

EDUCATION COMMITTEE HEARING

H.B. 963

March 22, 1973

The Chair now recognizes Representative Joe Hawn and lays out House Bill 963.

HAWN: Thank you Mr. Chairman, Members of the Committee. I want to also thank the people that are here because of their obvious concern for deaf children in our State. I want to assure them that we in the Legislature share this concern, and that is the purpose for this Bill.

I am somewhat surprised that we have heard opposition to it. I think there has been misunderstanding about it in that this same Bill passed the Senate last Session unanimously; was heard in State Affairs in the House; reported out unanimously, but got caught in the log jam at the last part of the session. At neither hearing in the Senate or the House was there any opposition to it. Therefore, I feel that there has possibly been some misunderstanding on what we are attempting to do here.

One of the intents of the Bill has been misinterpreted to the extent that some people think it is going to eliminate the county-wide day school system. This Bill has nothing whatsoever to do with the county-wide day school system. It doesn't touch, try to amend or change that law in any way. There has been some feedback to me that this Bill intends to institutionalize deaf children for five days a week. This is certainly not true. This is not the intent of this Bill, this proposal in one way, side, top or bottom. It was never anyone's intent to have any deaf student attend a residential school on a five or seven day basis if he had the ability to attend the county-wide day school system

or could go on a daily basis and be with his parents each night.

I would like to explain briefly the operation of the county-wide day school system so that we can get the whole thing possibly in context. If a school district within a county provides this special education for deaf children through a contract of the state - is paid for exclusively by the state; they contract with the local school district. If you live in a county where one of the districts provides this special education, then your child is eligible to attend that special education class. If you live in a county where no school district provides this special education, Austin school is the only thing that is available for a deaf child. And it is very feasible, possible that an adjacent county to - let us say Dallas County - I draw a comparison here because I live in Dallas County. The Dallas Independent School District does have special education classes; elementary, high school. Yet, the Kaufman County does not, and a person living in Kaufman County could live closer to Stonewall Jackson where the special education class is, yet his child would not be eligible. They could live closer to that school than someone living in Dallas County, but no education opportunity would be available at the local level for that student. And the intent of this Bill was simply to provide two resident schools more readily available to the widespread need of our State; where children and parents could live closer together actually, and not have to get on the waiting list; finally maybe attend Austin State School after a year or two loss of any educational opportunity at all.

To clarify the intent of the Bill, though, where the misinterpretation came about was in Section 1, Sub-section b on line 13 of page 1. The Bill currently reads as it did last session, "the schools shall be operated only on a residential basis, Monday through Friday of each week." This was put in here purposely so that it would not compete with the county-wide day school program. Yet, the misunderstanding has developed.

I have seen a letter that has been widespread that this Bill would require deaf children to attend on a five day basis, and in an effort to clarify that, I have given to the Clerk a proposed amendment to make that sentence read "the schools shall be operated on both a daily attendance basis and on a residential basis, Monday through Friday of each week," in hope that that would clarify some of the misunderstanding about what our intent is.

There has also been a rather unofficial estimate made of what this would cost the State. The figure that I have gotten - the unofficial figure - is \$50,000,000. I think you have a fiscal note here that was prepared by the Legislative Budget Board in cooperation with the Texas Education Agency where they estimate that the construction of two schools, both of them, would amount to eleven million nine hundred and eighty two dollars. That's both schools. Little under six million dollars each for construction, purchase of land, etc. And for operating the schools for five years would be fifteen million four hundred and thirty thousand, for a total of twenty-seven million four hundred and twelve dollars - for five years and constructing both schools. So this is just a little more than half of the unofficial estimate made.

With two more State schools, perhaps all of our children could be with their parents every weekend rather than as some do now confined to Austin. The parents live a long way off and they only get to visit with them once a month, sometimes just every two months because of the distance and the amount of money involved in visiting with their child. This would distribute the residential school system; bring it closer to the people. At the very least we could provide a choice to many parents as to whether their handicapped child attends a residential school on a daily basis; on a residential basis in a county-wide day school system, if it is available to them, or not at all.

We think that now we come down to the philosophies of educating deaf children, and the differences of opinion between

educators and parents. We deal here with the type of atmosphere and surroundings that a deaf child is exposed to in either system. We have to consider how best that child will benefit from whatever education is made available to him. How she or he will attain their highest potential to be happy productive citizens in our society even with the handicap to whatever degree that they may have. We have lined up several witnesses, both parents and educators, to give and express their views on what they think is the better approach.

