaf and his two older brothers, 24 and 21, are both normal hearing boys. Jack is a husky solid 6 foot 1 inch, 175 pounder.

Patricia Moran has the female lead in the film and this is also her first dramatic role for the screen although she has had minor roles in various plays at the CSDR. Pat's mother, father, and three brothers have normal hearing while she is totally deaf, a strange quirk of heredity making such a thing possible in almost any family. Mr. Moran is a former Navy commander and for this reason Pat has done quite a bit of traveling in her 18 years, seeing such lands as the Philippine Islands, Hawaii, Wake Island, Guam, and Australia. In response to the question, "What were the happiest moments in your life?" Pat responded, "In the Philippine Islands because I love to help the poor people." Prior to coming to CSDR 5 years ago, Pat attended the St. Joseph School for the Deaf in St. Louis, Mo. She was born in Long Beach, Calif. The ambition of this lovely young deaf girl is to become a member of the Peace Corps and to help the poor people of the world.

The writer-director-producer-editor of the film is Ned Bosnick, a native of Pittsburgh, Pa. Ned was interested in motion pictures and writing ever since he was a child and has been writing and creating stories for as long as he can remember. As a 7-year-old, he can remember coming home from the movies with his friends and then, with him as the director, they would recreate the scenes of the movie. As he grew into his teens his appetite increased for films and now rather than recreate the scenes, he would dissect the film, discussing the story, actors, plausibility, etc. While a student of business at Dickinson College in Carlisle, Pa., Ned felt that he wanted to do something more creative in life and he vaguely hoped that he could somehow work into the motion picture industry. He graduated from college, served his military obligation, and at the time was excited by foreign films, so he jumped at an opportunity to study in Paris. While there, he studied films from all the countries of the world and got some firsthand experience while working with an Italian friend. The year's study taught him that the best technicians and the best overall knowledge was still in Hollywood so he came back to the United States and enrolled in the motion picture division at UCLA where he took classes under some outstanding teachers including Stanley Kramer, Jeon Renoir, and Charles Clarke. He studied writing, directing, editing, lighting, camera operation, and acting.

On December 14 at the Wilshire Theater in Santa Monica, "The Silent Crisis" had its preview and was enthusiastically received not only that week but also during its 1-week qualifying run at the same theater. The film was entered in the short subject category as a live-action short and at this writing, the film has made the final nine from which five will win an Academy Award nomination. It is being distributed by Cavalcade Pictures.

"The Silent Crisis" tells the story about a critical moment in the life of a high school senior who wants very much to go to college. It follows a boy and girl who are in love as they try to prepare for a future together. The pressures of a test and the seductive ways of a flirtatious girl cause Jack some problems in deciding what is the right thing to do, both morally and ethically. These students are deaf but the very same thing could happen in any normal school with hearing teenagers anywhere in the world.

The first and most heard comment after viewing the film is that "It is a very moving film." Other descriptions have been "heart warming, touching, delicately treated, charming, realistic, honest, etc." Everyone comments that the performances of Jack Lamberton and Pat Moran are totally convincing and magnificently done, always being subtle, natural, and visually absorbing. Also, excellent in supporting roles are Jay Schopshire as the hip-talking ladies' man and Laura Dinndorf as the flirt whose sole concern is boys. Another sincere performance is turned in by Pat Knudson, a hearing teacher of the deaf, who portrays a teacher in the film. Her part includes speaking as well as manual communication in the film. Other credible speaking parts include Dickey DeLoss, as the disinterested

mother of Jack, and Robert Lennan as the sincere but formal principal of the school.

The film uses a stream of consciousness voice over technique so that the hearing audiences will understand what the actors are saying with their hands, thus fulfilling Bosnick's original objective. Mike Zaslow is Jack's voice, Joanne Allswang is Pat's, Bill Meyer is Jay's, and Gaby DeLys is Laura's.

Director of photography on the film was John S. Bragin and the sound was expertly handled by Keith Wester. The musical score was composed and conducted by Roger Wolff and it is a poignant sensitive score, perfectly underscoring the drama of the film.

Senator MURPHY. Another film, entitled, "Finger Teacher," I am told has received a favorable reception by the Department of Health, Education, and Welfare.

The 1964 fiscal year appropriation bill for Labor and Health, Education, and Welfare (Public Law 88-136), signed into law on October 11, 1963, authorized the creation of an Advisory Committee on the Education of the Deaf. This advisory group was appointed in October of that year and, after a series of meetings, submitted its report to the Secretary of Health, Education, and Welfare on February 11, 1965. Indicative of the bipartisan nature of the Advisory Committee is the fact that its Chairman, Dr. Homer D. Babbidge, Jr., the distinguished president of the University of Connecticut, was an Eisenhower administration official in the U.S. Office of Education.

The Senate Committee on Labor and Public Welfare, of which this subcommittee is a part, in its May 25, 1965, report on the National Technical Institute for the Deaf Act (S. Rept. 245), expressed the hope "that the Secretary of Health, Education, and Welfare will soon be in a position to make available his analysis of the Advisory Committee's report, and to include with his analysis a summary of the administrative actions to be taken and legislative proposals to be supported in the general area covered by the Report on Education of the Deaf, the report which was issued by the Advisory Committee on the Deaf, about which I have spoken.

It is now 6 months since the Advisory Committee submitted its report and almost 3 months since the Senate Committee on Labor and Public Welfare urged action on it.

Impatience on the part of the Congress to get moving on these programs, which could directly affect between 200,000 and 250,000 deaf Americans, is understandable.

I hope—and I am certain that my colleagues on the subcommittee join me in this wish—that the Department of Health, Education, and Welfare will soon respond to the growing desire, both in and out of the Congress, for positive action on the recommendations of the Advisory Committee.

I was pleased to participate in the hearings on the National Technical Institute for the Deaf bill. Although this will greatly broaden the opportunity for many of our deaf citizens, we cannot, however, be complacent with out limited success, for there are many deaf children and deaf citizens crying out for further help and training.

MURPHY AMENDMENT

I am today introducing an amendment to the bill now before us which would enact into law one of these recommendations. This amendment, cosponsored by Senator Javits of New York, would create a continuing National Advisory Committee on Education of the Deaf.

I ask unanimous consent that my introductory remarks, to be delivered in the Senate today, and the text of my amendment be included at this point in the committee record.

Senator PELL. The material referred to will be included in the record at this point.

(The material referred to follows:)

Mr. President, I send to the desk for appropriate reference for myself and the Senator from New York, Mr. Javits, an amendment to S. 2232.

My amendment would enact into law a recommendation by the Advisory Committee on the Education of the Deaf contained in its February 11, 1965, report to the Secretary of Health, Education, and Welfare. This recommendation to create a continuing National Advisory Committee on Education of the Deaf is as follows:

"That a continuing National Advisory Committee on the Education of the Deaf be appointed by the Secretary of Health, Education, and Welfare. The committee's responsibilities should include (a) stimulating the development of a system for gathering information on a periodic basis in order to make it possible to assess progress and identify problems in the education of the deaf; (b) identifying emerging needs and suggesting innovations that give promise of improving the educational prospects of deaf individuals; (c) suggesting promising areas of inquiry to give direction to the research effort of the Federal Government in education of the deaf; and (d) advising the Secretary on desirable emphases and priorities among programs.

"The Committee should include representatives of the disciplines involved, of educators both of the deaf and hearing, and of the deaf themselves. Representation should not be institutional; rather, individuals should be selected on the basis of their abilities to make constructive contributions in such a forum.

"Most importantly, the Committee should be expected to make creative contributions. It should not be permitted to become purely a watchdog of conventional programs."

The National Advisory Committee on the Deaf to be created by my amendment consists of 12 persons appointed on a staggered-term basis by the Secretary of Health, Education, and Welfare. The Committee's findings and recommendations shall also be transmitted to the Congress.

As I indicated, my amendment has its genesis in a recommendation of the Advisory Committee on the Education of the Deaf. This Advisory Committee was established by virtue of the Health, Education, and Welfare appropriation bill, Public Law 88-136, which was signed into law on October 11, 1963. However, it was not until March 1964 that the advisory group was appointed. Indicative of the bipartisan nature of the Advisory Committee is the fact that its chairman, Dr. Homer D. Babbidge, Jr., the distinguished president of the University of Connecticut, was an Eisenhower administration official in the Office of Education.

The Senate Committee on Labor and Public Welfare, in its May 25, 1965, report on the National Technical Institute for the Deaf Act (S. Rept. 245), expressed the hope "that the Secretary of Health, Education, and Welfare will soon be in a position to make available his analysis of the Advisory Committee's report, and to include with his analysis a summary of the administrative actions to be taken and legislative proposals to be supported in the general area covered by the 'Report on Education of the Deaf.'"

It is now 6 months since the Advisory Committee submitted its report and almost 3 months since the Senate Committee on Labor and Public Welfare urged action on it by the Secretary of Health, Education, and Welfare. Impatience on the part of the Congress to get moving on these programs which could directly affect between 200,000 and 250,000 deaf Americans is understandable. My amendment is designed to set into forward motion this desired action which has too long been, and which continues to be, delayed.

[S. 2232, 89th Cong., 1st sess.]

AMENDMENT Intended to be proposed by Mr. MURPHY (for himself and Mr. JAVITS) to S. 2232, a bill to amend the Act entitled "An Act to provide in the Department of Health, Education, and Welfare for a loan service of captioned films for the deaf", approved September 2, 1958, as amended, in order to further provide for a loan service of educational media for the deaf, and for other purposes, viz:

At the end of the bill, add the following new section:

"Sec. 2. (a) (1) For the purpose of advising and assisting the Secretary of Health, Education, and Welfare (hereinafter in this section referred to as the "Secretary") with respect to the education of the deaf, there is hereby created a National Advisory Committee on Education of the Deaf, which shall consist of 12 persons, not otherwise in the employ of the United States, appointed by the Secretary without regard to the civil service laws.

"(2) The membership of the Advisory Committee shall include educators of the deaf, persons interested in education of the deaf, educators of the hearing, and deaf individuals.

"(3) The Secretary shall from time to time designate one of the members of the Advisory Committee to serve as Chairman of the Advisory Committee.

"(4) Each member of the Advisory Committee shall serve for a term of four years, except that any member appointed to fill a vacancy occurring prior to the expiration of the term for which his predecessor was appointed shall be appointed only for the remainder of such term, and except that the terms of the office of the members first taking office shall expire, as designated by the Secretary at the time of appointment, three at the end of the first year, three at the end of the second year, three at the end of the third year, and three at the end of the fourth year after the date of appointment.

"(5) A member of the Advisory Committee shall not be eligible to serve continuously for more than one term.

"(b) The Advisory Committee shall advise the Secretary concerning the carrying out of existing and the formulating of new or modified programs with respect to the education of the deaf. In carrying out its functions, the Advisory Committee shall (A) make recommendations to the Secretary for the development of a system for gathering information on a periodic basis in order to facilitate the assessment of progress and identification of problems in the education of the deaf; (B) identify emerging needs respecting the education of the deaf, and suggest innovations which give promise of meeting such needs and of otherwise improving the educational prospects of deaf individuals; (C) suggest promising areas of inquiry to give direction to the research efforts of the Federal Government in improving the education of the deaf; (D) advise the Secretary with respect to priorities to be established among programs with respect to the education of the deaf, and the relative extent to which each of such programs should be emphasized; and (E) make such other recommendations for administrative action or legislative proposals as may be appropriate.

"(c) The Secretary may, at the request of the Advisory Committee, appoint such special advisory professional or technical personnel as may be necessary to enable the Advisory Committee to carry out its duties.

"(d) Members of the Advisory Committee, and advisory or technical personnel appointed pursuant to subsection (c), while attending meetings or conferences of the Advisory Committee or otherwise serving on business of the Advisory Committee, shall be entitled to receive compensation at rates fixed by the Secretary, but not exceeding \$100 per day, including travel time, and while so serving away from their homes or regular places of business they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5 of the Administrative Expenses Act (5 U.S.C. 73b-2) for persons in the Government service employed intermittently.

"(e) The Advisory Committee shall meet at the request of the Secretary but at least semiannually."

Senator PELL. Also, I request unanimous consent to include an article by Mr. William Grigg.

(The article referred to follows:)

INSTITUTE'S NUNS FIND SLIDES TEACH RETARDED

(By William Grigg, Star staff writer)

The Lt. Joseph P. Kennedy Institute has found that the large majority of retarded teenagers, who have IQ's of 5 to 75, can become well informed—when approached with projected slides.

The sisters at the institute in Washington sometimes refer to this as the "Naval Academy" method—because it uses the same kind of projector often used to teach armed services' subjects.

But the most important thing about the system is that it works. It may revolutionize the teaching of the retarded.

Where retarded teens used to sit still for only 4 or 5 minutes of work with children's books, they follow the audiovisual approach for 25 to 45 minutes.

SEES BETTER TEACHING

Sister Joseph Mary, who is in charge of the institute at 801 Buchanan Street NE., said in an interview that the new teaching method should help teach retarded children basic facts about their world and about science and religion. Many retarded youngsters now get manual training at best, she said.

Without basic academic grounding, they often fail to establish personal contacts with fellow workers after they are employed.

"They simply have nothing to talk with them about," she explained. "So, although they may have learned their trade well, they are usually the last to be hired and the first to be fired."

Sister Cecilia of the Order of Notre Dame has now taught a social science-geography course to 35 retarded students at the institute.

They have learned such things as where Cape Canaveral is and what goes on there. With this background, they may be able to keep up with TV news broadcasts, although most newspaper stories will remain too complicated for them, the experimenters feel.

The system uses "overhead" projectors of the Robert J. Brady Co. here, a firm specializing in teaching and sales presentations.

A teacher can look at the slide with this method and draw on it or point to various features while facing the class. The marks or pointer show up on the screen with the slide.

The classroom need not be dark.

The projection system caught the attention of the institute's teaching sisters 3 years ago at a science fair in which one of the Bradys' nine children was using it as part of a display.

Sister Cecilia got interested and so did Mrs. Robert J. Brady, wife of the firm's owner. Mrs. Brady arranged an unusual alliance between her husband's profit-making company and the nonprofit institute.

TESTED ON STUDENTS

The company's artists turned Sister Cecilia's ideas into finished maps and graphs, which she then tested on her students.

The company spent about \$25,000 in goods and services on the experiment and will now market the course. Another course, on science, is under test at the institute.

The institute, set up as a memorial to the President's older brother, found that retarded students of junior and senior high school age could not be taught with available texts. The words and sentence structures of interesting texts were too complicated.

Simply worded texts, such as those used in early grade school, made the retarded youths, aged 14 to 20, ashamed to use them. The books also did not deal with material that would benefit and interest these young people, the sisters felt.

But the audiovisual approach does.

It can, Sister Joseph Mary said, advance the learning of the 25 out of every 30 retarded youngsters who are considered educable. It may also offer a new approach to slow learners, to whom written texts are also a stumbling block.

Senator PELL. The general purpose of the existing program is to make captioned films available for use in educating the deaf. The bill before us proposes to double the authorization for this program. This will provide for the acquisition of other educational media for use in schools for the deaf, at home by parents of deaf children, and for use in training teachers of the deaf.

So far this has been a small program, but as is evidenced by the letters and program of parts we have received in recent weeks, we believe it has proved successful beyond our original expectations.

The first witness, Mr. Philip H. Des Marais, accompanied by Dr. Wirtz and Mr. Gough, will be speaking for the executive branch of our Government.

Mr. Des Marais, I hope you will comment on Senator Murphy's amendment and his other point. We will also be interested in your reaction to the idea of using these films for handicapped people other than those who are deaf.

