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# DEMONSTRATION ELEMENTARY SCHOOL FOR THE DEAF

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HEARING  
BEFORE THE  
COMMITTEE ON  
LABOR AND PUBLIC WELFARE  
UNITED STATES SENATE  
NINETY-FIRST CONGRESS

SECOND SESSION

ON

## S. 4083

TO MODIFY AND ENLARGE THE AUTHORITY OF GALLAUDET COLLEGE, TO MAINTAIN AND OPERATE THE KENDALL SCHOOL AS A DEMONSTRATION ELEMENTARY SCHOOL FOR THE DEAF, TO SERVE PRIMARILY THE NATIONAL CAPITAL REGION, AND FOR OTHER PURPOSES

JULY 27, 1970

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



U.S. GOVERNMENT PRINTING OFFICE  
WASHINGTON : 1970

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# DEMONSTRATION ELEMENTARY SCHOOL FOR THE DEAF

MONDAY, JULY 27, 1970

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

The committee met at 10:35 a.m., pursuant to call, in room 4232, New Senate Office Building, Senator Ralph W. Yarborough (chairman of the committee) presiding:

Present: Senator Ralph Yarborough.

Staff members present: John S. Forsythe, general counsel; Stephen J. Wexler, counsel, Subcommittee on Education; and Roy H. Millenson, minority staff director.

The CHAIRMAN. The committee will come to order. We will proceed with the hearing on my bill, S. 4083, cosponsored by 13 other Senators at the time of introduction. I had a request this morning from two other Senators to join as cosponsors, Senator Warren Magnuson of Washington State and Senator Peter Dominick of the State of Colorado, making a total of 15 cosponsors.

As you all know, S. 4083 is a bill to enable Gallaudet College to operate the Kendall School as a demonstration preschool and elementary school for the deaf, and the bill was introduced by me and is cosponsored by 15 of my distinguished colleagues.

(A copy of S. 4083 follows:)

(1)

91ST CONGRESS  
2D SESSION

# S. 4083

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IN THE SENATE OF THE UNITED STATES

JULY 14, 1970

Mr. YARBOROUGH (for himself, Mr. CRANSTON, Mr. DOMINICK, Mr. EAGLETON, Mr. HUGHES, Mr. JAVITS, Mr. KENNEDY, Mr. MAGNUSON, Mr. MONDALE, Mr. NELSON, Mr. PELL, Mr. PROUTY, Mr. RANDOLPH, Mr. SCHWEIKER, Mr. SMITH of Illinois, and Mr. WILLIAMS of New Jersey) introduced the following bill; which was read twice and referred to the Committee on Labor and Public Welfare

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## A BILL

To modify and enlarge the authority of Gallaudet College to maintain and operate the Kendall School as a demonstration elementary school for the deaf to serve primarily the National Capital region, and for other purposes.

- 1       *Be it enacted by the Senate and House of Representa-*  
 2       *tives of the United States of America in Congress assembled,*  
 3       That for the purpose of providing day and residential facili-  
 4       ties for elementary education for persons who are deaf in  
 5       order to prepare them for high school and other secondary  
 6       study, and to provide an exemplary educational program to  
 7       stimulate the development of similar excellent programs

1 throughout the Nation, the directors of Gallaudet College  
2 are authorized to maintain and operate Kendall School as a  
3 demonstration elementary school for the deaf, to serve pri-  
4 marily residents of the National Capital region.

5 SEC. 2. As used in this Act—

6 (a) The term “elementary school” means a school which  
7 provides education for deaf children from the age of onset  
8 of deafness to age fifteen, inclusive, but not beyond the  
9 eighth grade or its equivalent.

10 (b) The term “construction” includes construction and  
11 initial equipment of new buildings, and expansion, remodel-  
12 ing, and alteration of existing buildings and equipment  
13 thereof, including architect’s services, but excluding off-site  
14 improvements.

15 AUTHORIZATION OF APPROPRIATIONS

16 SEC. 3. (a) There are authorized to be appropriated for  
17 each fiscal year such sums as may be necessary for the  
18 establishment and operation, including construction and equip-  
19 ment, of the demonstration elementary school provided for  
20 in section 1.

21 (b) Federal funds appropriated for the benefit of the  
22 school shall be used only for the purposes for which paid  
23 and in accordance with the applicable provisions of this Act.

24 SEC. 4. In the design and construction of any facilities,  
25 maximum attention shall be given to excellence of architec-

1 ture and design, works of art, and innovative auditory and  
2 visual devices and installations appropriate for educational  
3 functions of such facilities.

4

## REPEAL OF EXISTING STATUTES

5

SEC. 5. The following statutes or parts of statutes are  
6 hereby repealed:

7

(a) Section 1 of the Act of March 1, 1901 (31 Stat.  
8 844), as amended.

9

(b) Section 1 of the Act of March 2, 1889 (25 Stat.  
10 962), as amended.

11

(c) Act of November 7, 1966 (80 Stat. 1399).

12

(d) Section 1 of the Act of March 1, 1905 (33 Stat.  
13 901), as amended.

The CHAIRMAN. This bill would create the legal framework for Gallaudet, the only college for the deaf in the world, to transform the Kendall School into a demonstration center for the education of preschool and elementary deaf children. In so doing, the college would be implementing the recommendations of a study of this subject, conducted by the Committee To Study the Role and Function of Gallaudet College, under the chairmanship of Dr. Mary Switzer, whom we all know and remember for her tremendous services to the handicapped.

She recently retired from the Department of Health, Education, and Welfare, as I think all of you who work in the handicapped field know.

In its continuing efforts to serve our deaf children from the National Capital region, the Kendall School must become a national demonstration preschool and elementary school for the deaf.

There are a number of reasons why this is so:

First, the evolution of the Kendall School into a demonstration elementary school represents a natural progression in its development;

Second, the establishment and operation of the Model Secondary School for the Deaf, Public Law 89-694, has created a new perspective on the education of the deaf; and

Third, the rubella epidemic of 1963-65 and the predicted epidemic in 1972-73 are creating a need for a more appropriate learning environment. Professionals agree that unless major efforts are directed to the elementary level many deaf students will not be able to benefit from federally supported programs such as the Model Secondary School for the Deaf and the National Technical Institute for the Deaf, Public Law 89-36, because it is too late to bridge the educational gap. Focus must be on the establishment of a demonstration school for preschool and elementary age deaf children.

I want to pause here to say that it was my privilege to be here in the 89th Congress when the great Lister Hill was chairman of this committee and helped in the passage of the bills for the Model Secondary School for the Deaf, and the National Technical Institute for the Deaf.

My interest in the deaf started out of my study of western history, with a colleague of mine—in the western movement of the American people. Immediately on the close of the Civil War, General Custer was assigned to my home city, Austin, Tex., the State capital, and moved in with a column of troops from Galveston and occupied the city. We had the State School for the Deaf in Austin, Tex., built in the 1850's. The building is still there, a beautiful location on the Colorado River.

General Custer, for exercise, used to ride his horse around over the country, and riding out by the school for the deaf, he saw the children talking in the sign language, and he was fascinated by it. He would ride out there every day and watch them and talk to the teachers until he learned to talk in the sign language.

Later, in his campaigns against the Plains Indians and at the Treaty of Medicine Bow in 1867, he was able, by watching them, to tell what the Indian interpreters were telling the chiefs of the different tribes drawn there together, because while the different Plains Indians could not understand the oral languages of each other, they had a universal sign language. General Custer, by learning the sign language of the whites at the school for the deaf in Texas in 1865, could understand

what the Indians were saying to each other in the sign language at that great conference in 1867.

He was a very shrewd negotiator of that treaty, although he drove too hard a bargain. So that was my initial interest in the deaf and how the deaf talk. It grew out of my study, and I wrote a little article about it that was printed before World War II, in a magazine of western history.

That was printed in the magazine before World War II, but my real interest has been since I came to work in Washington over 13 years ago in the Senate. When I first reached Washington, I had a phone call from a friend whose mother had managed my campaign in a county in Texas.

He was a newspaperman here. He called me on behalf of his wife who was the granddaughter of Alexander Graham Bell. She came to see me a number of times, insisting that I do everything I could for the deaf.

As you know, Alexander Graham Bell invented the telephone accidentally while he was experimenting with sound while trying to teach the deaf. He was a teacher of the deaf. His father was a teacher of the deaf in Scotland, and the family to this generation have remained interested in the deaf, and try to help out with better instructional methods.

So the granddaughter of Alexander Graham Bell came to see me in 1957, and I have done everything I could on deaf legislation ever since.

Since this is my last year here, I am taking the time to narrate that because it has been a great privilege of mine to work for legislation to improve and extend opportunities for the deaf. I also have the great honor of serving on the board of directors of Gallaudet College. I regret that the burdens of this office are so heavy that I have had to miss meetings of the board of directors. Gallaudet College is a great institution. I learned about it first from Homer Thornberry, a circuit judge and a former Member of the Congress from Texas.

He was an only child; his mother and father were both totally deaf, and neither could they speak. Homer Thornberry became mayor of the city of Austin, a Member of Congress, and now is a circuit judge.

The Kendall School is an established school of quality with a competent staff and physical facilities. Therefore, a demonstration elementary program for deaf children can be established with minimum additional expenditures of Federal funds.

The full resources of Gallaudet College and the area could be utilized with comparative ease in developing and testing superior elementary programs. Visiting educators would have ready access to this demonstration center.

Over the past decade an extensive body of knowledge has been accumulated for new approaches to improve the education of young deaf children. The Kendall School for the Deaf must obtain the resources to enable it to disseminate this knowledge to other schools. Demonstration of the success of these programs would facilitate the development of other area centers throughout the United States.

A demonstration elementary school for the deaf with similar resources and programs at lower age levels will augment the needed continuity for the child's optimal educational growth. Such continuity is imperative if programs in the education of the deaf are to meet the educational needs of tomorrow's deaf children.

Our first witness is Dr. Frank Withrow, Director of the Division of Educational Services of the Bureau of Education for the Handicapped.

**STATEMENT OF DR. FRANK B. WITHROW, DIRECTOR, DIVISION OF EDUCATIONAL SERVICES, BUREAU OF EDUCATION FOR THE HANDICAPPED**

Dr. WITHROW. Thank you, Mr. Chairman.

The CHAIRMAN. We appreciate the work that you are doing and congratulate you on your interest in the handicapped. Will you proceed in your own way?