CHAIRMAN: Ms. Thompson has a question. Ms. Thompson of Houston.

THOMPSON: What is the total number of students that these two school districts that you will be creating will be accommodating?

HAWN: We have written into the Bill no size of the school and this was done purposely so that after the official study of the Malis report that is currently very informal, although there have been many interpretations given to it already -

THOMPSON: You mean a malid report.

HAWN: Malis report. This was contracted by the Texas Education Agency. They have not yet given their interpretation of the report.

THOMPSON: But you have some idea about the need of this school; about how many people do you feel are in need of these two districts?

HAWN: Currently, from the Gulf Coast area, there are 132 deaf children attending the Austin school. Six hundred forty-five in the county-wide program in Harris County and the Gulf Coast area. And in the north Texas area, there are 763 in school and 143 here in our State school for the deaf in Austin.

THOMPSON: But in Harris County, don't they have a school for the deaf?

HAWN: Their Independent School district also. This 763

attending school in the north central area includes Dallas and Tarrant County primarily that are attending county-wide day schools at this moment. But 142 from Dallas and Harris County and possibly a few more from the widespread area are now in the Austin School for the Deaf.

CHAIRMAN: Are there any other questions of Representative Hawn?

CHAIRMAN: The Chair at this time feels like it would be unfair to a witness to have to - - - (tape turned)

-- entertain a motion in just a second to recess the Committee to fifteen minutes after we adjourn today to the House floor. We invite all of the witnesses that are here to go up into the galleries and witness the proceedings today and then immediately upon adjournment, come down again to the House floor where we will continue the hearing. We intend to stay here until midnight if necessary to take all testimony on this Bill and House Bill 544.

The Committee stands recessed.

CHAIRMAN: The Committee will come to order.

Representative Hawn, you may proceed with your testimony on House Bill 963.

HAWN: Thank you Mr. Chairman and Members.

Perhaps we should, after considering so many varied subjects on the floor, get oriented again to the intent of H.B. 963. We discussed this morning that we felt that it had been misinterpreted; that information had gone out that it was our intent to, let us say to institutionalize deaf children even to the extent of those now attending the county-wide day school program. This was certainly not the intent of the Legislation. This Bill addresses itself in no way to the county-wide day school program. We briefly discussed the county-wide day school program as it is in existence and has been since 1961 that a child

who lives in an adjacent county that no school district in his county provides this special education, he is enligible to attend the county next to him even though they may provide it.

CHAIRMAN: Dr. Pentony has a question, Representative Hawn.

PENTONY: How many of these county day school programs are there?

HAWN: There are nine school districts in the State now out of some eleven hundred independent school districts and 254 counties that provide a day school service.

PENTONY: What percent of the school population of Texas is involved in these nine.

HAWN: In both the county-wide day school system and the school here in Austin and private education, we are providing service for some 72% of the known deaf children in the State.

PENTONY: What happens if a student lives in a town, for example like LaGrange or Columbus where they don't have a program, what then is available to him?

HAWN: The only alternative is a private school or be a resident of the school here in Austin.

PENTONY: And the school here in Austin is over-crowded at the time?

HAWN: Yes, there is a waiting list and students cannot attend here until the age of 14, so if a child prior to that age there is no education available to him, he just doesn't get any until he is 14.

PENTONY: Under your Bill if a person lived in one of these nine school districts and his parents, for whatever reason, thought that residential treatment was the schooling of preference would he be allowed to attend a residential - opt for the residential treatment as opposed to a day school program.

HAWN: We propose that both will be available under this plan.

PENTONY: So that an individual parent who has a deaf child could choose either - if he is fortunate enough to live

in one of these nine school districts, could choose a day program or a residential program.

HAWN: Either one if they live close enough where they can transport their child daily to school and back home. Perhaps working in the same area for instance, day school would be fine. If they live a little too far away and feel that it would be beneficial to them and the child, that it be on a resident basis, then that would be available.

PENTONY: How about if the person lives very very close as a matter of fact in the same county or school district where a day school program is available, could he still choose a residential program?

HAWN: He could still choose a residential program or a day program in the established State school or the county-wide day school program as it currently exists.

PENTONY: I don't have any further questions, Mr. Chairman.

CHAIRMAN: Thank you. Representative Thompson from Houston has a question.

THOMPSON: Honorable Hawn, I would like to know what curriculum would be utilized in this program. Will that be a manual curriculum or would it be a all oral curriculum, or would the persons who will be attending this school have a choice.