Mr. Des Marais, you may proceed as you will.

STATEMENT OF PHILIP DES MARAIS, ACTING ASSISTANT SECRETARY FOR LEGISLATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE; ACCOMPANIED BY DR. MORVIN A. WIRTZ, DEPUTY DIRECTOR, OFFICE OF PROGRAMS FOR THE DISADVANTAGED AND HANDICAPPED, OFFICE OF EDUCATION; AND JOHN A. GOUGH, DIRECTOR, CAPTIONED FILMS FOR THE DEAF PROGRAM

Mr. DES MARAIS. Thank you very much, Senator Pell and members of the subcommittee.

With respect to the comment by Senator Murphy and the work of the Department of Health, Education, and Welfare in response to the study and report on the education of the deaf, I would like to emphasize that in the new reorganization of the Office of Education, that the whole area of special education, including education of the deaf, has been given far greater importance and significance.

Dr. Wirtz, who is here with us this morning, is now the Deputy Director of the Office of Programs for the Disadvantaged and Handicapped.

The Office of Programs for the Disadvantaged and Handicapped provides us in the Department with a focal point for having broad and high-level consideration and planning for all programs for all the handicapped, including the deaf and for those of us who have studied the history of the Office of Education in recent years there is a recognition that this is a really important step forward. I think that with people like Dr. Wirtz and his colleagues who are all very knowledgeable and dedicated in these areas, including the education of the deaf, that we are going to see that continuing improvement and high attention will be given to the problems of educating handicapped children.

Now, with respect to the amendment, I am not in a position to comment on it specifically. This is the first time that I have seen it and in response to Senator Pell's request, we will give it very quick consideration in the administration, Senator.

Senator PELL. I hope when you send back your comment on it you will speak for the whole administration as well.

Mr. DES MARAIS. Yes, we will do that.

Senator PELL. This proposal seems to be of great importance and seems to have great merit, and I am at first blush inclined favorably toward it, but I would naturally be guided in my own view by the reactions and experiences of Dr. Wirtz and others who would be immediately involved in it.

Mr. DES MARAIS. Now, with respect to the bill here this morning, S. 2232, introduced by Senator Muskie and Senator Pell, this legislation provides for an expansion of the program of captioned films for the deaf as established under Public Law 85-905 and amended by Public Law 87-715. The original act had as its focus to provide recreational films for a population group which is severely restricted in opportunities for worthwhile recreation. The success of this effort was instant and pointed the way to an amendment designed to provide more of such films to meet an overwhelming demand while extending the service to include educational films as well. Services in production, training in the use of films, and research were added in order that a broad utilization of the film medium might be affected.

Testimony before a special Senate committee in 1962 in behalf of Public Law 87-715, the initial expansion act for captioned films, emphasized the importance of film services for the education and advancement of deaf people. Subsequent events have shown that the 87th Congress, indeed, provided the basis for a service that is meeting basic needs in the lives of deaf people. Not all of the accomplishments of this program can be enumerated in this brief testimony, but here are a few items worthy of note.

The Office of Education now has more than 60 film depositories in 48 States for captioned films and serves nearly 1,200 groups with films throughout the Nation. It produces a weekly filmstrip to help deaf second graders learn to read and is developing a system of programmed learning for teaching English to these language-deprived children. It has invented a new and greatly improved captioning system and is constantly adding new films both for educational and recreational purposes.

All this is well and good. An excellent start has been made. But in the midst of these gains and successes, it is appropriate to pause asking whether or not persons handicapped by deafness are receiving the kinds of service required to restore them fully to first-class citizenship and the level of usefulness to which every American naturally aspires.

Filmstrips, we have noted, are being provided for second graders. What about grades one, three, four, five and on up? Our present problem is that current funding is insufficient to expand this service beyond the level of token production for a single grade level, or that, if expanded, something else of equal importance will have to be dropped.

Early reports from projects supported from the research authority to provide programmed instruction for deaf children indicate that 6 hours of this kind of teaching gives a 6-year-old deaf child a reading vocabulary equal to that achieved in 6 months of ordinary classroom instruction. Such results are most encouraging. But, thus far,

these results are largely canceled by the fact that the program does not have adequate funds to film the materials that have been demonstrated by research to be so very effective. Research is important. We need more of it, but it cannot be truly meaningful for handicapped people until translated into materials, methods, and practice which they can utilize. There is urgent need that the Congress now provide means for prompt implementation of large-scale use of programing in the education of the deaf.

The establishment of 60 film depositories in collaboration with State schools for the deaf at virtually no cost to the Federal Government is commendable. This kind of State-Federal cooperation emphasizes the proper role of the several parts of government in achieving common purposes. But, again, deposit of films is not the real purpose of this service. Showing films and teaching with them is the real objective. How can this be accomplished when not a single school for the deaf is properly equipped with the necessary projectors to do this?

In the modern school, films and other kinds of new educational media are in almost constant use. The overhead projector, for example, provides a new mode of communication with deaf children that greatly accelerates the pace of instruction. Under the typical existing circumstances, teachers have to schedule this equipment and wait their turn to use it. It is as if the teacher were obliged to tell her class, "Today, children, use the nice slates your great-grandparents used, and tomorrow we can have books and pencils for an hour after Miss Jones' class has finished with them."

To become fully effective, schools and classes for deaf children need a plentiful supply of educational media including equipment which, up to the present, they have been unable to acquire. Adults need similar help in order that programs of adult education can be provided along with the excellent recreational opportunities supplied through films.

Finally, in order to help deaf youth or young adults find their place in the workaday world, two important objectives must be achieved. First, they must understand the world of work and develop specific skills. Secondly, the employer must understand them. Captioned films have been used successfully to train deaf keypunch operators. This is only one of scores of possibilities. Nine 3-minute finger spelling films have been acquired to help train the employer to communicate with the deaf. A hundred of these films are needed.

Use of educational media for the deaf is needed in the Job Corps. Materials would include vocational information films, job training films, and others dealing with social security, insurance, work attitudes, et cetera. The new National Technical Institute for the Deaf will create another set of needs for modern teaching media. For example, a complete filmed course in electronics only wants captioning in order to be available for deaf students seeking a career in that field.

These specifics are but a sampling of the countless ways in which a comprehensive media program can help to lighten the burden of those who must spend their lives under the yoke of a major handicap. The film program, in which we take justifiable pride, has provided the guidelines and the undergirding for a new and solid educational service capable of changing the lot of deaf citizens. Its exploratory

phase is sufficiently complete. The time has come to build substantially on these foundations. Though such a program, the full impact of modern communication theory and practice can be brought to bear upon the knotty problems of those who do not hear.

NEW EFFORTS POSSIBLE UNDER PROVISIONS OF S. 2232

Under the provisions of S. 2232, innovations will be accomplished in a number of ways. Heretofore, emphasis has been on the use of films. The new act broadens this concept to include a variety of educational tapes, transparencies, programed instruction, and all of the devices of modern instruction. Through the application of this broader approach, it will be possible to make new applications of modern technology to help overcome the communication problems of the deaf.

Emphasis on new technology under the proposed act will be further strengthened by the inclusion of provisions for supplying equipment as well as materials for use in the program. This facet of the bill relates not merely to providing projectors and similar equipment from existing sources of supply but extends to the development of instructional systems applicable to the education and training of the deaf. The equipment necessary to overcome the handicap of deafness is complicated and varied, including such items as hearing aids both individual and group, film projectors, record players, and individual instructional devices. To combine these into a systematic whole, capable of manipulation by the regular classroom teacher, will be made possible under the new act.

Yet another thrust of the proposed legislation is the extension of services to other than the deaf themselves. One of the most basic problems of handicapped persons is the adjustment of the family to the handicapped individual and he to them. The new bill will provide authority to produce materials and equipment to help solve such problems. Similarly, services will be extended to employers, social workers, rehabilitation workers, and others. For example, the new law will make it possible to produce films on finger spelling and distribute them to actual or potential employers, thus facilitating communication and the likelihood of the deaf person's securing employment or holding the job he already has. Another unmet need which can be covered under the broader provisions of the act is the production of films to instruct teachers of the deaf in the teaching of speech. Examples could be multiplied.

The importance of this act is that it recognizes for the first time that a total approach to the communication problems of the deaf is necessary if adequate solutions are to be found. This, we believe, cannot be achieved by a program limited to films alone. It cannot be done by depending upon a variety of scattered sources of support, whether local, State, or Federal. The need is for thorough coordination such as this bill makes possible. The need is broader services both as to materials and equipment and in terms of persons served. Deaf people cannot live effectively in isolation. And yet this is in the condition their handicap tends to force upon them. This new act, S. 2232, provides a comprehensive design within which a multiple approach can be perfected to overcome that isolation.

In its publication of February 1965, the Advisory Committee on the Education of the Deaf reported to the Secretary of Health, Education, and Welfare identifying the basic elements of an educational system for the deaf and called for an aggressive assault upon the many problems that beset this long-neglected field of education. It is worthy of note that of the eight elements listed in the report as fundamentally important, at least seven have direct relationship with a media program as provided in this act.

The report says in part:

Our responsibility in the education of the deaf is the same as it is for all our youth—to assist them in developing their talents fully, to prepare them to be responsible citizens, and to offer them stimulus for cultural enrichment of their lives. To meet this responsibility we must move promptly and vigorously on several fronts.

I respectfully submit that the expansion of the captioned films program as provided under S. 2232 will enable us to move promptly and vigorously. It is a pleasure and an opportunity to recommend that it be enacted into law.

I would like to point out that just within the last week, President Johnson signed the bill extending and expanding the program of the training of teachers of the handicapped, including the deaf. One of the biggest gaps that the report "Education of the Deaf" disclosed, of course, was the lack of trained teachers for the deaf, particularly in the elementary and secondary levels. It is impossible, of course, to provide educational programs for the deaf, or any other handicapped group for that matter, unless you have the trained teachers.

As you know, we have estimated as presented in our hearing on the National Technical Institute for the Deaf bill, that 1 out of every 10 children enrolled in our schools has some handicap or another, that we need approximately 300,000 trained teachers to meet this need, and that we now have approximately 60,000 teachers.

The new amendment will greatly accelerate the training of these teachers for these handicapped children, including the deaf children and I really think that this will go a long way to meeting the gaps pointed out in this very excellent report on the education of the deaf, because we can't do any of the things recommended in the report unless we have the teachers to conduct the classes. I think with the new amendment which the Congress approved in the last few weeks that we will now be moving toward a maximum production, if we can use that terms, of teachers in this area.

You can train only so many teachers at a rate related to the availability of persons qualified to direct the training. The program provides for the training of teachers and the training of trainers of teachers.

Senator MURPHY. One of the great problems in dealing with deaf children is the developing of proper parental attitudes. The John Tracy Clinic has been trying to develop this understanding by correspondence—parents in 90 countries around the world are enrolled in these courses.

Mrs. Tracy has always stressed the importance of training the family. In many cases it is just as important, perhaps more important, than training the individual who is handicapped.

Senator PELL. Mr. Des Marais, when you recommended the bill be enacted into law, are you speaking for the administration or HEW?

Mr. DES MARAIS. On behalf of the administration.

Senator PELL. Has it been cleared with the Bureau of the Budget?

Mr. DES MARAIS. Yes.

May I draw your attention to a summary of the operation of last year's program which is appended to this testimony?

Senator PELL. If you like, it can be inserted in the record. It will be so inserted at this point.

(The material referred to follows:)

Data on captioned films operation, fiscal year 1965

Distribution:

Number of centers for educational films-----	60
Estimated individual use of educational films, filmstrips, etc----	475,000
Number of centers for distribution of general interest and recreational films-----	3
Total audience, general interest films-----	473,000
Grand total of audience-----	948,000
Total number of groups served-----	1,150

Film collection:

Educational motion pictures (number of titles in use and on order)-----	136
General interest (number of titles in use and on order)-----	262

Budget:

Documentary and educational films (26 percent)-----	\$400,000
General interest films (25 percent)-----	370,000
Research and training (20 percent)-----	300,000
Film production (18 percent)-----	268,000
Distribution (4 percent)-----	50,000
Administration (7 percent)-----	112,000

Total----- 1,500,000

Research and development projects:

Project LIFE (language instruction to facilitate education).

Workshop for screening and evaluation of films and development of related curriculum outlines.

Project to develop and test cartridge-type films for lipreading and language instruction.

Survey of library and instructional materials centers in schools for the deaf.

Development and field testing of 30 filmed lessons on keypunch operation.

Development and field testing of a set of auditory training materials.

Production of a series of six dramatized lessons in lipreading.

Senator MURPHY. Does the Department of Health, Education, and Welfare have before it now any of the other studies or recommendations with respect to education—other than the ones that have been mentioned?

Mr. DES MARAIS. We have very much before us; the education of the deaf report, Senator, and this is part of a whole series of studies that is now going on within the administration with respect to all our educational problems.

Senator MURPHY. I assure you that we are as anxious as you are to get moving.

Mr. DES MARAIS. Yes; and I think that you will find that the administration will be recommending comprehensive, significant, and appropriate proposals to strengthen our educational programs where the needs are obvious and where the gaps still exist. This is cer-

tainly one of the important areas—this area of the education of the deaf.

Senator MURPHY. There are leading authorities who have been concerned about the delay in implementing the report. When can this committee expect an analysis of the report which was requested to be made so that we can do whatever possible, whatever we can to help in the implementation of the report?

Mr. DES MARAIS. Well, we have been studying the report and the Commissioner of Education, Commission of Vocational Rehabilitation—

Senator MURPHY. The best way I guess would be to pass this bill.

Mr. DES MARAIS. I think we could supply the committee with an analysis of the report very shortly, and I will endeavor to see that that is done, Senator. By "very shortly" I mean within the next 2 or 3 weeks.

Senator PELL. Could you give us the figures, if you have them—if you do not have them you can submit them for the record, that would show how many deaf children are presently educated in residential schools as compared to deaf students in day classes?

Mr. DES MARAIS. On the overall, Senator, there are approximately 37,000 children, deaf children, in schools. Dr. Wirtz, what percentage of these would be in residential schools, about 75 percent?

Dr. WIRTZ. That is about right.

Mr. DES MARAIS. About 75 percent.

Senator PELL. Are these captioned films available in nonresidential schools?

Mr. DES MARAIS. Definitely.

Senator PELL. Just for my own edification, what is the definition of "deaf"? How deaf? How much hearing?

Mr. GOUGH. There is no legal definition for deafness but the normally used definition is that a deaf person is one whose hearing is so impaired that he cannot use it for ordinary purposes of communication.

Senator PELL. Even with an aid?

Mr. GOUGH. Even with an aid.

Senator PELL. And do the majority of people who are deaf communicate with their fingers or do they communicate with lipreading?

Mr. GOUGH. Well, there is wide use of both, of course. I would say that among the adult deaf, the greater portion of communication is by manual means, using the hands rather than speech, but many times it is a combination of the two and there are of course those who can communicate only by speech and lipreading. It is not a solid picture of one type of communication, but a mixture of the two.

Senator PELL. I was going through the record from the last time we ran over this ground about 4 years ago; and I noticed you made a very good statement which you submitted then. Is Commissioner Muirhead still in HEW?

Mr. GOUGH. Dr. Muirhead is still with us, but I don't know in what capacity.

Dr. WIRTZ. He is in charge of the Bureau of Higher Education.

Senator PELL. In welcoming my old friend, Phil Des Marais, I wanted to know how bureaucracy works.

