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# MODEL HIGH SCHOOL FOR DEAF

GOVERNMENT

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## HEARING BEFORE THE COMMITTEE ON LABOR AND PUBLIC WELFARE UNITED STATES SENATE EIGHTY-NINTH CONGRESS

SECOND SESSION

ON

### S. 3758

A BILL TO AUTHORIZE THE ESTABLISHMENT AND  
OPERATION BY GALLAUDET COLLEGE OF A MODEL  
SECONDARY SCHOOL FOR THE DEAF TO SERVE THE  
NATIONAL CAPITAL REGION

OCTOBER 8, 1966

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



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MODEL HIGH SCHOOL FOR DEAF

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BEFORE THE  
COMMITTEE ON  
LABOR AND PUBLIC WELFARE  
UNITED STATES SENATE  
EIGHTY-NINTH CONGRESS

COMMITTEE ON LABOR AND PUBLIC WELFARE

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# CONTENTS

---

Text of S. 3758.....	Page 2
----------------------	-----------

## CHRONOLOGICAL LIST OF WITNESSES

Philip D. Des Marais, Deputy Assistant Secretary for Special Educational Projects, Department of Health, Education, and Welfare, accompanied by Mrs. Patria Winalski, executive secretary of the National Advisory Committee on Education of the Deaf.....	5
Dr. Leonard M. Elstad, president, Gallaudet College, accompanied by Dr. George Detmold, dean; Dr. Orin Cornett, vice president, long-range planning, and Dr. Robert Frisina, dean of Graduate School, Gallaudet College.....	42
William C. Geer, executive secretary, Council for Exceptional Children, National Education Association.....	50

## STATEMENTS

Des Marias, Philip H., Deputy Secretary for Special Educational Projects, Department of Health, Education, and Welfare, accompanied by Mrs. Patria Winalski, executive secretary of the National Advisory Committee on Education of the Deaf.....	5
Elstad, Dr. Leonard M., president, Gallaudet College, accompanied by Dr. George Detmold, dean, Dr. Orin Cornett, vice president, long-range planning, and Dr. Robert Frisina, dean, Graduate School, Gallaudet College.....	42
Geer, William C., executive secretary, Council for Exceptional Children, National Education Association.....	50
Pratt, George T., chairman, Committee on Legislation, Council on Education of the Deaf, Alexander Graham Bell Association for the Deaf, Conference of Executives of American Schools for the Deaf, prepared statement.....	53
Schreiber, Frederick C., executive secretary, National Association for the Deaf, prepared statement.....	54

## ADDITIONAL INFORMATION

Directory of American Schools and Classes for the Deaf, October 31, 1966—Pupils and teachers.....	11
---	----

CONTENTS

Page

CONTENTS

CHRONOLOGICAL LIST OF PUBLICATIONS

1890. *Report of the State Board of Health for the year 1889*. Albany, N. Y.: State Board of Health, 1890. 100 pp.

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S. 3758

30TH CONGRESS  
1st Session

IN THE SENATE OF THE UNITED STATES

**MODEL HIGH SCHOOL FOR DEAF**

**SATURDAY, OCTOBER 8, 1966**

**U.S. SENATE,  
COMMITTEE ON LABOR AND PUBLIC WELFARE,  
Washington, D.C.**

The committee met, pursuant to call, at 10 a.m., in room 4232, Senate Office Building, Senator Lister Hill (chairman) presiding.

Present: Senators Hill (presiding) and Fannin.

Committee staff members present: Stewart E. McClure, chief clerk; and John S. Forsythe, general counsel.

The CHAIRMAN. The committee will come to order.

Mr. Des Marais, will you make your opening statement on S. 3758? (S. 3758 follows:)

1

89TH CONGRESS  
2D SESSION**S. 3758**

## IN THE SENATE OF THE UNITED STATES

AUGUST 24, 1966

Mr. HILL (for himself, Mr. BREWSTER, Mr. CLARK, Mr. DOMINICK, Mr. FANNIN, Mr. GRIFFIN, Mr. JAVITS, Mr. KENNEDY of Massachusetts, Mr. KENNEDY of New York, Mr. MORSE, Mr. MURPHY, Mr. NELSON, Mr. PELL, Mr. PROUTY, Mr. RANDOLPH, Mr. WILLIAMS of New Jersey, and Mr. YARBOROUGH) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

**A BILL**

To authorize the establishment and operation by Gallaudet College of a model secondary school for the deaf to serve the National Capital region.

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

## 5                   AUTHORIZATION OF APPROPRIATIONS

- 6       SEC. 2. For the purpose of providing day and residential  
7       facilities for secondary education for persons who are deaf  
8       in order to prepare them for college and other advanced

1 study, and to provide an exemplary secondary school pro-  
2 gram to stimulate the development of similarly excellent pro-  
3 grams throughout the Nation, there are authorized to be ap-  
4 propriated for each fiscal year such sums as may be necessary  
5 for the establishment and operation, including construction  
6 and equipment, of a model secondary school for the deaf to  
7 serve primarily residents of the District of Columbia and of  
8 nearby States, including sums necessary for the construction  
9 of buildings and other facilities for the school.

10 DEFINITIONS

11 SEC. 3. As used in this Act—

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

14 (b) The term "construction" includes construction and  
15 initial equipment of new buildings, expansion, remodeling,  
16 and alteration of existing buildings and equipment thereof,  
17 including architect's services, but excluding off-site improve-  
18 ments.

19 (c) The term "secondary school" means a school which  
20 provides education in grades 9 through 12, inclusive.

21 AGREEMENT WITH GALLAUDET COLLEGE TO ESTABLISH

22 MODEL SECONDARY SCHOOL

23 SEC. 4. (a) The Secretary, after consultation with the  
24 National Advisory Committee on Education of the Deaf  
25 (created by Public Law 89-258, 42 U.S.C. 2495) is

1 authorized to enter into an agreement with Gallaudet College  
2 for the establishment and operation, including construction  
3 and equipment of a model secondary school for the deaf to  
4 serve primarily residents of the District of Columbia and of  
5 nearby States.

6 (b) The agreement shall—

7 (1) provide that Federal funds appropriated for  
8 the benefit of the model secondary school will be used  
9 only for the purposes for which paid and in accordance  
10 with the applicable provisions of this Act and the agree-  
11 ment made pursuant thereto;

12 (2) provide for utilization of the National Advis-  
13 ory Committee on Education of the Deaf to advise the  
14 college in formulating and carrying out the basic policies  
15 governing the establishment and operation of the model  
16 secondary school;

17 (3) provide that the college will make an annual  
18 report to the Secretary;

19 (4) include such other conditions as the Secretary,  
20 after consultation with the National Advisory Committee  
21 on Education of the Deaf, deems necessary to carry out  
22 the purpose of this Act; and

23 (5) provide that any laborer or mechanic employed  
24 by any contractor or subcontractor in the performance  
25 of work on any construction aided by Federal funds

4

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

12 (c) The Secretary shall submit the annual report of  
13 the college (required by clause (3). of section (b) ) to the  
14 Congress with such comments and recommendations as he  
15 may deem appropriate.

**STATEMENT OF PHILIP H. DES MARAIS, DEPUTY ASSISTANT  
SECRETARY FOR SPECIAL EDUCATIONAL PROJECTS, DEPART-  
MENT OF HEALTH, EDUCATION, AND WELFARE; ACCOMPA-  
NIED BY MRS. PATRIA WINALSKI, EXECUTIVE SECRETARY OF  
THE NATIONAL ADVISORY COMMITTEE ON EDUCATION OF  
THE DEAF**

Mr. DES MARAIS. Thank you very much. I have a short state-  
ment to make.

The CHAIRMAN. All right, will you proceed, sir.

Mr. DES MARAIS. Mr. Chairman, I am Philip Des Marais, Deputy  
Assistant Secretary for Special Educational Projects. I am accom-  
panied by Mrs. Patria Winalski, Executive Secretary of the National  
Advisory Committee on Education of the Deaf.

I am pleased to be here this morning to testify on behalf of the  
Department of Health, Education, and Welfare in support of legisla-  
tion to authorize the establishment and operation by Gallaudet College  
of a model secondary school for the deaf to serve the national capital  
region.

S. 3758, introduced by the chairman and members of this committee,  
would establish a model secondary school for the deaf for the purpose

of providing day and residential facilities for secondary education for persons who are deaf in order to prepare them for college and other advanced study. It would provide an exemplary secondary school program to stimulate the development of similarly excellent programs throughout the Nation.

President Johnson, speaking at the 102d commencement of Gallaudet College on last June 13, said:

My greatest wish and prayer is that in the days ahead we will reach the day when every deaf person in our country and the world will have an equal opportunity and be able to get all the education he can possibly use.

This is the same occasion, I might add, at which Gallaudet awarded an honorary degree to the chairman of this committee.

The report entitled "Education of the Deaf" was issued by the Department of Health, Education, and Welfare in February 1965. Based on a comprehensive study on education programs for the deaf, the report was authorized by the Senate Committee on Appropriations, as you will recall, Senator Hill.

The study reveals significant inadequacies and gaps in the education services for the deaf.

It indicates the complete lack, in the United States, of a genuine secondary school program for deaf persons.

The "Education of the Deaf" report summarizes the situation by stating:

\* \* \* few deaf students have the opportunity to complete a high school course comparable to that available to young people generally. The deaf child should have an opportunity to earn a meaningful high school diploma.

The recent enrollment statistics at Gallaudet College indicate dramatically the gap in secondary education for the deaf as a preparation for college work at Gallaudet.

In the 1966-67 school year, the one we are now beginning, the total regular session enrollment is 872 persons. Of this number, 232, or nearly 30 percent, are in the precollege preparatory program.

Gallaudet College is the only liberal arts college for the deaf in the United States. Accredited by the Middle States Association, it must maintain basic academic standards of admissions. It can admit to the freshman college class those students who are prepared to do college work. The fact that such a large percentage of all students accepted by Gallaudet must spend at least 1 year in the high school program demonstrates the great need for a 4-year high school program for deaf students.

As we understand the bill we are considering today, the model secondary school for the deaf would provide education in grades 9 through 12, inclusive. The bill would authorize the Secretary, after consultation with the National Advisory Committee on Education of the Deaf, to enter into an agreement with Gallaudet College for the establishment and operation, including construction and equipment of a model secondary school for the deaf to serve primarily residents of the District of Columbia and of nearby States.

Gallaudet College, located here in the Nation's Capital, can provide the setting for this project. The expertise developed over the past 100 years will offer a significant contribution toward meeting the needs of deaf students in the secondary school age group. In addition,

with the climate of the college, research would seem to be an inevitable outcome of such an arrangement.

I also look upon the proposed high school as an important source of qualified applicants for the National Technical Institute for the Deaf, another important new development in educational opportunity on which legislation was introduced by the chairman of this committee.

I would point out to the committee that the present preparatory program at Gallaudet would serve as a convenient base for transformation into a full-fledged 4-year secondary program. The staff and facilities of the present program could be augmented and expanded in a relatively short time. We would not have to start from scratch. However, in order to achieve the objectives of the act—to establish a model that will be copied throughout the Nation—it will be necessary to make special arrangements for demonstrations, publications, and other devices to make the program known and understood throughout the Nation, and, indeed, throughout the world.

The Office of Education research and development programs for education of the deaf will also provide useful experience and expertise to help launch and guide this new model school.

The bill provides for utilization of the National Advisory Committee on Education of the Deaf to advise the Secretary in formulating and carrying out the basic policies governing the establishment and operation of the secondary school. This will assist in assuring a creativity of program and a knowledge of all issues and resources which would be available for the establishment of what will truly be a model school.

Although a large portion of our deaf people have normal strength, mobility, and intelligence, they are, nevertheless, severely handicapped. The common denominator is the sharp break in communication. This handicap is very frequently manifested in limited language skills, in poor speech production and reception, in serious education retardation, and in emotional and social maladjustment.

Oversimplification of the unique needs of most deaf people on the basis of the accomplishments of a few is misleading and harmful. The handicapping aspects of deafness are the result of inadequate education. Deaf people have too little training. What they do have too frequently starts too late. Finally, it terminates too soon. This last point is the concern of this legislation and properly so.

Young deaf teenagers have too long been deprived of the opportunity of a genuine high school education in a real high school setting. If this school were developed with the quality which is intended by the provisions of this act, it obviously would serve as a national demonstration which would be helpful to schools for the deaf all over the country. Many of the present schools would be happy to improve the quality of their program if they could be made aware of new techniques and materials which had been satisfactorily demonstrated.

I am very pleased to say that the Department of Health, Education, and Welfare will give the Model Secondary School for the Deaf Act its unqualified support. If this act is passed, we will make every effort to see that the school that results will truly be one which the whole country can find inspiration to imitate.

The CHAIRMAN. Thank you, sir. That is a good statement. I think one of the most significant statements is where you said:

It indicates the complete lack, in the United States, of a genuine secondary school program for deaf persons.

We don't have such a program, do we?

Mr. DES MARAIS. No, sir, we do not. We have not been able to locate a program that could qualify for this description.

The CHAIRMAN. You don't have a school such as this legislation contemplates anywhere in this area at all, do you?

Mr. DES MARAIS. No, Senator.

The CHAIRMAN. The surprising thing is that we haven't acted sooner.

Mr. DES MARAIS. Of course, as you know, Senator Hill, the State schools for the deaf and other schools for the deaf—a total of around 80 institutions throughout the country—do prepare some of their students, a portion of them, as part of their overall program.