HAWN: We are very hopeful that we will have a choice. A gentleman spoke to me a moment ago when we adjourned, and I think is going to recommend to the Committee that we consider making one school exclusively oral. I don't believe this would be beneficial because again wherever you would put an oral school it might be seven hundred miles-five hundred miles for that particular thing available. We hope that the program can be very varied with this approach.

THOMPSON: What is the disadvantage, if any, of offering both types?

HAWN: Representative Thompson, I wish you would hold that for some more qualified testimony. I would appreciate it because we will be hearing both sides of the issue. As we

mentioned this morning, I think primarily our concern today is on the philosophy of what's best for the student.

CHAIRMAN: Representative McDonald and then Madla and then Barnhart.

McDONALD: Mr. Hawn, does your bill in any way cause us to lose any of the present facilities that we have for these children with impaired hearing?

HAWN: Not at all Representative McDonald. This is just an expansion of the existing program and this in no way affects the county-wide day school program or the school here in Austin.

McDONALD: A parent would not be required that lived somewhere in the vicinity of these schools to send their child to it.

HAWN: There is no requirement set up of any kind. We have written it rather loosely in that respect as well as to the respect of location in that we feel that the central education agency could better determine those things. In the Bill, we have established no size for the school. We will let them decide how large to build it.

McDONALD: Well whatever we've done, I hope that those children with impaired hearing will be able to communicate as well as I see two people standing by you there communicating with these who do have hearing deficiencies. Thank you.

HAWN: Thank you. I would like to mention again the misconception that we mentioned this morning of the institutionalizing and as of this morning I did offer an amendment for the Committee to consider in changing the phraseology that it now exists in the Bill, purposely so, so that we would not compete with the county-wide day school program. It currently says the "school shall be operated only on a residential basis Monday through Friday of each week." In an effort to clarify the misunderstanding, we are offering an amendment to that for that sentence to read, "the school shall be operated on both a daily attendance basis and on a residential basis Monday through Friday of each week."

If there are not any further questions at this point, I would like to bring some qualified testimony from a number of people.

CHAIRMAN: Just one second, Representative Madla did have a question and Representative Barnhart had requested a short question.

MADLA: Representative Hawn, you mentioned there were nine school districts currently offering classes for the deaf. Where are these nine school districts located?

HAWN: San Antonio, Brownsville, Dallas, El Paso, Houston, Beaumont, Waco, Corpus Christi, and Fort Worth.

MADLA: Again, just to make sure that I understood you correctly, did you say that you would be opposed to the question of having a double tract curriculum in the schools to provide, for example, in each school to have the manual and the oral type program being offered?

HAWN: Opposed to having both? Certainly not.

MADLA: Yes sir.

HAWN: I would like to make as widespread educational opportunity available as possible.

MADLA: In other words, you would not be opposed to having both type programs being offered in the particular schools?

HAWN: Certainly not.

BARNHART: In the school districts that currently have this program, is there adequate funding and are they serving all of the students who should be served in those particular areas?

HAWN: This is one of the points that is viewed differently by many people in the field of education as well as parents. I have a for instance that we mentioned this morning as far as serving in the Gulf Coast region as spelled out in the Malis report, there are 645 students attending the county-wide day school system but there are 132 on a residential basis here in Austin. And for the north Texas area, including Dallas-Tarrant Counties, 763 are attending county-wide day school system, and 142 are here in Austin on a residential basis. So that is a matter of philosophy - are we doing the job at home or not?

BARNHART: Has there been consideration given to contracting or subsidization through tuition with private institutions?

HAWN: I think there is that to some extent right now from the central education agency . I think we will have some qualified testimony in that area, Mr. Barnhart.

CHAIRMAN: Are there any further questions? Gentlemen of the Committee, unless you have some specific questions for the author, I would suggest you might reserve a few of those for some witnesses that will be coming up. All right, Dr. Pentony.

PENTONY: I just have one question. Representative Madla asked you if you would have an objection to both types of programs being offered in the same school. Let me ask you a further question. Would you object to having one type of program in one school and another type of program in the second school that you are proposing?

HAWN: This would certainly depend upon, as I mentioned awhile ago, I think you are going to be asked to consider making one school strictly oral. Now when we consider that, we have to also think about how far that one method of education is going to be available to how many people. Let us say that we established one in Harris County exclusively oral. What service would it be to people in north and west and east Texas? I think that has to be considered and I think this is one of the considerations that we must depend upon the central education agency to determine the best curriculum and the availability of education.

CHAIRMAN: Do you have any witnesses, Representative Hawn?