Dr. WITHROW. Thank you.

Mr. Chairman and members of the committee, I am pleased to present on behalf of the Department of Health, Education, and Welfare the following statement on S. 4083.

This proposal is intended to authorize Gallaudet College to operate a demonstration program for preschool and elementary school deaf children on their campus.

In 1965, under Public Law 89-694, the Congress authorized the Secretary of Health, Education, and Welfare to enter into an agreement with the Gallaudet College to establish and operate a model secondary school for the deaf.

The agreement to implement this authorization was signed by the Secretary of Health, Education, and Welfare and the president of Gallaudet College on May 16, 1969. In the interim, a number of innovative programs have been developed for the model secondary school for the deaf which have had a significant impact on secondary education of the deaf nationally.

For 100 years, Gallaudet has operated Kendall School with the financial support of the Congress. Under this legislation, the college would be granted broader authority to build upon existing programs at Kendall, and establish a demonstration school for preschool and elementary school age deaf children.

Just as the programs in the model secondary school for the deaf have had an impact on secondary education of the deaf nationally, a pilot demonstration program at Kendall School such as is contemplated in this legislation could influence the progress in early education of deaf children throughout the country.

Gallaudet has already had experience and expertise which would be helpful in such a venture. In the speech and hearing clinic, the staff of the graduate school has operated a small pilot preschool program.

Innovative programs utilizing computer assisted instruction and individually prescribed instruction have been conducted over the past 2 years for the model secondary school for the deaf.

There is a real need for further progress in this field. Nationally the achievement of deaf youngsters leaving secondary education programs is about the seventh or eighth grade level. Individual students range from those who might have achieved only second or third grade level to those who have completed 11 or 12 years of academic work. This variation is the result not only of the individual differences among students but of the variation between schools and educational programs within schools.

The history of State schools for educating the deaf has generally been one of struggling to develop sufficient resources to offer a high

quality program. Trained personnel are not available in sufficient supply, although the shortage is being reduced with the stimulation of Federal support for scholarships and traineeships.

What we have not had available is a single setting which combines sufficient numbers of children to offer full ranging programs, sufficient resources to institute the newer developments in education of the deaf, including full use of amplification, full use of the new educational technology, fuller involvement of parents in preschool and early school programs so that language training could be more effectively done at home, within the school, and within the community.

An exemplary program at the Kendall School would establish in one central location a continuous sequence of high quality educational programs for deaf youngsters from preschool to secondary school and on into postsecondary education.

Such a development could be extremely helpful in determining the potentiality for deaf youngsters in terms of educational achievement in an optimum or relatively optimum setting. Such information would give other State and local programs educating the deaf a mark at which to aim—either to match or hopefully to surpass. Nowhere in this country is it now possible to gather sufficient resources, imagination, and ingenuity to make a concerted attack on the problem of educating deaf children from preschool to postsecondary education.

Another particularly interesting challenge that is faced by a school in the Washington, D.C., area is that many of the children who attend such a school are twice handicapped. They are faced not only with the physical handicap of deafness, but are drawn from economically disadvantaged families.

Kendall School is noted for its willingness to tackle the difficult problems of educating deaf disadvantaged children and multiple handicapped deaf children. That is, children with an emotional disturbance or mental retardation in addition to deafness.

Populations of this kind may be found in each of the large urban centers, so the effectiveness of a demonstration in this area could have particular value for other metropolitan areas.

For these reasons, we would support the objective of a demonstration program which would serve as a national model for exemplary education of preschool and elementary deaf children.

While we support the purpose of the legislation, however, we would want to examine a number of questions about the specifics of S. 4083 before taking a position on it.

It is not clear, for example, whether additional legislative authority is needed to provide Federal support for such a venture. Nor is it clear whether problems would be created by the fact that Federal payments of tuition for students in the model school would not be consistent with existing policies regarding payments by the District of Columbia for services provided by other federally supported institutions.

We have not been able, in the time since we were invited to testify last week, to determine the answers to these and other questions such as the potential effect of such a program on the educational systems of the District and its neighboring jurisdictions.

Neither has it been possible to assess the priority for such a program among other competing needs in a seriously constricted budgetary situation. Such questions require careful consideration before legislative action is taken.

Therefore, we are unable to take a position on the specifics of S. 4083 at this time and must limit our comments to a general endorsement of the concept of an outstanding national demonstration center to promote further programs in early education of deaf children.

The CHAIRMAN. Well, Dr. Withrow, the Bureau of the Budget said they did not know if they had the authority—this bill constitutes the authority.

I think the second paragraph on page 3 answers all the inquiries raised later on, and I commend you on this willingness, given the directive from the Congress, to deal not only with the physical handicap of deafness, but economically disadvantage children, and those children with other handicaps as well as deafness.

Very often they go hand in hand, or rather, they are suffered after rubella and other things. So I commend you on your willingness to have a broadened concept of the function of that school.

Would you think that there would be a direct relationship between the new National Media Center recently authorized by Congress and a demonstration school at Kendall?

Dr. WITHROW. Yes, sir; I could see a number of relationships that could develop between the national center and the demonstration center. We would look on it as a proving ground.

The CHAIRMAN. How many children are there in this school now at Gallaudet, in the elementary and secondary part?

Dr. WITHROW. I think they anticipate an enrollment of around 190 to 195. The average enrollment last year was 205. The reason it is going down is that some of the children will be attending the new Model Secondary School for the Deaf.

The CHAIRMAN. I think the question raised regarding a conflict with the whole District of Columbia school system with its many scores of thousands of students is wholly spurious, when we talk about 200 out here in the experimental elementary school.

I think that is an objection that is not worthy. Thank you very much for your contribution, and thank you for your willingness today to take on the more difficult problems mentioned in that second paragraph on page 3.

The next witness is Dr. Edward Merrill, president of the Gallaudet College. You have accompanying you two members of the board of directors.

**STATEMENT OF DR. EDWARD C. MERRILL, JR., PRESIDENT,  
GALLAUDET COLLEGE, WASHINGTON, D.C.; ACCOMPANIED BY  
GEORGE E. MUTH, CHAIRMAN, BOARD OF DIRECTORS, AND  
BRADSHAW MINTENER, MEMBER, BOARD OF DIRECTORS,  
GALLAUDET COLLEGE**

The CHAIRMAN. I welcome you, my fellow board members, and direct my apologies to the chairman for my record of not having the attendance I desired to have. I want to assure you that it is not because of any lack of interest in the work of this very fine institution.

Homer Thornberry is not the only circuit judge we have who is interested in the problems of the deaf. Judge Mintener, you are a circuit judge, are you not?

Mr. MINTENER. Thank you very much; I appreciate your elevating me, Senator Yarborough, but I am a practicing lawyer. I am former Assistant Secretary of HEW.

The CHAIRMAN. I thought you were a judge. I have been a State judge and a practicing lawyer, too. Each has its appeals and privileges. I think the practicing lawyer has more freedom of action than the judge.

Mr. MINTENER. I must get a record of this elevation to show my friends.

The CHAIRMAN. We welcome all of you. Dr. Merrill, will you proceed in your own manner?

Dr. MERRILL. Mr. Chairman, I am Edward C. Merrill, Jr., president of Gallaudet College. With the members of the board of directors, I also share the responsibility for establishing and operating, under conditions specified in Public Law 89-694, a model secondary school for the deaf.

Now I should like to testify in support of S. 4083. This bill will provide new and broader authority for the board of directors of Gallaudet College, permitting it to maintain and to operate the Kendall School as a demonstration elementary school for the deaf.

It is my understanding that children would be accepted from the age of the onset of deafness through age 15, primarily from the National Capital region.

When the Congress of the United States passed Public Law 89-694, establishing the model secondary school for the deaf, it committed itself in the name of almost 15 million deaf and hard of hearing persons in the United States to resolving some of the severe learning problems of deaf adolescents.

The Congress also recognized the value of a working model where learning problems can be dealt with on a day-by-day basis and where techniques, media, and materials, developed by the model school, can be made readily available to other schools for the deaf.

We like to think, in addition, that Congress expressed confidence in Gallaudet College by giving the college full responsibility for developing the model secondary school for the deaf.

This statement will endeavor to answer three fundamental questions which will and which should be raised about S. 4083. They are as follows:

Is a demonstration elementary school for the deaf needed?

Does Gallaudet College, which already receives substantial Federal funding, require new and broader authority to operate a demonstration elementary school for the deaf?

Why should a demonstration elementary school for the deaf be established on Kendall Green?

Is a demonstration school for the deaf needed?

Although facts concerning the educational problems of deaf children could be marshaled here, another kind of evidence is equally relevant. When professional educators of the deaf and parents visit the model secondary school for the deaf, the almost universal questions are: "When will Congress do something like this for younger deaf children?" and "Why was not something like this available to my son years ago?" Professional educators believe that individualized teaching and the increased use of technology will help the young deaf child to learn as well or better than the adolescent, but we need to demonstrate how

this can be done in an elementary school such as the one proposed in S. 4083.

By working on common learning problems confronted by the many schools for the deaf and day classes, a demonstration elementary school would have a direct impact on a nationwide need.

Does Gallaudet College require new and broader authority to operate a demonstration elementary school for the deaf? Kendall School was established in 1857. It has served the National Capital region well by educating a well-defined clientele.

Although it has served the teacher training program, it represents a traditional rather than an exemplary school. The board of directors would require a new mandate and authorization to venture forth in dimensions similar to those set for the model secondary school for the deaf.

In fact, the Kendall School would require a completely new legal basis of operation in order to function as a significant demonstration elementary school for the deaf. The proposed bill in my opinion would provide a sound legal frame of reference for meeting a nationally recognized need requesting adequate Federal funds, relating to parents, and for conducting needed experimentation.

I am of the opinion that Kendall School would have already evolved into a demonstration school if it had had adequate authorization. Obviously, it has not had a broad enough authorization and adequate funding for such a purpose.

Why should a demonstration elementary school be established on Kendall Green?

Although some other school for the deaf could be developed into a demonstration elementary school, at least four compelling reasons argue for the Kendall School's being selected for this purpose.

The Kendall School has conducted several successful innovative programs under short-term demonstration and pilot grants. In other words, the Kendall School is accustomed to accelerated change and development but has been unable to continue many of these programs after the term of the grant.