Senator MURPHY. Incidentally, Mr. Chairman, I have a friend who is a great example of what can happen with proper education. Education made possible what this gentleman did—a man that I have known for 5 years—who was so adept at lipreading I did not know that he had any impediment in his hearing at all and he was president of one of the most important banks in New York City. He had turned an impediment into an advantage—the expert training that he had. His family had been interested in this for years and this was also the beginning of my interest in this field.

Senator PELL. Thank you. Are there any other points? Then thank you very much. We look forward to your comments on Senator Murphy's amendment. Do you have any further information about those other than the deaf?

Mr. DES MARAIS. In my prepared statement I did not make any specific reference to this idea, but certainly, I think that if the research and the demonstrations indicated that these captioned films can be effectively used, in education of other types of handicapped children, that we would certainly support this concept.

Senator PELL. This concept has not been implemented by other branches of the administration.

Mr. DES MARAIS. No, sir.

Senator PELL. Thank you very much.

Senator MUSKIE. Good morning.

Senator PELL. The real father of this whole idea was Senator Muskie.

Senator MUSKIE. We have another father here.

Senator PELL. Do you have any questions?

Senator MUSKIE. No, I do not. I have not had an opportunity to listen to the testimony. But I would like to take this opportunity to express my appreciation to those who have to administer this program for their effectiveness in doing so because without their effort and without the results achieved to date, we would not now be in a position to urge, and I hope successfully, the expansion of this program.

Of course, he is much more knowledgeable in this field than I am. But as a layman I have been persuaded by people knowledgeable in this field that programed films can be a tremendous force in education and demonstration projects for the deaf is perhaps one of the most effective ways of proving that. So I am very appreciative to the administration for successfully administering the program which Senator Pell joined me in sponsoring a few years ago.

Senator PELL. Thank you.

Mr. DES MARAIS. Thank you very much, Senator, for those remarks.

Senator PELL. Thank you.

Mr. DES MARAIS. Mr. Gough is the present Administrator of the Division of Captioned Films and I had a chance earlier to introduce Dr. Morvin Wirtz who is the new Deputy Director of the Division on Education of the Handicapped and Disadvantaged Youth, which is a new office that has been established, reporting directly to the Commissioner to provide highest level coordination of all of these programs for the education of the handicapped.

Senator MUSKIE. If I was the father of the original bill, Mr. Gough is the midwife.

Mr. DES MARAIS. Senator, Mr. Gough made available a recently published report on the program which I will make available to the staff, if you wish.

Senator PELL. That will be wonderful to have in the record of the committee.

Thank you so much, Mr. Des Marais.

Now, perhaps Senator Muskie has a few words to add before he introduces Mr. Joseph Youngs of Maine.

Senator MUSKIE. Yes, I appreciate the chairman's courtesy in permitting me to do that.

I do have to attend another committee hearing, a committee on which I am a member. Unfortunately, I am not a member of this one.

Senator MURPHY. You are a welcome guest.

Senator MUSKIE. There is not anything that I wish to add to what I have already said about this program. I am delighted that Senator Pell, who is a member of this committee and is in a position to follow this program—I am most happy to cosponsor this bill.

My exposure to the impact of this program has been most reassuring. I found tremendous enthusiasm for this program, as Mr. Youngs will testify, and I think it exists everywhere in the country. I think the original thesis has been proven and we are now embarked on one of the constructive additions or modifications in the evolutionary process.

I am also delighted that Senator Murphy is so directly involved. We all know, of course, of his public image, and I know a little something also of his interest in the technical aspects of it and its educational premise, so I am glad to leave this in two such capable hands as Senator Pell and Senator Murphy.

We are very proud of our school for the deaf in Maine. It is a product of the philanthropy of one of our eldest statesmen, former Governor, Percival P. Baxter, of Maine, a Republican who is still alive and established himself a place in Maine's industry and in this country's history as a conservationist. He purchased 200,000 acres of land which now constitutes the Baxter State Park and in the opinion of Secretary Udall, the outstanding State park in the country.

Senator PELL. If I may interrupt, has not this always been a custom in Maine—

Senator MUSKIE. You are talking about the Republicans and Democrats. Some people think there has been no interruption.

Senator MURPHY. As long as the progress of Maine is not stopped.

Senator MUSKIE. His second philanthropy has been the State school for the deaf which so many years was housed in cramped and dark and inadequate quarters in Portland. Governor Baxter purchased a beautiful island on the Maine coast, built a causeway to it and built a modern school for the deaf. I think it can be fairly said that he was my inspiration in taking an interest in the problems of the deaf.

As a matter of fact, he has educated the entire State in the problems of the deaf to the point where they have a beautiful and excellent and effective facility.

The man we have before us now as a witness this morning is in charge of that facility. We were delighted to welcome him to Maine when he first came and we are delighted to welcome him this morning. His performance there justified the judgment of all those who were

instrumental in bringing him there. He has followed this program very closely, he is interested in it, is enthusiastic about it and I am delighted to welcome him here this morning.

STATEMENT OF JOSEPH P. YOUNGS, OF MAINE, MEMBER OF THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, AND SUPERINTENDENT OF THE GOVERNOR BAXTER SCHOOL FOR THE DEAF

Mr. YOUNGS. Senator Pell and honorable members of the committee, my name is Joseph P. Youngs, Jr., I am an educator of the deaf and I am presently superintendent of the Governor Baxter State School for the Deaf on Mackworth Island, Maine, where I have been since 1961.

Other related positions and connections include: Member of the executive committee of the Conference of Executives of American Schools for the Deaf, an organization of all administrative heads of schools for the deaf in the United States and Canada; president, Maine branch of the Council of Exceptional Children; member, Alexander Graham Bell Association for the Deaf; member, Convention of American Instructors of the Deaf; and member, Registry of Interpreters for the Deaf.

It is indeed a privilege and an honor to speak to you today in behalf of S. 2232 which provides for the continuation and expansion of the captioned films program. It was my privilege, also, to testify in behalf of this program in 1962. At that time it was pointed out that the captioned films had already brought much happiness to the many thousands of deaf people throughout the United States. It had also made possible successful teaching programs in schools for the deaf throughout the United States. The program at that time was still in the beginning stages and it was exciting to visualize what doors to learning would be opened through its expansion and development. Since that time we have witnessed the fulfillment of some of these exciting ideas and the promise of even greater accomplishments.

There are, in the United States, an estimated 250,000 deaf people. Of this group about 33,000 are schoolchildren, the majority of whom attend residential schools for the deaf. Others attend public day schools and day classes for the deaf. There are also many other people whose hearing disabilities make it difficult for them to understand clearly the speech of others with or without the help of a hearing aid.

In a report to the Secretary of Health, Education, and Welfare by his Advisory Committee on the Education of the Deaf, it was pointed out there were obvious deficiencies and some very serious situations which are in urgent need of improvement if the field of education of the deaf is to accomplish what it purports to do.

Particularly distressing to the committee was the fact that five-sixths of our deaf adults work in manual jobs, as contrasted to only one-half of the hearing population; that less than half of the deaf children needing specialized preschool instruction are receiving it; and that the average graduate of a public residential school for the deaf has an eighth-grade education.

The committee felt that possible explanations for this poor level of achievement may be found in our failure to launch an aggressive assault on some of the basic problems of language learning of the deaf

through well planned and adequately supported research, and that today the population of our schools for the deaf is made up of a greater proportion of children who were born deaf or who lost their hearing before language had been acquired. This is in contrast to the previous situation where children who had lost hearing after they had learned to speak and had language concepts.

While the problem of teaching the deaf has become more difficult, our deaf children are facing a future where the requirements for earning a livelihood will demand greater and higher levels of educational preparation.

It has been said of deaf people that they tend to be isolated into a subculture with the common means of communication being the language of signs and lipreading. This is so because the deaf child depends on vision for learning and for daily human relationship. The deaf adult is also limited in communication to vision. Captioned films provide the visual stimuli needed for ease of understanding and for learning.

As an administrator of a school for the deaf, which is a repository for captioned educational films, I cannot begin to express the tremendous value they have been to the teaching-learning situations for deaf children. Captioned educational films and filmstrips bring closer to the deaf children the lessons which are so complex for them to understand by lipreading and from the printed page. The Weekly Reader filmstrips, for example, have been especially successful in the social studies programs for primary children.

The worth of captioned films in developing teaching aids both in research projects and in actual classroom application has more than been proven. During the past few years we have witnessed some remarkably successful endeavors along these lines. Research projects in vocabulary development, methods of teaching language, and in vocational training have already demonstrated the potential of captioned visual aids. Workshops, sponsored by captioned films in related areas of adjustment, general educational technique for the deaf, and in library services in schools for the deaf are major breakthroughs in educational research. Much remains to be done and this bill provides the necessary means for further studies.

Textbooks and other reading materials are the essential tools for learning in any classroom situation whether for deaf children or for children with normal hearing. Because the handicap of deafness is accompanied by a severe language deprivation, deaf children experience painful difficulties in trying to comprehend concepts illustrated in their reading material. A classroom teacher finds that captioned filmstrips which accompany reading materials reinforce the learning process by amplifying the essential points contained in the text. Recent acquisition of educational films in such diverse areas as the social studies, science, and personal adjustment have served only to whet the teacher's appetite and that of the deaf child for more of the same material in other areas of the curriculum. In the secondary department there is a special need for educational films particularly in the areas of science and mathematics.

Teachers of the deaf are also concerned with the serious deficiency in reading comprehension which is manifested by deaf children. There appears to be considerable potential for the development of

reading skills through structured visual aids and captioned films certainly would be the major resource for this program. Much research and experimental work needs to be done. Educators for the deaf have already expressed a willingness and an eagerness to cooperate in such projects.

As automation creeps into more and more areas of industries, deaf workers, particularly those with minimal skills are in danger of losing their positions. Adult education programs for the rehabilitation and training of these deaf workers are sorely needed and in some large urban areas in the United States these programs have already been started. Here again captioned films stand to make a vital contribution toward upgrading the standards of living of many adult deaf men and women. By participating in these programs with the development of films in general areas of employment the entire adult education program for the deaf is strengthened.

The role of the counselor and guidance person in the lives of deaf workers has increased in importance as changes are made in job skills requirements because of technological advances. Job training and job placement and personal guidance need to be available to deaf citizens. These rehabilitation counselors are in need of training particularly in the areas of understanding the unique problems of deaf people. Here again more progress can be made in the training of these counselors through educational films about the deaf.

This summer it was my pleasure to participate in a 3-week workshop on the training of interpreters of the deaf. Funds for this workshop were provided by a grant for the Department of Vocational Rehabilitation. Again and again during the workshop sessions the participants emphasized the tremendous need for training films to be used in the teaching of the language of signs and in the training of interpreters for the deaf.

I believe sometime during this session this matter will be further developed by another speaker. The Registry of Interpreters of the Deaf, a newly formed organization in the United States, has expressed concern for adequate films of this type.

Many schools for the deaf continue to be faced with the problem of teacher recruitment and teacher training. Those schools which may be fully staffed with trained teachers of the deaf still find a great need for upgrading the skills of these teachers. Here again is a wonderful opportunity for captioned films to play an important role by making films of recent developments in the field of education of the deaf.

The need for educating parents of deaf children so that they can understand the unique aspects of the handicap of deafness and its implications in language and reading, as well as in speech, has been expressed by school administrators throughout the United States. Parents of deaf children want to know how they best can help their children. Certainly, understanding them and their needs is of the utmost importance.

Carefully prepared and structured films on the various developmental phases of deaf children would greatly add to the establishment of rapport between the parents and their deaf children. This in turn would make a climate more conducive to learning and a happier

home environment. The captioned film personnel should be encouraged to make a contribution to this area of parent education.

Schools for the deaf require more and more visual aid equipment in order to make the fullest use of the material that is being prepared and made available to them. It is hoped that through captioned films this equipment will be made available to the schools so that some day every classroom teacher will have at her disposal the tools needed to provide the necessary stimulation for learning.

A most important contribution which has long been the backbone of captioned films is the great many hours of pleasure, entertainment, and education offered by the captioning of popular films. I live so much in the environment of deaf people I cannot begin to tell how much this means to the lives of the average deaf citizen. I have seen them assemble in remote parts of the State to witness a captioned film. This is the highlight of the evening of any social gathering, that they can have a captioned film to enjoy. So that our deaf people may derive the same pleasure from witnessing these popular movies, captions have been added to reinforce the sound track and to allow the deaf person to understand the story line and to follow the dialog.

Captioned films, as authorized in this bill, will be able to make a significant contribution to the happiness and well-being of deaf citizens for generations to come by:

- (1) Significant educational research on some of the basic problems of language learning of the deaf.

- (2) Films which can be used in adult education programs.

- (3) Films for the training of counselors and guidance personnel working with the deaf.

- (4) Films on the manual alphabet and the language of signs to be used in classes for this purpose.

- (5) Films on the problems of interpreting for the deaf to be used in the training of such interpreters.

- (6) Teacher education films.

- (7) Parent education films.

- (8) Job training and placement films.

- (9) Distribution of visual aid equipment to schools and centers.

- (10) Continuation of the most important captioning of existing films for entertainment and educational purposes.

S. 2232 provides the basis for a broad and concentrated advancement in the captioned films program. It is wholeheartedly endorsed by educators of schools for the deaf throughout the United States for whom I have been privileged to speak.

I strongly urge that every consideration be given toward the passage of this bill.

I speak for this group which represents all the schools of the deaf in the United States. The captioned film program has the unqualified support of this group. Thank you very much.

Senator MURPHY. Well, I thank you very much. I am very pleased to hear your last statement because as I explained to the chairman, this has been one of my pet projects for the last 7 years. I started, having attended at Yale University, Sheffield Scientific School, where I was a bad student in chemistry. About 20 years ago I said I learned more chemistry from diagrams and pictures in Fortune magazine than I learned at Yale.

I began to apply this system to motion pictures and captioned film pictures and I am very pleased that I was on the right track, which you are now confirming.

Senator MUSKIE. Is there a substantial increase in the use of these films in the work at Mackworth Island?

Mr. YOUNGS. Oh, yes. It is a part of our regular school program. We bought a projector of our own and we have a film repository. We have all the captioned education films that are available and on deposit at the school so the teachers can draw on them and use them any time they wish. The only drawback we have is that there is one projector and one visual aid room, so that they have to line up and sign up for visual aids. But there is a tremendous increase in this and I can see an increase in the achievement of the people academically because of it.

Senator MUSKIE. Is there a wide range of substantive films as well as films designed to establish or help establish communication?

Mr. YOUNGS. You mean in the context of the films? They are just beginning—just before I left I received a set of captioned Encyclopedia Britannica films which I think will be most helpful for our children. These are regular educational films, with the captions on them for the deaf children and we have more and more of these. They have been in diverse areas, geography, social studies, science, health, some physiology, and some that accompany the reading text.

We mentioned earlier the Weekly Readers. These are the weekly newspapers put out for elementary school children and we have captioned filmstrips that accompany them which the teachers love very much. We only wish we had them for the entire series. Right now it is just for the beginning series.

Senator MUSKIE. You say that there has been an increase in achievement. What is the measure of that?

Mr. YOUNGS. We use the standard achievement tests which are used in the public schools. We can see an increase in the achievement of the children. We have very clear illustration that the age for graduation, the average age, is getting younger—it is getting younger where they reach the eighth-grade level of achievement at an earlier age than they used to, 2, 3, or 4 years ago.

Senator MUSKIE. Do you think the captioned films have contributed to it?

Mr. YOUNGS. I think they have helped. The teachers helped and the films help.

Senator MUSKIE. What is the age at which they complete the eighth grade?