The CHAIRMAN. The program.

Mr. DES MARAIS. In secondary subjects, but most of these schools pick up the young people around the age of 4 or 5, and carry them on as long as they can. This program would be different in that the whole curriculum and staff would focus on secondary education for the deaf.

The CHAIRMAN. It would be different, wouldn't it?

Mr. DES MARAIS. It would be different than any other.

The CHAIRMAN. It would give an emphasis we don't have today, is that right?

Mr. DES MARAIS. That is really the way to put it—to give the emphasis.

The CHAIRMAN. That we don't have today.

Mrs. Winalski, would you like to add something?

Mrs. WINALSKI. I would just like to reinforce what Mr. Des Marais has said, Senator, that we do not have a 4-year accredited high school anywhere in the country. I have been interested in this as the parent of a deaf son, and as a member of the board of trustees of the American School for the Deaf in Connecticut, which is one of the largest in the country. And yet, when the students leave there, they are prepared only for the preparatory class at Gallaudet College. They achieve about 10th- to 11th-grade academic ability, and can enter the prep class.

Some have to take summer courses in order to qualify for the prep class.

Mr. DES MARAIS. At Gallaudet College.

The CHAIRMAN. How old is Gallaudet College? It has been there for some time, hasn't it?

Mrs. WINALSKI. 102 years.

The CHAIRMAN. 102 years.

Mrs. WINALSKI. It just celebrated its centennial 2 years ago.

The CHAIRMAN. I recall that. They do wonderful work there.

Mrs. WINALSKI. Yes; my son is presently studying there.

The CHAIRMAN. And it is the only college of its kind in the world, isn't it?

Mrs. WINALSKI. That is very true.

The CHAIRMAN. I notice in your statement, sir, there is no reference to the budget. Does the Bureau of the Budget approve these sums?

Mr. DES MARAIS. Senator Hill, the statement that we have prepared for this committee has been approved by the Bureau of the Budget.

The CHAIRMAN. It has been approved by the Bureau of the Budget?

Mr. DES MARAIS. Yes, sir.

The CHAIRMAN. I see. And what will the cost be the first year?

Mr. DES MARAIS. We contemplate that during the first fiscal year following the passage of this legislation, that a sum of money, not more than \$100,000, would be required for a planning period, at which we would study the development of the curriculum and staffing pattern for the 4-year program. You realize, of course, that there already is in effect a high school program at Gallaudet.

The CHAIRMAN. Yes.

Mr. DES MARAIS. This is at the senior year level. We think \$100,000 would be the amount of money required at this point.

The CHAIRMAN. For the first year.

Mr. DES MARAIS. For the first fiscal year.

The CHAIRMAN. \$100,000.

Mr. DES MARAIS. Not more than that.

The CHAIRMAN. That is the plan. Then what would be the cost in subsequent years?

Mr. DES MARAIS. We do not have any carefully worked out projections at this point for the future year costs, but I would estimate, sir, that on the basis of current costs per student with this kind of a program, that we could estimate an amount of between \$800,000 and \$1 million a year for operational costs.

However, there would also be additional capital costs, because we would want to provide for this program the most up-to-date facilities in the way of classrooms and laboratories for this program, because we now have a very remarkable new technology of teaching the deaf, which we would want to incorporate into new facilities.

Ultimately there would be several million dollars of capital costs. I could not give you an exact estimate.

The CHAIRMAN. When you say "ultimately," how many years? What period of time would you estimate? I realize that a matter of this kind doesn't lend itself to an absolute mathematical computation, but what would you estimate?

Mr. DES MARAIS. Sir, I would estimate that if we used presently available ground on the campus of Gallaudet, which would be an advantage—

The CHAIRMAN. That is what you plan to do?

Mr. DES MARAIS. Yes. We could probably complete the new facilities within a 4-year period.

The CHAIRMAN. About 4 years.

Mr. DES MARAIS. That doesn't mean we would have to wait for 4 years to get the program started.

The CHAIRMAN. And what would be your best estimate of the cost for the whole 4-year period?

Mr. DES MARAIS. For the whole 4-year period?

The CHAIRMAN. It may be that the Gallaudet people have had an opportunity to work that out.

Mr. DES MARAIS. Yes. As I said, Senator Hill, we have not at this point within the department, utilizing the planning staff that we have, made an overall estimate of the first 5-year cost of this program.

The CHAIRMAN. I notice our friend Dr. Elstad is here. He may have something on that.

Mr. DES MARAIS. They may have some proposals because they would be very much involved in the overall planning of the costs.

Senator FANNIN. Mr. Chairman.

The CHAIRMAN. Yes, Senator Fannin.

Senator FANNIN. As I understand it, the college now works with schools from all over the country.

Mr. DES MARAIS. Yes, sir.

Senator FANNIN. State schools and others. Now this would not be an encouragement to draw those students in this program, the secondary program, would it?

Mr. DES MARAIS. Senator Fannin, we do not look upon this proposed 4-year program here in the District as a competition with the other State and private schools for the deaf. It would be a model and an example for them, and considering the increasing number of deaf students that we have in the country, it would not be in a sense a competition or a damper on their efforts, but rather a stimulant.

Senator FANNIN. Yes. I wasn't looking at it from the standpoint of competition, but just wondering what the program would be. I am very much in favor of what is being done. It is certainly highly complimentary, the splendid service that has been rendered to all of the students from all over the Nation. We have had citizens from my State, with splendid results.

I was curious as to just what procedure would be followed to encourage the students who might be attending State schools, who feel they would have a better chance here in this particular establishment.

Mr. DES MARAIS. Did you want to comment on that, Mrs. Winalski?

Mrs. WINALSKI. I just wanted to add one comment. One of the superintendents of the State school for the deaf here in Maryland, said he was very happy and delighted with this proposal, because he said he has 80 children on his waiting list for entrance to his school and if he could move his high school students out into a high school program for the deaf this would permit primary and elementary deaf students to be entered, and thereby reduce his waiting list.

I thought you might be interested in this. We have tables on how many State schools do go as far as the 12th grade, and those who terminate before 12th grade.

The CHAIRMAN. Yes, let's have that for the record by all means. Don't you think so, Senator?

Senator FANNIN. Yes, I think that would be very helpful.

(The tables referred to follow.)

MODEL HIGH SCHOOL FOR DEAF

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule			
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or Industrial arts classes			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average <sup>1</sup>
<b>ALABAMA</b>																			
Residential schools: Public: Alabama School for the Deaf, Talladega.....	472	255	217	409	6	0	9	6	2	12	87	80	22	58	13	26			
Day classes: Public: Birmingham Public Schools for multiply handicapped: Public: Alabama Institute for Deaf and Blind, Deaf Blind Department, Talladega.....	45	21	24	45	3	19	6	0	3	4	8	8	1	7	0		\$4,600	\$5,500	
Total.....	517	276	241	454	9	19	15	6	5	16	95	88	23	65	13	26			
<b>ARIZONA</b>																			
Residential schools: Public: Arizona School for Deaf and Blind, Tucson.....	222	126	96	152	6	0	9	10.7	2	12	38	34	11	23	9	32	5,100	8,400	
Day classes: Public: Phoenix, elementary oral day classes. Private: Samuel Gompers Memorial Rehabilitation Center, Phoenix.....	31	13	18	31	4	0	8		0	8	12	4	0	4	0	4	4,950	8,514	
Total.....	253	139	114	183	10	30	17			20	50	38	11	27	9	36			
<b>ARKANSAS</b>																			
Residential schools: Public: Arkansas School for the Deaf, Little Rock.....	300	177	123	158	4	18	8	6	3	12	58	52	16	36	10	31	4,420	6,225	
Total.....	300	177	123	158	4	18	8	6	3	12	58	52	16	36	10	31	4,420	6,225	

See footnotes at end of table, p. 41.

## MODEL HIGH SCHOOL FOR DEAF

Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule			
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or industrial			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average <sup>1</sup>
CALIFORNIA																			
Residential schools: Public:																			
California School for the Deaf, Berkeley	497	279	218	400	5	9	9	12	2	12	84	31	53	19	78	\$6,744	\$10,968	\$9,948	
California School for the Deaf, Riverside	525	280	245	518	5.3	6	9	9	0	0	84	29	44	13	67	6,744	10,968	9,948	
Day schools: Public:																			
Gough Elementary School, San Francisco	45	21	24	45	3.8	14	7	---	2	6	8	2	6	1	8	6,090	11,575	8,715	
Hyde Park Boulevard School, Los Angeles	129	73	56	129	3	26	9	---	1	6	15	1	13	0	14	6,120	11,200	---	
Mary E. Bennett School for the Deaf, Los Angeles	190	87	103	190	3	38	9	0	3	6	28	2	20	0	22	6,120	11,200	8,573	
Day classes:																			
Public:																			
Alhambra, Gramada School and Alhambra High School	91	44	47	24	4	10	8	---	---	13	16	0	11	0	11	5,970	11,730	7,039	
Alhambra, Luther Burbank Elementary School	18	13	5	18	5	2	---	---	1	6	2	0	2	0	2	5,600	11,764	9,310	
Anaheim, Anaheim Union High School District (Brookhurst Junior High and Savanna High)	25	16	9	0	13	0	---	---	0	6	3	3	1	2	3	6,420	10,200	7,916	
Bakersfield, Aztec class for aurally handicapped	9	5	4	---	---	---	---	---	0	8	5	1	1	0	1	6,250	10,000	8,000	
Bakersfield, Wingland class for preschool aurally handicapped	8	3	5	---	---	---	---	---	6	6	1	1	0	1	1	6,250	10,000	8,000	
Bakersfield, Lardo class for aurally handicapped	7	3	4	7	5	0	1	0	1	8	1	1	0	0	1	6,250	10,000	8,000	
Bellflower, Bellflower Unified Schools	8	5	3	---	---	---	---	---	---	6	1	1	0	1	---	---	---	---	
Buena Park, Glen H. Dysinger, Sr., Elementary School	38	17	21	38	3	13	7.6	---	0	7	5	0	5	0	5	6,961	10,816	6,500	
Burlingame, Burlingame High School	11	5	6	8	14	0	4	---	---	5	3	0	3	0	3	6,500	12,000	8,800	



Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils					Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule				
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes			Vocational or industrial arts classes	Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A.B. degree	Maximum with M.A. degree	Average 1
CALIFORNIA—continued																			
Day classes—Continued																			
Public—Continued																			
Palo Alto, Unified School District (Greenleaf School, Wilbur Junior High School)	28	14	14	20	4.8	2	9	10	3	3	1	2	0	3	5,800	11,250	\$10,000		
Pasadena, McKinley Junior High School	5	3	2	5		0	5	3	1	1	0	1	0	1	9,240	9,240	9,240		
Pasadena, Pasadena High School	4	2	2	4		0	4		1	1	0	1	0	1	9,240	9,240	9,240		
Pittsburg, Pittsburg Unified Schools (Carkside School, Los Medanos School, and Village School) 2	24	13	11	24	3	6	10	1	3	3	1	2	0	3	5,300	10,602	8,054		
Pomona, Pomona Unified School District	27	16	11	27	4	9	9	6	10	4	0	4	0	1	5,300	11,600	8,000		
Richmond, Pine Street School	9	3	6	7		3	9	3	6	1	0	1	0	1	5,300	11,600	7,800		
Richmond, Nystrom Elementary School	40	18	22	40	3	8	10	5	3	5	0	5	0	1	5,000	10,500	10,500		
Riverside, Riverside City College	18	15	3	0		0	8	2	2	2	2	0	0	2	6,000	10,300	10,115		
Sacramento, David Lubin School	30	18	12	30	3	17	8	6	6	7	4	0	0	4	5,600	12,000	7,000		
Sacramento, Senior High School	8	6	2	8		0	8	3	1	1	1	0	0	1	5,600	12,000	7,000		
Sacramento, El Dorado School	15	12	3	15	5.8	0	7	6	3	2	0	2	0	2	5,819	10,450	9,000		
Sacramento, Sutter School	10	5	5	10		0	4	0	3	2	2	0	0	2	5,119	10,136	7,000		
San Bernardino, special day classes	66	38	28	66	3	21	9	6	15	6	2	4	0	6	5,900	10,490	8,600		
San Diego, San Diego City Schools	147	74	73	147		0	9.3	13	16	16	4	12	0	16	5,700	9,087	9,000		
San Francisco, Lincoln High School 2	8	4	4	8	15.8	0	8	3	1	1	1	0	0	1	5,840	11,100	9,000		
San Francisco, Lakeshore Elementary School 2	27	15	12	27	5.8	0	9	6	3	3	0	3	0	3	5,840	11,100	9,000		
San Francisco, Marina Junior High School 2	5	2	3	5	12.8	0	6	3	1	1	0	1	1	1	5,840	11,000	9,000		
San Francisco, Presidio Junior High School 2	12	6	6	12	12.8	0	12	3	1	1	0	1	0	1	5,840	11,100	9,000		
San Jose, San Jose Unified School District	74	41	33	74	3	21	9	12	9	9	1	8	0	9	5,500	11,710	8,700		