Kendall School has access to a wide range of needed scholarly and scientific resources. Many such resources are available at Gallaudet College but more are available in other nearby agencies, organizations, and institutions. Some direct channels to these resources have already been established to serve the model secondary school for the deaf.

Kendall School is readily accessible and open to all people. This is essential if a school is going to be a demonstration center. Of course, the National Capital region is also accessible due to good transportation.

Finally, the Kendall School already has a well-constructed physical plant. It would need further development, but it is adaptable in many respects to the purposes of a demonstration school.

Thus the cost of the conversion of Kendall School into a demonstration school would be proportionately less than with the conversion of many schools or the building of a new plant.

Mr. Chairman, I should like to give my unqualified support to S. 4083. It is needed. It is timely. It is feasible even under current efforts to curtail spending. We appreciate the interest and the foresight of all Members of Congress in the bill.

Mr. Muth, our chairman, would be happy to speak in the interest of this; and Mr. Mintener, our vice chairman, would also be glad to say a word.

The CHAIRMAN. We would be glad to hear from them.

Mr. MUTH. Thank you, Mr. Chairman.

The board recognizes your activities here in Congress, and appreciates your interest in behalf of Gallaudet College. We missed you on many occasions on campus for board meetings and other activities, and we know how sincere you are.

The board sees this as one step further for Gallaudet College to carry out its functions that the recent special committee recommended the college carry out.

We feel this is but one other illustration we can follow to carry on the full responsibility of Gallaudet College.

Thank you, sir.

The CHAIRMAN. Thank you, Chairman Muth.

Director Mintener, as a fellow lawyer, I commend President Merrill's ability to compress so much into four pages.

Mr. MINTENER. Senator Yarborough, as Assistant Secretary of HEW, at the beginning, at which time I had responsibility for Gallaudet College in the Secretary's Office, and as vice chairman of the board and as a citizen, I want to thank you most enthusiastically and deeply for your treatment and your leadership in doing what you could for Gallaudet College.

We are sorry you could not attend our meetings, but we know you were there in spirit, if not in fact, and you have succeeded to the chairmanship of this very important committee, from our former great father of Gallaudet College, in a great sense, Senator Lister Hill, who did so much for us.

It was under his leadership and during my term as assistant secretary that we developed the whole new program for the campus and expansion of Gallaudet College.

We feel, Senator Yarborough, and members of the committee, that we are most fortunate as having as our leaders, Dr. Merrill, as our new president and Mr. Muth as the chairman of our board.

I was on the committee that selected Dr. Merrill, and I think we are most fortunate in having him at this crucial time in Gallaudet's history.

I support wholeheartedly your bill, and I thank you and your colleagues for introducing it, because it will bridge the gap and fill the only unfilled segment of the education of the deaf that now exists; namely, the elementary school.

The secondary school, the high school, has already proved its tremendous value and with the opening this fall of the first class, we look forward with great anticipation to this new high school and its contribution to the education of the deaf.

This bill of yours, S. 4083, will give, as has already been said, Gallaudet College broader and more flexible operations of its total educational program, and will give an opportunity for the youngest of the deaf children to get started on their education which ultimately ends in Gallaudet College and even in the graduate school of Gallaudet College.

So I want to thank you personally for your leadership and the committee's insight in introducing this bill, and we urge its support by the Congress.

This is one of the great forward steps in continued education of the deaf.

Thank you very much.

The CHAIRMAN. Thank you, Mr. Mintener, especially for the knowledge and expertise you bring as a former Assistant Secretary of HEW in charge of these programs. I think the board is fortunate in having you as a member of the board of directors.

Dr. Merrill, in your discussion of this area, your statement as I recall said that the children would be drawn primarily from this area. That is in your statement there, I believe.

Dr. MERRILL. Yes, sir; it is.

The CHAIRMAN. Have you discussed the implications of this legislation with the Maryland and Virginia schools for the deaf?

Dr. MERRILL. Yes, sir; I have. I called Mr. David Denton, superintendent of the Maryland School for the Deaf, and sent him a copy of your bill. He was enthusiastic in receiving it, and as I understand has written to his legislators about it.

I am to receive a letter, also, from him in support of it. I also telephoned Mr. Joseph Shinpaugh, superintendent of the Virginia School for the Deaf. He is in favor of it, also. I have a copy of a letter written by Mr. Shipman, superintendent of the West Virginia School, and he is supporting it, too.

The CHAIRMAN. So you see no conflict there with adjacent jurisdictions?

Dr. MERRILL. It is my understanding that the Maryland and Virginia schools have waiting lists of children, so there is no problem except the problem of educating deaf children and finding adequate and appropriate places for them.

The CHAIRMAN. Have you discussed the question of the school with the officials of the District of Columbia?

Dr. MERRILL. Yes, sir; I have discussed it with three officials. The first was Dr. Jackson, who is director of special education. In our session, when he visited the campus, we told him of our intention of developing a demonstration school for the deaf.

He was pleased with this development. I also went to see Acting Superintendent Henley, with Dr. Behrens, director of the Kendall School, and we there talked with him and his staff members about the possibility of developing a demonstration school—developing Kendall School into a demonstration school. I also invited Mrs. Allen, president of the School Board, to Kendall Green, and she came with another board member, and at that time we discussed the possibility of developing Kendall School into a demonstration school, and she seemed to like the idea.

The CHAIRMAN. The preceding speaker raised several questions—I think he did not object to the bill, but he said it was not clear whether problems would be created—whether payment of tuition to students in the model schools would not be consistent with existing policies regarding payments by the District of Columbia for services provided for other federally supported institutions.

I quote from the previous statement, "We have not been able in the time since we were invited to testify last week on this to determine the

answers to these and other questions such as the potential effect of such a program on the educational systems of the district and its neighboring jurisdictions."

Now as to the neighboring jurisdictions you have already answered for them—West Virginia, Virginia, and Maryland. What about the District of Columbia? Is there anything here to disturb your relationship with the District of Columbia school system, or is there anything inconsistent with existing policy in providing payments?

Dr. MERRILL. Mr. Chairman, I see nothing in conflict at all with present arrangements for educating children from the District. I think they would be accepted primarily on the same basis, and they would be accepted free of charge.

There would be no payment by the District. So it is a matter of whether or not we have a demonstration school that is outstanding, a far better school for deaf children from the District than we have now.

I see no conflict in jurisdiction at all.

The CHAIRMAN. So those questions, I think, are answered. The second is for us in the Congress, where this question is raised: "Neither has it been possible to assess the priorities of such a program among other competing needs in light of a restricted budget."

We in Congress have to vote the taxes, and we also have the duty of saying how that tax money shall be spent. I think the more the Congress directs how it is spent, the better it is spent.

We are squandering billions in Southeast Asia while our domestic institutions have been pulled down in the past 10 years.

I, for one, as a Member of Congress and of the Appropriations Committee think this ought to have a higher priority to get its share of the Federal dollars, and your statement proves that to me.

I was astonished in your statement to learn that 15 million people are deaf and hard of hearing, and would benefit from this kind of training. My own State contains about 5½ percent of the population of the United States, and as a rough rule of thumb, with something like deafness, where it is pretty fairly spread over the States, I can take 5 percent of that and know how many of the people in my State are deaf or hard of hearing.

Five percent of 15 million is about 750,000. So we would have nearly three quarters of a million, 750,000 people in my State either deaf or hard of hearing, who could benefit from new instructional methods of teaching the deaf or hard of hearing, new hearing aids.

What you learn will benefit all hard of hearing people. I think this is something where 15 million people will have direct or peripheral benefits from the kind of teaching and research we do.

So that answers that question. Now, if this bill is passed authorizing a demonstration school, do you anticipate that the National Media Center Act for the handicapped, just passed, will be of assistance to you in that program?

Dr. MERRILL. Yes, it will be. As you know, the National Media Center Act itself requires the Center to serve the Model Secondary School for the Deaf. So we would anticipate a similar relationship with the demonstration school.

The CHAIRMAN. What tuition would be charged to children in the demonstration school, preschool?

Mr. MERRILL. It would be a free school.

The CHAIRMAN. Is it customary to charge tuition in the State schools for the deaf?

Mr. MERRILL. No; it is not.

The CHAIRMAN. How many students do you anticipate in that new program.

Mr. MERRILL. As Dr. Withrow indicated, we had about 200-210 students last year in the Kendall School. We will lose some of these to the secondary school next year, so we will have around 190 students next year. We anticipate that the demonstration school, if it is established, will serve approximately 300 students. We do not see it as a large school, but a very good school, demonstrating new techniques.

The CHAIRMAN. It will be maintained as a demonstration school. You do not plan that it will be a national school in the sense that the college is, receiving people from all over the Nation, but rather a demonstration school from which the State elementary schools will adopt and learn.

Mr. MERRILL. That is correct. It will not be a national school in the sense of its service area. It will be in the sense of its demonstrating new techniques for schools for the deaf throughout the United States.

The CHAIRMAN. For many years, Gallaudet College has been known as the only college for the deaf in the world. Is that still true? Has any other nation established a college for the deaf in these years?

Mr. MERRILL. There are other college-level programs developing in the United States. It is true that Gallaudet is the only accredited liberal arts college for the deaf. There are some programs in the community colleges for the deaf, and this is a very fine development.

The CHAIRMAN. That is in the United States.

Mr. MERRILL. I know of no college elsewhere.

The CHAIRMAN. There is no other college like Gallaudet in the world?

Mr. MERRILL. No; but we have applications from other countries. Unfortunately we cannot honor these.

The CHAIRMAN. You do not receive students from other countries?

Mr. MERRILL. We do have them from 20 foreign countries, but they are limited in number and we cannot accept more.

The CHAIRMAN. It is a wonder to me that other nations have not established schools.

Mr. MERRILL. England, Germany, Ghana, Nigeria, Australia, and many from Canada: those were the countries from which we had students last year, but we have a limit on the number.

The CHAIRMAN. I think the countries, particularly with large populations, like China, India, or Russia, with populations as large as ours, would establish schools, or those in Western Europe, with highly developed civilizations, having a population now that is larger than the population of the United States at the time Gallaudet was established, I am surprised that some have not, in the course of the years, from this example, established such a college.

Dr. Merrill, we want to state here, this is what some call open-ended appropriations. Of course this suits me all right, but we have certain Members of the Senate who are hostile to such language as "such sums as may be necessary."