HAWN: First I would like to call on Mr. Jim Scoggins who has been an interpreter for the deaf for fifteen years now. Mr. Scoggins is past president of the Texas Society of Interpreters, has a citation of honor from the Texas Association for the Deaf that he received in 1970. I could go on and on about Mr. Scoggins and his many efforts in the field of serving deaf children and deaf adults, but without further adieu I would like to present Mr. Jim Scoggins.

CHAIRMAN: State your name and who you represent.

SCOGGINS: My name is Jim Scoggins and I represent Jim Scoggins.

CHAIRMAN: Alright you represent Jim Scoggins. Would you raise your right hand. Do you solemnly swear or affirm that the testimony you are about to give to the House Education Committee is the truth, the whole truth, and nothing but the truth, so help you God.

SCOGGINS: I so affirm. I understand by reading the paper this morning that we all can relax now that the Supreme Court has just relieved us all of a special session, so I guess we can (inaudible)

CHAIRMAN: The Supreme Court has taken us out of the pressure cooker; it has not relieved us of our responsibilities.

SCOGGINS: Let me respond to the question that was put awhile ago about this dual curriculum thing right quick. We are talking about a method for teaching children education which involves either oralism or manualism as it is sometimes called. Well, fortunately, we don't have to choose between those two things anymore. The thing today that succeeds so well is a simultaneous method where you speak and sign simultaneously, which succeeds at a much higher level with establishing communication between persons- a hearing person and a deaf person, which ultimately results in a better education. We don't have to choose between those anymore. Let me say that this Bill, most of all, provides more options to the parents for the deaf children - for the education of their children - as well as more options for the children themselves in terms of curriculum and what they are going to learn.

CHAIRMAN: Mr. Scoggins, Representative Madla of San Antonio has a question.

MADLA: You mentioned that we didn't have to decide between the methods of teaching any longer, but isn't it correct that under the oral program, the child is actually trained to speak much more than say under the manual or a system where you have

a combination of both. The emphasis are placed on the child being able to speak. Am I correct?

SCOGGINS: Yes sir, I believe that is correct.

MADLA: And would I be correct also in assuming that if we did have an oral program only emphasising this particular area, the child would learn to communicate by speaking more rapidly than if you were to use a combination type program.

SCOGGINS: Yes sir, I am sure that is true. At the same time, I have some things that I would like to tell you about this particular system that may be helpful in this series of things that I would like to point up. And the basis for this proposal on this particular Bill has to do with one of the questions awhile ago that is as a matter of basic fact that we are not delivering education to the children today. That is plain, simple and outright, when only 25% of the kids who finish school in Texas receive a high school diploma, and 40% of them get a little certificate that says that they were in the room for twelve years, and went to school. And 35% of them just simply drop out. I simply say that education is not occurring when 30% leave school functionally illiterate, and that 50% achieve fifth grade or less. Whatever the problems of the system are these are the results that we are producing today. Age 16 reading level is 3 or 4. Deaf children have the same I.Q. as hearing children; same capabilities so it may be some room for thought about whether or not our program is succeeding and is successful.

Two years ago there was an estimated 1500 deaf children in Texas that did not even go to school at all. I know several of them myself personally. The one school for deaf in Texas was built for 500 and now has 650 or 700 children in attendance. In 1972, vocational rehabilitation served more deaf people in Texas than all the kids in school-in all the schools in Texas. Pointing up to the fact that we are losing ground in educating the deaf children in Texas. And on a national basis, it has been discovered that, or proven that children achieve on a higher level

educationally, on a higher level in a residential setting versus a day school setting. And some people would have us believe that a return to the little red school house concept is the answer and some have even recommended to us that we need to meet in old abandoned school buildings and unused church basements in small groups to improve education. And I say that is incredible especially in the light that we paid \$87,000.00 for that recommendation. I would like to point up to you that we have a problem on the state-wide scope - it is not a local problem in just Dallas or Houston or El Paso. It is a state-wide problem, and I would like to show to you to indicate that 13,000 names reflecting one hundred and fifty cities and towns from one corner of the state to the other and from top to bottom. People who are interested enough in the deaf and the problems that they have to say this is the solution we need; this is what is going to help our problem and these are people that are all thirteen thousand of them that are here in the state indicating a cross-section all over the blooming state that they know of the problems of the deaf and that they need the attention of this group. This proposal that we give to you also has endorsement of the President of the National Association of the Deaf which is an organization serving deaf people in all fifty states. We have a packet of endorsements from organizations all over the state of, by, for benefiting the deaf of any scope at all, and what we've come to say to you today is from the grass roots deaf; from the people that are coming up from a ground swell of interest in this thing that have only you to appeal to without having a local school board go and ask for help. This is an appeal to you from the user, from the consumer, from the product - victim if you will in some cases - of the educational procedure in the system that now exists. I would like to point up some of these things having to do the way we approach education for the deaf in Texas today.