Mr. YOUNGS. This past year's graduation class completed the eighth grade at 16 years of age.

Senator MUSKIE. What was it 10 years ago?

Mr. YOUNGS. Ten years ago—I only know 4 years ago it was 18 and we think 16 is a good age. Usually they say there is a 4-year gap between children with normal hearing and deaf children in educational achievement.

Senator MUSKIE. Was it Helen Keller who said she would concentrate more effort on the deaf than on those who cannot see?

Mr. YOUNGS. Yes, she did say that. Of course, the reason for that was that she recognized that the problem of learning, teaching and learning was much greater with the deaf child than it was with the blind child because so much of the learning is auditorily stimulated, whereas a deaf child has to get it all visually to learn to speak, lipread, the context of the language. A blind child at the age of 5 has a normal

vocabulary, whereas a deaf child at the age of 5 has no vocabulary unless he has had some preschool work.

Senator PELL. Do you teach quick reading at your school?

Mr. YOUNGS. No, I don't. Because, mainly, we have trouble teaching, reading per se.

Senator PELL. As the children get older, would it be helpful if they had this skill?

Mr. YOUNGS. Probably if we had a stepped-up curriculum up through the high school program we probably would.

Senator PELL. What is your reaction to Senator Murphy's amendment to provide for a National Advisory Committee on the Deaf?

Mr. YOUNGS. I don't quite understand too much about it, but it sounds like it would be a worthwhile committee to have—certainly for deaf people and education for the deaf they need some national group that they can focus their attention on.

Senator PELL. There is no semigovernmental national group, is there?

Mr. YOUNGS. No, there is not.

Senator PELL. Thank you very much. You are very kind to come all the way from Maine, particularly in view of the bad transportation facilities that exist en route.

Senator MUSKIE. May I say the trip to Maine is much shorter than the trip coming back.

Mr. YOUNGS. I would concur in that.

Senator PELL. Our next witness is Mr. Paul V. Sherlock, of Rhode Island. Mr. Sherlock is supervisor of special education for handicapped children, Rhode Island Department of Education.

Mr. Sherlock has had experience not only in the teaching of the deaf, but in teaching those who are retarded. He is also of the thought that these captioned films could be used—and be well used—for the teaching and helping of the mentally retarded, as well as the deaf.

Mr. Sherlock, we are interested in your opinion as to the advisability of the amendment proposed by Senator Murphy to provide for a National Advisory Committee appointed by the Secretary.

Proceed in your own way.

STATEMENT OF PAUL V. SHERLOCK, SUPERVISOR OF SPECIAL EDUCATION FOR HANDICAPPED CHILDREN, RHODE ISLAND DEPARTMENT OF EDUCATION

Mr. SHERLOCK. Thank you very much, Senator Pell. Good morning, Senator Murphy.

I am privileged to be able to present testimony and endorsement of S. 2232 by both the Rhode Island State Board of Education and the Department of Education. We administered the Rhode Island School for the Deaf and supervise the program for children in the—many deaf and hard-of-hearing children in the public schools of the State of Rhode Island. We are known for our overall commitment to the educational well-being of acoustically handicapped children, probably being the first State in the Union to have mandatory, across-the-board education for all handicapped children, beginning at the age of 3. We are pleased to support and urge the passage of this bill into law.

The evolution of S. 2232 from the original "loan service of captioned

films for the deaf," Public Law 85-905 passed in 1958, and later amended by Public Law 87-715 appears to be sufficient testimony to the basic need, acceptance, and skillful use of this program. We are impressed that the Government takes the steps necessary to carry the potential of the film industry to the deaf and severely hard of hearing, affording them these rich experiences and educational opportunities which would otherwise be denied. We urge the continuance and expansion of this most helpful and useful legislation through the adoption of S. 2232.

The possibilities inherent in the broadening of Public Law 85-905 and Public Law 87-715 through the provision for research and the production and distribution of other educational media for the deaf are unlimited in service potential. Slides, filmstrips, educational television, programed instruction, the computer aided instruction of the near future combined with the special technology designed for the hearing handicapped—group hearing aids, et cetera—could be coordinated to approach these students through several learning modalities simultaneously, enhancing a multisensory learning experience and reinforcement. Additionally, these approaches might very well be applicable to other types of handicapped children—the neurologically handicapped, the mentally retarded, and children with aphasia to mention a few.

Those involved in the teaching of language to the hearing impaired fully realize the value of achieving understanding through the teamwork of the eye and the ear. This appreciation is held also by those dealing with all kinds of handicapped children. Whatever can be done to improve our methods of presenting instructional materials to these children appears destined to bear fruit. The potential for the development of improved instructional aids is embodied in S. 2232 which our department supports.

Of course, the benefits of the improvement of systems and techniques in the use of especially designed educational methods should be extended to all children for it is a strange twist of fate that provides for the handicapped to be instrument in the development of systems with universal meaning and application, for example, the typewriter, the telephone, and the individual intelligence test.

This extension should embrace provisions for the development of regional clearinghouses for the dissemination of the various instruments, materials, and curriculums, pertinent to the education of handicapped children. Such a program could go a long way toward closing the unfortunate gap between the time new techniques are determined useful and the time school systems and teachers learn their value. The tempo of the time, the increased pressure to produce, and our Great Society's commitment to the notion that each child—regardless of handicap—is worthy of opportunity, necessitates that we do all in our power to reduce the timelag between invention and implementation.

I am pleased to have had the opportunity to present the endorsement of S. 2232 by the Rhode Island State Board of Education and the Rhode Island Department of Education and to recommend the extension of its provisions to all categories of handicapped children.

MURPHY AMENDMENT

I would like to conclude my remarks by saying that Senator Murphy's suggestion for having a Presidential Advisory Committee or a National Advisory Committee to oversee and maintain a continued interest in the development of these programs as they do evolve and the development of them—new systems as they continue to evolve would be a most beneficial thing.

Senator PELL. Thank you very much, indeed. Thank you, too, for coming down. I know it is difficult to do so. It is good, indeed, to have you.

Do you have any thoughts in regard to these other two points that are mentioned here?

Mr. SHERLOCK. Yes, Senator Pell, I just mentioned that I think even without time for considerable thought, I think Senator Murphy's idea of a national advisory committee would be most beneficial. I think the overseeing of all these new developments is most worthy of continued top level attention and I am sure would be most instrumental in carrying the impact of the development of these new systems right to the grassroots where the programs are in action.

Senator PELL. Any thoughts in regard to the use of these films for other than those who are deaf?

Mr. SHERLOCK. I think it is most important that we do consider it. I mention in my testimony that we are well aware of the basic principles of psychology of learning as they apply to children, that we should approach them through the various sensory modalities so we can have as much impact and reinforcement with each activity that we do—an integrated approach to any kind of handicapped child obviously is most beneficial.

Senator PELL. You mentioned, as you pointed out in your testimony, that the films could be applicable to other types of handicapped children.

Specifically, if we were to amend the bill to bring in wording that would provide for this possibility—would this meet with your approval?

Mr. SHERLOCK. Yes, sir, Senator. It certainly would.

Thank you.

Senator PELL. Thank you very, very much indeed, for coming down.

Our next witness is Dr. Maynard C. Reynolds of Minnesota, president, the Council for Exceptional Children, and director, Department of Special Education, University of Minnesota.

STATEMENT OF DR. MAYNARD C. REYNOLDS, PRESIDENT, THE COUNCIL FOR EXCEPTIONAL CHILDREN; AND DIRECTOR, DEPARTMENT OF SPECIAL EDUCATION, UNIVERSITY OF MINNESOTA

Dr. REYNOLDS. My statement was reviewed by a number of people and a telephone conversation this morning indicated that I should report to the committee that our statement is also supported by the American Foundation for the Blind and by the American Association of Workers for the Blind.

Mr. Chairman and members of the committee, I am Maynard C. Reynolds, director of the Department of Special Education at the University of Minnesota, and president of the Council for Exceptional Children. The council, composed of 22,500 educators of handicapped and gifted children, is pleased to support and urge the enactment into law of S. 2232. We also respectfully request that the committee consider broadening the scope of S. 2232 so that it will move forward the utilization of educational media for all handicapped children. It is to these primary purposes that the remainder of our statement will be directed.

The captioned films for the deaf program presents one of the finest examples of the use of private resources to develop an educational idea to a point where its value is so obvious that the funds of a governmental agency can be justified to extend its benefits to a deserving group of people. The program began in 1950 with the cooperation of the Junior League of Hartford, Conn., and officials of the American School for the Deaf and the Lexington School for the Deaf. They were enlarging upon an idea developed by Emerson Romero of New York.

The program was a success from the beginning and it became apparent that the expansion needed for it could not be supplied from private funds. The Congress responded by approving an act to provide in the Department of Health, Education, and Welfare for a loan service of captioned films for the deaf, on September 2, 1958.

This act, Public Law 85-905, was later amended by Public Law 87-715 to broaden the purpose of the program to provide for research in the use of educational and training films for the deaf; the production and distribution of training films for the deaf, and the training of persons in the use of films for the deaf.

S. 2232 would broaden the purpose of Public Law 85-905 and Public Law 87-715 still further by making provision for research in the use of education and training films and other educational media for the deaf, for the production and distribution of educational and training films and other educational media for the deaf and the training of persons in the use of such films and media. The act also provides for the utilization of the facilities and services of other governmental agencies and for the acceptance of gifts and volunteer services from individuals and organizations.

We believe that the concept of broadening the purposes of this act to serve the deaf grows from the experience gained since October 1959, when the sponsorship of the program was actively assumed by the Department of Health, Education, and Welfare, as well as from technological and curricular developments elsewhere in education in recent years. While we believe the teacher to be of paramount importance in guiding the educational experiences of children, there can be no doubt that the tools presented through educational slides, films, and filmstrips, educational television, programmed instruction of various types and other modern day advances offer much in stimulating the learning of students. This is particularly true where such educational media are specifically designed to help overcome some marked degree of sensory deprivation such as a severe hearing loss or deafness.

The Council for Exceptional Children is pleased to be one of four cooperating organizations in the project entitled "Production Project To Develop Better Methods for Teaching Language to Deaf Children." This project, contracted between the National Education Association and the Office of Education seeks to develop various materials for teaching language to young deaf children. Directed by Harley Z. Wooden, an educator of the deaf and former executive secretary of the Council for Exceptional Children, the NEA project seems destined to accomplish its purpose in an excellent way.

In recent years great attention has been given to the use of such educational media as programed instruction and educational television. The adaptation of materials to educate the deaf may well be made for these and other educational media. A child deprived of the effective use of hearing needs all the reinforcement possible as he learned. This reinforcement should be provided through the use of all conceivable educational media.

We, therefore, are in support of S. 2232. We believe that its provisions, added to those of Public Law 85-905 and Public Law 87-715 will continue to benefit deaf children and adults by making available to them some of the best ways of overcoming the deficit occasioned by deafness.

Now to our second premise. We believe that the provisions of S. 2232, were they extended to other handicapped children, would greatly assist them in their attempts to secure an education. Recently, during the White House Conference on Education, a panel discussing the education of the handicapped made some interesting observations with regard to programed instruction for the mentally retarded. Research by Lawrence Stolurow of the University of Illinois and others has demonstrated that programed instruction can be applied to the education of mentally retarded children. Further research is in progress and still more will need to be done to maximize the possibilities through these efforts. Central to the problem of effective use of programed instruction for the mentally retarded is the need for a national instrument for the development of curriculum and the dissemination of materials. This was viewed by the panel as a national problem rather than one that could be solved State by State.

We submit that the distribution of captioned films suggests a successful pattern of research, production, and distribution of materials which might be applicable in relation to materials for the instruction of the mentally retarded. Furthermore, we believe that such services should be provided for the education of other handicapped children. Although special materials in braille, large print, and other forms have been available in the education of the visually handicapped for many years, there are some media such as plastic forming and other ideas which need further development. It would also be of great importance to provide for research in still other media for educating the visually handicapped as well as developing a national instrumentation for the coordinated development and dissemination of these materials.

Children with neurological impairment, behavioral disorders, and others may well benefit from specially designed and presented materials.

The Congress has a highly successful precedent for extending a program for one type of the handicapped to others in title III of Public Law 88-164. Here Public Law 85-926 which provided for the training of personnel in the education of the mentally retarded was amended to include all types of handicapped children. After 2 years of operation the wisdom of this extension of concept has been remarkably justified. We believe, therefore, that S. 2232 should be broadened so that all of the handicapped could benefit from its provisions. I was privileged last week to attend the White House signing of an amendment which extended Public Law 88-164.

To recapitulate, we believe that S. 2232, broadening as it does the services to the deaf should be enacted into law. If the committee feels it can do so, we are sure that all handicapped children could be included with great profit to them from the provisions of this act. We respectfully urge, therefore, that S. 2232 be revised to include all handicapped children and be enacted into law.

The Council for Exceptional Children is pleased to continue its offer to assist the committee, the Congress, and the Department of Health, Education, and Welfare in their constructive efforts on behalf of all exceptional children, both the handicapped and the gifted.

Senator PELL. Senator Murphy?

Senator MURPHY. No questions. Thank you.

Senator PELL. I gather you come out foursquare for the idea of expanding this program to the mentally retarded?

Dr. REYNOLDS. Very definitely, Senator.

Senator PELL. Item 2 is the main thrust of your testimony?

Dr. REYNOLDS. Yes.

MURPHY AMENDMENT

Senator PELL. Do you have any ideas as to Senator Murphy's amendment proposing a National Council for the Deaf to be appointed by the Secretary?

Dr. REYNOLDS. We heard of this only this morning, so we have not been able to give careful consideration to it, but the two ideas are linked.

If the legislation S. 2232 should be expanded to spread its effect over all handicapped groups it might have some implications for your suggestion. I think the main thing we want to think through would be the possible advantages of expanding the concept of the committee to broaden its concentration and its concept to all areas of handicapped children.

Senator PELL. Is there not already a National Council on the Retarded?

Senator MURPHY. I am not certain. I believe there is.

Senator PELL. I am informed there is such a group. Senator Murphy, your proposed committee would be exclusively concerned with problems of the deaf, would it not?

Senator MURPHY. Captioned films, too. It is a specialized area and I wanted to ask if you in your experience have found in investigating films that have been made, particularly for the deaf, and the use of these films—are the same films in some cases usable and practical?

Dr. REYNOLDS. I cannot say—in general experience, those who work with handicapped children would answer your question “Yes.” So often handicapped children, and there are many kinds of handicaps, are deprived of this experience. They have no mobility problems. If there were time I would like to tell you about a project we have going in our own university which relates to using films with the deaf and we feel definitely this would be useful with the retarded, and in fact we intend to extend our research into retarded populations.

Senator MURPHY. I am pleased to hear that because it was my guess, in many instances, the same film would be usable.

Dr. REYNOLDS. I would like to stress also that we are suggesting concern with media other than films, to, Senator Murphy. That phraseology we would urge is quite important.

Senator PELL. Thank you very much.

I would like to revert for a moment to Mr. Sherlock. I would like to compliment Mr. Sherlock on the Rhode Island “Regulations—Education of Handicapped Children” of which he is the principal author. Without objection I would like to insert a copy of these regulations into this hearing at this point.

Senator PELL. Without objection that will be done.

(The pamphlet referred to follows:)

REGULATIONS—EDUCATION OF HANDICAPPED CHILDREN

ISSUED BY THE R.I. STATE DEPARTMENT OF EDUCATION

Approved by the Rhode Island State Board of Education

December 19, 1963

FOREWORD

The schools of Rhode Island have been conducting special classes for handicapped children for many years. However, in the recent decade the variety and numbers of special programs have increased at a most rapid rate. At the same time, interest and support of education in general have also experienced considerable growth. During this period the State has increased its support of education sixfold. Such increased State support, no doubt, can be reflected in the growth rate of special programs.