What costs would be involved in this new legislation? Inevitably we will be asked that.

Mr. MERRILL. Yes; Mr. Chairman, we have, of course, requested our appropriations for fiscal 1971, and this is no issue. Fiscal 1972

we would envision an additional cost in that year through picking up the tuition which we now receive from the District and from parents in Maryland and so forth.

Over a 5-year period I think we are projecting an expenditure of between \$8 and \$10 million, for both operation and capital improvement.

The CHAIRMAN. Do you have a breakdown as to how you would divide that between those two categories?

Mr. MERRILL. I would see the operating growing to about 2 million a year.

The CHAIRMAN. Can you give us a breakdown by years?

Mr. MERRILL. I would be happy to provide that for the record.

The CHAIRMAN. I wish you would provide that as soon as possible, because we will be asked that, and I anticipate amendments offered to the bill as to limitations on years.

Please give us that by years, and the sooner the better, because I desire personally to press this legislation and try to get it through this session of the Congress.

(The information referred to follows:)

REGULAR KENDALL SCHOOL BUDGET AND DEMONSTRATION KENDALL SCHOOL BUDGET

Comparative Five Year Projections

Salary and Expense and Construction  
(In Thousands)

	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
<u>Demonstration Elementary School Budget</u>					
Salary and Expense .....	\$ 691	\$1,874	\$2,399	\$2,749	\$3,728
Construction .....	-0-	500	4,600	1,800	900
Total Budget .....	691	2,374	6,999	4,549	4,628

Regular Kendall School Budget

Salary and Expense .....	691	1,026	1,282	1,730	2,162
Construction .....	-0-	50	600	-0-	-0-
Total Budget .....	691	1,076	1,882	1,730	2,162

Increase of Project over Regular Budget

Salary and Expense .....	-0-	848	1,117	1,019	1,566
Construction .....	-0-	450	4,000	1,800	900
Increase .....	-0-	1,298	5,117	2,819	2,466

Total cost of project over five year period is \$11,700,000.

## APPENDIX

## A PROPOSAL

## FOR A CONGRESSIONAL ACT

## TO OPERATE KENDALL SCHOOL

## AS A DEMONSTRATION ELEMENTARY SCHOOL

## FOR THE DEAF

HISTORICAL OVERVIEW OF KENDALL SCHOOL

The interest and commitment of the Congress of the United States in Kendall School dates back to February 16, 1857 (11 Stat. L., 161-162), when Congress approved an act to incorporate the Columbia Institution for the Deaf, Dumb, and Blind (re-named the Kendall School for the Deaf in 1885). In 1862 (12 Stat. L. 369-390), Congress appropriated \$9000 for additional construction to the original brick building which had been donated in 1859 by the Honorable Amos Kendall, President of the Corporation of the Columbia Institution and its Board of Directors. The student body at that time consisted of 35 deaf and six blind students.

In April, 1864, Congress passed an act authorizing the Institution to confer collegiate degrees. The Institution was then divided into the collegiate department and the primary department.

In February, 1865, Congress authorized two changes in the Charter of the Institution: (a) the transfer of the blind students to the Maryland Institution for the Blind and (b) the removal of the words "and blind" from the corporate name. This established the sole charter of the Institution as the education of the deaf.

In 1885, Congress appropriated \$17,000 for a new school building to serve students of the primary department exclusively. At this time the name of the primary department was changed to the Kendall School for the Deaf. Legislation relating specifically to Kendall School between 1885 and 1952 could not be located. However, in 1952, Congress appropriated special funds (P.L. 83-420) for the construction of a dormitory-classroom unit for District of Columbia black children who previously had been sent to the Maryland School for the Blind and the Negro Deaf, Overlea, Maryland.

In 1953, the Collegiate Department appropriated the original Kendall School classroom building as well as the boys' dormitory. Retrospectively, this marked the beginning of an era of insufficient attention to the educational and social needs of Kendall School students. Throughout a nine-year period they were spread and scattered in inappropriate facilities across the campus.

On June 18, 1954, the 83rd Congress of the United States under Public Law 420 revised the charter of the Columbia Institution for the Deaf, changing the Institution's official name to Gallaudet College and, more importantly, giving responsibility to the United States Congress for the support of all department units of Gallaudet College.

Following the Brown vs Board of Education decision of the Supreme Court of the United States in May, 1954, the Kendall School was completely integrated by the beginning of the academic year 1954-55.

By 1957, the beginning of the school's second century of service, the master building plan for Gallaudet College was initiated. The new Kendall School building was included in this master plan. However, according to the Principal of Kendall School at that time, neither he nor his staff were consulted on any major decisions by the architect regarding educational specifications, realistic projections of maximum enrollment, recreational facilities, parking, etc. No population surveys were taken to attempt to project future enrollment. Educational consultants were not brought in to make specific recommendations concerning the needs of deaf children.

Results of this lack of planning are evident now and are creating serious safety hazards in the school. For example, the gymnasium does not meet any basic standards for school gymnasiums; the classroom and dormitory doors do not meet fire-code regulations for schools; and the width of the dormitory corridors barely meets fire-code regulations. In addition, the present structure is dangerously overcrowded.

At the time plans for this building were drawn up, there was agreement among professionals that the size of a class at the elementary and secondary levels should be as small as possible, preferably six. The Kendall School was built with 11 classrooms plus one kindergarten room. On the basis of the preferred class size, the Kendall School population should not have exceeded 78, including 12 kindergarten school students. The dormitory, however, was built providing space for 116 students, a curious incongruity. A living room with 560 square feet in each of the four dormitory wings was the only recreational facility for 29 children. No provisions were made for play room facilities, or rooms for audiology, psychology, social work or counseling.

The new school opened in September, 1962, however, with an enrollment of 106 students and had grown to an enrollment of 210 by the end of the current academic year. Due to the demands of continuously increasing enrollments, it was necessary to phase out and temporarily close the residential facilities. When the phasing-out of the dormitory operation began in 1966, bus transportation was initiated. At that time the enrollment was 165 students. The bus transportation was utilized by approximately two-thirds of the families because it was a tremendous hardship for them to pay the taxi fare required for the daily transportation. Approximately one-third of the students remained in residence at Kendall School and in the old Counseling Center.

Note: The above information was collected from Kendall School publications and reports, as well as personal communications.

### THE CURRENT PROGRAMS AT KENDALL SCHOOL

Kendall School has been piloting experimental educational approaches in several program areas in recent years.

The Gallaudet Preschool was established ten years ago as an experimental facility for training young deaf children. Its enrollment was highly selective and small in order that maximal individual attention could be given to each child with the objective of discovering new approaches to the education of the preschool age deaf child. There have been strong indications that most deaf children can function well in a full-day program from the age of three. It is now possible to demonstrate this finding.

The Preschool and Kendall School have also separately piloted home training of parents and children: the Preschool with all of their children, and Kendall School with selected five-year-old children. Knowledge gained from these experiences can be utilized to develop home training programs for the children in the zero to four age groups, where it seems to have the most positive effects. Also, strong parent education programs can be incorporated at all levels, based on these experiences.

Kendall School has experimented with the use of social workers in the areas of home training, parent education, and counseling. With some additional training in the field of deafness, social workers are effective in these areas. Social workers have also functioned at Kendall School in consultation with classroom teachers, counseling of students, home visits to parents of students with special problems, and locating community resources to assist parents in dealing with these problems.

Three types of residential programs and combinations of day and residential situations have been experimented with at Kendall School. These have been: (a) students in residence during the week, and a few day students; (b) a majority (two-thirds) of students on a day basis and transported to school by bus, and a portion (one-third) of the students in residence; and finally, (c) a "home placement" approach in which a few educationally or socio-economically deprived students were placed in homes of interested families during the school week and returned to their own homes on weekends.

Evidence indicates that the most educationally sound approach to the day-residential issue would provide for an individual assessment of the needs of the child and the situation of his family. It has been demonstrated, however, that approximately two-thirds of the children would benefit most from living in their own homes and commuting to school with an intensive parent education program. A major portion of the remaining students would benefit from a residential program at Kendall School either on a five or seven day basis, with well-trained counselors and supervisors. Finally, a few students would benefit from a home placement program, as described

above, or from a small group living experience in a house in the community with a young married couple.

Another highly important area in which Kendall School has been experimenting is in the development of individualized instructional approaches. Kendall is the first school for the deaf in the United States to introduce and pilot Computer-Assisted Instruction, as a pilot project for the Model Secondary School for the Deaf. We now have CAI in mathematics, logic, Robert's Grammar Series in programmed form, and a Harcourt-Brace English program. Data to this point indicate that this is a highly promising medium through which deaf children can learn and to which they can relate.

The curriculum at Kendall School has also been developed along individualized lines. In mathematics and science, Individual Study Units have been written which students can use at their own pace. Each unit is based on the behavioral objectives to be expected of the student at the completion of the unit. There is now enough data to indicate that a combination of CAI and individualized instruction is of significantly more positive benefit to deaf students at all levels than traditional instructional approaches, and it is now feasible to demonstrate this on a school-wide basis.

It has also been demonstrated at Kendall School that a summer session of combined academic and recreational activities helps students to avoid the academic regression which normally takes place during the summer months. It has been found that students respond very positively to attending summer school, since most students are isolated from their peers during the summer.

The Media and Materials Production Center at Kendall School has been in operation for four years. In this span of time, it has been well demonstrated that this resource for teachers is invaluable in terms of the consistent use teachers make of it. The amount of media software and classroom materials produced by and for teachers is ample justification for expansion and continuation of this center.

Another program area with which Kendall School has experimented on a small scale is integration with hearing students in special projects. Classes of Kendall School students and classes from neighborhood schools have made exchange visits. Such exchanges have proven beneficial both educationally and socially for both groups of children, if they are carried out in areas where the children are relatively equivalent in background and interest levels.

The most recent pilot project at Kendall School is a study of the optimal acoustic conditions required for a classroom for deaf children. It is an empirical fact that appropriate amplification will significantly improve the rate of learning for a young deaf child. Present construction of classroom facilities for deaf children takes little or no consideration of this important factor.

Several of these projects were initially established and supported through funds made available by grants. However, though definite positive results have been shown, it has been necessary to reduce the scope of some of the experimental programs and eliminate others when grant funds were depleted.