The existing theory, well the day schools were established on the basis that the Austin school was overcrowded, not because this is a better system, but on the basis that the Austin school is overcrowded documented here, and to relieve the overcrowded

situation. Additionally, the benefit would be that they could live at home and get their education, but I say to you we are accomplishing on half of that objection; they are living at home but they are not getting their education. This is not the place for us to hem and haw around and talk about vague things without getting very specific and very clear, and I would like to do that, and it is time we stopped talking about goals, aims and ideals and what we are going to do tomorrow if we get the rules changed, but what have we been doing in the past. It is accountability time and how good are we doing the job that we are charged to do. And you need to know about the boy who went to the school in the system that we now have; a deaf boy in a classroom with other deaf children and hearing children; when they passed out the examination papers didn't understand what to do; looked on a neighbor's desk to see what to do and was thrown out for cheating on the exam, which got straightened out after a couple of days, but you can understand the problems involved in the learning process. You need to know about the boy who rode the bus to school and had fourteen stitches taken in his leg as a result of a knife wound that everybody denied ever having occurred, but I counted the stitches myself. He was a friend of my own. You need to know about the little girl that waited on the street corner for three weeks for a bus to come pick her up and take her to school. When we called to find out what was wrong - we don't have a driver. Picked up the phone, called the Texas Employment Commission, get the names of three applicants for such a job; called it back to them, the next morning you have a driver and a bus. You need to know about the boy who had to go to Arkansas to school in order to get enough education and sign language and communication to transfer to the State School for the Deaf in Austin. You need to know about the boy who rode the bus that when he came home from school - it was his first day at school and the driver told the boy orally, now you get off here and your house is right down there three blocks and it is easy for you to find and the boy got off the bus and was completely lost,

and was found three hours later wandering around the neighborhood because he did not know how to get home, and now he refuses to ride the bus, and he refuses to go to school and is under psychiatric care. And you need to know about the eight year old that is in the system now that has a two hundred word vocabulary when it takes 400 words to be mere language, and he spent five years in the system that goes on now. You need to know about the emphasis on speech that is taught at the expense of education.

Now the name of the game we are talking about is instruction, not therapy. And I say any kid that can learn to speak should be taught to speak. No question, but not at the expense of his education. You need to know that it takes time to convert a speech only oriented educational system to a - what's called total communication - this simultaneous method of teaching, when you have teachers that teach only orally and they have to learn sign language, it takes time.

You need to know about the kids that are under psychiatric care because they have been forbidden in the past to use the - that dirty old language that their own parents use at home. You need to know about the parents who come along with tears in their eyes - what can we do, our kids are just not learning. And you need to know about those that have no transportation to go to school. When I get calls to go down and pick up Johnny at school because a mother didn't show up to pick him up. I am not being critical of the system. It is just the way - the people are doing the best job they can. But under the system as it exists this is the end result and that is what I am addressing to you about.

And you need to know about the 12 hour bus ride it takes to go to school for children within the county of these county-wide systems that this time-consuming results in a chain reaction that goes own down to other ramifications. You need to know about the seven or eight students from the State schools for the Deaf who will be representing the United States of America before 54 other countries in Sweden next July as members of the Olympic team for the deaf. Six or seven of them from the State School

here in Austin. How many of them are coming from the other part of the system - the educational system in Texas. Zero, not one.

You need to know about the girl that cannot be president of the future homemakers of America chapter in her school because she cannot go to the regional meeting and represent her school or the national meeting. Well, they can have that opportunity here in Austin at the State School for the Deaf. You need to know that that same girl cannot be chairman of the committee to decorate the goal posts because she simply has no time and the boys who cannot be on the football team and social interaction benefits that occur because of that simply because they don't have time. There are girls that can't be in the pepsquad or be cheerleaders - membership is open, yes, but they don't have the time to develop the skills.

And you need to know about the eighteen year old who finally made it to the eighth grade and was told, I am sorry, but you are going to have to leave, it is too crowded. We don't have room for you. There is very little social interaction occurring; a very limited amount of language development which is necessary for education. Leadership development is practically nil. We produce stiff fifth and sixth grade level high school graduates in Texas.