In its concern for the handicapped, the State Board of Education, in February 1961, requested the establishment of a study commission on the education of these children. The result was the birth of the Rhode Island Legislative Commission to Study the Education of Handicapped Youth which reported to the legislature and the people of Rhode Island in March, 1963. Among its major recommendations, the Commission cited the need for more adequate regulations as essential to the proper establishment of special education programs. Consequently, these regulations have been developed to govern the administration of current programs and to guide the orderly development of special programs to be established.

With adoption of these regulations, a renewed and re-emphasized burden of leadership responsibility accrues to the State Department of Education, to local school committees, and to local school administrators. However, the comprehensive nature of the regulations should be considered in positive terms, i.e., very few, if any, handicapped children will have the door of educational opportunity closed to them in the future.

William P. Robinson, Jr.
Commissioner

GENERAL REGULATIONS OF THE STATE BOARD
OF EDUCATION GOVERNING THE SPECIAL EDUCATION
OF HANDICAPPED CHILDREN

I. Definitions

- A. Exceptional Handicapped Children - is defined to include children who are emotionally handicapped, mentally retarded (educable and trainable), and physically handicapped (health impaired, hearing, homebound, neurologically, orthopedically, speech, aphasic, and visually). A child so defined shall be eligible for special education upon the attainment of his third birthday until such time as he has completed high school or reaches the age of twenty-one whichever comes first.
- B. Special Education - is defined as educational facilities, materials, evaluative services, therapeutic services, and instruction which are especially designed and operated by personnel with special educational qualifications, to meet the particular needs of exceptional handicapped children.

II. Establishment of Special Education Programs

- A. The school committee of each community shall establish within its school system the special education program required by these regulations and/or it shall provide for the free education of all resident exceptional handicapped children either through these programs or in other special programs approved by the Commissioner of Education. (Whenever a responsibility is placed on a community by these regulations it shall be the responsibility of the school committee).
- B. Unusual situations not specifically provided for in these regulations will be evaluated by the Commissioner of Education who shall prescribe a program designed to meet the needs of each individual case.

III. Admission, Retention and Exclusion

- A. Admission - a child shall be admitted to a special education program if he is deemed eligible on the basis of the evaluation by educational, psychological and medical personnel as prescribed hereinafter.

- B. Retention - a child shall be continued in a special education program as long as he remains eligible. No child, however, should remain in a class with the same teacher for a period to exceed three years.
- C. Exclusion - a child may be excluded, suspended or withdrawn from education programs by the superintendent of schools for a short time for re-evaluation and classification. Decisions regarding exclusion for a longer period of time shall be made by the school committee upon recommendation of the superintendent of schools on the basis of the child's clinical and educational records. A child so excluded from any school program shall be given an evaluation to determine eligibility for retrial at the beginning of the following school year. A complete record of each exclusion including the recommendation of the superintendent of schools shall be filed with the Commissioner of Education within thirty days of the action of the school committee.

IV. School Term and School Day

- A. School Term - The school term for special classes shall be the same as that for the regular education program in the public schools in the community in which the classes are located.
- B. School Day - The school day for special education classes shall be the same as that for the regular education programs in the public schools in the community in which the classes are located, with the following exceptions:
 - 1. The school day for classes for pre-school children shall consist of a minimum of a two and one half hour session.
 - 2. The school day for classes for trainable mentally retarded children of elementary school age shall consist of a minimum of a four hour session.

V. Transportation

- A. All exceptional handicapped children shall be provided free transportation to and from home to the special education program in which they are enrolled with the following exceptions:
 - 1. Transportation to and from home to hospitals or residential schools where the children will reside overnight.

2. Transportation to and from home to clinical facilities for the purposes of medical or psychological evaluation or therapy.
- B. Vehicles used for the transportation of exceptional handicapped children shall comply with all safety regulations required for pupil transportation and shall have seat belts which shall be used to secure the children while the vehicle is in motion.

VI. Personnel

- A. Certification - Teachers, therapists, supervisors and psychologists in public school special education programs shall hold appropriate certificates issued by the State Department of Education.
- B. Supervisors - A community having ten thousand pupils enrolled in the public schools shall employ at least one full time supervisor of special education. A community having fewer than ten thousand pupils enrolled in the public schools which does not employ its own supervisor of special education shall join with another community (or other communities) in providing appropriate supervision of special education.
- C. School Psychologists - Each community shall have a school psychologist available for consultation and participation in evaluation of children.

VII. Non-Public School Special Education Programs

- A. To be eligible for approval by the State Department of Education, special education programs conducted in non-public schools shall meet substantially the regulations of the State Board of Education governing the approval of public school programs. Such programs shall be subject to visitation by the Commissioner of Education or his authorized representative as often as he deems necessary. Approval of such programs shall be on an annual basis.

VIII. Effective Date of These Regulations

- A. These regulations shall become effective July 1, 1964 with the following exceptions:
 1. Any community unable, after reasonable effort, to achieve compliance by the effective date may request a waiver until

July 1, 1965.

2. The State shall continue to provide for the free education of certain handicapped children under the provisions of Chapters 25 and 26 of Title 16 of the General Laws, 1956 as amended.

REGULATIONS GOVERNING THE EDUCATION OF THE EMOTIONALLY HANDICAPPED

The following regulations are in addition to the General Regulations governing the Special Education of Handicapped Children

- I. Definition
 - A. The Emotionally Handicapped - a child whose diagnosed social and/or emotional problem is so severe that adjustment to a regular class appropriate for his age is precluded.
- II. Procedure for Determination of Eligibility for Special Education for the Emotionally Handicapped
 - A. An overall evaluation including general medical, psychiatric, educational and clinical psychological examination.
 - B. An analysis of the evaluation by the community school psychologist.
 - C. A specific recommendation for placement by the community supervisor of special education on the basis of the overall evaluation and analysis by the school psychologist, and consultation with the parent(s) or guardian(s).
- III. Special Education Programs for Emotionally Handicapped Children
 - A. Pre-School Programs
 1. A community having eight or more emotionally handicapped children, whose needs, as judged by the evaluative procedure, can best be met in community pre-school classes, shall establish pre-school classes for emotionally handicapped children; or
 2. A community may utilize pre-school programs operated by other communities or agencies whose pre-school programs are approved by the Commissioner of Education.

B. School Programs

1. A community having eight or more emotionally handicapped children of school age and within a chronological age range of five years whose needs, as judged by the evaluative procedure, can best be met in a special class for emotionally handicapped children, shall establish such special classes as may be necessary to provide instruction adapted to the needs of such children.
2. A community having fewer than eight resident emotionally handicapped children which does not establish a special class shall provide for the free education of any resident emotionally handicapped child in either a public school class in another community or in a program approved by the Commissioner of Education.
3. A community shall have available for consultation a psychiatrist and a clinical psychologist or have a formal affiliation with a mental hygiene, child guidance or psychiatrically oriented clinic responsible for observation and consultation on the emotional status of its school children.

C. Residential School Programs

1. Children whose emotional handicaps, as judged by the evaluative procedure, are so severe as to preclude admission to a pre-school or school program for the emotionally handicapped shall be eligible to attend a residential school program approved by the Commissioner of Education.
2. Parents of children applying for such placement shall agree to release the child's clinical records for evaluation by the community consulting psychiatrist and psychologist or affiliated psychiatric clinical staff and present evidence that the child will be accepted by a residential school approved by the Commissioner of Education.

IV. Criteria for the Educational Program

A. Pre-School Programs

1. The maximum size of a class shall be ten.
2. The facilities shall be comparable to other classes in the

community.

3. Each class shall have one full time teacher and a teacher's aide.
4. No child shall remain in a pre-school class for the emotionally handicapped for a period to exceed two years without clinical re-evaluation.
5. Appropriate records of attendance, clinical evaluation, suspension or withdrawal shall be maintained.

B. School Programs

1. The maximum size of a class where homogeneous age grouping prevails shall be ten; the maximum size of a class where heterogeneous grouping (a chronological age spread of more than five years) shall be eight.
2. The facilities shall be comparable to other classes in the community.
3. No child shall remain in a class for the emotionally handicapped for a period to exceed three years without clinical re-evaluation.

REGULATIONS GOVERNING THE EDUCATION OF THE MENTALLY RETARDED

The following regulations are in addition to the General Regulations governing the Special Education of Handicapped Children.

I. Definitions

- A. The Educable Mentally Retarded - a child who functions at the time of school evaluation: on a psychometric level (as measured by standardized and clinical tests) that is characterized by general inability to succeed in school related tasks; on an academic achievement level (as measured by standardized and informal tests) significantly below average age performance; without necessarily being impaired in either maturation or social adjustment; and, insofar as is determinable, with learning limitations not associated with symptoms of primary personality or sensory deterioration.

- B. The Trainable Mentally Retarded - a child who functions at the time of school evaluation: on a psychometric level (as measured by standardized and clinical tests) that is characterized by general inability to succeed in all problem solving tasks; on an academic achievement level (as measured by standardized and informal tests) without discernible usable skills; frequently impaired in both maturation and social adjustment; and, insofar as is determinable, with learning limitations not associated with symptoms of primary personality or sensory deterioration.
- II. Procedure for Determination of Eligibility for Special Education for the Mentally Retarded (Educable and Trainable)
 - A. An overall evaluation including general medical, educational and clinical psychological examination.
 - B. An analysis of the evaluation by the community school psychologist.
 - C. A specific recommendation for placement by the community supervisor of special education on the basis of the overall evaluation and analysis by the school psychologist, and consultation with the parent(s) or guardian(s).
- III. Special Education Programs for Mentally Retarded Children
 - A. Pre-school Programs (Educable and Trainable)
 - 1. A community having eight or more pre-school educable and trainable retarded children whose needs, as judged by the evaluative procedure, can best be met in community pre-school classes, shall establish pre-school programs for mentally retarded children; or
 - 2. A community may utilize pre-school programs operated by other communities or other agencies whose pre-school programs are approved by the Commissioner of Education.
 - B. School Programs (Educable and Trainable)
 - 1. A community having ten or more educable mentally retarded children within a chronological age range of five years whose needs, as judged by the evaluative procedure, can best be met in a special class designed to make them economically useful and socially adjusted, shall establish special classes for such children.

2. A community having ten or more trainable mentally retarded children whose needs, as judged by the evaluative procedure, can best be met in special educational facilities designed to educate and train them to further their individual acceptance, social adjustment and economic usefulness in their homes and within a sheltered environment shall establish such classes as may be necessary to provide instruction adapted to their needs.
3. A community having fewer than ten resident educable mentally retarded or ten resident trainable mentally retarded children which does not establish appropriate classes shall provide for the free education of any resident mentally retarded child in either a public school class in another community or in a program approved by the Commissioner of Education

IV. Criteria for the Educational Program

A. Pre-School Programs (Educable and Trainable)

1. The maximum size of a class shall be ten.
2. The facilities shall be comparable to other classes in the community.
3. Each class shall have one full time teacher and a teacher's aide.
4. No child shall remain in a pre-school class for a period to exceed two years without clinical re-evaluation.
5. Appropriate records of attendance, clinical evaluation, suspension or withdrawal shall be maintained.

B. School Programs

1. Educable

- a. The class sizes for the suggested age groups shall not exceed the following:

(1) primary group	(C.A. 6 to 9)	10
(2) intermediate group	(C.A. 10 to 14)	14
(3) junior high group	(C.A. 14 to 16)	16
(4) senior high group	(C.A. 17 to 21)	16

(When a work-placement program is being conducted whereby half of the class is involved in out-of-school work-placement, the maximum size of the class may exceed sixteen but should not exceed twenty).

- b. The facilities shall be comparable to other classes in the community.
- c. No child shall remain in a class for the educable for a period to exceed three years without clinical re-evaluation.

2. Trainable

a. Class size

- (1) The maximum size of an elementary age level (upper chronological age 12) class when homogeneous grouping (a C.A. spread of less than five years) shall be twelve provided that the teacher has an aide.
- (2) In the event that a teacher does not have at least a part-time aide, the maximum size of an elementary age level class shall be eight.
- (3) The maximum size of a class for homogeneously grouped older trainable retarded children shall be twelve.
- (4) The maximum size of heterogeneously grouped (C.A. spread of five or more years) classes for the trainable retarded shall not exceed eight.

- b. The facilities shall be comparable to other classes in the community.
- c. No child shall remain in a class for the trainable for a period to exceed three years without clinical re-evaluation.

- C. A community may pay tuition and transportation costs to a sheltered occupational training center approved by the Commissioner of Education as a practical substitute for the education of a trainable retarded child sixteen to twenty-one years of age.

REGULATIONS GOVERNING THE EDUCATION OF THE DEAF AND THE HARD OF HEARING

The following regulations are in addition to the General Regulations governing the Special Education of Handicapped Children.

I. Definitions

- A. The Deaf - a child whose hearing is non-functional for the ordinary purposes of speech and sound communication.
- B. The Hard of Hearing - a child whose sense of hearing is impaired but who has residual hearing which can be used for communication with the provision of a special educational program of management.

II. Procedure for Determination of Eligibility for Special Classes for the Deaf and the Hard of Hearing

- A. An overall evaluation including general medical, educational, clinical psychological, audiological and otological examinations.
- B. An analysis of the evaluation by the community school psychologist.
- C. A specific recommendation for placement by the community supervisor of special education on the basis of the overall evaluation, analysis by the school psychologist, and consultation with the parent(s) or guardian(s).

III. Special Education Programs for the Deaf and the Hard of Hearing Children

A. Pre-School Programs

- 1. A community having six or more pre-school deaf and/or hard of hearing children whose needs, as judged by the evaluative procedure, can best be met in community pre-school classes, shall establish pre-school classes; or
- 2. A community may utilize pre-school programs operated by another community, the state, or by other agencies whose pre-school programs are approved by the Commissioner of Education.

B. School Programs

1. A community having eight deaf and/or hard of hearing children within either the elementary, or secondary school levels of education whose needs, as judged by the evaluative procedure, can best be met by resource or special class programs, shall establish resource or special class programs at the appropriate level(s).
2. A community having less than eight deaf and/or hard of hearing children which does not establish a resource or special class program, shall provide for the free education of such children in either a special public school program in another community or in a private or state residential school approved by the Commissioner of Education.
3. A deaf or hard of hearing child whose needs, as judged by the evaluative procedure, can best be met by placement in a regular graded class shall be so placed, and he shall, in addition, be afforded appropriate itinerant teaching services.

C. Residential School Programs

1. A community shall provide for the free education of a deaf or hard of hearing child whose needs, as judged by the evaluative procedure, cannot be met in one of the programs previously described herein through enrollment of the child as a boarding or day pupil in a residential school for the deaf approved by the Commissioner of Education.

IV. Criteria for the Educational Program

A. Pre-School Programs

1. The maximum size of a class shall be ten.
2. The facilities shall be comparable to other classes in the community and shall include provisions for the conduction of amplified sound.
3. Each such class shall have available for consultation, a speech and hearing therapist, an otologist and an audiologist or shall be affiliated with a clinic employing such personnel.

4. No child shall remain in a pre-school class for a period to exceed two years without clinical re-evaluation.
5. Appropriate records of attendance, evaluation, suspension or withdrawal shall be maintained.