MODEL HIGH SCHOOL FOR DEAF

DISTRICT OF COLUMBIA																
Residential schools: Public:	798	429	369	762	0	0	3	7	128	76	52	40	128	6,250	11,500	8,743
Gallaudet College, Washington, D.C.	140	77	63	140	5	8	9	24	19	3	16	5	17	(*)	(*)	(*)
Kendall School for the Deaf, Washington, D.C.	37	17	20	37	0	37		12	5	0	5	0	5	(*)	(*)	(*)
Day classes: Public: Washington, Gallaudet College, Hearing and Speech Center, Pre-school Department.	46	22	24	46	3	15	7	3	12	8	0	0	8			6,500
Private Children's Hearing and Speech Center, Washington, D.C.																
Total.....	1,021															
FLORIDA																
Residential schools:	435	234	201	400	5	9	8	2	12	70	24	17	45	4,350	7,100	6,403
Public: Florida School for Deaf and Blind, St. Augustine.	71	38	33	71	2.5	19	8	3	6	9	0	0	9	4,700		
Private: Fort Lauderdale Oral School.																
Day classes:																
Fort Lauderdale, Croissant Park Elementary School 1.	10	6	4	10	6	0	10		1	1	0	0	1			
Miami, Dade County day classes for deaf.	180	79	101	101	3	45	8		19	19	2	17	0			
Orlando, Rock Lake Elementary School.	46	25	21	46	2.8	23	3	2	6	3	0	3	0		8,710	
St. Petersburg, Nina Harris Special Education School.	17	8	9	17	5	1	15	3	12	2	0	0	2		4,800	7,980
Tampa, exceptional child education (Seminole Elementary School, Sligh Junior High School).	33	14	19	33	4		8	2	12	7	5	4	0		4,400	6,540
West Palm Beach, Royal Palm School for Exceptional Children.	20	12	8	20	3	4	8		11	4	3	0	3		5,000	9,250
Private: Speech and Hearing Center of Duval County, Jacksonville.	23	13	10	23	2	23			6	2	0	0	1		5,800	7,500
Total.....	835															
GEORGIA																
Residential schools: Public: Georgia School for the Deaf, Cave Spring.	595	333	262	333	6	0	12	3	12	72	23	49	9	4,395	6,082	5,070
Day classes: Private:																
Atlanta Speech School, Inc.	78	32	46	78	3.5	28	7	0	7	16	9	1	8		4,600	5,000
Bibb County School of Special Education, Macon.	11	7	4	11	3	5	5		3	5	2	0	2			
Total.....	684															

See footnotes at end of table, p. 41.

Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

	Number of pupils				Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule					
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)			Academic classes	Vocational or industrial arts classes	Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A.B. degree	Maximum with M.A. degree	Average 1
<b>HAWAII</b>																			
Residential schools: Public: Diamond Head School for Deaf, Honolulu.....	113	64	49	113	4.5	9	7	0	3	11	19	3	16	1	17	\$4,224	\$6,876	\$5,550	
Total.....	113																		
<b>IDAHO</b>																			
Residential schools: Public: Idaho School for the Deaf and the Blind, Gooding.....	114	60	54	98	4	10	7.6	7	3	11	30	10	12	4	20	5,208	8,010	6,016	
Day classes: Private: Boise Elks Rehabilitation Center, preschool deaf class 2.....	8	3	5	8	2	5			4		2	2	0	2	2			5,400	
Total.....	122																		
<b>ILLINOIS</b>																			
Residential schools: Public: Illinois School for the Deaf, Jacksonville.....	461	286	175	371	5	8	8.3	5.8	4	12	87	30	46	19	74	5,640	9,540	7,920	
Private: Elin Christian School for Exceptional Children, Palos Heights.....	27	13	14	27	2	3	7		2	8	4	0	4	0	3	4,800	6,800	5,600	
Day classes: Public: Arlington Heights, Northwest Suburban Special Education Organization (Kensington School, Arlington Heights; Rupley School, Elk Grove Village; Fairview School and Dempster Junior High, Mount Prospect; Central Roads School, Rolling Meadows).....	50	23	27	50	3	9	8		6	5	8	1	6	0	7	5,500		6,000	

MODEL HIGH SCHOOL FOR DEAF

Bartonville, Public School	27	12	15	27	3	20	6	4	4	6	6	0	6	0	6	0	0	6	5,600	8,200	6,017
Champaign, Champaign Community Unit #4	46	16	30	46	3	13	7	12	9	9	9	0	9	0	9	0	9	5,100	5,600	5,100	
Chicago, Alexander Graham Bell School	206	115	91	206	3	29	6.4	3	8	32	32	0	29	0	0	0	0	5,500	11,550	5,500	
Chicago, Calumet High School	6	2	4	6	14	0		4	4	1	0	0	1	0	1	0	1	5,500	11,550	5,500	
Chicago, Vocational High School	52	28	24	52	14	0		4	2	2	0	0	2	0	0	0	0	5,500	11,550	5,500	
Chicago, Harrison High School	14	10	4	14	16	0		2	1	1	1	0	1	0	0	0	0	5,500	11,550	5,500	
Chicago, Lake View High School	34	16	18	34	14	0		4	1	1	1	0	1	0	0	0	0	5,500	11,550	5,500	
Chicago, Lane Technical High School	15	15	0	15	14	0		4	1	1	0	0	1	0	0	0	0	5,500	11,550	5,500	
Chicago, Marquette Deaf School	104	52	52	104	3	10	6.5	3	16	16	16	0	16	0	11	0	11	5,500	11,550	5,500	
Chicago, Morrill School	67	35	32	67	10	0	6.7	5	10	10	10	0	9	0	8	0	8	5,500	11,550	5,500	
Chicago, Perry School	58	25	33	58	3	8	7.3	8	8	10	8	0	8	0	6	0	6	5,500	11,550	5,500	
Chicago, Carl Schurz High School	28	17	11	28	14	0		4	1	1	1	0	1	0	0	0	0	5,500	11,550	5,500	
Chicago, James Ward School	68	35	33	68	3	3	7.2	3	8	9	9	0	9	0	5	0	5	5,500	11,550	5,500	
Chicago, Ella Flagg Young School	175	89	86	175	3	15	8	3	8	22	22	0	22	0	11	0	11	5,500	11,550	5,500	
Decatur, Roach Elementary School																					
Stephen Decatur High School	37	22	15	37	3	10	3	13	4	4	4	0	3	0	3	0	3	5,400	8,005	5,760	
East St. Louis, day classes for deaf	29	14	15	29	3	6	5	6	6	6	1	5	6	0	6	0	6	5,800	8,400	5,800	
Evanston, Public School Districts 65 and 202 (Lincolnwood School, Nichols Junior High, Evanston Township High School)	33	18	15	32	5	0	6	0	12	6	6	2	4	0	6	0	6	5,400	10,800	7,500	
Glenview, Northern Suburban Special Education District (Lyon Elementary, Deerfield)																					
Glenview, Kipling Elementary, Joliet, Sheridan High School	35	17	18	35	3	9	5	0	6	9	8	0	8	0	8	0	8	5,300	7,300	6,500	
Libertyville, Special Education District of Lake County (Hawthorn School, Mundlein; McCall School, Waukegan)	24	16	8		3	8	7		4	4	4	0	4	0	4	0	4	5,700	8,900	5,933	
Lincolnwood, Niles Township Department of Special Education	44	28	16	44	3	12	8	0	6	6	6	1	5	0	5	0	5			6,500	
Lyons, West Suburban Association for the Hearing Handicapped (19 classes)	25	12	13	20	5	1	8	13	3	3	3	0	3	0	3	0	3	5,350	7,230	5,950	
Moline, Public Schools	134	81	53	134	3	30	7	0	12	24	19	0	19	0	19	0	19	5,500	9,300	6,263	
Morton, Morton Junior High School	27	11	16	27	3	0	6	6	13	10	6	0	6	0	6	0	6	5,000	8,350	6,600	
Normal, Metcalf Elementary School and University High	6	2	4	6	0	0	2	0		1	1	0	1	0	0	0	1	5,050	5,050	5,050	
Park Forest, hearing class; District 163	24	11	13	21	3	3	6	0	12	12	4	1	3	0	4	0	4	5,000	9,000	8,500	
Pekin, Pekin School	33	19	14	33	6		11	0	7	5	3	2	1	0	3	0	3	5,600	8,892	6,500	
Pekin, Webster School	8	3	5	8	5	0	8	6	6	1	1	0	1	0	1	0	1	6,700	6,700	6,700	
Quincy, Webster School	31	21	10		3	9			5	5	1	4	1	4							
Rockford, Conklin School and Wighill School	28	13	15	28	3	10	9	3	3	7	5	0	5	0	5	0	5	5,125		6,300	
Springfield, Hay-Edwards School	5	3	2	5	3	5			2	2	2	0	2	0	2	0	2				
Winnetka, Crow Island School	8	3	5	8	4	0	1	9	1	1	1	0	1	0	1	0	1				

See footnotes at end of table, p. 41.



INDIANA																		
Residential schools: Public: Indiana School for the Deaf, Indianapolis.....																		
Day classes:																		
581	321	260	551	4	57	8	8.5	2	13	100	100	33	67	19	94	5,240	9,820	7,516
25	12	13	25	3	1	8	2	3	8	4	3	0	3	0	3	5,110	9,198	8,000
41	20	21	41	3.5	13	8	7	3	12	9	5	1	4	0	5	5,300	10,100	6,700
17	8	9	W	3	1	8		3	2	2	2	1	1	0	2	4,958	9,695	
5	2	3	5	3	5	0	0	0	0	5	4	2	2	0	4	5,200	7,600	6,400
40	18	22		1.3	38	0	0		0	1	1	0	1	0	1			
13	8	5	13	1.5	13				1	1	1	0	1	0	0			5,400
4	2	2	4	0	4	0	0			3	2	1	1	0	2	5,200		6,000
726																		
Total.....																		
IOWA																		
Residential schools: Public: Iowa School for the Deaf, Council Bluffs.....																		
Day classes: Public:																		
318	172	146	261	5	17	7	8		12	63	63	21	42	11	41	5,000	9,000	5,657
27	9	18	27	4	6	7		2	6	4	4	0	4	0	4	6,500		7,500
32	19	13	32	3	5	10	10		8	3	3	0	3	0	3	5,800	9,125	
14	5	9	14	5	0	7			7	5	2	0	2	0	2	5,267	8,167	6,929
6	4	2	6	3	0	1			10	1	1	0	1	0	1	6,000	7,200	6,600
397																		
Total.....																		
KANSAS																		
Residential schools:																		
Public: Kansas School for the Deaf, Olathe.....																		
Private: Institute of Logopedics, Wichita.....																		
Day classes:																		
340	180	160	332	6	0	10	10	3	9	53	48	15	33	15	35	5,400	7,200	5,923
69	27	42	69	0	10	8	0	3	6	8	8	0	8	0	7	3,600	5,400	4,800
19	11	8	19	6	0	9.5		0	6	2	2	0	2	0	2	5,100	8,310	5,400
23	13	10	23	3	23	12			2	9	2	0	2	0	2			
451																		
Total.....																		

See footnotes at end of table, p. 41.

## Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule		Average <sup>1</sup>			
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or industrial arts classes			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree		Maximum with M. A. degree		
KENTUCKY																					
Residential schools, Public: Kentucky School for Deaf, Danville.....	293	148	145	241	6	0	10	6	2	12	42	39	9	30	17	25	\$4,150	\$7,100	-----		
Day schools:																					
Public: Louisville Deaf School.....	37	20	17	37	2.5	37	5.5	-----	-----	-----	4	4	0	4	0	2	-----	-----	-----	-----	
Private: Lexington Deaf Oral School.....	21	7	14	21	2	-----	6	-----	2	-----	5	5	0	5	0	5	-----	6,000	-----	-----	
Day classes, Public:																					
Covington, Fourth District School.....	10	6	4	10	6	0	10	0	0	-----	1	1	0	1	0	1	-----	-----	-----	-----	
Louisville, Iroquois High School.....	12	1	11	12	14	0	12	0	2	4	1	1	0	1	0	1	-----	-----	-----	-----	
Louisville, Tingley deaf oral day classes.....	31	15	16	31	6	0	8	0	0	6	7	4	1	3	0	4	5,000	7,200	\$7,400	6,389	
Total.....	404																				
LOUISIANA																					
Residential schools:																					
Public:																					
Louisiana School for the Deaf, Baton Rouge.....	315	164	151	167	4.7	10	9	4	3	10	51	48	14	34	13	35	4,100	7,250	5,550	-----	
State School for Deaf Negroes, Scottlandville, Baton Rouge.....	157	88	69	77	6	0	10	4	2	12	25	25	7	18	0	19	4,200	7,945	6,402	-----	
Private: Chinchuba Institute for Deaf, Marrero.....	80	35	45	80	2	22	8	0	3	8	13	13	0	13	0	6	-----	-----	-----	-----	
Day schools, Private: The Cottage School, New Orleans.....	13	6	7	13	2	12	4	-----	-----	-----	3	3	0	3	0	2	5,000	6,000	5,500	-----	
Day classes:																					
Public:																					
Shreveport, Werner Park Elementary School.....	34	21	13	34	3	5	6	-----	6	-----	5	5	0	5	0	4	4,840	8,085	6,462	-----	
Shreveport, West Shreveport deaf oral class.....	27	11	16	27	6	0	9	4	-----	10	3	0	0	3	0	0	-----	-----	-----	-----	