I work on a day to day basis with the end product of the educational system in Texas as it exists right now. I have a full time secretary that does nothing but work with the deaf. Last year we placed more people in jobs and employment than the whole Texas Employment Commission in Dallas. And I face these guys on a day to day basis the persons that we are turning out of our school system, and I don't know what the problems are of our school system because I am not part of it, but I am testifying to you that whatever their problems are they are too hamstrung; they don't have the capabilities some way or other of putting out the product that you expect of them. And we continue to hear - well, the rules have changed this year and we are going to do a better job. We've heard that same thing for twelve years.

And I would like to introduce to you one young lady I know you will enjoy meeting, and I would like to ask her to stand

up - Bobbie Bridges who is sitting right over here. I would like to tell you about her. She attends the Texas School for the Deaf here in Austin. She attended the junior National Association for the Deaf leadership camp in Minnesota two years ago for a month. She attended the Junior National Association for the Deaf Convention in Rochester, New York. She was a member of ^a committee with a National Association for the Deaf - the youngest one ever to serve. She went to the try-outs for the world games for the deaf olympics in North Carolina this last summer. She was chosen one of nine out of a competitive force of 500 to be a member of the olympic swimming team. She is homecoming queen last fall. She is now president of the student council and last year's president of the Junior National Association for the Deaf - a cheerleader, a member of the pepsquad, the girls' athletic association and high point man on the girl's basketball team. Thank you Bobbie. We've enjoyed meeting you. Bobbie is the exception. She is not the average student. But the point I am trying to make to you is that the opportunities are there for her if she wants them, and they do not exist in the present system anywhere in Texas except in Austin, and that's the point I am trying to make to you.

I would like to quote former Representative Paul Floyd in a report to the 59th Legislature of a Research Committee Report that he conducted when he when he was charged to lead up this committee. 1966. He said the Committee has found little coordination among day schools and counties across the state, and great disparities in the quality of education offered. He chided local programs throughout Texas and told representatives of the State School for the Deaf in Austin "you people here have still got the only place in Texas to educate deaf children." 1966, another research report was completed four years ago. Another research report was completed the last general session and I understand that we are to receive another research report before the close of this session. And while we sit around researching ourselves completely out of the ballgame, a whole generation of deaf children have been invested in the educational system as it exists today. And I say to you that the deaf community cannot afford to

lose another entire generation of leadership while we sit around and do another research report. Maybe we ought to name this bill something having to do with reform as we saw upstairs awhile ago - maybe we would have a little more chance with it. But the burning question is, what is our product like; how good a job are we doing; not what we are going to do next year; twelve years is long enough to say whether you are going to be able to do the job or whether you are not. Accountability time has come.

HAWN: Representative Thompson has a question.

THOMPSON: I would like to ask you something just for information's sake. Why wouldn't a program such as the one that you are letting us know is so needed in this State work in a school system - why is there problems of having classes for the deaf in schools throughout Texas, starting at age 3?

SCOGGINS: Age 3, I really think they ought to start younger than that, if they possibly could.

THOMPSON: I mean starting at an age where they will be able to ascertain the training.

SCOGGINS: I really don't know the answer to your question. Like I said, I don't know what their problems are. All I am speaking to is the end product - how good a job they are doing after all is said and done, you draw the line at the bottom and you write up the sum total.

THOMPSON: When you said this would be feasible to have a program such as this in every elementary school - -

SCOGGIN: No, I would not agree to that myself.

THOMPSON: What are your reasons?

SCOGGIN: For example, the illustration of Bobbie Bridges. Now her participation and her success in social adjustment; her success in language development and she has the highest grade point average in the last two years in the school. Because she has been able to participate - they have had enough of these people in one spot where you can offer a full curriculum, you can offer all the activities that help in social adjustment and yet she is a product of a residential day school system. Like some people suggest,

you break them up into little regional schools, how can you have thirty or forty kids in a twelve year system and teach six high school kids biology, French, and Chemistry and English and all the electives that go along with them. You just couldn't make it work. It is just a problem of logistics, I believe. You'd just be one to one, you would have to call in a French teacher, you know and have a whole class of things that occur like that.

PENTONY: Mr. Scoggins, the Bill provides for two schools; one in southeast Texas and one in north central Texas. Would you object to one of these schools being taught by the totally oral method?

SCOGGINS: Yes sir. Simply because I believe two schools are justified in the two areas. Now if you make one or the other oral, then all those people from the other area problem will not be helped at all. For example, let's choose Brownsville - well southeast Texas. If we put a school in southeast Texas that is oral, what about all the oral children in north Texas and what about all the manual children in southeast Texas who would like to a manual school.