B. School Programs

1. School Programs

- a. The maximum size of a class where homogeneous grouping prevails shall be ten. Where heterogeneous grouping (C.A. spread of five or more years) prevails, the maximum size of a class shall be eight.
- b. The facilities of such a program shall be comparable to other classes in the community and shall include provisions for the conduction of amplified sound.
- c. Each such class shall have available a consulting speech and hearing therapist, an otologist and an audiologist or shall be affiliated with a clinic employing such personnel.
- d. Each deaf or hard of hearing child shall be clinically re-evaluated once every three years.

2. Resource Programs

- a. A resource teacher shall be responsible for no more than fifteen children at a given time.
- b. The facilities shall be comparable to other classes in the community and shall include provisions for the conduction of amplified sound.
- c. Each such class shall have available a consulting speech and hearing therapist, an otologist and an audiologist or shall be affiliated with a clinic employing such personnel.
- d. Each deaf or hard of hearing child shall be clinically re-evaluated once every three years.

REGULATIONS GOVERNING THE EDUCATION OF CHILDREN WITH NEUROLOGICAL IMPAIRMENT

The following regulations are in addition to the General Regulations governing the Special Education of Handicapped Children.

I. Definition

- A. The Neurologically Impaired - a child without serious physical locomotion problems who tests within the normal range of intelligence but who neurologically demonstrates such unusual perceptual and conceptual disturbances as to make instruction very difficult without the provision of a clinical or a special educational program. (These children are variously referred to as children with brain damage, cerebral dysfunction, Strauss Syndrome, Central Nervous System Impairment, perceptual-motor problems, etc.)

II. Procedure for Determination of Eligibility for Special Education for the Neurologically Impaired

- A. An overall evaluation including general medical, psychiatric, educational, neurological, and clinical psychological examination.
- B. An analysis of the evaluation by the community school psychologist.
- C. A specific recommendation for placement by the community supervisor of special education on the basis of the overall evaluation and analysis by the school psychologist, and consultation with the parent(s) or guardian(s).

III. Special Education Programs for Neurologically Impaired Children

A. Pre-School and School Programs

1. A community having eight neurologically impaired pre-school children whose needs, as judged by the evaluative procedure, can best be met in community pre-school programs, shall establish pre-school programs; or
2. A community may utilize pre-school programs operated by another community or by private agencies whose pre-school programs are approved by the Commissioner of Education.

B. School Programs

1. A community having eight or more neurologically impaired children within a chronological age range of five years and an academic achievement range of approximately two to three years shall establish appropriate programs for the instruction of these children.
2. A community having fewer than eight neurologically impaired children which does not establish an appropriate program shall provide for the free education of such children in a special public school program in another community or in a program approved by the Commissioner of Education.

IV. Criteria for the Educational Program

A. Pre-School and School Programs

1. The maximum size of a class shall be ten.
2. The facilities shall be comparable to other classes in the community.
3. Each such class shall have available a consulting clinical psychologist and a consulting neurologist or be affiliated with a clinic employing such personnel.
4. No child shall remain in such a class for a period to exceed two years without a clinical re-evaluation.
5. Appropriate records of attendance, evaluation, suspension or withdrawal shall be maintained.

REGULATIONS GOVERNING THE EDUCATION OF ORTHOPEDICALLY HANDICAPPED, HEALTH IMPAIRED AND HOMEBOUND CHILDREN

The following regulations are in addition to the General Regulations governing The Special Education of Handicapped Children

I. Definition

- A. The Orthopedically Handicapped, Health Impaired and Homebound - a child of normal intelligence who is so physically handi-

capped through congenital or acquired defect that locomotion or bodily activity is impaired to the extent that he is unable to function physically with normal children of the same age and grade expectancy level and whose participation in a school program would be prevented unless he is afforded instruction in a special class, at home, in a hospital, or in a regular class to which special transportation is necessary and/or within which special accommodation is necessary.

- II. Procedure for Determination of Eligibility for Special Classes for the Orthopedically Handicapped and Health Impaired
 - A. An overall clinical evaluation including general medical, educational and clinical psychological examinations.
 - B. An analysis of the evaluation by the community school psychologist.
 - C. A specific recommendation for placement by the community supervisor of special education based on the overall evaluation and analysis by the school psychologist, and consultation with the parent(s) or guardian(s).
- III. Special Education Programs for Orthopedically Handicapped and Health Impaired Children (in class)
 - A. Pre-School Programs
 - 1. A community having eight or more pre-school orthopedically handicapped and health impaired children, whose needs, as judged by the evaluative procedure, can best be met in pre-school classes, shall establish classes for such children; or
 - 2. A community may utilize pre-school programs for such children operated by another community or by private agencies whose programs are approved by the Commissioner of Education.
 - B. School Programs
 - 1. A community having eight or more orthopedically handicapped and health impaired children within a chronological age range of five years and an academic achievement range of approximately three years, whose needs, as judged by the evaluative procedure, can best be met in special classes, shall

establish such classes as may be necessary to provide instruction for these children.

2. A community having fewer than eight orthopedically handicapped and health impaired children which does not establish an appropriate class shall provide for the free education of such children in either a public school class in another community or in a program approved by the Commissioner of Education.

IV. Criteria for the Special Educational Program for Orthopedically Handicapped and Health Impaired Children (in class)

A. Pre-School and School

1. The maximum size of a pre-school or school class shall be ten.
2. The physical plant, equipment and instructional supplies shall be modified to accommodate for the disabilities of such children enrolled.
3. Each such class shall have one full time teacher and a teacher's aide.
4. Instruction shall be provided for these children at the pre-school, elementary, junior high and senior high school levels and shall be designed to enable them to achieve academically on the same grade level as children in the regular classrooms.
5. No child shall remain in such a class for a period to exceed three years without clinical re-evaluation.
6. Appropriate records of attendance, evaluation, suspension or withdrawal shall be maintained.

V. Procedure for Determination of Eligibility for Home and Hospital Instruction for the Homebound

- A. A specific recommendation for such type of instruction by the community supervisor of special education based on a physician's diagnosis and statement that the child will be absent from school for more than a month. (Common childhood contagious diseases are excluded under the provisions of these regulations).

VI. Criteria for Home and Hospital Programs for the Homebound

- A. The home or hospital atmosphere shall be conducive to learning. Special conditions recommended by the physician shall be observed
- B. The minimum number of hours of instruction shall be three per school week at the elementary level of education and four at the secondary level unless fewer hours are recommended by the physician. Dependent upon the physical condition of the child, a number of instructional hours greater than the minimum required per week is permissible.
- C. A complete record of home and hospital teaching activities shall be maintained.
- D. Home and hospital instruction shall be coordinated with the work of the regular class so that return to school (if this is possible) will require little readjustment or so that the long-term instruction may approximate the regular curriculum to the highest degree possible.
- E. The use of the home-to-school telephone system should be employed whenever possible. In such cases, however, a teacher should provide instruction in the child's home for at least one hour each school week.

REGULATIONS GOVERNING SPEECH AND HEARING THERAPY PROGRAMS

The following regulations are in addition to the General Regulations governing The Special Education of Handicapped Children

I. Definitions

- A. The Speech Handicapped - a child whose speech deviates from average or normal speech to the extent of interfering with adequate communication.
- B. The Hearing Handicapped -
 - 1. The Deaf - a child whose hearing is non-functional for the ordinary purposes of speech and sound communication.
 - 2. The Hard of Hearing - a child whose sense of hearing is impaired but who has residual hearing which can be used for communication with the provision of a special educational

program of management.

II. Procedure for Determination of Eligibility for Therapy

- A. Diagnostic and audiometric speech and hearing tests individually administered by a speech and hearing therapist and such other types of clinical evaluation as may be deemed necessary by the therapist.
- B. A specific recommendation for therapy by the community supervisor of special education on the basis of the evaluation by the therapist and consultation with the parent(s) or guardian(s).

III. Speech and Hearing Therapy

- A. A community having two-thousand five-hundred pupils enrolled in the public schools shall employ one full-time speech and hearing therapist for each two-thousand five-hundred pupils so enrolled. A community having fewer than two-thousand five-hundred pupils enrolled in the public schools which does not employ its own speech and hearing therapist shall join with another community (or other communities) in providing appropriate speech and hearing therapy.

IV. Criteria for the Speech and Hearing Therapy Program

- A. A conference room for the use of speech and hearing personnel should be provided. The room should be located away from street traffic and other sound distractions, and should have proper lighting, ventilation and equipment.
- B. No child shall be continued on the program of therapy for more than one year without re-evaluation of speech by the therapist in charge, or, in the case of hearing loss, without a hearing evaluation including examination by an otologist and re-examination of hearing acuity by an audiologist.
- C. Termination of therapy shall be based on the evaluative judgment of the speech and hearing therapist.
- D. Children in special classes for the handicapped and also exhibiting the characteristics descriptive of speech and hearing problems shall be eligible for individual or group therapy.

REGULATIONS GOVERNING THE EDUCATION OF APHASIC CHILDREN

The following regulations are in addition to the General Regulations governing the Special Education of Handicapped Children

I. Definition

- A. The Aphasic Child - a child whose communication disorder is associated with brain lesion and is characterized by an inability to deal with language symbols including reading, writing, speaking and the comprehension of speech on a receptive or expressive level.

II. Procedure for Determination of Eligibility for Special Classes for the Aphasic

- A. An overall evaluation including general medical, educational, neurological, psychiatric, clinical psychological, audiological and otological examinations.
- B. An analysis of the evaluation by the community school psychologist.
- C. A specific recommendation for placement by the community supervisor of special education on the basis of the overall evaluation and analysis by the school psychologist, and consultation with the parent(s) or guardian(s).

III. Special Educational Programs for Aphasic Children

A. Pre-school Programs

- 1. A community having eight aphasic children whose needs, as judged by the evaluative procedure, can best be met in community pre-school classes, shall establish pre-school classes for aphasic children; or
- 2. A community may utilize pre-school programs operated by other communities or by other agencies whose pre-school programs are approved by the Commissioner of Education.

B. School Programs

- 1. A community having six or more aphasic children within a chronological age range of five years whose needs, as judged

by the evaluative procedure, can best be met in community special classes, shall establish such classes as may be necessary to provide instruction for these children.

2. A community having fewer than six aphasic children which does not establish such a class shall provide for the free education of such children in either a special public school program or in a program in another community or in a program approved by the Commissioner of Education.

IV. Criteria for the Educational Program

A. Pre-School and School Programs

1. The maximum size of a class shall be ten except when the chronological age range of its members exceeds five years in which case the maximum shall be eight.
2. The facilities shall be comparable to other classes in the community.
3. Such classes shall have available for consultation, a clinical psychologist, a neurologist, an audiologist and speech and language therapist or shall be affiliated with a clinic employing such personnel.
4. No child shall remain in such a program for a period to exceed three years without clinical re-evaluation.
5. Appropriate records of attendance, placement, evaluation and suspension or withdrawal shall be maintained.

REGULATIONS GOVERNING THE EDUCATION OF THE BLIND AND PARTIALLY SEEING

The following regulations are in addition to the General Regulations governing the Special Education of Handicapped Children.

I. Definitions:

- A. The Blind - a child whose vision indicates a central visual acuity of 20/200 or less in the better eye after refraction, or whose peripheral field of vision subtends an angle no greater than 20° (degrees).

- B. The Partially Seeing - a child whose vision indicates a central visual acuity range of from 20/200 to 20/70 in the better eye after refraction, or whose vision is of such a nature so as to preclude normal educational development without the institution of a special visual management program.
- II. Procedure for Determination of Eligibility for Special Education for the Blind and Partially Seeing
 - A. An overall evaluation including general medical, educational, clinical psychological and ophthalmological examinations.
 - B. An analysis of the evaluation by the community school psychologist.
 - C. A specific recommendation for placement by the community supervisor of special education on the basis of the overall evaluation and analysis by the school psychologist, and consultation with the parent(s) or guardian(s).
- III. Special Education Programs for Blind and Partially Seeing Children
 - A. Pre-School Programs
 - 1. A community having eight or more blind and partially seeing children whose needs, as judged by the evaluative procedure, can best be met in community pre-school classes, shall establish pre-school programs for the blind and partially seeing; or
 - 2. A community may utilize pre-school programs operated by another community or by a private agency whose program is approved by the Commissioner of Education.
 - B. School Programs
 - 1. A community having eight blind and partially seeing children whose needs, as judged by the evaluative procedure, can best be met in community school programs, within the elementary or secondary school levels of education shall establish resource programs at the appropriate level(s).
 - 2. A community having fewer than eight blind and partially seeing children which does not establish a resource class shall provide for the free education of such children either

in a public school resource program in another community or in a private day or residential school approved by the Commissioner of Education.

3. A blind or partially seeing child placed in a regular graded class shall be afforded special itinerant teacher and mobility training services.

C. Residential School Programs

1. A community shall provide for the free education of a blind or partially seeing child whose needs, as judged by the evaluative procedure, cannot be met in one of the programs previously described herein through enrollment of the child as a boarding or day pupil in a residential school for the blind approved by the Commissioner of Education.

IV. Criteria for the Education Program

A. Pre-School Programs

1. The maximum size of a class shall be ten.
2. The facilities for pre-school classes shall be comparable to other classes in the community and provision shall be made for appropriate special aids and materials.
3. Each pre-school class must have one full time teacher and a teacher's aide.
4. Each such program shall have available a consulting ophthalmologist and a consulting specialist in the education of the visually handicapped.
5. No child shall remain in such a pre-school class for a period to exceed three years without clinical re-evaluation.
6. Appropriate records of attendance, clinical evaluation, suspension or withdrawal shall be maintained.

B. School Programs

1. Resource Programs

- a. A resource teacher shall be responsible for no more than fifteen children at a given time.
- b. The facilities shall be comparable to other classes in

the community and provision shall be made for appropriate special instructional aids and materials.

- c. Each such program shall have available a consulting ophthalmologist and a consulting specialist in the education of the visually handicapped.
- d. Each blind and/or partially seeing child shall be clinically re-evaluated once every three years.

REQUIREMENTS FOR THE SPECIAL EDUCATION SUPERVISOR'S CERTIFICATE

The special education supervisor's certificate is valid for service as a teacher, supervisor, director, coordinator, consultant and principal in a field of special education, as established under rules and regulations of the State Board of Education.

Principals of special schools must establish eligibility for certification in the field of specialization for which a certificate is requested.

I. PROVISIONAL SPECIAL EDUCATION SUPERVISOR'S CERTIFICATE - valid for three years.

- A. Master's Degree or thirty-six semester hours of approved study beyond the Bachelor's Degree from an institution approved by the State Board of Education.
- B. Eligibility for a teacher's certificate in a field of special education.
- C. Fifteen semester hours of courses approved as preparation for supervisory service including one or more courses for supervision of instruction in the special education field.
- D. Course in Rhode Island Education.
- E. Three years of successful teaching experience in a special education field.

Note: Applicants who have not fulfilled the requirements in Rhode Island Education will be allowed three years in which to meet the requirement.

Note: This certificate is not renewable. Holder must qualify for professional certificate after having served three years in Rhode Island under the provisional certificate.

II. PROFESSIONAL SPECIAL EDUCATION SUPERVISOR'S CERTIFICATE - valid for life.

- A. Fifteen hours of approved study beyond I-A in a second field of special education.
- B. Same as I-B.
- C. Same as I-C.

- D. Same as I-D.
- E. Three years of successful experience as a special education supervisor in Rhode Island.