Private: Baton Rouge Speech and Hearing Foundation 1	19	9	10	19	2	10	6	0	3	2	7	4	1	3	0	3	4,200	6,500	5,000
Total.....	645																		
MAINE																			
Residential schools, Public: Governor Baxter State School for Deaf, Portland.....	143	70	73	143	5	11	8	6	3	9	22	21	13	8	8	19	4,500	7,020	5,595
Total.....	143																		
MARYLAND																			
Residential schools, Public: Maryland School for the Deaf, Frederick.....	294	169	125	211	5	4	10	9	3	12	43	38	10	28	9	30	5,000	9,000	6,449
Public:																			
Baltimore, William S. Baer School No. 301.....	130	65	65	130	4	21	10		3	9	24	14	1	13	0	11	5,200	9,400	
Baltimore, Public School No. 98.....	5	3	2		6	0	1			7	2	2	0	2	0	2	5,600	9,400	7,500
Glen Burnie, Oakwood Elementary School.....	39	20	19	38	4	10	6			6	9	9	2	7	1	4	5,400	9,400	6,000
Ridderwood, Woodvale School.....	27	10	17	27	5	7	3	0	0	4	7	3	0	3	0	3	5,200	9,840	6,000
Silver Spring, Forest Grove School 2.....	22	15	7	22	5	0	6		0		5	5	1	14	0	5			
Total in State, 517.....																			
MASSACHUSETTS																			
Residential schools:																			
Public:																			
Beverly School for the Deaf, Beverly.....	98	47	51	98	4	11	8	5	3	8	20	19	5	14	1	11	5,200	6,900	6,136
Boston School for the Deaf, Randolph.....	274	142	132	274	4	40	8.5	8	2	8	53	43	1	7	42	0			
Clarke School for the Deaf, Northampton.....	179	89	90	179	4.5	16	7	0	0	8	45	40	12	28	0	26			
Private:																			
Sarah Fuller Foundation, Boston.....	35	20	15	35	0	35					5	2	0	2	0	2			
Day schools: Public: Horace Mann School for Deaf, Roxbury.....	90	50	40	90	3	10	7	7	6	9	23	23	1	22	0	21	5,940	9,300	7,200
Public:																			
Charlestown, Boston Health Department, Charlestown Unit Rehabilitation Center for Preschool Hard of Hearing and Deaf 2	10	4	6	10	1	9	10		0	0	2	1	0	1	0	0	4,725	4,725	4,725
Fitchburg, Rehabilitation Center for Preschool Hard of Hearing and Deaf Children.....	6	3	3	6	1	2	6		0	0	3	2	0	2	0	0	4,725	4,725	4,725
Lowell, Lowell Girls' Club, preschool classes 2.....	12	7	5	12	1	7	12		0	0	2	1	0	1	0	0	4,725	4,725	4,725

See footnotes at end of table, p. 41.

Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule		Average <sup>1</sup>	
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or industrial arts classes			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with M. A. degree		Maximum with M. A. degree
MASSACHUSETTS—continued																			
Day classes—Continued																			
Public—Continued																			
Pittsfield, Habilitation Center for Pre-school Hard of Hearing and Deaf <sup>2</sup>	7	3	4	7	1	7	7	0	0	2	0	2	0	2	\$4,725	\$4,725	\$4,725		
Pittsfield, Pittsfield High School	5	2	3	5	4.5	0	7	0	0	1	0	1	0	1	4,725	4,725	4,725		
Quincy, Habilitation Center for Pre-school <sup>2</sup>	6	3	3	6	1	6	6	0	0	2	1	0	0	0	4,725	4,725	4,725		
Salem, Salem Health Center for Pre-school <sup>2</sup>	12	8	4	12	1	6	12	0	0	2	1	0	0	2	4,725	4,725	4,725		
Springfield, White St. School	12	9	3	12	4	3	6	0	0	2	2	0	0	2	5,700	4,725	4,725		
Taunton, Cohannet School, preschool classes	3	2	1	3	1	2	3	0	0	1	1	0	0	1	4,725	4,725	4,725		
Waltham, public library, preschool classes <sup>2</sup>	18	10	8	18	1	17	18	0	0	3	3	0	3	3	4,725	4,725	4,725		
Waltham, Whittemore School	19	12	7	19	6	0	8	6	4	4	1	3	0	4	5,000	8,400	7,800		
Worcester, Upsala St. School	11	6	5	11	2	1	5.5	3	2	3	3	0	3	3	5,500	8,950	8,950		
Private																			
Springfield Hearing League, class for preschool deaf and their parents	10	6	4	10	1.3	10	10	0	0	2	1	0	1	1	5,500	8,000	6,200		
Worcester County Hearing and Speech Center, Worcester	47	25	22	47	1	14	3	0	0	7	5	2	3	5	5,000	8,000	6,200		
Classes for multiply handicapped: Private: Perkins School for Blind, Department for Deaf-Blind, Watertown	34	17	17	26	5	3	2	2	5	24	5	15	0	0	5,000	8,280	6,000		
Total	888																		
MICHIGAN																			
Residential Schools:																			
Public: Michigan School for the Deaf, Flint	457	268	189	457	5	26	8	9	2	12	65	21	44	9	5,578	9,340	7,433		
Private: Lutheran School for the Deaf, Detroit	115	62	53	115	3.5	23	7.5	0	4	7	18	1	17	1	5,160	8,481	6,689		

Day schools: Public: Detroit Day School for Deaf.....	391	221	170	391	3	38	12	49	45	6	39	0	45	5,625	9,425	6,000
Public:																
Adrian, Michener School. <sup>2</sup>	12	3	9	12	4	1	6	2	2	1	1	0	2	4,600	7,500	6,000
Battle Creek, Ann J. Kellogg School.....	18	8	10	18	3	3	7	3	1	0	1	0	1	5,200	8,800	7,000
Berrien Springs, Berrien County day classes for deaf.....	31	21	10	21	2	11	5	5	5	2	3	0	3	---	---	---
Dearborn, public schools.....	43	19	24	43	3	5	7.5	6	6	0	0	0	6	5,306	10,034	---
Detroit, Redford Union hard of hearing program (Volney Smith School, Lola Valley Junior High School).....	20	11	9	20	6	0	8	4	3	0	3	0	3	5,350	8,972	7,200
Escanaba, John A. Lemmer School.....	14	6	8	14	5	0	13	1	1	0	0	0	0	4,800	7,000	5,900
Flint, Durant-Tuirt-Mott School <sup>2</sup> .....	42	16	26	42	3	14	10	19	4	0	4	0	1	5,400	8,853	7,946
Garden City, Douglas School.....	22	13	9	22	3	13	3	4	2	0	2	0	2	---	---	---
Grand Rapids, Shawnee Park Oral Deaf School.....	81	40	41	81	2.5	26	6	17	16	5	11	0	16	---	---	---
Hillsdale, Carl Bailey School <sup>2</sup> .....	7	4	3	7	4	0	1	1	1	0	1	0	1	5,000	7,200	---
Jackson, day school, Allen School.....	26	7	19	26	3	6	8.5	8	3	0	3	0	3	5,500	8,900	6,000
Kalamazoo, public schools (Harold Upton School, preschool and elementary; Milwood High School; Central High School).....	55	25	30	55	2.5	6	7	7	7	0	6	0	7	5,100	8,670	7,140
Laansing, Walnut Street School.....	65	37	28	13	3.5	14	7	11	7	2	5	0	7	5,300	9,981	7,200
Monroe, Ida Day School.....	47	30	17	47	3	10	7	10	8	0	8	0	7	5,200	5,600	---
Muskegon, Public Schools (Marquette School).....	27	15	12	27	3.5	6	7	3	3	0	3	0	3	5,400	8,800	7,155
Pontiac, Oakland County Schools: Bloomfield Hills, Traub School.....	4	2	2	---	---	---	---	1	1	0	1	0	---	---	---	---
Farmington, Larkshire School.....	8	4	4	---	---	---	---	2	2	0	2	---	---	---	---	---
Ferdale, Coolidge School.....	25	13	12	---	---	---	---	4	4	0	4	---	---	---	---	---
Ferdale, Taft School.....	24	12	12	---	---	---	---	5	3	0	5	---	---	---	---	---
Pontiac, Baldwin School.....	16	8	8	---	---	---	---	3	3	0	3	---	---	---	---	---
Pontiac, Oakland Schools Intermediate School District.....	15	8	7	---	---	---	---	6	6	0	6	---	---	---	---	---
Pontiac, Washington Junior High School.....	7	4	3	---	---	---	---	1	1	0	1	---	---	---	---	---
Pontiac, Willis School.....	14	7	7	---	---	---	---	3	3	0	3	---	---	---	---	---
Royal Oak, Jefferson School.....	20	10	10	---	---	---	---	2	2	0	2	---	---	---	---	---
Royal Oak, Mary Lyons School.....	7	4	3	---	---	---	---	1	1	0	1	---	---	---	---	---
Port Huron, McKinley School.....	23	16	7	23	5	3	7	10	3	1	2	0	3	5,000	9,455	9,013
Saginaw, Handley School.....	21	12	9	21	4	0	7	2	2	0	2	0	0	5,325	---	---
St. Clair Shores, Lakeview Public Schools.....	70	40	30	70	3	9	7	9	9	1	8	0	9	5,500	9,100	7,400
Traverse City, Public Schools.....	7	5	2	7	4	0	7	1	1	0	1	0	1	7,400	---	---
Utica, Wiley School.....	14	11	3	14	6	0	7	2	2	1	1	0	2	5,650	9,603	---
Ypsilanti, Horace H. Raekham School and Washtenaw County Day Classes.....	58	33	25	58	3	8	7	10	10	1	9	0	10	5,400	9,000	7,000
Private: Bay City, Tri-County Center for Preschool.....	8	3	5	8	6	6	4	4	4	0	4	0	1	---	---	---

See footnotes at end of table, p. 41.

Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers						Annual academic teachers salary schedule		
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or Industrial arts classes			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average
<b>MICHIGAN—Continued</b>																			
Classes for multiply handicapped:																			
Public:																			
Michigan School for Blind, class for deaf-blind, Lansing.....	6	4	2																
Lapeer State Home and Training School, Lapeer.....	50	35	15	12		0	8	8		8	8	0							
Total.....	1,870																		
<b>MINNESOTA</b>																			
Residential schools																			
Public: Minnesota School for the Deaf, Fairbault.....	288	153	135	288	5	11	9	8.5	2	12	44	39	13	26	5,405	8,018	6,026		
Private: W. Roby Allen School, Fairbault.....	23	12	11	23	3	6	6				3	3	0	3					
Day Classes:																			
Public:																			
Lincoln, Lincoln Elementary School.....	22	14	8	22	4	4	5.5		2	6	4	4	0	4	5,250	9,350	8,200		
Minneapolis, public schools (Aressiz High School, Whittier Elem. Schools); Moorshall Junior-Senior High.....	221	129	92	221	4	30	7	7	2	14	34	31	5	26	5,150	9,275			
Rochester, public schools.....	19	10	9			0					3	3	0	3					
St. Paul, program for hearing impaired (Jefferson Elem., Ramsay Junior High, Central High).....	141	74	67		4	22	9		2	12	14	14	3	11	5,300	9,450	7,445		
Private: Minneapolis Hearing Society pre-school class for deaf.....	16	10	6	16	.8	16					5	4	0	4					

MODEL HIGH SCHOOL FOR DEAF

	7	6	1	1	5	0	7		4	4	2	2	1	4		
<b>Classes for multiply handicapped:</b>																
Public: Faribault State School and Hospital (class for deaf and mentally handicapped)																
<b>Total</b> .....	737															
<b>MISSISSIPPI</b>																
<b>Residential schools:</b>																
Public:																
Mississippi School for the Deaf, Jackson (Passover Dr.)	123	60	63	55	6	0	8	5	3	14	24	6	18	8	3,750	4,625
Mississippi School for the Deaf, Jackson (North Green-Capers Ave.)	126	68	58	61	6	0	9	7	3	12	19	6	12	0	3,750	4,625
Day classes: Public: Jackson, Magnolia Speech School	25	12	13	25	4	6	5		5		4	0	4	0	2,750	3,101
<b>Total</b> .....	274															
<b>MISSOURI</b>																
<b>Residential schools:</b>																
Public: Missouri School for the Deaf, Fulton	362	208	154	165	6	0	9	7	3	9	47	10	34	9	4,400	6,800
Private:																
Central Institute for Deaf, St. Louis	112	64	48	112	3	25	6		3	8	65	42	0	42	0	41
St. Joseph Institute for Deaf, University City	168	72	96	168	3.5	27	7		3	8	34	0	34	0	29	
Day schools: Public: Gallaudet School for the Deaf, St. Louis	102	62	40	102	5	8	7.3	3	3	8	21	17	2	15	0	17
Day classes: Public:																
Kansas City, day classes for deaf (Troost School, Southeast Junior High School)	93	48	45	93	5	0	8			12	12	1	11	0	5,000	8,375
Rock Hill, St. Louis County Special District for Education and Training of Handicapped Children <sup>2</sup>	90	57	33	90	5	6	6	0		8	18	15	0	15	0	5,000
St. Louis, hard of hearing classes	40	26	14	40	5	0	3		0	8	3	0	3	0	5,250	9,188
<b>Total</b> .....	967															
<b>MONTANA</b>																
<b>Residential schools:</b> Public: Montana School for Deaf and Blind, Great Falls	75	40	35	48	6	0	8	5	2	12	14	13	8	6	5,000	6,700
<b>Total</b> .....	75															

See footnotes at end of table, p. 41.

## Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule			
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or industrial arts classes			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average <sup>1</sup>
<b>NEBRASKA</b>																			
Residential schools: Public: Nebraska School for the Deaf, Omaha	159	88	71	159	4.5	5	8	13	2	12	32	12	20	7	32	\$5,200	\$7,900	\$6,550	
Day classes: Private: Omaha Hearing School	34	16	18	34	1	21	7		3	2	5	0	5	0	5	5,400	7,500	5,800	
Total	193																		
<b>NEVADA</b>																			
Day classes: Public: Reno, Veteran's Memorial School, Las Vegas, Ruby Thomas School	8	5	3	8	3	0	6		7	6	3	1	0	1	3	5,300	9,332	6,500	
Total	30	22	13	18	3	3	6		6	3	3	1	0	3	6,245	10,000			
<b>NEW HAMPSHIRE</b>																			
Residential schools: Public: Crotched Mountain School for the Deaf, Greenfield	107	65	42	107	4	9	6	5	3		25	17	5	12	1	5,000	8,000	6,000	
Total	107																		
<b>NEW JERSEY</b>																			
Residential schools: Public: Marie H. Katzenbach School for the Deaf, West Trenton	502	250	252	436	4	46	8	8	2	12	92	75	19	56	3	5,074	9,124	7,400	
Day schools: Public: Bruce St. School, Newark	146	75	71	146	4	16	6.5	6.5	2	8	31	25	7	18	0	5,600	9,800	6,500	
Private: Mount Carmel Guild, Newark	13	10	3	8	2	13					3	3	2	1		5,000	7,500	6,000	

MODEL HIGH SCHOOL FOR DEAF

Day classes: Public: Jersey City, Harry Moore Laboratory School.....	10	7	3	5	0	1	1	1	0	0	1	0	1	6,605	10,089	6,400			
Woodbridge, day class for the deaf.....	9	6	3	9	5	5	2	2	0	0	2	0	2	5,400	8,300	6,500			
Total.....	680																		
NEW MEXICO																			
Residential schools: Public: New Mexico School for the Deaf, Santa Fe.....	214	110	104	195	5	815	8	10	3	12	47	39	13	26	3	38	4,980	7,800	6,704
Day schools: Public: New Mexico School for the Deaf, pilot school, Roswell.....	6	2	4	6	2	6					1	1	0	1	0	1			
Day classes: Private: Albuquerque Hearing Society, preschool deaf class.....	17	7	10	17	2	17	8			0	3	3	0	3	0				
Total.....	237																		
NEW YORK																			
Residential schools: Public: St. Mary's School for the Deaf, Buffalo.....	306	167	139	306	3	37	8.5	9	2	16	78	78	19	59	3	65	5,400	7,900	6,400
Mill Neck Manor, Lutheran School for the Deaf, Mill Neck.....	124	69	55	124	3	22	8		3	7	29	17	1	16	0	17	5,600	8,500	
Lexington School for the Deaf, New York.....	272	121	151	272	1	44	7.5	7.5	3.5	12	69	60	11	49	1	49	5,700	10,300	7,200
St. Joseph's School for the Deaf, New York.....	174	88	86	174	3	51	8	0	3	6	41	35	2	33	0	30	5,200	8,680	6,858
Rochester School for the Deaf, Rochester.....	227	120	107	227	3	38	8	8	2	12	40	35	7	28	2	28	5,550	9,968	7,808
New York State School for the Deaf, Rome.....	144	81	63	144	3	18	8	6	2	12	25	23	10	13	4	15	5,370	7,884	6,143
New York School for the Deaf, White Plains.....	281	94	187	281		23	7	7	3	12	57	46	15	31	9	41	5,400	10,300	
Day schools: Public: School for Deaf, Jr. H.S. 47-M, New York.....	401	218	183	401	2.7	63	7.1	7.1	3	9	85	82	16	66	0	82	5,500	11,575	8,412
Suffolk School for the Deaf, Commack, Long Island.....	52	28	24	52	3	4	7.4	0	2	9	20	9	1	8	0	9	5,550	10,425	7,953
Private: St. Francis de Sales School for the Deaf, Brooklyn.....	58	31	27	58	3.5	16	9		2	5	15	8	0	8	1	1	5,200	6,500	5,400
Clarey School for Deaf Children, Lake Ronkonkoma.....	36	18	18	36	2.3	7	6		1	5	11	8	0	8	0	7	5,400	9,448	7,240

See footnotes at end of table, p. 41.

## Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Total on educational staff	Number of teachers				Annual academic teachers salary schedule			
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or industrial arts classes				Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average <sup>1</sup>
NEW YORK—continued																			
Day classes: Public:																			
Albany, Public School No. 4, conservation of hearing class	32	21	11	32	4.8	3	11	0	1	8	3	3	0	3	\$5,200	\$8,500	\$7,984		
Buffalo, Day School No. 11	61	29	32		5	0			1	8	5	5	0	4	4,500	6,000			
New York City: School for the Deaf, P. S. 158, Manhattan (central office). Experimental classes for children with language disorder (Aphasic) at P. S. 158.	176	113	63	176	4.7	9	6												
Program for integrated deaf and hard of hearing at P. S. 158.	700	420	280	75	4.7	0			0	12		15	0	14	5,300	11,225	8,000		
Classes for integrated deaf at P. S. 40 and Junior High School 104, Manhattan.	7	5	2	7	4.7	0				9		1	0	1					
Classes for the deaf, P. S. 40, Richmond.	25	9	16	25	4.7	6	6		0	6		4	0	4					
Special high school classes: Bryant High School, Queens.	26	4	22	26	14	0				4		2	0	2					
Charter High School, Brooklyn.	5	5	0	5	14	0			0	4		1	0	1					
Hughes High School, Manhattan.	8	3	5	8	14	0			0	4		1	0	1					
New York School of Printing, Manhattan.	14	14	0	14	14	0			0	4		1	0	1					
Whitney Vocational High School, Brooklyn.	20	10	10	20	14	0			0	4		1	0	1					



Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

School	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule			
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or industrial arts classes			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average <sup>1</sup>
NORTH DAKOTA																			
Residential schools: Public: North Dakota School for the Deaf, Devils Lake.....	92	49	43	92	5.5	9	8	7	1	12	20	8	12	5	17				
Day classes: Public: Minot, Longfellow Elementary School.....	8	5	3	8	6	0	3	0	0		1	0	1	0	1	\$5,200	\$6,200	\$5,400	
Total in State.....	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100				
OHIO																			
Residential schools: Public: Ohio School for the Deaf, Columbus. Private: St. Rita School for Deaf, Evansdale, Cincinnati.....	253	140	113	164	5	3	9.4	6.3	2	12	46	18	24	11	39	4,600	7,500	6,432	
Day schools: Public: Alexander Graham Bell School, Cleveland.....	160	76	84	160	3	18	8	8	3	9	25	2	22	2	24	5,100	10,029		
Public: Akron, classes for the deaf (Mason School, Goodyear Junior High).....	78	41	37	78	3	9	28	0	3	9	9	0	9	0	9	5,500	9,150	6,982	
Canton, McKinley High School.....	15	10	5	15	10	0	3	3	0	7	2	1	1	0	2	4,200	8,000	7,500	
School... Board of Education.....	36	20	16	36	3	6	9	7	2	6	4	0	4	0	3	5,000	8,200		
Cleveland, Case Hearing Conservation Center.....	205	118	87	205	3	16	7	10	2	12	27	2	25	0	27	5,400	9,450	7,052	
Cleveland, Harvey Rice Hearing Conservation Center.....	11	6	5	11	6	0	11		0	6	2	1	1	0	2	5,100	10,029		
	11	4	7	11	6	0	11		6	6	2	0	2	0	2	5,100	10,029		



## MODEL HIGH SCHOOL FOR DEAF

Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

	Number of pupils					Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule				
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes			Vocational or industrial arts classes	Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average 1
OREGON																			
Residential schools: Public: Oregon State School for the Deaf, Salem	292	166	126	227	4	40	7	3	2	12	61	50	22	28	5	46	\$5,040	\$6,888	
Day schools: Hosford Day School, Portland	94	46	48	94	4	28	7		2	8	13	13	1	12	0	13			
Private: Tucker-Maxon Oral School, Portland	35	19	16	35	3	11	5		3	8	7	7	2	5	0	5			
Day classes: Public:																			
Medford, Regue Center for Hearing and Speech	4	2	2	4	2	12	6				3	3	0	3	0	2	3,000	3,300	
Portland, Washington High School	18	11	7	18	0	0			4	4	2	2	1	1	0	2	(11)	(11)	
Private: Portland Hearing and Speech Center, preschool class	10	5	5		2.5	10					7	1	0	1	1	1	6,000		
Eugene Hearing and Speech Center, preschool deaf classes, Eugene	12	10	2	12	2	7	5	0	1	1	7	1	0	1	0	1			
Total	465																		6,400
PENNSYLVANIA																			
Residential schools: Public:																			
Pennsylvania State Oral School for the Deaf, Scranton	138	80	58	138	4	9	9	9	4	12	21	21	3	18	0	10	5,600	5,800	
Pennsylvania School for the Deaf, Philadelphia	519	308	211	519	4	49	8.6	8	4	12	96	82	24	58	10	71	5,500	9,000	

Western Pennsylvania School for the Deaf, Pittsburgh.....	436	254	182	436	3	50	9	8	5	10	81	73	10	63	7	55	5,400	9,000	
Private: Archbishop Ryan Memorial Institute for the Deaf, Philadelphia.....	63	37	26	63	4	6	8	7	3	8	10	9	1	8	0	6			
DePaul Institute, Pittsburgh.....	141	90	51	141	2.5	15	7	7	3	9	33	30	2	28	1	24			
Day schools: Public: Willis and Elizabeth Martin School, Philadelphia.....	219	106	113	219	4	30	8	10	3	9	29	25	4	21	0	19	5,700	8,600	
Private: Friends of the Deaf Nursery School, Philadelphia.....	14	6	8	14	1.7	14					3	1	0	1	0	1	2,250	2,250	
Public: Johnstown, Woodvale Center for Exceptional Children 2.....	10	3	7	10	6	0				6	1	1	0	1	0	1	5,000	7,200	
Lebanon County Schools, classes for deaf and hard of hearing (Hearing Center, Janet Ave., Locust Grove Menonite School).....	15	7	8	15	4.6	0	7.5		3	5	2	2	0	2	0	2	5,000	9,100	
Leansdale, Montgomery County School for the Deaf and Aphasic Children 2.....	19	9	10	19	6		6				3	3	1	2			5,200	9,000	
Meadville, Crawford County program for hearing handicapped.....	7	7	0	7	7	0	0		6	6	1	1	0	1	0	1			
Pittsburgh, Mt. Lebanon Public Schools.....	14	9	5	14	5	2				12	2	2	0	2	0	2	5,000	8,740	
South Greenburg, Westmoreland County Special Pupil Services.....	18	9	9	18	5	2	6			9	3	3	0	3	0	3	5,000	7,700	
Private: Hearing Conservation Center, Lancaster.....	7	4	3	7	3	7				8	8	8	2	6	0	8			
Total.....	1,620																		
RHODE ISLAND																			
Residential schools: Public: Rhode Island School for the Deaf, Providence.....	135	72	63	135	3	21	8	8	3	9	29	29	3	26	4	27	4,797	7,397	
Day classes: Public: Providence, Windmill Street School.....	34	26	8	34	5	0	6	0	0	6	4	3	0	3	0	3		7,950	
Total.....	169																		
SOUTH CAROLINA																			
Residential schools: Public: South Carolina School for the Deaf and the Blind, Spartanburg.....	320	197	123	295	6	0	8	7	2	10	62	52	11	41	5	42	4,085	6,213	
Day Classes: Private: Charleston Speech and Hearing Clinic.....	31	22	9	31	0	11					2	2	0	2	0	2	4,400	4,800	
Private: P School Class for Language Impaired, Columbia 2.....	12	7	5	12	3	4					5	2	0	2	0	1	4,800	5,100	
Total.....	363																		

See footnotes at end of table, p. 41.