PENTONY: Well we still have a State School in the middle of the State.

Would you concede that there is a legitimate difference in the field between those that believe that the oral method is best and those that believe that total enrichment area is best? Do you think there is a difference of opinion between experts in the field, or do you think that it is an open and shut case?

SCOGGINS: I will defer to the gentleman to follow me, if I may.

BARNHART: Mr. Scoggins you referred to the ability to adjust within this particular institution. My question is, how is the adjustment of that individual outside the institution?

SCOGGINS: I think the problem is one - let us be real clear that if there is a way in the world - my boy walks four blocks to school and comes back - and if there is a way in the world a child can go to school and come back and stay at home and get his family adjustment and all the social interaction that goes with it accomplished and get his education, not at the expense

of his education, then that is the way it ought to be. And I agree with that philosophy if that is what your question is aimed at.

BARNHART: My question referred to one's total integration within a living community of people, and in the broad spectrum of society. I look at the manual approach, and I think how much are people being deprived of because of their inability to go into society where we are not learning in the manual technique. Are they not being deprived of something?

SCOGGINS: Do you have a solution for solving the communication barrier? Would all the hearing people learn sign language so they could talk.

BARNHART: No, this is exactly my point. So it seems to me that perhaps the manual approach is not the salvation. That's my point.

SCOGGINS: Are you saying then that the oral approach is?

BARNHART: I don't know. I am asking you.

SCOGGINS: My personal - - - -

BARNHART: Apparently, I get the feeling that you have taken a position as to what is the solution or the best solution that you can see at the present time, and I am asking quite sincerely if this is true.

SCOGGINS: Yes, I will be glad to respond. My personal belief is that total communication; using sign language and oralism simultaneously or pantomime or writing notes; communication is the key. Whatever it takes to communicate and convey the thoughts. If it is oral, and that is the only way that you can get the point across, that is the way you ought to communicate. That is the way you ought to teach.

BARNHART: What I am thinking of in terms of our Plan A, Plan B, where we are attempting to get people who have some kind of disability into the mainstream and responding, reacting for a broadening of the personality and the opportunities. And I wonder if by pushing over here into a closed situation we are actually developing or allowing that total personality to be developed.

SCOGGINS: Yes, I understand. That is the point I am trying my best to make is that this personality development is not now occurring, under the system that we have had for twelve years, and I am proposing that this solution administered under the Texas Education Agency - Central Education Agency - would provide that vehicle. And if it means that the child who lives 50 miles away cannot commute, then he comes to this school for five days, there ought to be some kind of provision for him to be there five days and go home on the weekend; helping this adjustment thing. Perhaps you could ask that question again of another gentleman. He may be more intelligent about that than I am.

COODY: Mr. Scoggins, I came in a little late, so pardon me if you have already covered this. I don't want to be redundant. What is your background? What is your training in this area?

SCOGGINS: My business is architecture and I am an interpreter by avocation. When I went to the University, I worked my way through school and got a part-time job out at the School for the Deaf here in Austin and worked there for a year. That was my introduction to deafness. I have no deaf relatives; I have no particular axe to grind; I am the interpreter for the deaf at the First Baptist Church in Irving where we try to serve the total needs of the deaf community. Does that help some? It is an avocation with me and I have no other interests in it, other than being helpful.

COODY: I see, but actually no real training in this area as such.

SCOGGINS: No sir, except on the job training. I meet these guys and deal with them every day without exception.

COODY: Thank you Mr. Scoggins.

McDONALD: Mr. Scoggins, we mentioned two methods of instructing these children with deficient hearing. Is there a conflict present between the two methods of instructing.

SCOGGINS: Yes Sir, I believe that there is. Yes sir.

McDONALD: Would there be any difficulty if these schools were established by using both methods of instruction?

SCOGGINS: None, whatsoever.

McDONALD: The reason I am asking, I am particularly interested in the child. Of course, their parents, I am interested in them, too, but I want that child to have the opportunity to develop to his highest potential, and if the inculcation of both methods into the teaching of that child will serve him best where he can be in the open market, so to speak, where people are buying and selling; if he can read their lips; he knows what they are saying, and if he can't read those lips, he is somewhat limited because communication is primarily manual then. So it seems to me like if we should establish these schools as proposed in this bill, we should offer both methods so that that child can have the opportunity of learning the both methods so that he can communicate better.