REQUIREMENTS FOR A SCHOOL PSYCHOLOGIST'S CERTIFICATE

I. PROVISIONAL CERTIFICATE - Valid for 6 years

- A. Master's Degree (or 36 semester hours of approved study beyond Bachelor's Degree) from an institution approved by the State Board of Education.
- B. Twelve semester hours of appropriate education courses.
- C. Thirty semester hours of approved courses in the following areas:
 - Advanced Psychology
 - Psychological and Educational Tests and Measurements
 - Psychological Statistics
 - Psychology of Exceptional Children
 - Psychology of Behavior Disorders
 - Therapeutic Counseling
 - Projective Techniques
 - Individual Intelligence Testing
 - Supervised Clinical Experience
 - (Minimum of at least 4 months internship held jointly in a clinical and school setting).
- D. Course in Rhode Island Education

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will be allowed 6 years in which to meet this requirement, but course must be completed before issuance of Professional Certificate.

Note: THIS CERTIFICATE IS NOT RENEWABLE. HOLDER MUST QUALIFY FOR PROFESSIONAL CERTIFICATE AFTER HAVING SERVED SIX YEARS IN RHODE ISLAND UNDER THE PROVISIONAL CERTIFICATE.

II. PROFESSIONAL CERTIFICATE - Valid for life.

- A. Same as I-A.
- B. Same as I-B.
- C. Same as I-C.
- D. Same as I-D.
- E. Three years successful experience as a school psychologist in Rhode Island.

REQUIREMENTS FOR A CERTIFICATE TO
TEACH EMOTIONALLY HANDICAPPED CHILDREN

This certificate is valid for service as a teacher of the emotionally handicapped, as established under the rules and regulations of the State Board of Education.

I. PROVISIONAL CERTIFICATE - valid for six years.

- A. Bachelor's Degree from an institution approved by the State Board of Education.
- B. Twenty-four semester hours of courses approved for the preparation of teachers of the emotionally handicapped, and not less than six nor more than twelve semester hours of practice teaching.

The practice teaching requirement may be waived for applicants who have had two or more years of successful experience as a teacher of the emotionally handicapped prior to applying for certification in Rhode Island. All applicants shall, however, present evidence of twenty-four semester hours of courses approved for the preparation of special education teachers.

- C. Rhode Island Education

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will be allowed six years in which to meet this requirement.

Note: This certificate is not renewable. Holder must qualify for the professional certificate after having taught six years in Rhode Island under the provisional certificate.

II. PROFESSIONAL CERTIFICATE - Valid for life.

- A. Master's Degree or thirty-six semester hours of approved study beyond the Bachelor's Degree.
- B. Same as I-B.
- C. Same as I-C.
- D. Three years of successful experience as a teacher of the emotionally handicapped in Rhode Island.

REQUIREMENTS FOR A CERTIFICATE TO TEACH MENTALLY RETARDED CHILDREN

This certificate is valid for service as a teacher of the mentally retarded (educable and trainable), as established under the rules and regulations of the State Board of Education.

I. PROVISIONAL CERTIFICATE - valid for six years.

- A. Bachelor's Degree from an institution approved by the State Board of Education.
- B. Twenty-four semester hours of courses approved for the preparation of teachers of the mentally retarded (educable and trainable), and not less than six nor more than twelve semester hours of practice teaching.

The practice teaching requirement may be waived for applicants who have had two or more years of successful experience as a teacher of the mentally retarded (educable and trainable) prior to applying for certification in Rhode Island. All applicants shall, however, present evidence of twenty-four semester hours of courses approved for the preparation of special education teachers.

- C. Rhode Island Education

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will be allowed six years in which to meet this requirement.

Note: This certificate is not renewable. Holder must qualify for the professional certificate after having taught six years

in Rhode Island under the provisional certificate.

II. PROFESSIONAL CERTIFICATE - Valid for life.

- A. Master's Degree or thirty- six semester hours of approved study beyond the Bachelor's Degree.
- B. Same as I-B.
- C. Same as I-C.
- D. Three years of successful experience as a teacher of the mentally retarded (educable and trainable) in Rhode Island.

REQUIREMENTS FOR A CERTIFICATE TO
TEACH THE DEAF AND/OR HARD OF HEARING

This certificate is valid for service as a teacher of the deaf, and/or hard of hearing, as established under the rules and regulations of the State Board of Education.

I. PROVISIONAL CERTIFICATE - valid for six years.

- A. Bachelor's Degree from an institution approved by the State Board of Education.
- B. Eligibility for a Rhode Island teacher's certificate.
- C. Twenty-four semester hours of courses approved for the preparation of teachers of the deaf, and or hard of hearing including work in the following areas -- introduction to education of exceptional children, psychology of hearing handicapped, auditory training and hearing tests, teaching speech to deaf and hard of hearing children, teaching language to deaf and hard of hearing children, medical aspects of physical disability, speech reading (lip reading), and principles of speech correction, and not less than six nor more than twelve semester hours of practice teaching.

The practice teaching requirement may be waived for applicants who have had two or more years of successful teaching experience in this area prior to applying for certification in Rhode Island. All applicants shall, however, present evidence of twenty-four semester hours of courses approved for the preparation of teachers of the deaf, and/or hard of hearing.

D. Rhode Island Education

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will be allowed six years in which to meet this requirement.

Note: This certificate is not renewable. Holder must qualify for the professional certificate after having taught six years in Rhode Island under the provisional certificate.

II. PROFESSIONAL CERTIFICATE - Valid for life.

- A. Master's Degree or thirty-six semester hours of approved study beyond the Bachelor's Degree.
- B. Same as I-B.
- C. Same as I-C.
- D. Same as I-D.
- E. Three years of successful teaching experience in classes for the deaf, and/or hard of hearing in Rhode Island.

REQUIREMENTS FOR A CERTIFICATE TO TEACH PHYSICALLY HANDICAPPED CHILDREN

This certificate is valid for service as a teacher of the physically handicapped (orthopedically and/or neurologically), as established under the rules and regulations of the State Board of Education.

I. PROVISIONAL CERTIFICATE - valid for six years.

- A. Bachelor's Degree from an institution approved by the State Board of Education.
- B. Twenty-four semester hours of courses approved for the preparation of teachers of the physically handicapped (orthopedically and/or neurologically), and not less than six nor more than twelve semester hours of practice teaching.

The practice teaching requirement may be waived for applicants who have had two or more years of successful experience as a teacher of the physically handicapped (orthopedically and/or neurologically) prior to applying for certification in Rhode

Island. All applicants shall, however, present evidence of twenty-four semester hours of courses approved for the preparation of special education teachers.

C. Rhode Island Education.

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will be allowed six years in which to meet this requirement.

Note: This certificate is not renewable. Holder must qualify for the professional certificate after having taught six years in Rhode Island under the provisional certificate.

II. PROFESSIONAL CERTIFICATE - Valid for life.

- A. Master's Degree or thirty-six semester hours of approved study beyond the Bachelor's Degree.
- B. Same as I-B.
- C. Same as I-C.
- D. Three years of successful experience as a teacher of the physically handicapped (orthopedically and/or neurologically) in Rhode Island

REQUIREMENTS FOR CERTIFICATE IN SPEECH AND HEARING THERAPY

I. PROVISIONAL CERTIFICATE - valid for six years.

- A. Bachelor's Degree from an institution approved by the State Board of Education.
- B. Eligibility for a Rhode Island Teacher's certificate.
- C. Twelve semester hours of courses in the following areas:
Courses preceded with an asterisk (*) must be completed as basic courses.
 - 1. Speech Science
 - 2. *Principles of Speech Correction
 - 3. Speech Pathology

4. Phonetics
5. Stuttering
6. *Speech Therapy with the Physically Handicapped
7. Speech Reading
8. *Audiometric Testing
9. Audiology
10. Auditory Training
11. *Psychology of Speech and Hearing
12. Clinical Practicum in Speech and Hearing

Note: The practice teaching requirement may be waived only for applicants who have completed Clinical Practicum in Speech and Hearing.

D. Course in Rhode Island Education

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will have six years in which to meet this requirement, but this course must be completed before issuance of Professional Certificate.

Note: THIS CERTIFICATE IS NOT RENEWABLE. HOLDER MUST QUALIFY FOR PROFESSIONAL CERTIFICATE AFTER HAVING TAUGHT SIX YEARS IN RHODE ISLAND UNDER THE PROVISIONAL CERTIFICATE.

II. PROFESSIONAL CERTIFICATE - valid for life.

- A. Master's Degree or thirty-six semester hours of approved study beyond the Bachelor's Degree.
- B. Same as I-B.
- C. Twenty-four semester hours of courses under I-C.
- D. Same as I-D.
- E. At least three years successful experience as Speech and Hearing Therapist in Rhode Island.

REQUIREMENTS FOR A CERTIFICATE TO TEACH THE BLIND AND PARTIALLY SEEING

This certificate is valid for service as a teacher of the blind and partially seeing, as established under rules and regulations of the State Board of Education.

I. PROVISIONAL CERTIFICATE - valid for six years.

- A. Bachelor's Degree from an institution approved by the State Board of Education.
- B. Eligibility for a Rhode Island teacher's certificate.
- C. Twenty-four semester hours of courses approved for the preparation of teachers of the blind and partially seeing including work in the following areas - introduction to education of exceptional children, curriculum and methods of teaching blind and partially seeing children, survey of resources and materials for the education of visually handicapped children, fundamentals of reading and writing braille, anatomy, physiology and hygiene of the human eye, methods and materials of teaching brain-damaged children, psychology of behavior disorders and psychological aspects of physical disability, and not less than six nor more than twelve semester hours of practice teaching.

The practice teaching requirement may be waived for applicants who have had two or more years of successful teaching experience in this area prior to applying for certification in Rhode Island. All applicants shall, however, present evidence of twenty-four semester hours of courses approved for the preparation of teachers of the blind and partially seeing.

D. Rhode Island Education.

Note: Applicants who have not fulfilled the requirement in Rhode Island Education will be allowed six years in which to meet this requirement.

Note: This certificate is not renewable. Holder must qualify for the professional certificate after having taught six years in Rhode Island under the provisional certificate.

II. PROFESSIONAL CERTIFICATE - valid for life.

- A. Master's Degree or thirty-six semester hours of approved study beyond the Bachelor's Degree.
- B. Same as I-B.
- C. Same as I-C.
- D. Same as I-D.
- E. Three years of successful experience as a teacher of the blind and/or partially seeing in Rhode Island.

Senator PELL. Our next witness will be Mrs. Theodore R. Babbini, of California. She is a faculty member of the San Fernando Valley State College.

I think it would be very appropriate if Senator Murphy, the Senator from California introduce Mrs. Babbini.

Senator MURPHY. I am very pleased to introduce Mrs. Babbini. I know of her work in San Fernando and I know the work that has been in progress there, and I am also pleased to say that for 2½ or 3 years before I became a candidate for the U.S. Senate I was asked to go out there and spend some time, working with the people there on that program, and had something to do with the films that you are about to see. So I am very pleased to welcome Mrs. Babbini here and, as usual, our exhibits from California will bring great honor to the State.

Mrs. BABBINI. Thank you, Senator Murphy.

Senator PELL. You may proceed in your own way.

**STATEMENT OF MRS. THEODORE R. BABBINI, FACULTY MEMBER,
SAN FERNANDO VALLEY STATE COLLEGE, LOS ANGELES SCHOOL
SYSTEM, CALIFORNIA**

Mrs. BABBINI. Mr. Chairman, members of the special subcommittee on S. 2232, it is quite an honor to be permitted to address you this morning. One would think that, after getting my basic training in speaking like this to lawmakers when I made a few appearances before our California State Legislature this spring that I would be able to keep my knees under control. Unfortunately, they are obstinately jittering away. Senator Murphy, does one ever get over stage fright?

Senator MURPHY. No.

Mrs. BABBINI. I am here to testify on behalf of this bill to expand the program of captioned films for the deaf. Although I am deaf and a member of the National Association of the Deaf—my brother is president of the National Association of the Deaf—and the California Association of the Deaf of which organization I am first vice president, I do not officially represent either of these groups. I do feel, however, that I am representative of the deaf adult population at large and am deeply grateful for the opportunity to be here and to say some of the things which I am sure represent the thinking of that group.

S. 2232 which you have before you today is important to the deaf people of this Nation. It will have a far-reaching impact for years to come. It will open the doors and pave the way for vastly improved services to the deaf. It will make possible many things that, until now, have been hamstrung by lack of funds and by some of the regulations governing the purpose of the captioned films program. It will make it possible for me, and others like me, to do our jobs with increased efficiency and dispatch. It will enable students of the language of signs to develop their receptive skills at a far more rapid pace than has been possible in the past. It will enable people who wish to become interpreters for the deaf to obtain specific training by the way of films where as in the past, they have had to rely upon sheer chance to obtain this training. It will make it possible for deaf people to obtain far more programed learning in various fields. It

will also make possible a greatly increased number of motion pictures which are captioned for the use of deaf people.

Have you ever watched your television with the sound turned off? A newscast perhaps, or those frustrating news bulletins that occasionally break in upon a show. All the deaf see is the printed slide, "News Bulletin."

We want to know what it is. Is it a major catastrophe? Is it a flareup of the war in Vietnam? Has Elizabeth Taylor announced that she is divorcing Richard Burton? All we see is "News Bulletin"—just that. Such bulletins should be captioned. Have you watched the animated figures parade around, mouthing at each other, seeming to be highly upset—without your knowing why they are upset? This is the lot of the deaf when they go to the movies or watch television. We miss the wisecracks comedians make. We miss the point of many movies, because we can't understand the rapid dialog. Quite often we wonder why we go to movies at all. I recently saw the Academy Award winning movie, "From Here to Eternity" with captions. Let me tell you, I enjoyed it 10 times more than I did the first time I saw it years ago. Once in a great while we will have a stroke of luck. A foreign movie will be shown, with the English subtitles intact. But these are becoming rare—it is bit too easy to dub in the voices. So, the only solution for the deaf of the Nation has been in the past to seek out theaters specializing in foreign movies which have not yet had the voices dubbed in in English. Some foreign movies are fine ones. Some are very depressing or sordid. We would much rather patronize theaters showing American-made movies, but until the event of captioned films for the deaf, we could only suffer through oldtime silent movies of the Clara Bow era—or patronize theaters showing foreign films.

I teach the language of signs to people who can hear—people who must work with the deaf, or who must live with them. Rehabilitation counselors, teachers of the deaf, welfare bureau personnel, relatives of deaf people, ministers of the deaf, missionaries to the deaf, people who have friends who are deaf—all of these people have joined my classes. All of them have faced the fact that there is a communication barrier that separates the deaf from the hearing and have a need to surmount that barrier. Some of them only need training in basic manual communication. Others have need of the intensive training in the language of signs that my advanced classes offer. And all of them experience difficulty in learning to understand what is said in the language of signs.

Learning to understand what a deaf person says in the sign language is the toughest part of all. It is difficult, indeed, for a hearing person to learn to recognize signs and to read finger spelling when delivered at a normal rate of speed, but it is also extremely difficult to learn to understand what the deaf person means even if every sign and every finger-spelled word is clearly understood. Deaf people often do not understand idioms.

A hearing child hears his parents using these idioms constantly, and sooner or later comes to understand what they mean. But a deaf child does not have this advantage. He often enters school at the age of 5 years with no vocabulary whatsoever. Giving him a basic vocabulary, teaching him how to use this vocabulary, is so time con-

suming and requires so much effort, that there is little time to teach him idiomatic language. Thus most deaf people have difficulty with even simple idioms like, "that's a horse of another color." Learning to communicate with the deaf often entails learning how to change idiomatic expressions into language they will comprehend. "That's a horse of another color" would have to be changed to "that's different"—giving the meaning of the phrase, not the phrase itself. By the same token, the language of signs has its own idioms. This must be taught to students; they have to learn that "Think self" in the language of signs means "make up your own mind," as well as countless others like this. Thus, the language of signs can be very confusing to a layman, and it is difficult, indeed, to teach people how to understand both what is said, and what is meant.