TEXAS		630	342	288	131	5.5	2	9	9	3	12	100	92	29	63	25	84	4,850	8,300	6,008	
Residential schools: Public: Texas School for the Deaf, Austin.....																					
Day classes: Private:																					
Pilot School for the Deaf, Dallas.....	87	40	47	87	1	25	6	0	2	8	19	17	0	17	0	0	16	5,700	9,600	6,688	
Houston School for Deaf Children.....	14	8	6	6	1.5	8	5			1	6	4	0	4	0	2	2	1,800	5,000	2,700	
Sunshine Cottage School for Deaf, San Antonio.....	54	29	25	54		10	6		3	6	11	10	2	8	0	7	4,600	7,010	5,952		
School of Listening Eyes, Wichita Falls.....	15	5	10	15	2.5	5				3	3	3	0	3	0	0					
Day classes: Public:																					
Amarillo, Children's Speech and Hearing Center.....	45	20	25	45	1	16	5	0	0	6	7	7	1	6	0	7					
Austin, Independent School District, preschool hearing center.....	40	22	18	26	3	10	9			12	10	5	0	5	0	5	4,850	8,300			
Beaumont, independent school district.....	54	25	29	54	6	0	7	0	0	3	9	7	0	7	0	7	5,108	7,495	5,877		
Brownsville, Gateway School.....	10	0	4																		
Corpus Christi, Fisher Elementary School <sup>2</sup> .....	15	4	11	15	6	8	5			6	2	2	0	2	0	2	4,500	7,900	5,000		
Dallas, preschool class for deaf.....	8	5	3	8	3	8					1	1	0	1	0	1	5,100	7,900	6,192		
Dallas, countywide day classes for deaf.....	153	88	65	153	6	8	8	0	4	7	18	18	1	17	0	18	5,100	7,900	6,192		
El Paso, day class for preschool deaf and hard of hearing, Cerebral Palsy Rehabilitation Center.....	8	4	4	8	3	8				3	3	4	1	0	1	0					
El Paso, countywide day school, Hillside Elementary School <sup>2</sup> .....	54	27	27	54	6	4	8.5	0			7	7	1	6	0	7	5,200	7,500	6,943		
Fort Worth, Fort Worth Independent School District.....	118	66	52	118	3	23	8	0	2	12	15	14	0	14	0	14	5,364	7,515	5,830		
Houston, countywide day program.....	267	135	132	267	3	39	8	0	3	12	28	28	2	26	0	28					
Lubbock, special school <sup>2</sup> .....	24	12	12	20	3	3					4	4	0	4	0	4	4,650	7,100	5,600		
Midland, independent school district.....	15	6	9	15	6	0	7			6	3	2	0	2	0	2	5,800	8,300	5,950		
Pasadena, independent school district.....	19	12	7	19	3	9	6	4	0	12	9	9	2	0	2	0	5,250	7,210	6,000		
Port Arthur, preschool class for the deaf.....	5	3	2	5	2	4	3				3	3	3	1	2	0	5,300	5,400	5,400		
San Angelo, Helen Keller Special Education School <sup>2</sup> .....	11	8	3	11	6	0	11			6	1	1	0	1	0	1	4,614	6,675	5,370		
San Antonio, Bexar County School for Deaf.....	120	57	63	120	6	0	8			3	4	16	16	1	15	0					
Waco, day classes for deaf, Sanger Ave. School.....	7	2	5	7	6	0	1	1		6	4	1	0	1	0	1	4,518		4,518		
Private: Dallas Society for Crippled Children.....	46	30	16	46	.8	46															
Total.....	1,819																				

See footnotes at end of table, p. 41.



Day classes: Public: Arlington, county public schools.....	22	9	13	22	5	3	0	7	4	3	0	3	0	3	0	3	5,300	2,300	-----
Private: Old Dominion College, preschool class for hearing handicapped children, Norfolk.....	10	4	6	10	3	10			2	2	0	2	0	0					-----
Medical College of Virginia, preschool classes for the deaf, Richmond.....	20	9	11	20	2.5	20	4		2	2	1	1	0	2			5,000	7,000	5,000
Total.....	552																		
WASHINGTON																			
Residential schools: Public: Washington School for the deaf, Vancouver.....	310	194	116	264	4	10	6.5	8.5	2	10	57	55	18	37	21	51	5,154	8,239	6,876
Day schools: Public: Edna E. Davis School, Spokane.....	50	25	25	50	3	11	7	0	3	6	8	8	1	7	0	8	5,000	9,125	7,447
Day classes: Public: Seattle, public schools (University Heights Elementary, Green Lake Elementary; John Marshall Junior High School; Roosevelt High School) - Tacoma, Birney School.....	165	92	73	165	4	26	7.2		2	12	34	34	4	30	0	23	5,100	9,750	7,500
Yakima, Hoover School.....	62	35	27	62	3	25	5		3	7	18	11	2	9	0	8	5,050	9,850	7,510
Private: Seattle Speech and Hearing Cen- ter, preschool classes.....	9	8	1	9	6	0				6	3	1	0	1	0	1			-----
Classes for multiply handicapped: Public: Washington State School for the Blind, Van- couver.....	35	21	14	35	1.5	35					6	3	0	3	0	3	5,508	7,200	6,200
Total.....	5	1	4	5	0	0	2.5	0	2	2	2	2	0	2	0	0	5,154	8,239	7,733
WEST VIRGINIA																			
Residential schools: Public: West Virginia School for the Deaf and the Blind, Romney.....	212	113	99	212	5	3	9	12	2	10	41	41	14	27	12	20	4,000	6,800	5,465
Day classes: Public: Huntington, day school for deaf.....	10	7	3	10	5	3			4	1	1	1	0	1	0	1	3,000	4,500	4,500
Total.....	222																		

See footnotes at end of table, p. 41.

Directory of American schools and classes for the deaf, Oct. 31, 1965—Pupils and teachers—Continued

	Number of pupils						Average number of pupils		Number of preparatory years	Number of grades	Number of teachers					Annual academic teachers salary schedule			
	Total	Male	Female	Speech	Minimum age of admittance	Pupils in preschool (under age 6)	Academic classes	Vocational or industrial arts classes			Total on educational staff	Total	Male	Female	Deaf	Earned college degree	Minimum with A. B. degree	Maximum with M. A. degree	Average
WISCONSIN																			
Residential schools:																			
Public: Wisconsin School for the Deaf, Delavan.....																			
Private: St. John's School for Deaf, Milwaukee.....																			
Day classes:																			
Public:																			
Green Bay, school for the deaf.....																			
Kenosha, day classes for deaf, Jane Vernon School.....																			
La Crosse, city district public schools, (Washburn School, Lincoln School, Roosevelt School).....																			
Madison, Franklin School.....																			
Milwaukee, Neeskara-Binner School.....																			
Milwaukee, Oklahoma Avenue-Binner School.....																			
Milwaukee, John Marshall Junior-Senior High School.....																			
Oshkosh, school for the deaf.....																			
Racine, day classes for deaf.....																			
Shorewood, Atwater School.....																			
Shorewood, Shorewood High School.....																			
Stevens Point, day school.....																			
Superior, day school.....																			
Wausau, day school for deaf 2.....																			



Senator FANNIN. We have a very fine school in the city of Tucson, Ariz., although I realize that we do not have the facilities for higher education, and that we do have many students that do not have the opportunity to go forward, and I did not know whether or not you would have these facilities here that would accommodate the overflow.

As you say, at the school in Maryland it would further the opportunity for the students in the higher classes to perhaps attend this school and would enable them to take care of the ones that they are not helping at the present time.

Mr. DES MARAIS. Senator, on that point, we have in our preliminary studies considered this as a very definite possibility, that there would be an opportunity for representation in the student body, representation of a studentwide enrollment in some cases, but this is something that would have to be considered very carefully as plans went forward.

Senator FANNIN. Thank you.

The CHAIRMAN. Any further questions?

Senator FANNIN. No further questions.

The CHAIRMAN. I want to thank you all very much. We appreciate it deeply.

Mr. DES MARAIS. Thank you, sir.

The CHAIRMAN. Now Dr. Elstad, president of Gallaudet College, accompanied by the deans.

**STATEMENT OF DR. LEONARD M. ELSTAD, PRESIDENT, GALLAUDET COLLEGE; ACCOMPANIED BY DR. GEORGE DETMOLD, DEAN; DR. ORIN CORNETT, VICE PRESIDENT FOR LONG-RANGE PLANNING; AND DR. ROBERT FRISINA, DEAN OF GRADUATE SCHOOL; GALLAUDET COLLEGE**

Dr. ELSTAD. I have with me Dr. Detmold, Dr. Cornett, and Dr. Frisina.

The CHAIRMAN. We are very happy to have all of you here. We welcome you here and will be glad to have you proceed now, Dr. Elstad.

Dr. ELSTAD. Thank you. Mr. Chairman, Gallaudet College has for many years pointed out that there is no adequate secondary education for deaf students in this country—if by “adequate” we mean at least comparable to the secondary education that has been provided as a matter of course to all students in the general population. It will not be possible to provide a good secondary education until enough deaf students of high school age are brought together in one place and so guarantee a sufficiently broad curriculum. The lack of such education, we maintain, has kept the percentage of deaf students going on to college far below the percentage in the rest of the population. If Gallaudet College had not for many years offered its college preparatory studies, it is doubtful that there would have been any significant numbers of deaf students in college at all.

Gallaudet now wishes to support the establishment of a model secondary school on its campus, and advances the following reasons:

**SITE**

Discussions with the college's principal architect, who has also built high schools in the nearby suburbs, have convinced us that we

have adequate unused acreage to construct a high school serving between 500 and 1,000 students.

The CHAIRMAN. In other words, there would be no requirement on that?

Dr. ELSTAD. No. The site would permit separation of these students from students in the elementary school and in the college. It will, however, use up very nearly all of the vacant land now available to us. If the college is to expand as projected during the next 10 to 20 years, it should now be planning for the systematic acquisition of contiguous property.

#### RELATIONS WITH THE GRADUATE SCHOOL AND THE UNDERGRADUATE COLLEGE

The college considers that the degree of proximity afforded by the proposed site will be highly desirable both for the high school and for the undergraduate and graduate divisions of the college. If the high school is to serve as a model, it must constantly be under the observation of the teaching and research activities of the college. The graduate school, the only center in the country that prepares teachers at the secondary level, will use it as a clinic and as a practice teaching facility. Since much of the curriculum for the high school will have been developed by the college faculty, it is desirable that close relations be maintained between the high school and college faculty.

#### CURRICULUM (ACADEMIC)

Gallaudet College has already developed, or is developing, an academic curriculum appropriate for deaf students in a senior high school.

Mathematics: College preparatory students are now being given 9th-, 10th-, and 11th-grade mathematics, as well as remedial arithmetic where necessary.

English: Under a grant from the U.S. Office of Education, Gallaudet has for the past 3 years been developing a new curriculum in English suitable for deaf senior high school students. By the time the high school is established, the curriculum will have been completely tested and all reading materials will have been published.

Laboratory sciences: Most Gallaudet students acquire their first significant experience in a laboratory science during their college preparatory year. The college is prepared to establish introductory and advanced laboratory courses in chemistry, biology, and physics.

Modern foreign languages: It is highly unusual for an entering Gallaudet student to have had any experience in a foreign language. The college has developed highly successful methods of teaching French, Spanish, German, and Russian to deaf students, and would be able to introduce first-, second-, third-, and fourth-year courses in any of these languages at the senior high school level.

Social studies: Although most students coming to Gallaudet have had some experience in social studies, they have rarely had them at the depth and intensity expected of a high school student. The college would be able to construct appropriate courses in American history, world history, American problems, and introductory economics and sociology.

The CHAIRMAN. Doctor, might I interrupt you there. You speak about world history. It is a different world we live in today than the world which Senator Fannin and I were born into. You have got to think in terms of the whole world today, with these nuclear bombs.

Dr. ELSTAD. I just came back from South Africa, a 3-week trip to South Africa visiting their schools for the deaf and it is revealing to learn how interested they are in this proposed program, because they are so far from it and they can see the need of it.

The CHAIRMAN. They are far behind us, are they not?

Dr. ELSTAD. They are.

#### CURRICULUM (VOCATIONAL)

For a number of reasons the college would wish to emphasize academic studies in the high school and either minimize vocational studies or postpone their consideration. These reasons follow: It is commonly said that the high school of the future will be entirely academic and that students will enter postsecondary education for their vocational and technical training. Educators of the deaf are generally agreed that their students need the maximum time possible in academic studies and often regret the time necessary for vocational studies. Vocational studies in the high school prepare the graduate for employment in his community, but it will be difficult to define the community served by the model secondary school for the deaf. Many vocations ordinarily taught in the high school have been mentioned as appropriate for the curriculum of the new National Technical Institute for the Deaf. Before deciding on any vocational curriculums for the high school, the college would prefer to wait until the NTID has been established, its curriculums are known, and relations between the college and the NTID can be developed.

#### METHODS OF INSTRUCTION

The college proposes to employ whatever methods have been traditionally most successful, and to experiment with whatever new technology seems most promising, including a variety of audiovisual aids and computer-assisted instruction. The college proposes to use all methods of communication that are available to the student and to develop each of them to its maximum efficiency, including speech, speech reading, hearing aids, sign language, manual spelling, and writing. Facilities should be the most modern and complete that can be devised.

In conclusion, Mr. Chairman, Gallaudet College would welcome the establishment of a model secondary school for the deaf on its campus, and believes that it has the experience and the potential to make a success of such a school.

The CHAIRMAN. We know we are living now in a scientific age and we make many, many improvements in many, many things. How much advance has been made in hearing aids? You speak of them.

Dr. ELSTAD. Dr. Frisina, you are the audiology man here. Can you state that?

Dr. FRISINA. Since World War II rather significant gains have been made in the different types of hearing aids that have been used with

the population of deaf persons, and something on the order of 75 percent of the youngsters who are classified as deaf and are educationally and socially deaf can benefit to some extent with the results of modern technology.

At the present time in our situation, we are doing some research. This is being funded through the Office of Education research program. We are doing some new work on new types of hearing aids which we think might help additional numbers of persons who are not being helped by those hearing aids available today.

The CHAIRMAN. We have also made some progress in the field of surgery, haven't we?

Dr. FRISINA. In the field of surgery relative to deafness, real gains have been made as a direct result of the operating microscope. Middle-ear surgery has now reached a high plane, and it probably is one of the most significant gains in otologic surgery. This pertains principally to the middle ear.

The group for which this high school is intended are those for whom this surgery is inappropriate. We are talking about a different kind of deafness in this regard. But there is no question that real strides have been made in otologic surgery, and particularly with respect to the middle ear.

The CHAIRMAN. But, of course, there are many people whom surgery can't help, isn't that true?

Dr. FRISINA. Yes, sir, that is correct, and this is the type that is characterized by the populations of youngsters in schools for the deaf around the country.

The CHAIRMAN. Senator Fannin.