Program innovations such as those discussed above are necessary for the students served by Kendall School. New programs such as the MSSD and National Technical Institute for the Deaf (PL 89-36), are necessary to fill a long-standing need in education of the deaf, but by the time many deaf students reach the age to qualify for these programs it is too late for them to close the educational gap. This is the reason an intensive, highly innovative demonstration elementary school is necessary--to provide more students with the opportunity to develop the skills necessary to succeed in such advanced programs.

THE GROWING NEED FOR THE ESTABLISHMENT  
OF A DEMONSTRATION ELEMENTARY SCHOOL FOR THE DEAF

As shown in the previous section, over the past decade an extensive body of knowledge has been accumulated for new approaches to improve the education of young deaf children. The Kendall School for the Deaf must obtain the resources to enable it to disseminate this knowledge to other schools. Demonstration of the success of these programs would facilitate the development of other area centers throughout the United States.

During the past decade, substantial breakthroughs have been achieved in the education of the deaf. The Early Education Assistance Act of 1968 (P.L. 90-538), demonstrates that those children who receive educational attention at the onset or discovery of their handicap achieve significantly higher academic and social levels of functioning than those who do not. However, the majority of deaf children in the early childhood age group in the Washington Metropolitan Area are deprived of this educational help because of the paucity of programs, local school board tuition policies and the inability of parents to pay the tuition of private agencies.

During the same decade, Kendall School has more than doubled its enrollment. Furthermore, other local programs for hearing-impaired students, both public (District of Columbia Dept. of Special Education, Developmental Center for Special Education, Montgomery County, Prince Georges County, Fairfax County, Arlington County) and private (The Hearing and Speech Center of Children's Hospital and the Washington Hearing Society), have also grown rapidly in enrollment in recent years. Despite these facts, it has been indicated that a large number of deaf children, primarily at the preschool level, are not being served by any of these programs. Policies governing the tuition grant programs of local school boards prevent parents from exercising any freedom of choice in placing their children in appropriate educational facilities. Further, continuous operation of many of the new programs, both public and private, is questionable in view of the fact that they are dependent upon annual renewal of Federal funding through Titles III and VI of ESEA as amended.

The Congress of the United States has approved several innovative programs for improving the education of the deaf, the most recent being the MSSD. There are, however, a large number of deaf children with academic potential who will not be able to take advantage of secondary and post-secondary programs, unless basic program changes are made at the early childhood and elementary levels.

The recent rubella epidemic and particularly the predicted epidemic of 1972-73 make it imperative that a multi-disciplinary educational demonstration program be established in the Kendall School for the Deaf for children from the onset of deafness to the age of 15 years. A plan for converting the Kendall School into a demonstration elementary school for the deaf must include the following programs and services:

1. Home training and therapy programs for the 0-2 age level
2. Day and residential nursery program for the 2-4 age level
3. Day and residential programs for the 5-15 age level
4. Comprehensive parent education program for all age levels
5. Special supportive services (Communication, Social Services, Clinical Services [Audiology, Psychology, Neurology, Psychiatry] Physiotherapy, Programmed Instruction, etc.)
6. Integration programs with hearing children in public school programs.

With this background of service and innovation, the Kendall School should evolve into a demonstration elementary school with national implications.

This demonstration elementary school would develop innovative programs which could be put into service in other schools and centers. It would provide more appropriate educational services for deaf children in the National Capitol area. This is particularly necessary with the large increase of rubella children. It would also provide a wider choice for parents in selecting appropriate educational programs for their children. Finally, it would develop and supply other schools with pretested instructional materials, ready for classroom implementation.

## PROPOSED SCHEDULE OF OPERATIONS

PROPOSED SCHEDULE OF OPERATION FROM 1970 to 19751970/71

Establish Task Force for detailed planning of the demonstration programs and develop educational specifications for physical facilities

1971/72

Provide tuition free education at Kendall School

Continue development of Home Training Program

Expand special supportive service departments

Expand Parent Education Program

Initiate Research, Evaluation, and Educational Technology Program

Re-open Home Placement Program

Select architect for planning and specifications

1972/73

Begin construction:

- a) Residential Buildings
- b) Early Childhood Education Center
- c) Additional Academic Complex

1973/74

Begin construction:

- a) Clinical Center
- b) Parent Education Center

Reinstate integration program with hearing students in public schools

Initiation of comprehensive audiological habilitation program

1974/75

Move Kendall School program into temporary Model Secondary building

Remodeling of existing Kendall School facilities

COST ESTIMATES FOR FISCAL YEAR 1971 TO FISCAL YEAR 1975

COST ESTIMATES

Fiscal Year 71

Additional Operation:

Task force for detailed planning of demonstration programs

Contract for development of educational specifications for physical facilities

\$75,000.00

Construction:

none

-0-

COST ESTIMATESFiscal Year 72

## Additional Operation:

Substitution for former tuition income for  
200 students enrolled @\$1,790.00

\$358,000.00

Further development of Home Training  
Program

Expansion of Departments of Special  
Services and Parent Education

Initiation of Department of Research,  
Evaluation, and Educational Technology

Reinstatement of Home Placement Program

Cost and Salary Increments

\$750,000.00

## Construction:

Planning and specifications, architectural fees

\$500,000.00

COST ESTIMATEFiscal Year 73

## Additional Operation:

Expansion of existing programs

Rent for temporary building for Department  
of Clinical ServicesRent for temporary building for Department  
of Parent EducationEquipment for Department of Research, Evaluation,  
and Educational Technology

\$600,000.00

## Construction:

a) Residential Buildings

b) Early Childhood Education Center

c) Additional Academic Complex

\$4,600,000.00

COST ESTIMATEFiscal Year 74

## Additional Operation:

Reinstate integration program with hearing  
students in public schools

Rental of classrooms in public schools

Initiation of comprehensive audiological  
habilitation program

\$350,000.00

## Construction:

Parent Education Center

Clinical Service Center

\$1,800,000.00

COST ESTIMATE

Fiscal Year 75

**Additional Operation:**

- Increase of enrollment to 300 students
  - Opening operation of Early Childhood Education Center
  - Opening of Residential Buildings
  - Educational Equipment for Additional Academic Complex
  - Cost and Salary Increments
- \$800,000.00**

**Construction:**

- Remodeling of existing Kendall School facilities
- \$900,000.00**

SUMMARY OF COST ESTIMATES FOR FY 71 to FY 75

Additional Operation cost	<b>\$2,933,000.00</b>
Construction cost	<b>\$7,800,000.00</b>

The CHAIRMAN. We have to put those figures in there. The only way you can move legislation this late is to have it supported by both parties, the leadership of both parties, and just one or two Senators could delay it a long time, so it will not receive unanimous support without putting those limits in the bill. I doubt there will be objections to the theory of it, but many people raise budgetary questions.

Thank you very much, gentlemen, for your contributions here.

Our next witness is Mr. Alfred Cranwill, Council of Organizations Serving the Deaf, Washington, D.C.

**STATEMENT OF ALFRED CRANWILL, COUNCIL OF ORGANIZATIONS  
SERVING THE DEAF, WASHINGTON, D.C.**

The CHAIRMAN. You may proceed as you wish.

Mr. CRANWILL. Thank you, Mr. Chairman, my name is Alfred Cranwill, assistant director of the Council of Organizations Serving the Deaf, which is made up of 18 national member organizations serving various needs of the deaf. The names of these member organizations, serving various needs of the deaf, are listed in the pamphlet attached to this statement.

With the knowledge of Mervin D. Garretson, executive director, and Edward C. Carney, president, of this council—both are in attendance at the annual meeting of the National Association of the Deaf in Minneapolis—I wish to speak on behalf of the Honorable Senator Yarborough's bill, S. 4083 "to modify and enlarge the authority of Gallaudet College to maintain and operate the Kendall School as a demonstration elementary school for the deaf to serve primarily the National Capital region, and for other purposes."

As a son of deaf parents and a former teacher and school administrator of the deaf for 15 years—starting with my training to be a teacher of the deaf at Gallaudet College and then beginning my teaching career at Kendall School in 1929—together with my present involvement in the field as a retiree from a business career in the public relations world—I respectfully submit the following statement:

The need for expanded facilities in Kendall School to provide free and improved educational services for the deaf children in the National Capital region is long overdue.

This bill, in providing for a national demonstration preschool and elementary school for the deaf, will become a milestone in the education of the deaf by enabling teachers, administrators, and parents of deaf children all over our Nation and even beyond the shores of our land to learn of new techniques that will help all of them to reach the deaf child's mind in a more meaningful way and to start his learning processes at a much, much earlier, and most vital period of his life.

The bill provides an effective implementation of Congress Early Childhood Educational Assistance Act for the hearing impaired children of the National Capital region.

This bill comes at a time when the administration of Gallaudet College is actively engaged in selecting innovative educators for the model secondary school for the deaf.

This nucleus of professionals under the leadership of Dr. Merrill and Dr. Hicks would assure the type of approach and development described in the bill for the Kendall School.

There are adult deaf members of our society, their friends, parents of young deaf children and especially the legion of dedicated teachers and administrators all over the Nation who are crying out for help to speed up and improve the educational programs for these children. I wish to join them in this appeal for a favorable disposition of bill S. 4083, which provides, in my humble opinion, the keystone to a higher standard of educational achievement for the deaf of the future.

Thank you.

The CHAIRMAN. Thank you, Mr. Cranwill.

On the next to the last sentence of your last paragraph, where you say, "There are adult members of our society, friends, parents of deaf and young children, and especially the legion of dedicated teachers and administrators."

I have been on this committee 13 years. As far back as 10 or 12 years ago, I have had teachers and parents tell me they believe there ought be to more effective ways to teach the deaf.

They did not believe that we had hit on the key. So this is something that leaders such as Dr. Merrill and others have come to, and I am glad to see it, because as I say, something should be done.

Mr. CRANWILL. I think this bill, yours and your associates, is the keystone to this longtime need.

The CHAIRMAN. And you represent all the organizations here, and the organization should support this bill?

Mr. CRANWILL. I should make it clear, Mr. Chairman, that we are not authorized as a council to speak for each of these separate organizations, but we are, however, authorized to participate in any activity for the betterment of the education or the economics or employment situation for the deaf.

The CHAIRMAN. You do have that authorization to speak for anything that is of advantage to the deaf?

Mr. CRANWILL. That is right, but each of these organizations would prefer to speak for themselves officially.