In my classes, both beginning and advanced, I have had considerable success in developing my students' receptive skills. Their comprehension scores are generally higher than their performance scores. A large part of this success is due to my using the finger-spelling films which I would like to show you a little later.

I will allow my students to take the projectors and sets of films to their homes between classes for practice in reading of finger spelling. This has resulted in an increase in their ability to read finger spelling—and a byproduct of this understanding has been an overall increase in their comprehension scores. They now would understand finger-spelled words in a test sentence, whereas before they would miss the finger-spelled word—and waste valuable time trying to recall what was spelled—and miss the next two or three signs in the sentence.

In addition to this use of finger-spelling films, I devised another way of increasing their comprehension of finger spelling. I incorporated a rapid finger-spelling drill during which I would repeatedly spell out a phonetic letter grouping such as "at." Then I would add "b" to make "bat," and spell this out several times rapidly—and so on through "cat, date, fat," et cetera. This taught the students to recognize words instead of single letters which had to be mentally jockeyed into a word; but this drill is extremely hard on the hand of the teacher. After a few minutes of this, my fingers would begin to cramp up, and I would have to call a halt. Expansion of the film program would make it possible to provide a complete collection of instructional films for use throughout the country which would include drills such as these.

In addition to my classes in basic and advanced manual communication, I have also endeavored to train some interpreters for the deaf. There is a growing shortage of qualified interpreters for the deaf, and few things can hamper a deaf person's participation in the world of the hearing more than lack of qualified interpreting.

Laymen generally assume that if a hearing person can wiggle his fingers and wave his hands in an approximation of the language of signs this hearing person is an interpreter. This is a dangerous misconception. Interpreting for the deaf is not merely a command of the language of signs. An interpreter must be able to understand what the deaf person says—and to make the deaf person understand what is said by others. In a court of law, a deaf person can lose his property, his freedom, or even his life if he fails in his efforts to communicate meaningfully with the court through an unqualified inter-

preter. Yet court cases involving deaf people with competent interpreters are comparatively few and far between. Where, then, does an interpreter get the necessary training to enable him to function effectively in a court of law? It would be impossible to arrange for a group of student interpreters to attend such a court trial as part of their training. If they were lucky, such a court case involving deaf principals and qualified interpreters would be heard during their training, and their instructor would be able to arrange for the group to attend this hearing and observe the skilled interpreter at work. Specific training is also needed in many other areas of interpreting—psychotherapy, medical, educational, religious services, rehabilitation, counseling, and job placement. Classroom instruction can provide part of the training, but more is needed. It is difficult to arrange for field trips during which the students can observe situations in which interpreters customarily operate. I rather doubt any of you would relish having a group of 10 or 15 people sitting in upon a medical consultation with your doctor, or with your psychiatrist, or your attorney. Deaf people are no different. The confidential nature of such situations precludes having trainees on hand to observe.

A far better answer would be to have such situations on films. These could be used to reinforce classroom role playing—that last is subject to the instructor's talent or lack of talent in acting, his ability or inability to obtain help from skilled deaf actors and so on. But films could be made for training these interpreters in interpreting for the deaf in a wide variety of situations. Courtroom trials, medical consultations, job interviews, psychiatric counseling, rehabilitation counseling, weddings, funerals, and other situations could be realistically portrayed on film. Filmed tests could be devised to check the competency of students. Tests could also be devised to check competency of interpreters. But—all of this requires funds. And all of this requires a flexible program which can provide a wide variety of educational materials needed to help the deaf participate more fully in this interesting world in which we live.

Gentlemen, in closing, may I point out that the deaf are unique among all other handicapped in that sight plays a vitally important role. We are the only group that does not learn through the ear. We must learn through our eyes; and films are a visual aid. Your support in making an expanded program possible will do much to advance the wonderful work that has been accomplished these past few years and most certainly result in further social, educational, and economic betterment of the deaf people of America.

And now, with your permission I would like to show some of the films referred to earlier. They are not at all spectacular but I can assure you that they are proving a real link in helping bring people together who previously were separated by a communication barrier. I can assure you too that they represent only a bare beginning in meeting this need.

(At this point a film was shown to the subcommittee by Mrs. Babbini.)

Senator MURPHY. The chairman has asked me to say that some years ago the development of this projector was mine and was built originally for the consumer market and it was not very successful, and I decided that it was better as a teaching tool and it started as a small projector which weighed considerable and came into a school

where you had to get two or three boys to carry it. You will notice the films are in cartridges so that it rewinds itself—you never have to touch the film and this rear projection which we developed now—you have seen a motion picture in a room with full lights on. You do not have to dim the lights.

The instrument inside can be made to use as a normal projector on a screen which creates the necessity for putting out lights in order to get a good picture. So that I have been vitally interested in this for a long time and I hope there is no misconception of conflict of interest. If this becomes useful in accomplishing the purposes of this program or any other, I would be very glad to be accused of conflict of interest because I have been interested in these things for a long time.

Senator PELL. I share your views. I think the subcommittee is lucky to have you on it, Senator Murphy, and I apologize for not having been fully knowledgeable in depth.

Senator MURPHY. As we get to the older films, you will find I have been in all sorts of things.

MURPHY AMENDMENT

I think Mrs. Babbini has had a chance to look at the amendment that we have proposed and I think she is prepared to comment on that.

Mrs. BABBINI. Yes; I think it is a fine one and I was impressed with No. 2:

The membership of the Advisory Committee shall include educators of the deaf, persons interested in education of the deaf, educators of hearing, and deaf individuals.

That was one of the reasons for the success of the adult education program for the deaf in the San Fernando State College in Los Angeles. We happened to have a man there, Dr. Ray L. Jones, who believes very strongly in working with the deaf, not for them, and I think in most projects involving the deaf—you must have deaf people working with you.

Senator MURPHY. Yes.

Senator PELL. Well, thinking out loud, to what will be said in the report if we adopt this amendment, we would hope that the executive branch might afford deaf individuals an opportunity to serve on the Committee.

One other question, Mrs. Babbini. What is your view with regard to making these films available to those who are handicapped, but not necessarily deaf?

Mrs. BABBINI. You have to remember my experience has been working with films for the training of deaf people and hearing people who work with the deaf. I am not too familiar with the other handicapped groups and their needs. I imagine some of the films could be used, but I don't think all of them could.

Senator PELL. Thank you very much, Mrs. Babbini, for coming this long distance.

Senator MURPHY. Thank you, Mrs. Babbini, and I am very happy with the results that I have seen today. I have an idea those present will feel happy.

Senator PELL. Our next witness is Dr. John W. Kidd, assistant superintendent, Special School District for Handicapped Children, St. Louis County, Mo.

**STATEMENT OF DR. JOHN W. KIDD, ASSISTANT SUPERINTENDENT,
SPECIAL SCHOOL DISTRICT OF ST. LOUIS COUNTY, MO., AND
PRESIDENT, DIVISION ON MENTAL RETARDATION, COUNCIL FOR
EXCEPTIONAL CHILDREN, NATIONAL EDUCATION ASSOCIATION**

Dr. KIDD. Mr. Chairman and members of the subcommittee, the notion of captioned films is somewhat more complex than would, perhaps, appear on the surface. They have been utilized with the deaf in this country on a somewhat limited basis. They seem to have proven to be advantageous in this endeavor. You are, as I understand it, being asked to further contribute to our "Great Society" by further subsidization of this effort. I am in hearty accord.

Captioned films are a uniquely appropriate method of teaching linguistic skills to any and all persons. They utilize a multisensory approach through simultaneous transmission through both visual and auditory channels—the two major avenues of all our learning.

It is urged that you extend the fine work here contemplated to the most common handicap among children and youth—the conditions called mental retardation.

These children vary significantly in their visual and auditory capacities, some learning much more readily through one or the other of these avenues, but they all seem to learn more readily through simultaneous utilization of both avenues. Captioned films, thus, is a unique way of maximally enhancing these children's capacities to learn. At the same time captioned films are not available to those of us engaged in the education of the mentally retarded. They are expensive to produce. They seem not to be commercially profitable, and we are not likely to get them except through Federal subsidy of a professional production and distribution program for this purpose.

The positive benefits of widespread utilization of properly designed captioned films with mentally retarded children and youth will be, I predict, enormous.

I thus respectfully request your most earnest consideration of this possibility.

Senator PELL. As I understand it, then, you support very strongly the idea that the use of these films be not limited just to the deaf, but that they be used in helping the mentally retarded as well?

Dr. KIDD. I do, sir.

MURPHY AMENDMENT

Senator PELL. Do you have a reaction concerning the amendment of Senator Murphy?

Dr. KIDD. Insofar as I have learned about it here, today, I do, sir.

In the first place, I share Dr. Reynolds' thought that if these films can be extended to utilization with other handicapped, the appropriateness of Senator Murphy's amendment would be in question. It would then appear we would need a much wider base on many of them.

My second reaction is, I would prefer, as an educator, to see this appear, myself, as a permissive amendment, if at all, rather than a mandatory one, delegating to the Commissioner the right, as has been done in other acts, to appoint interim committees and to employ consultant services where needed, and I think that in this way we would incorporate all the advantages of Senator Murphy's amendment and still not tie the hands of the professionals involved.

Senator MURPHY. It was not the intent to tie the hands of the educators by a statutory limitation. The intent was quite the opposite. We had a report, and in my opinion, the implementation of the report was slower than it should have been and it was my purpose to set up an advisory committee that might be in a position to help the Commission take some of the heavy workload off of the Commissioner's shoulders so that he does not have to wait for his calendar to be emptied down.

Dr. KIDD. I would hope the wording would authorize the Commissioner to appoint such a committee, rather than imposing upon him the obligation to do so. I am not familiar with the wording of the amendment.

Senator MURPHY. Actually, it makes the part of the bill that there be a committee, and "imposition" is a bad word that is badly chosen. I think the Commissioner would welcome it, but we will know when we get the feelings of the Commissioner on it.

Actually, also, I would like to have it made clear in the record that in the Congress, when authorizations of this type are made, we have a responsibility not to just authorize money to be spent in any particular manner that happens to suit that particular Commission. They do change and we have the responsibility as the elected representatives of the people to implement in all ways possible all the knowledge that you have to make a report to the people. So if the objectives being accomplished so state, if it is not being accomplished, we will make whatever changes are necessary to implement the changes in the law so that we can make, possibly, finer results.

Senator PELL. Do you have anything further?

Dr. KIDD. No; I think I should state for the record that my last comment I believe is prefaced by saying, "As an educator." This is a personal reaction to the notion of the amendment. Thank you.

Senator PELL. Thank you very much, indeed.

Are there any other witnesses who want to be heard on this bill? Otherwise, this meeting is adjourned.

(Whereupon, at 12 noon, the subcommittee went into executive session.)

(The following was submitted for the record:)

STATEMENT OF ROBERT F. PANARA, NATIONAL ASSOCIATION OF THE DEAF

Gentlemen and members of the Senate subcommittee, my name is Robert F. Panara, and I live at 6102 Mustang Place, Riverdale, Md. Up until the time I was graduated from Gallaudet College (Washington, D.C.), the world's only college for the deaf, I lived with my parents at 196 Foley Avenue, Somerset, Mass. At present, I hold the rank of associate professor of English at Gallaudet College. I am a member of the National Association of the Deaf, in behalf of which organization I should like to go on record as advocating passage of the bill which is now under consideration; namely, S. 2232. I believe that this important piece of legislation, if enacted into law, will greatly benefit the deaf and hard-of-hearing people of the United States of America because of the following reasons:

1. *Entertainment and cultural value of captioned films*

It is a known fact that the radio, the motion pictures, and television have been the most persistent and magnetic source of entertainment and cultural enrichment for untold millions ever since their inception on the American scene. This, of course, applies to those people who have not experienced a loss of hearing such as that known to the deaf and severely hard of hearing.

Needless to say, the hearing impaired have suffered greatly because of their incapacity to benefit from such rich sources of culture and entertainment.

Happily, however, the establishment of the Office of Captioned Films for the Deaf has changed the whole picture. Although it is true that radio and television remain a closed avenue to culture and entertainment for the hearing impaired, nevertheless they are most grateful for the way their lives have been enriched by contact with captioned films. The result is that, today, the hearing impaired can enjoy an evening at the theater in an atmosphere of complete relaxation, whereas once they would have either experienced eyestrain and frustration in the attempt to lipread the dialog of the characters on film, or else (and as was most often the case) stay home and nurse their grievances in silence.

However, although captioned films may have broken down "the sound barrier," much remains to be done in the way of getting the latest films being produced by Hollywood. Because of mounting costs of filming and production, the use of technicolor, and movies of 2 to 3 hours duration, captioned films will have to bid high in the attempt to procure these newly released films. As such, an increase in appropriations by Congress will enable captioned films to function in a way that will keep the hearing impaired up to date and fully informed of the best movies being produced today, and in future years.

2. Educational and research value of captioned films

With an increased appropriation from Congress in 1962, Captioned Films was able to expand its services to the hearing impaired by purchasing educational films for use in classrooms. The implications of this new service to the hearing impaired are tremendous, to say the least. Not only is it now possible for deaf and hard-of-hearing children to receive valuable instruction in all areas of learning, but they also have the opportunity to learn the specialized language and idiom of the various disciplines taught in school. This is especially significant in the education of the deaf, for it is a known fact that, because of their hearing loss, the English language represents the greatest stumbling block to learning and economic advancement. By giving it an unprecedented opportunity to function in new contexts and to appear in new forms, Captioned Films has extended the force and influence of the English language to all the hearing impaired.

However, this auspicious enterprise can only prove successful if it is rigidly followed up on all levels of learning. The present library of educational films that have been procured and captioned is only adequate at the elementary level. Practically nothing has been done for the hearing impaired who are at the secondary or high school level, and there is nothing at all for those who are in college. Furthermore, what about the adult deaf—that ever-growing segment of "second-class citizens" who are daily being victimized by new developments in automation, in trades that are rapidly becoming obsolete? Certainly, they have every right to be informed and instructed, to be brought up to date with the new changes going on in the industrial arts and trades, in business, and in science.

One attempt to meet this need was the recent establishment, by act of Congress, of the National Technical Institute for the Deaf. This was a step in the right direction and I can assure you that the deaf and hard of hearing are most grateful for what has been done in their interest. At the same time, however, I can envision the great need for related educational materials and research if this new Technical Institute is to prove of maximum value and efficiency. One of these needs can be met by Captioned Films, which could provide specialized training films for the various technological studies and also assume a major share of the research that must needs be done at this Institute.

From the foregoing, it should be evident that the deaf and hard of hearing stand to benefit greatly from an unprecedented opportunity to better themselves—culturally, educationally, and in an economic sense. They are on the very threshold of advancement and enlightenment, and the stage is all set for them to finally break the sound barrier which, for so long, has impeded their progress and denied them the true pursuit of happiness.

I firmly believe that Captioned Films will prove an indispensable agent in helping to break that sound barrier and give new dimensions of meaning to the great lore of learning that exists on celluloid today.

A generous increase of appropriations by the U.S. Congress should go a long way in helping Captioned Films to meet this great challenge, and it is my sincere hope that S. 2232 will be subsequently passed and enacted into law so that the deaf and hard of hearing can be brought into the great mainstream of educational, social, and cultural progress in resurgence today.