Senator FANNIN. As I understand it, Dr. Elstad, this model secondary school would be just that. In other words, you would coordinate your efforts with the schools that you are now working with throughout the Nation.

Dr. ELSTAD. Yes. We would hope that—

Senator FANNIN. You would raise their standards then correspondingly?

Dr. ELSTAD. Yes. This model school would take care of a group of children in this area who now can't be given this because there are too few students. In each school there may be 12 or 15 students who should go on to college and for this reason want to go on through high school, but most schools are too small to provide a program interesting enough for them to stay. They are just the same as hearing students. They will go to high school if they find an interesting program. If they don't, they get tired because deaf students tend to be about 2 years older than the average high school students because theirs has been a longer educational program. When a deaf student approaches the age of 18 or 19, he wants to get a job, buy a car and get married. He must have something interesting to look forward to if he is going to accept it.

This would give them that impetus because he would see something good.

Senator FANNIN. I have worked with the school in Arizona and I am quite familiar with how capable some of these students are, and their potentialities, if we give them the opportunities.

Dr. ELSTAD. That is right.

Senator FANNIN. That is just exactly what you are talking about—giving them the encouragement and let them visualize the benefits that can accrue to them. Building confidence I think is one of the great factors that I have observed.

Dr. ELSTAD. Also to get a job today it is almost essential to have a high school diploma.

Senator FANNIN. Yes.

Dr. ELSTAD. If you are deaf you already have a handicap, but if you approach an employer without at least a high school diploma, that is an added handicap.

Senator FANNIN. Yes. As far as the vocational technical training, isn't that a very important facet of your work with the students that are particularly adaptable to some types of mechanical training, such as we now have in the new processes? Will this be carried forward just the same as it has been in some of the other schools in the country?

Dr. ELSTAD. Dean, would you like to speak to this.

Dr. DETMOLD. We are a liberal arts college, sir. We do not emphasize vocational training as such, but this doesn't mean that our students can't, after graduation, find very fine jobs around the country.

Senator FANNIN. I realize that.

Dr. DETMOLD. Yes.

Senator FANNIN. I certainly am not saying that this should just be a vocational training school, but I mean I realize they become extremely capable in professions and many phases of activity in our social life.

Dr. DETMOLD. There are some professions very attractive to them in the sciences and in mathematics especially.

Senator FANNIN. I was thinking about computers and such. There is no longer the old-type technical training that we might refer to just in meeting a job. This is highly technical work and they seem to be adapted to that type of training.

Dr. ELSTAD. A skill can be learned in a comparatively short time, but a child needs a lot of training—attitude toward the job and the like. Vocational rehabilitation does a wonderful job in preparing young school graduates for these positions. If we can give them the proper academic training, the skill that is necessary for a successful job can be afforded in a variety of approaches.

Senator FANNIN. Yes. I was not trying to indicate that I thought the vocational type of training was more important than other types of activity with which they would be involved.

Dr. ELSTAD. That is right.

Senator FANNIN. I realize that academic training is the ultimate goal and that we must recognize that they have the capabilities of doing more than perhaps some of the people that are in this type of schoolwork recognize.

Dr. CORNETT. For quite a number of years, Senator Fannin, Gallaudet College has been training computer programers. This is one area in which Gallaudet College has given vocational training because of its special relevance to the growing edge of progress today.

But, as was pointed out in Dr. Elstad's statement, we would not want the new high school to jump into vocational education on a large scale, when the National Technical Institute for the Deaf is being created specifically for this purpose.

Senator FANNIN. Yes.

Dr. CORNETT. We would like to take time to size that up and determine whether or not it would be better for the model high school to concentrate on academic training, and let the National Technical Institute for the Deaf handle at the preparatory level those students who are definitely going into vocational work and at the level at which the NTID is going to furnish it.

That is the reason for a slight hesitancy to make a commitment toward vocational education in the new high school. A wait-and-see policy might lead to more efficient coordination with the National Technical Institute for the Deaf.

Senator FANNIN. Thank you.

The CHAIRMAN. Dr. Elstad, what can you tell us about the projected cost of the school?

Dr. ELSTAD. Well, it is rather difficult to know what the actual cost would be.

The CHAIRMAN. It is.

Dr. ELSTAD. Dean, we have figured this out. What would you say?

Dr. DETMOLD. We have made some initial studies on this and would be glad to tell you what we have come up with so far, but certainly I think this question deserves a lot more serious attention than we have been able to give it up to this point.

The CHAIRMAN. You want to plan.

Dr. DETMOLD. That is right.

The CHAIRMAN. Of course, in that planning you consider the whole matter of cost along with the other features of the school.

Dr. DETMOLD. That is right.

The CHAIRMAN. What have you come up with to date, if I may ask?

Dr. DETMOLD. Well, for plant and facilities, if we are to construct something really modern, taking advantage of all the latest educational technology, the plant and facilities would probably run around \$15 million.

The CHAIRMAN. \$15 million?

Dr. DETMOLD. Yes, sir.

The CHAIRMAN. That would be over many, many years, wouldn't it?

Dr. DETMOLD. It could come as fast as the Congress would want to push this ahead.

Dr. ELSTAD. Building is rather slow in Government. We have an art building we are just opening after 3 years after the bill was passed, and if it took that long, it complicates actual predictions.

The CHAIRMAN. Three years for your arts building?

Dr. CORNETT. One point in connection with the cost of the facility, the chairman of the Ad Hoc Subcommittee on the Education of the Handicapped in speaking on the new high school said that they were anxious that the new high school incorporate in the physical plant in the most effective way possible every aid to education that could be utilized, thinking particularly of electronic and technological advances in the educational approach of the last decade, and anything that might develop in the future.

Now to incorporate this in the most efficient way possible requires a great deal of study, and adds considerably to the cost. So, our present estimates of cost should be regarded as highly approximate.

Senator FANNIN. I would just like to ask Dean, do you have certain minimum requirements for buildings that would be involved in the first program? What would be the amount of money involved in that program?

Dr. DETMOLD. We think that the classroom and laboratory building together with the library, gymnasium and cafeteria should be constructed all in one piece, and this is probably the biggest item that we see there.

Beyond that, we have dormitories for some residential students. Now these could be staged in over a number of years as enrollment grows.

Senator FANNIN. But in your first stage, what would you say would be the amount of money involved?

Dr. DETMOLD. Probably to put up a classroom building, and the other facilities I mentioned would run around \$10 million.

The CHAIRMAN. How much?

Dr. DETMOLD. About \$10,000,000.

The CHAIRMAN. \$10 million? Over what period of time.

Dr. DETMOLD. We would like this all at once, if we are going to do the job properly.

The CHAIRMAN. It would take a little while to build that though, wouldn't it?

Dr. DETMOLD. It would, sir; yes.

The CHAIRMAN. You don't build these great buildings overnight.

Dr. DETMOLD. Yes.

Dr. ELSTAD. To get money for a year for planning and the next year toward building could speed it up, it would save a lot of time.

The CHAIRMAN. By "speed it up," you mean speeding up the building?

Dr. ELSTAD. Yes; the building.

Senator FANNIN. What would be your target date for completion of the first stage of the program for \$10 million?

Dr. DETMOLD. We would plan to open the school in 1970, in the fall of 1970, if we went ahead as fast as the Congress would push us on it.

The CHAIRMAN. That would be 4 years from now.

Dr. DETMOLD. Four years from now. We would be prepared meanwhile to offer an interim program bringing students from the nearby schools for the deaf onto our campus in the summertime when our facilities are available, and sending some of our teachers back to the residential schools with these students, so that by the time they came into the high school, they would be ready to feed in at a number of grades.

Senator FANNIN. You speak of dormitory facilities. How extensive do you expect that program to be in the number of students? Do you have any idea as to the number?

Dr. DETMOLD. Out of 650 students, if we constructed this for that number, I would suppose that maybe three-quarters of them would be residential.

The CHAIRMAN. What you would do now is go ahead, if you had this legislation, the \$100,000, you would go ahead now with plans for the development of your buildings and your programs to be carried out in the building program; is that right?

Dr. DETMOLD. That is right, sir.

Senator FANNIN. In speaking of the National Capital region, how many students now would you expect to derive from this area?

Dr. DETMOLD. I think we could open with about 200 students.

The CHAIRMAN. 200.

Dr. DETMOLD. Yes, sir.

The CHAIRMAN. How many students do you have now, Dean, in the present school?

Dr. DETMOLD. 872, of which 50 are graduates.

The CHAIRMAN. I mean at the Kendall School.

Dr. FRISINA. At the present time we have 160 youngsters in the Kendall School. This group is predominantly below the 8th grade.

The CHAIRMAN. Below the 8th grade.

Dr. FRISINA. A group that is growing at the rate of 18 percent per annum, so we anticipate 250 students in that school within the next 3, 4, or 5 years.

The CHAIRMAN. From where do you draw your students?

Dr. FRISINA. These youngsters are drawn principally, at this point, something like 70 percent are from the District of Columbia and the remainder from Prince Georges County, Montgomery County, and the surrounding counties in Virginia. So it is a metropolitan area school.

We anticipate, as I say, something on the order of 18 percent per year. That has been the pattern over the past 3 years. Initially, when the high school is established, I would anticipate that a greater percentage or proportion of students from beyond this area would take advantage of this high school, and as our own facilities increase, that is in numbers, eventually the students will come predominantly from the District of Columbia, Maryland, West Virginia, and Virginia.

Senator FANNIN. And it is your belief that at the present time that facilities are not available to these students in their localities.

Dr. FRISINA. That is correct, not of the quality that we are talking about in terms of a genuine high school.

The CHAIRMAN. Then you tie in the 9th and 10th grade in the new school with the work you are doing to the 8th grade today; is that correct?

Dr. FRISINA. That is correct. We have at this point on the campus a preschool which was established in 1959. This is for infants and mothers. Now again through much of the work that you referred to earlier in terms of the medical advances and medical technology, we have been able to find children at an earlier age. So, we were able to institute a program for preschool children and the parents. That has grown from an initial class of 6 to 50. We add approximately two children per month.

This program feeds into the Kendall or the elementary program, and this elementary program in turn will feed into the high school. As I say, we have a rapid growth rate. So we anticipate that after 3 or 4 years of operation of the high school, that the proportion of students coming from this Kendall School will represent a substantial number of those in the high school.

The CHAIRMAN. There is no such high school as this in the District or in Virginia or Maryland?

Dr. FRISINA. No.

The CHAIRMAN. Or the surrounding area at all, is there?

Dr. FRISINA. That is correct, sir.

The CHAIRMAN. Any other questions?

Senator FANNIN. No questions.

The CHAIRMAN. Dr. Elstad, we want to thank you and your deans. You are always most helpful.

Dr. ELSTAD. Thank you.

The CHAIRMAN. You are doing a mighty fine job out there at Gallaudet College, and we are all mighty proud of it.

Dr. ELSTAD. We appreciate your interest and help, sir.

Senator FANNIN. I want to add my comments, too. You are doing fine work and it is certainly encouraging to note this additional program. We wish you well.

Dr. ELSTAD. Thank you very much.

The CHAIRMAN. We certainly appreciate it. Thank you very, very much.

Dr. ELSTAD. Thank you.

The CHAIRMAN. Now, Mr. William C. Geer, executive secretary, Council for Exceptional Children.

Go right ahead, Mr. Geer. We are glad to have you here. You may proceed in your own way, sir.

**STATEMENT OF WILLIAM C. GEER, EXECUTIVE SECRETARY,  
COUNCIL FOR EXCEPTIONAL CHILDREN, NATIONAL EDUCA-  
TION ASSOCIATION (NEA)**

Mr. GEER. Thank you very much, Senator Hill and Senator Fannin. It is certainly a pleasure to be here today to give the position of the Council for Exceptional Children, regarding Senate bill 3758, a bill to authorize the establishment and operation of a model secondary school for the deaf. A few years ago the late Dr. Ray Graham, one of the most effective leaders of CEC during his lifetime, referred to the Council for Exceptional Children as "the Society of the Concerned."

The CHAIRMAN. That was a good statement.

Mr. GEER. We are quite proud of that statement of Dr. Graham.

If the committee will permit, we would like to share the term which Dr. Graham used with the Senate Committee on Labor and Public Welfare by designating it "the Committee of the Concerned."

The CHAIRMAN. Senator Fannin and I accept the tribute.

Mr. GEER. Thank you very much.

A long succession of legislative efforts by this committee would indicate that you are concerned not only about the welfare of the handicapped but the general welfare of all our citizens. Only this type of concern would cause a committee to be so mindful of a relatively small group of the population in proposing a regional secondary school for the deaf.

CEC has, and continues to be, vitally interested in demonstrations of effectiveness in education for the handicapped, and further recognizes the broad implications for all special education in the establishment of a regional school of the type envisioned in S. 3758.

We support S. 3758. The need for regional and national programs in some areas of the handicapped has long been recognized by the CEC and is a point of emphasis in our own efforts to improve facilities and programs to educate the handicapped. We understand that

8 percent of any age group of deaf students are now admitted to college as compared to 40 percent of the general population. Furthermore, the lack of adequate secondary school facilities for the deaf child on a national basis is a commonly accepted fact among educators of the deaf. To develop strong high schools which will have enrollments adequate to justify a good secondary program will require a regional approach. How large the region will be for this new high school, as has earlier been indicated, may be a concern of the committee as well as educators of the deaf. We would assume that with the heavy population in the area which is to be served by this regional school, that its enrollment might largely be confined to the Middle Atlantic States. We would further note the necessity that the National Advisory Commission on Education of the Deaf undertake studies to determine the number and location of such regional schools which might ultimately be needed.