The CHAIRMAN. All right, fine. If any of them desire to file a statement, will you notify each of them, and we must have it in very soon, because we desire to move this bill while there is still time in this session. If not, we will take your statement alone, unless they desire to file supplemental statements.

I will order printed in the record the list of the active members of and associate members of this organization, and the statements, backgrounds and objectives.

(The information referred to follows:)

#### COUNCIL OF ORGANIZATIONS SERVING THE DEAF

##### ACTIVE MEMBERS

Alexander Graham Bell Association for the Deaf; American Athletic Association of the Deaf; Board for Missions to the Deaf, The Lutheran Church—Missouri Synod; Canadian Association of the Deaf; Conference of Church Workers Among the Deaf; Conference of Executives of American Schools for the Deaf; Convention of American Instructors of the Deaf; Gallaudet College Alumni Association; International Catholic Deaf Association; National Association of Hearing and Speech Agencies; National Association of the Deaf; National Congress of Jewish Deaf; National Fraternal Society of the Deaf; Professional Rehabilitation Workers with the Adult Deaf; and Registry of Interpreters for the Deaf.

## ASSOCIATE MEMBERS

Board of Missions, United Methodist Church, Department of Urban Ministries; The Deafness Research Foundation; and Ephphatha Missions for the Deaf and for the Blind.

The CHAIRMAN. Thank you, Mr. Cranwill, and congratulations to you on the contributions you have made in teaching the deaf.

Mr. CRANWILL. Thank you, Mr. Chairman.

The CHAIRMAN. The next witness is Dr. Ben Hoffmeyer, superintendent, American School for the Deaf, West Hartford, Conn., and immediate past president of the Conference of Executives of American Schools for the Deaf, and president-elect of the Council on the Education of the Deaf.

We welcome you, Dr. Hoffmeyer. We know you will be enlightening and helpful to us in our legislative job here of learning the facts and then trying to apply rational judgments to those facts in legislation.

**STATEMENT OF DR. BEN HOFFMEYER, SUPERINTENDENT OF THE AMERICAN SCHOOL FOR THE DEAF, WEST HARTFORD, CONN., AND IMMEDIATE PAST PRESIDENT, CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, AND PRESIDENT-ELECT, COUNCIL ON THE EDUCATION OF THE DEAF**

DR. HOFFMEYER. Thank you, Mr. Chairman.

My name is Ben Hoffmeyer, superintendent of the American School for the Deaf in West Hartford, Conn. I am also past president of the Conference of Executives of American Schools for the Deaf, and president-elect of the Council on Education of the Deaf. I am very pleased to be here to testify in support of this bill S. 4083, which will authorize the directors of Gallaudet College to maintain and operate the Kendall School as a demonstration elementary school for the deaf, to serve primarily the National Capital region.

The chairman and members of this committee, who have been instrumental in recent years in initiating and supporting necessary legislation to deal with the problems of deaf persons, are well aware that the primary handicap of deafness is that of severe language deprivation.

Recent research in linguistics indicates that the most important years for the internalization of language concepts are between birth and age 5. By the time a normal hearing child is 5 years of age, he has internalized all of the basic syntactical patterns he will ever need.

From that point on, language acquisition includes learning additional vocabulary and developing more sophisticated pattern combinations.

Consider the fact that at present the vast majority of deaf children do not enter a full day school program before the age of 5. When they enter some may have had 2 or 3 hours a week of speech therapy; others, limited language training in a preschool.

Most however, enter school with no expressive verbal language. In order to begin closing this tremendous language gap several desperate needs must be met:

1. Early detection of hearing loss, and immediate referral to a program for the deaf;
2. Home training with the parents of deaf infants coupled with intensive counseling;

3. Intensive parent education with live-in facilities for families at the school's parent education center.

4. Language therapy from the onset of deafness to age 3;

5. Full day school program for children from the age of 3 in either a day or a residential program.

The paucity of programs to meet these needs and others can be immediately remedied by the establishment of a demonstration elementary school for the deaf.

Having already piloted projects in the above areas and others, the Kendall School is the logical choice for the site of the demonstration elementary school for the deaf. It now needs the authority of this legislation to proceed to incorporate these projects into its total program and demonstrate their success.

Kendall School would also be in a position to disseminate information to programs for the deaf across the country, thus having an immediate national impact on the field of the education of the deaf.

If the Kendall School were to become a demonstration school for elementary deaf children it would also be in an ideal position to introduce and test out innovative educational ideas and communicate the findings to us in the field. I think I can speak for many of my colleagues in saying that we would welcome such data.

Data of this nature would enable us to go to our State Legislatures or Boards of Directors and request funding for permanent incorporation of these ideas into our own programs.

The severe language gap mentioned above has other serious implications. Much recent research, and previous testimony before this committee (for Public Law 89-694, which established the Model Secondary School for the Deaf) points out that on the average, deaf children are far behind their hearing peers in levels of academic attainment.

The fact that approximately 8 percent of the graduates of programs for the deaf are able to enter college, as opposed to more than 40 percent of hearing high school graduates, makes obvious the need for the development and utilization of new approaches.

These must be initiated at the early elementary level in intensive attempts to help deaf students attain an academic level more commensurate with that of hearing students.

The establishment of the Model Secondary School for the Deaf (Public Law 89-694) and the National Technical Institute for the Deaf (Public Law 89-36) demonstrate the willingness of the U.S. Congress to confront the problems facing educators of the deaf.

Passage of S. 4083, which will establish the Kendall School as a demonstration elementary school for the deaf, will provide a strong foundation upon which to build.

Unless a demonstration elementary school is established to work closely with the above mentioned facilities the omission may work contrary to their purposes. Without a strong foundation at the elementary level, the new secondary and post-secondary programs may find themselves serving primarily as remedial rather than instructional facilities.

Mr. Chairman, I thank you for the opportunity to appear before this committee in order to give my endorsement to this important legislation.

I know the 10,000 educators of the deaf want to thank you and this committee for your present and past interest in the deaf.

The CHAIRMAN. Thank you, Mr. Hoffmeyer. I think your case for this necessity that you make is irrefutable. It is going to take years to implement these five needs that you point out that are present now: small children under 3 years of age, and so forth. I think your statement shows this is an emergency matter, really: to establish model demonstration schools so that results can be sent out to the States to help them—they have budgetary problems, too—to enable State legislators to help people interested in teaching.

We have to disseminate this information. I congratulate you on the placing of this material in the record, as to why it is necessary to have a demonstration school, and the broad implications for the parents, and the home training of parents of deaf infants.

I know that Alexander Graham Bell's father was a teacher in Scotland. I wonder how long we have had special teachers for the deaf in our civilization?

Do you know how far back that goes? That would be about four generations back.

Dr. HOFFMEYER. The middle 1500's; history records that there were teachers for the deaf, but those were more or less on a tutorial basis.

Michael de L'pee, established the first school for the deaf in France in the early 1700's.

The CHAIRMAN. I think it is time that we now realize the teaching should start immediately on detecting that the child is deaf, or when children have deafness come to them through some accident or some other cause.

Counsel says that he believes the school of which you are the superintendent is one of the first elementary schools for the deaf established in this country, and maybe the first.

Dr. HOFFMEYER. It is the first, sir.

The CHAIRMAN. When was that established, sir?

Dr. HOFFMEYER. In 1817, the American School for the Deaf, by Thomas Hopkins Gallaudet, the father of the man who established Gallaudet College.

The CHAIRMAN. Was that the same family that established Gallaudet College?

Dr. HOFFMEYER. Yes, sir.

The CHAIRMAN. We had a school for the deaf in Texas in the 1850's, a State school, but I don't know what grades you are talking about back at that time.

Thank you very much for your fine contribution here. You make a powerful case for this need as a beginning of research to be spread out and diffused over this whole land where this would be helpful to the 15 million people who have deafness or difficulty in hearing and the others who are certain to come on in the future.

From what the medical profession tells us, we are going to have a lot more deafness after jet planes and rock and roll music have beat on the ears for a few years.

Thank you very much.

The next witness is Mr. Thomas Coleman, Executive Director of the National Association of Hearing and Speech Agencies, Washington, D.C.

STATEMENT OF THOMAS COLEMAN, EXECUTIVE DIRECTOR,  
NATIONAL ASSOCIATION OF HEARING AND SPEECH AGENCIES,  
WASHINGTON, D.C.

Mr. COLEMAN. Thank you, Mr. Chairman, for the privilege of being here this morning. Before reading a brief formal statement in support of your bill, I would just like to state that the national association is composed of some 180 service programs for the hearing and speech handicapped people throughout the country. I know you are familiar with the Collier Center in Dallas and the Houston Speech and Hearing Center.

Many of these, as you know, Senator Yarborough, among many other clinical-type services also provide preschool educational programs for the deaf youngsters, and then as people grow and grow up, a variety of different services, including some educational services are provided.

Because you have had experts in the education of the deaf, I would just like to read a brief statement if I might in support of this bill.

The CHAIRMAN. We will be glad to hear from you, sir.

Mr. COLEMAN. Mr. Chairman, in recent years the Congress has supported significant improvements in the educational and career opportunities for deaf persons by establishment of the National Technical Institute for the Deaf, the Model Secondary School for the Deaf and by stimulating continuing advancement of the programs at Gallaudet College, the only college in the world for the deaf.

These progressive actions on the part of the Congress, which began more than a century ago when it first began to provide legislative assistance for Gallaudet, and later for Kendall School (the elementary and preschool facility for deaf persons located on the college's campus), have established great dimensions for continuing expansion of the employment opportunities for the deaf.

To further advance this opportunity for this specific handicapped group, it is most imperative that you approve passage of S. 4083, a bill to modify and enlarge and authority of Gallaudet to maintain and operate Kendall School as a demonstration program for preschool and elementary educational programs.

By doing so you will insure a flow of better instructional methods to the schools for the deaf throughout this Nation and ultimately the admission of better qualified students into the National Technical Institute and Gallaudet College.

The innovative opportunities for education of the deaf through the medium of a demonstration school closely associated with all of the excellent resources of Gallaudet and the Model Secondary School here in Washington can only provide significant improvement in preschool and elementary education for the deaf that will have positive nationwide implications.

The National Association of Hearing and Speech Agencies urges you to approve S. 4083.