The CHAIRMAN. This school would be an example, an inspiration, a challenge for all regions throughout the country, wouldn't it?

Mr. GEER. We think it might do that.

In supporting the bill, we further recognize the necessity of the broadness with which it is worded. We feel it is wise to provide leeway for the implementation of coordination, experimentation, and comparison of the model secondary school for the deaf with other Federal provisions for the deaf under the advisement of the National Advisory Commission on Education of the Deaf. We trust that this model school may be primarily a demonstration that the concept of a regional high school for the deaf is sound and productive. We can envision other schools being established, either under independent boards and in conjunction with other universities or with the cooperation of existing public and private schools for the deaf, as the need of various regions might dictate. Continued flexibility to allow maximum use of imagination and innovation is of great importance.

There is no mistaking the purposes and intent of S. 3758. We urge its passage during this session of Congress, if possible. To this extent, we pledge the full support of the Council for Exceptional Children.

The CHAIRMAN. With reference to your last paragraph there, don't you think it is important we get started now?

Mr. GEER. Yes.

The CHAIRMAN. If we don't pass this bill in this session of Congress—

Mr. GEER. It will delay it a year.

The CHAIRMAN. It will be from 6 to 9 months before we ever get started.

Mr. GEER. That is right.

The CHAIRMAN. Is that right?

Mr. GEER. It should start as soon as possible.

The CHAIRMAN. As soon as possible.

Mr. GEER. After all, it has been about 100 years, as was pointed out since President Lincoln brought Gallaudet into existence. One hundred years later you and others sponsored the National Technical Institute for the Deaf, and now this third step in a logical sequence downward of education for the deaf is quite important.

The CHAIRMAN. It is most important to have this, isn't it?

Mr. GEER. Very important.

The CHAIRMAN. Most important. We know of the fine work that has been done at Gallaudet College, the fine leadership Dr. Elstad has given us there: is that correct?

Mr. GEER. That is very correct.

The CHAIRMAN. Senator Fannin.

Senator FANNIN. Thank you, Mr. Chairman. Mr. Geer, your association works with schools all over the country, does it not?

Mr. GEER. Yes.

Senator FANNIN. In this particular field.

Mr. GEER. That is right. We are a professional association. We have members in all 50 States and State organizations.

Senator FANNIN. I know of some of the work of your association, but I am just wondering if you feel that this will be of great assistance in upgrading the other schools throughout the country in this particular field?

Mr. GEER. It certainly would be. We believe that there are other problem areas which need regional attention in some aspects, such as the deaf-blind, cerebral palsy, various other types of disabilities in which there are relatively few children, but they have importantly great problems that ought to have solutions, and this is one of the areas in which a solution is strongly indicated.

Senator FANNIN. Do not most of the States have deaf-blind schools throughout the country?

Mr. GEER. Most of them either have schools or contracts with other schools for services in their States. Some of the Eastern States depend primarily on contracts with private schools for service to their children, and so we have such schools as the American School, the Clark School, the Lexington School, and several others that serve those populations.

Then there are some States, and I don't recall which just now, perhaps Nevada, I am not sure, but some of the Western States which do not have their own schools, contract with nearby States for services.

Senator FANNIN. So in some areas the services are very limited.

Mr. GEER. That is right.

Senator FANNIN. And the training program is certainly lacking.

Mr. GEER. That is certainly true.

Senator FANNIN. And we have a great need to try to enhance these programs throughout the country, and you feel that this would be helpful in that regard.

Mr. GEER. That certainly is the case.

Senator FANNIN. Especially considering it to be a model school.

Mr. GEER. We believe that the model school anticipated here would serve to be a great stimulus in the field of education of the deaf.

Senator FANNIN. Thank you.

The CHAIRMAN. A deaf child should be able to go from 8th grade right on through.

Mr. GEER. Right.

The CHAIRMAN. For the grades that lead to admission to college, is that right?

Mr. GEER. Yes, we are dedicated to the principle that any child should be enabled to go on as far as he can go in any level of education that he can tackle.

The CHAIRMAN. Just as a nondeaf child has the opportunity, right? Is that right?

Mr. GEER. We accord this right to hearing children, if they are capable of going on to college, I believe it is now possible for almost any child to go on through high school and into college, and certainly the same privilege should be extended to the deaf.

The CHAIRMAN. Any further questions?

Senator FANNIN. Just this. You spoke of the Middle Atlantic States participating in this program to a greater extent than the other States from the standpoint of the location. I assume that you consider that we should have facilities available in other areas of the country.

Mr. GEER. Yes. I think that these should be established on a geographic and demographic basis according to the populations to be served, and where it would be practicable and efficient and economical to establish such regional schools.

Senator FANNIN. And this would be the proper start for the program.

Mr. GEER. That is right. This would be a good start for it, but immediately there should begin studies to determine how many young deaf students really need this type of high school from the various schools over the country, these 80 that we referred to earlier in these hearings, and plans should be undertaken by the Department of Health, Education, and Welfare to lay out sort of blueprint for this kind of thing.

Senator FANNIN. Thank you.

The CHAIRMAN. I have two statements here, one from Mr. Frederick Schreiber. We are honored to have him here with us today. Without objection we will put his statement in full in the record.

We also have a statement here from our friend, Dr. George T. Pratt, Council on Education of the Deaf of the Alexander Graham Bell Association for the Deaf, Conference of Executives of American Schools for the Deaf.

Without objection both of these statements will be put in full in the record.

(The statements referred to follow:)

PREPARED STATEMENT BY GEORGE T. PRATT, CHAIRMAN, COMMITTEE ON LEGISLATION, COUNCIL ON EDUCATION OF THE DEAF, ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

Mr. Chairman and members of the Committee, thank you for the opportunity to present this statement with regard to S. 3758 which would authorize the establishment and operation by Gallaudet College of a model secondary school for the deaf to serve the national capital region.

In an effort to obtain the thinking of a cross section of educators of the deaf across the country, copies of S. 3758, together with a request for opinions, were mailed to the presidents and to the members of the committees on legislation of the Council on Education of the Deaf, the Alexander Graham Bell Association for the Deaf, the American Instructors of the Deaf, and the Conference of Executives of American Schools for the Deaf. The responses received indicated interest in the legislation, and some concern. Briefly, there is general support for S. 3758 with the following provisions:

1. That the model secondary school to be created by Gallaudet College be a bona fide high school offering academic work through the 12th grade level;

2. That children be admitted on the basis of being ready for high school academic work, not on the basis of chronological age;

3. That the model school will serve primarily residents of the District of Columbia and of nearby states, rather than the whole nation (there was con-

siderable question as to the advisability of having high school aged children on a college campus, particularly as residential students);

4. That deaf children whose communication skills make it possible for them to attend high schools for hearing children be encouraged, financially and otherwise, to do so; and

5. That the assistance being given our profession under the provisions of P.L. 89-106 (Preparation of Professional Personnel, Research and Demonstration Grants); P.L. 89-10 (Elementary and Secondary Education Act of 1965); P.L. 89-36 (National Technical Institute for the Deaf); P.L. 89-258 (Captioned Films for the Deaf); and other federal programs may, in the long run, help us to improve our elementary programs to the point that more and more deaf youngsters may become a part of the regular educational system of the various states and communities.

The leaders of our profession are united in aspiring to excellent educational programs for deaf children at the preschool, elementary, secondary, and college levels. There are honest differences of opinions as to particulars, but no one wants to deny a deaf youngster an educational opportunity at any level. If there is a need for a model secondary school in the District of Columbia area, we are in support of S. 3758. Statistics concerning the numbers of deaf youngsters involved can best be supplied by the local areas.

PREPARED STATEMENT OF FREDERICK C. SCHREIBER, EXECUTIVE SECRETARY,  
NATIONAL ASSOCIATION OF THE DEAF

My name is *Frederick C. Schreiber*. I am the *executive secretary of the National Association of the Deaf*, which with its nation-wide network of state federations represents the largest segment of adult deaf people in this country. The basic concerns of our organization involve the well-being and continued development of the adult deaf as independent and fully participating tax-paying citizens of the United States, including representation at all levels of social, economic, governmental and educational emphases where they involve the area of deafness.

If today our complex society demands ever-increasing attention to the problems of education in a dynamic and exploding millenium, then it becomes doubly urgent that immediate action be taken for those with hearing handicaps. The unique nature of deafness and its accompanying communication problem has left an educational lag which affects and could continue to affect the future of the adult deaf citizen whose success will depend in large measure on the quality of the education he receives. In the light of our rapidly changing technology and the vast proliferation of subject matter which is a problem even in regular educational programs for those with normal hearing, we feel that an emergency situation exists in our area and that action should be both immediate and effective.

We shall not at this time go into all the extenuating and complex reasons for this educational vacuum (these are matters which have been covered in part by the Babbidge Report to the Secretary of Health, Education and Welfare). However, we feel strongly that the need for a model high school is desperate, and this concern found full expression in a resolution at our summer convention in San Francisco, urging the establishment of a pilot high school on the campus of Gallaudet College for deaf students residing in the eastern area of the United States.

Reference might be made to the report of Dr. James Conant on minimal enrollment requirements for the effective operation and staffing of a secondary school. We believe the minimum figure was set at 500 or 1,000 if the program was to be at all adequate. Gentlemen, the schools for the deaf throughout our states have high school departments ranging from something like 5 pupils at Canarsie High School in Brooklyn to 26 in Bryant High School in Queens, New York; and at the most to perhaps 75 or 100 in the six largest residential schools in the nation. It is understandable that no state can justify a full high school faculty (on the basis of pupil-teacher ratio), for such small and widely scattered secondary school deaf populations; nor can this meet secondary requirements in terms of physical plant, expensive laboratory equipment, the variety of curriculum offerings, and other expenditures so necessary for the maintenance of a genuine high school. With these deaf students there also arises the question of identification with an adequate peer group (a high school of 25 pupils hardly assumes the necessary range for adequate instruction), there is a definite lack of opportunity for group dynamics, the development of leadership, and countless other intangibles into which we need not enter at this point.

As we have indicated previously, the support of the National Association of the Deaf or this new bill (S. 3758) is a matter of record. We believe, further, that this legislation should be extended to cover deaf teenagers from the entire eastern coast of the nation if we were to approach satisfactory minimal enrollment figures; and that this act be, in effect, a pilot project which would lead to guidelines for the development of other regional high schools for the deaf in our country.

We fully support the designation of Gallaudet College as the logical operator of this pilot program, believing as we do that its experience in educating the deaf is without parallel in this world. Gallaudet College remains the only institution in the country that has covered the full range and spectrum of post-secondary education possibilities for the deaf; moreover the Graduate School at Gallaudet offers the only teacher-training program in the world in the area of *secondary* education of the deaf.

The National Association of the Deaf anticipates the need for a special advisory panel to consider questions which certainly will arise during the early stage of this development. Such an advisory group should be composed of representatives from organizations of the deaf and educators of the deaf qualified by experience with the problems of the adult deaf, as well as representatives from outstanding area high schools in the general field of education so that the best of two worlds may be blended toward realistic as well as ideological goals.

The National Association of the Deaf is grateful to Congress for its prompt action in considering this proposal. We are confident that the whole nation will benefit, now and in the future, from the opportunities generated by such an undertaking. We pledge our wholehearted cooperation and express our thanks for the opportunity to appear here today.

The CHAIRMAN. Is there anything you would like to add, Mr Geer?

Mr. GEER. I believe that is all I have, Senator.

The CHAIRMAN. I want to thank you very much.

Mr. GEER. Thank you.

The CHAIRMAN. Is there anything you would like to add, Dr. Elstad?

Dr. ELSTAD. I don't think we mentioned that we have very good relationships with the schools in this area—for instance, Virginia, West Virginia, and Maryland—and they are interested in this because as Mr. Des Marais said in his remarks, this would take the strain off their population by moving their 9th, 10th, 11th, and 12th grade children into this program, so that they could put more time on this very important program of preschool, right on up through the 9th grade.

Virginia, West Virginia, and I am sure Delaware feel the same way about it. So we would have a beginning group of substantial numbers to start this off in the beginning.

The CHAIRMAN. Is there anything you would like to add, Mr. Des Marais?

Mr. DES MARAIS. No, thank you.

The CHAIRMAN. Any questions, Senator?

Senator FANNIN. No.

The CHAIRMAN. The committee will stand in adjournment. Thank you all very much.

(Whereupon, at 10:55 a.m., the committee adjourned subject to the call of the Chair.)

As you have indicated previously, the support of the National Association of the Deaf is the most important factor in the success of this project. We believe that the organization should be expanded to cover deaf teachers from the entire country and to work to improve elementary and secondary education; and that this can be done by a high school which would lead to a university. The fact that the development of deaf schools is not the only way to improve education is fully supported by the Department of Education. It is the belief of the deaf community that the development of deaf schools is the only way to improve education. We believe that the development of deaf schools is the only way to improve education. We believe that the development of deaf schools is the only way to improve education.



The National Association of the Deaf is the only organization in the world that is devoted to the education of the deaf. We believe that the development of deaf schools is the only way to improve education. We believe that the development of deaf schools is the only way to improve education. We believe that the development of deaf schools is the only way to improve education.

The Committee on the Deaf Education of the House of Representatives is pleased to have you as a member.

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