The CHAIRMAN. Thank you very much for that succinct statement, condensed and saying a lot in a few words. Of the many hearings I have listened to in 13 years, I have been impressed more this morning than ever before by the facility of those who deal with the deaf to state a lot in a few words, and I am beginning to wonder if all of the Congress should not be a little bit deaf. [Laughter.]

What was said here by the preceding witness, Dr. Hoffmeyer, and by you, reminds me of an experience here. When the OEO program was being established, I had a call from a very learned educator at the University of Texas, Dean Silber, of the College of Arts and Sciences, who said what we need is a Headstart program in this country, and that Headstart program came as a result of his recommendations.

The next witness is Mr. David R. Peterson, National Association of the Deaf, and teacher at James Madison School in Santa Ana, Calif.

The CHAIRMAN. All right, Mr. Peterson, you are a teacher of the James Madison School, Santa Ana, Calif., and represent the National Association of the Deaf.

**STATEMENT OF DR. DAVID R. PETERSON, NATIONAL ASSOCIATION OF THE DEAF AND TEACHER, JAMES MADISON SCHOOL, SANTA ANA, CALIF.; ACCOMPANIED BY MISS GOLDIE TRBOYEVICH, INTERPRETER**

Mr. PETERSON. My name is David R. Peterson, and I appear for this body as a representative of the National Association of the Deaf, which is meeting at the Hotel Lemington in Minneapolis today.

It is my understanding that the executive board of the association has already sent Senator Yarborough a telegram supporting the bill, S. 4083, and I am here only to reaffirm the support of this telegram and to emphasize the great interest of the deaf people of the United States in seeing this bill enacted at this time.

The CHAIRMAN. We welcome you here. I welcome all of you people here who have contributed so much, and we are glad to have you appear, though we regret that this has caused you to miss, in whole or in part, your national convention in Minneapolis.

We hope you can return in time to at least participate in part of that.

What age group do you teach?

Mr. PETERSON. Eight to twelve.

The CHAIRMAN. You teach in the secondary school, the high school?

Mr. PETERSON. We begin with children about 2½ years old.

The CHAIRMAN. Do you teach all grades?

Miss TRBOYEVICH (for Mr. Peterson). Up to sixth grade.

The CHAIRMAN. How many pupils do you have?

Miss TRBOYEVICH (for Mr. Peterson). It is a day class in a hearing school, so there are eight students in his class.

The CHAIRMAN. So eight students in his class.

Miss TRBOYEVICH (for Mr. Peterson). Yes, there are 47 children there. Many parents want to send their children there, but there is no more room.

The CHAIRMAN. But he has eight in his class?

Miss TRBOYEVICH (for Mr. Peterson). Yes.

The CHAIRMAN. Well, he can give them good personal, individual attention.

What is the ultimate objective of the size of the class?

Miss TRBOYEVICH (for Mr. Peterson). Pardon me?

The CHAIRMAN. What is the most desirable size of a class in a school for the deaf?

Miss TRBOYEVICH (for Mr. Peterson). The smaller the better.

The CHAIRMAN. One child for one teacher?

Miss TRBOYEVICH (for Mr. Peterson). Yes [Laughter.]

Miss TRBOYEVICH (for Mr. Peterson). When they are very small, the smaller the better it is. When they get to high school, it does not make any difference what size the class is. Most of the children don't get a good start when they are little, so by the time they get to high school they may still have to have a small class.

The CHAIRMAN. If they had proper training at home, and while they were that young, then in high school they could have as large a class as other students?

Miss TRBOYEVICH (for Mr. Peterson). Yes.

The CHAIRMAN. That is the point made by Dr. Hoffmeyer in his presentation, the need to start this instruction young.

Tell Mr. Peterson please, I had an easier task—they were not deaf—but I taught school 2 years in a one teacher school in a rural area, 6 miles from a highway or a railroad. Those schools are all gone now. They have consolidated them and have better roads and schools, but I had all grades from the primary through the eighth grade, and the first year I taught, I was 17, my youngest pupil was 6, and my oldest pupil was 25. [Laughter.]

I know your classes are getting better instruction than I was able to impart to them. [Laughter.]

Thank you very much.

The next witness is Mr. Olaf Tollefson, vice president of Gallaudet College Alumni Association and supervising teacher and dean of students of the Oregon School for the Deaf in Salem, Oreg.

Would you come around please, Dean Tollefson?

We welcome you here, Dean Tollefson, and we realize you have come a long way. Are you missing your convention, also?

**STATEMENT OF OLAF TOLLEFSON, VICE PRESIDENT, GALLAUDET COLLEGE ALUMNI ASSOCIATION AND SUPERVISING TEACHER AND DEAN OF STUDENTS OF THE OREGON SCHOOL FOR THE DEAF IN SALEM, OREG., ACCOMPANIED BY MISS GOLDIE TRBOYEVICH, INTERPRETER**

Mr. TOLLEFSON. No; I am not missing it.

The CHAIRMAN. Fine. Proceed in your own way.

Mr. TOLLEFSON. I am missing it on purpose.

The CHAIRMAN. Proceed, Dean Tollefson, in your own manner.

Mr. TOLLEFSON. My name is Olaf Tollefson. I am dean of students at the Oregon State School for the Deaf in Salem, Oreg., and vice president of the Gallaudet College Alumni Association. I am totally deaf. I was graduated from Gallaudet College in 1937. I have been in education of the deaf for 33 years.

As an individual and as a representative of the Gallaudet College Alumni Association I wish to go on record as being in wholehearted support of Senate bill 4083, introduced by Senator Yarborough, which if passed, will permit Gallaudet College to maintain and operate Kendall School as a demonstration elementary school.

It is a well-known fact among educators of the deaf that there is an urgent need for a demonstration elementary school in this country.

What is needed is a program which can freely explore all learning areas that hold promise to help our young deaf children overcome the educational gap caused, in part by their inability to hear and to communicate.

Research projects aimed at improving educational programs at this level have always been hampered by lack of sufficient experimentation in an actual teaching situation.

Making Kendall School a demonstration elementary school would have several advantages. Kendall School is located on the Gallaudet College campus, where teachers would have access to a library with the best collection of books dealing with deafness in the world; an excellent teacher training program; the new Model Secondary School for the Deaf; the Gallaudet Press; and many other outstanding facilities that would not need to be duplicated.

This would place the demonstration elementary school in an excellent position not only for disseminating information collected, but much of this knowledge could be put into practice immediately as our graduates join the teaching faculties of other schools for the deaf.

The alumni of Gallaudet College, understandably always have been interested in the education of the deaf. Our association is in the process of raising funds to construct a cultural center on the campus and has already raised \$200,000 for this project.

This proposed center will serve a number of purposes, one of which is to provide facilities for visiting educators, researchers and others associated with deafness. A demonstration elementary school on the same campus would not only aid, but benefit, other schools for the deaf throughout the Nation.

The alumni association admits to a proprietary interest in this bill since a large percentage of our members are themselves teachers of the deaf throughout the United States. Gallaudet College is a training center for both normal hearing and deaf teachers of the deaf.

Contact with such a demonstration school program will provide increased teacher training facilities and produce more experienced and better qualified teachers for the elementary school programs for the deaf.

By having a central demonstration school, teachers of the deaf throughout the country will have access to new and better methods of teaching the deaf on the elementary level that at present do not exist.

Through the interest and support of members of the U.S. Congress much needed attention has been given to education of the deaf on the secondary and post secondary levels in recent years.

Now is the time to focus attention on another crucial area—the elementary level. Making Kendall School a demonstration elementary school would be the right step in this direction.

Thank you.

The CHAIRMAN. Thank you, Dean Tollefson, for this fine statement. You and Dr. Hoffmeyer have pointed out the necessity for taking this educational excellence from the college level through the high school level down to the grade level if we are to really get this job done. I am reminded that when the poverty program was started, Dean Silber of the College of Arts and Sciences of the University of Texas phoned me and said that the great need among children from the poorer areas of the country, the ghettos and all, was preschool

training. These children came to school without an understanding of language, such as children from better-to-do homes had.

He wanted an appointment at the White House. I set up an appointment for him with Sargent Shriver who was in the White House working on the first poverty bill. They granted him an interview of 30 minutes.

When he got there, they kept him for 2 hours, and he stayed for 2 hours. He had with him a dean from Rutgers, and I believe Northwestern, the three universities where more of this work had been done than in any others.

I think that is the three, but I might be in error on one of them. Now as a result of that call and those appointments there was written into the poverty bill this provision for education of children from poor areas in preschool years.

There were summer programs, and the so called Headstart program. I think that really would give them an even start, and it has been a great educational boon to this country.

It is a wonderful part of the program that has not been attacked, but has been praised.

As you know, some of the parts of the poverty program were widely attacked in the press, but everywhere we have heard nothing but commendations for this Headstart program of preschool age.

Dr. Hoffmeyer's paper has a very fine message in here, in going into those younger years.

Now if it is necessary for children of preschool age, who are not deaf to have this training, it is even more important that the deaf children have this training. I think that the contributions you have made go beyond the limited scope of my bill here, and are helpful in many ways in education of this type.

Thank you all very much, and thank you, Dean Tollefson.

We have some communications, letters and telegrams about the bill. As far as I know, all are in support of it. I know of no opposition. We will order those printed in the record.

(The information referred to follow:)

[Telegram]

MINNEAPOLIS, MINN., July 27, 1970.

JACK GANNON,  
*Care Campus Security Guard House,  
Gallaudet College, Washington, D.C.:*

My name is David Peterson. I appear before this body as a representative of the National Association of the Deaf which is meeting at the Hotel Leamington in Minneapolis today. It is my understanding that the executive board of the association has already sent Senator Yarborough a telegram supporting Senate bill 4083 and I am here only to reaffirm the support of this telegram and to emphasize the great interest of the deaf people of the United States in seeing this bill is enacted.

FREDERICK SCHREIBER.

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC.,  
*Washington, D.C., July 28, 1970.*

Senator RALPH YARBOROUGH,  
*Chairman, Committee on Labor and Public Welfare,  
U.S. Senate, Washington, D.C.*

DEAR SENATOR YARBOROUGH: The Alexander Graham Bell Association of the Deaf wishes to go on record as being in favor of the bill introduced by you on July 14, 1970: S. 4083, a bill "to modify and enlarge the authority of Gallaudet

College to maintain and operate the Kendall School as a demonstration elementary school for the deaf to serve primarily the National Capital region and for other purposes."

I was sorry that as President of the Bell Association I could not be present to testify at the hearings on July 27, 1970.

Sincerely,

JUNE MILLER, Ed. D.,  
*President.*

VIRGINIA ORGANIZATION FOR  
IMPROVEMENT OF COMMUNICATION AND  
EDUCATION FOR DEAF CHILDREN,  
*July 28, 1970.*

HON. RALPH YARBOROUGH,  
*U.S. Senate,  
Washington, D.C.*

DEAR SENATOR YARBOROUGH: The Committee on Labor and Public Welfare which you chair is now considering Senate Bill 4083 which will authorize the directors of Gallaudet College to maintain and operate Kendall School as a demonstration elementary school for the deaf to serve primarily residents of the national capital area.

This organization endorses the proposed legislation and strongly urges the committee to report favorably on the bill.

The state of education for the deaf and hearing impaired persons of this country is a disgrace. A report prepared for the Secretary of HEW has indicated that probably less than 20 percent of the deaf are now receiving instruction at State operated schools throughout the country. Yet we know that the number of hearing impaired children throughout the country is increasing.

Out of an estimated 30,000 deaf and hearing impaired children within the state of Virginia only about 500 are enrolled in the state schools. For that reason this organization was successful in introducing and having passed legislation providing for the education of hearing impaired children in a public school environment. However, the education of deaf children should not be over-simplified. Specialized techniques and specially trained teachers are required. Successfully educated, deaf and hearing impaired children can take their rightful place in our society.

The Model Secondary School goes into operation on the Gallaudet campus this year. It represents a breakthrough and is a step in the right direction. The scope and role of the Kendall school should also be expanded as outlined in S. 4083. To do less is to be remiss in our obligation of providing educational opportunities to those who are in fact capable of achievement.

I am enclosing a copy of a presentation I made to the Virginia General Assembly some time ago. The same problem exists to some degree in the state which you represent. It exists in all of our 50 states but in some states little or nothing is being done. The intent behind S. 4083 is to provide an exemplary educational program (for the deaf) to stimulate the development of similar excellent programs throughout the nation.

Senator, the children are here. They are not waiting to be born and they are not waiting to become handicapped. The time to take this significant step forward is now.

On behalf of all deaf and hearing impaired persons within the Commonwealth of Virginia I strongly urge you to work toward the enactment of S. 4083.

Sincerely,

R. SAMS SMITH,  
*Executive Director.*

PRESENTATION CONCERNING THE EDUCATION OF HEARING IMPAIRED CHILDREN

Mr. Chairman, honored members of the General Assembly, ladies and gentlemen: We are here this morning to discuss certain legislative proposals which will provide the basis for beginning a program for educating the increasing number of hearing impaired children.

One of the first questions you might wish to ask might be: What is the magnitude of this problem and why is it so urgent? First of all let me point out that it is an established fact on the basis of qualified research by professionals in the field that 5 percent of the school population in any given area has an educationally significant hearing loss. This figure *does not* include those who can be termed profoundly deaf.

Of possibly greater significance is the fact that the number of children suffering hearing impairments as a result of the Rubella epidemic of 1963 and 1964 is not yet really known. We are only beginning to learn who they are, how many there are, and what their handicaps. We also know that the number of detected cases is increasing.

The urgency of the problem is underscored by the fact that the state residential schools now accommodate only a few of the estimated profoundly deaf and only a fraction of the estimated hearing impaired children are receiving any kind of training in public schools. If these children are to fit into the mainstream of society we must start today to plan for their future.

Less than half of the deaf children needing specialized education are receiving it in the United States. Less than 20 percent of the deaf are receiving instruction at the state schools and probably not more than five percent of the hearing impaired are receiving special instruction in the public school system.

The American people have no reason whatever to be satisfied with the very limited success in educating deaf and hearing impaired children. In fact they should be alarmed at the situation and take steps to prepare these otherwise normal children for full participation in our society. Parents are alarmed and they are insisting that programs be initiated.

This totally unsatisfactory state of education of these children cannot be attributed to any lack of dedication of those who work and teach the deaf. The basic failure lies in the complacency and a general unawareness of the magnitude of the problem. We have failed to launch an aggressive assault on the problem and we have been more concerned with other things.

You may hear that the implementation of programs is a complex undertaking, that teachers are in short supply, that it is costly, and other explanations for not having developed programs. We concede it is a challenge but other states have been successful in overcoming all these obstacles and I have no reason to believe, at this point, that we are incapable of performing at least as well.

You may hear pro-and-con on methods. We point out that there is a clear difference between primary reliance on a restrictive means of communication in the educational process and such reliance in later life. A panel of experts has reported to the Secretary of Health, Education, and Welfare in a report concerning the education of the deaf that primary emphasis should be placed on teaching speech and speech reading to *young deaf children*, and I emphasize young. It is also recognized that manual methods must be employed in individual cases when it is clear beyond a reasonable doubt that success by oral methods is unlikely. We recommend that these special education classes be conducted under optimal conditions of communication.

Many deaf adults prefer the use of sign language. They have a perfect right to make that choice, and no aura of failure should be associated with the use of sign language. However, we believe that the option should be kept open for young deaf children to make such a choice as responsible adults and that the oral method should take precedence but not to the exclusion of other methods of communication when these other methods are necessary.

Regardless, the methods controversy should not obscure the major issue which is that programs for educating our deaf children are urgently needed and they are needed now.

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

In conclusion let me say this. The children are here, they are not waiting to be born and they are not waiting to become handicapped. The time is now. Later is too late. Therefore, I strongly urge you on behalf of all the handicapped children of this state and their parents to take a significant stride forward and begin the necessary programs now.

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REGISTRY OF INTERPRETERS FOR THE DEAF,  
*Silver Spring, Md., July 20, 1970.*

Senator RALPH YARBOROUGH,  
*Old Senate Office Building,*  
*Washington, D.C.*

DEAR SENATOR YARBOROUGH: Our office has had an opportunity to review and carefully consider Senate Bill S. 4083, "To modify and enlarge the authority of

Gallaudet College to maintain and operate the Kendall School as a demonstration elementary school for the deaf to serve primarily the National Capital region, and for other purposes.<sup>37</sup>

In the opinion of this organization this is a most worthy and timely bill. We ask that all possible effort and support be given in behalf of this needed expanded authorization for Gallaudet College and the Kendall School.

Sincerely yours,

ALBERT T. PIMENTEL,  
*Executive Director.*

The CHAIRMAN. I will order the record closed in a reasonable time as soon as we can be assured that we have the messages of people who decide to file them.

(The documents referred to follow:)

STATEMENT OF WILLIAM C. GEER, EXECUTIVE SECRETARY, THE COUNCIL FOR EXCEPTIONAL CHILDREN, CONCERNING S. 4083 A BILL TO CREATE A DEMONSTRATION ELEMENTARY SCHOOL FOR THE DEAF, JULY 27, 1970

Mr. Chairman and Members of the Committee, The Council for Exceptional Children is pleased to have this opportunity to submit a statement concerning S. 4083, a bill to create at Gallaudet College a demonstration elementary school for the deaf.

Over 100 years ago, President Abraham Lincoln initiated a Federal commitment to educate the deaf of this nation. This Committee over the past decade under the leadership of Senators Hill and Yarborough has continued this commitment through the creation of the Model Secondary School for the Deaf, the National Technical Institute for the Deaf, the Regional Centers for Deaf and Blind Children, and the Captioned Films Program. Legislation now before this Committee to expand and transform the Kendall School into a Demonstration School to serve deaf elementary aged children in the National Capital Area is another progressive step toward this commitment. For this reason, The Council for Exceptional Children urges the passage of this legislation.

It is estimated that there are approximately  $\frac{1}{4}$  of a million deaf people in this nation. This Committee has heard in recent years substantial evidence supporting the fact that many of these children and other handicapped children are not receiving the educational opportunities to which they are entitled. It is our hope that the proposed Demonstration School will be a positive force toward alleviating this situation. While significant progress has been achieved in recent years providing more children with an education than ever before, and the quality of such education is high, there are serious gaps, as you well know.

The National Capital Area has from within its borders provided the leadership to the rest of the nation to bring about improvements in the education of the deaf. The Secretary's Committee for the Deaf, under the able leadership of Mrs. Patria Forsythé, The Bureau of Education for the Handicapped under the directorship of Dr. Edwin Martin, and the actions of the Congress itself has brought about improvement in services for the handicapped in the states throughout the nation. However, we have forgotten the problems of the children within our own borders. The District of Columbia and its surrounding communities should be a model of services to handicapped children, and yet they remain far from that goal. The Model High School for the Deaf was a step in the right direction and this Bill will go even further but we urge *that the proposed Demonstration School be required to serve all deaf children in need of an education in the National Capital Area before the services of the school are extended to other areas of the nation.*

*We also urge that a plan be developed by the appropriate educational agencies of the States of Maryland and Virginia, the District of Columbia, the Department of Health, Education, and Welfare, and Gallaudet College to prescribe a method whereby on a cooperative basis such agencies can work toward guaranteeing all deaf children within the National Capital Area appropriate educational opportunities.* The Bureau of Education for the Handicapped has been fostering such planning for handicapped children throughout the nation. If we feel it is valuable to others, then we should put it into practice at home.

The Council for Exceptional Children urges the prompt passage and implementation of S. 4083, a bill to create a demonstration elementary school for the deaf and pledges its resources to this Committee to aid in bringing about greater opportunity for handicapped children in the National Capital Area.

STATEMENT OF MARGARET S. WITHROW, SPECIALIST FOR THE HEARING IMPAIRED,  
MARYLAND STATE DEPARTMENT OF EDUCATION

A demonstration elementary school for the deaf as proposed in S. 4083 can provide leadership as teachers and administrators search for improved techniques and materials for the education of the hearing impaired. Exemplary educational programs for the deaf at the elementary level are essential to prepare them to achieve their optimum educational and personal goals. For these reasons we support S. 4083.

The Maryland school districts most closely involved with the proposed demonstration school, Montgomery and Prince Georges Counties, have expressed support for the concept and look forward to working cooperatively with the demonstration school.

The CHAIRMAN. Thank you all very much. The hearing is adjourned.

(Whereupon, at 11:55 a.m., the committee recessed subject to call of the Chair.)