SCOGGINS: I think you hit the nail on the head, sir. That is a very succinct summary of exactly how I feel about it. But lets not become too over -- get too much emphasis on the problem between the two systems because it is not all that monumental. There is difference of opinion but with the combined system, we can meet and satisfy both needs, I believe. I think I can sum up right quick my part on what I am trying -- the point I am trying to put across. I have tried to be very specific, the best way I know how to be so that you can see that there is a human element to educating the deaf; perhaps more so than just dollars and sense and more so than just educating hearing children, because of these complexities that occur. And I ask a deaf man or was complaining to a deaf man awhile back about something about deafness and he said, Jim, just don't worry about it, everything is going to be all right. When we all get to heaven, everyone is going to be normal; everybody is going to speak in sign language.

Thank you very much. I appreciate getting to talk to you.

CHAIRMAN: Thank you Mr. Scoggins. Representative Hawn, will you call your next witness, please.

HAWN: Thank you, Mr. Chairman. Our next witness is Mr. Roy Holcomb who flew in from California this morning at his own expense. He is a graduate of the Texas School for the Deaf here in Austin. Mr. Holcomb holds three Master degrees and a PhD. related to the education of the deaf. He is deaf as is his wife and they have two deaf children. Mr. Holcomb is a consultant for the National Advisory Committee of Education for the Deaf administered by Health, Education and Welfare, and he has many times been nationally recognized or has many nationally recognized credentials in the field of education for the deaf. Mr. Roy Holcomb.

HOLCOMB: Thank you very much.

CHAIRMAN: Mr. Holcomb will you raise your right hand so that I can swear you in, please. Do you solemnly swear the truth you are about to give before this committee is the whole truth and nothing by the truth.

HOLCOMB: I do. I speak as a hearing impaired person since birth, also as an educator of the deaf for twenty-five years in many places in this country.

I am a graduate of the Texas School for the Deaf. In fact, I owe everything I am now to the Texas School for the Deaf. I went there from the first grade through the twelfth grade. They gave me the background in life to move forward, to live with the hearing world and others. Before going into details, I want to explain a little bit about my family so you will understand why I speak as I speak; why I think as I think. As the speaker said, I have a deaf wife. She also came from a residential school just like I did. My wife has been in Who's Who in American Universities. She is an instructor at a hearing college, Goings West College. But she had not spoken 25 words in the 25 years we have been married. The way you make it in life is your education, not your speech. My wife has two Masters degrees, one from the University of Tennessee and one from Cal State University Northridge. I have four Masters degrees, not three. I'll correct you here. I am working on my fifth Masters degree. I only tell you this to emphasize that I know a little bit about what I am talking about. I have visited schools the world over.

I gave a talk at the International Congress for the Deaf in Stockholm two or three years ago. I have worked both in day schools and residential schools; both types of schools. I have two deaf children, sixteen and thirteen. I have a hearing dog in the family, but he don't hold that against me. The dog knows sign language. We have taught him sign language. He is pretty good at sign language. But everything I am today, I go back and owe to the Texas School for the deaf.

Before we go any further here, I want to emphasize and make clear what we mean by total communication. Total means all. And total communication means that you get all of the communication. It is that simple. You hearing people get total communication through hearing mostly. You get some through visual, but you get total communication through auditory sense. You demand it when (inaudible). You demanded this meeting here today; you demand it from your T.V.; you demand it from your telephone; you demand it at church; you demand full communication and total communication (inaudible) we want the same opportunities. Speech reading reads beautiful as far as it goes. Unfortunately, it does not go far enough. We have ~~research~~ ~~studies~~ ~~show~~ that the best lip readers can get only about one out of four words, and that is the people we know (inaudible) Could you make it with one out of four words you hearing people in this room. Could you make it? That is what you are expecting our deaf people to do, and some of us do in spite of everything. Not because of the system, but inspite of everything we learn to read just like a (inaudible) gun. (Inaudible) - - - I can't get all of you. Nobody's going to make it inspite of everything. That is the same thing with the oral system in my opinion. It is beautiful as far as it goes, but it does not go far enough. You can stop me any time. I have been challenged the world over. I have to live with myself. I have to sleep with myself. You have to do the same. So you can challenge me and ask me a question any time. I have been (inaudible) here, but you give me what

you say. In order for me to talk with you, you've got to get across to me this way first. I will talk back to you because I have some hearing. You can tell how much hearing a person has by his speech. Many of our profoundly deaf children - most of our profoundly deaf children will never be understood outside the classroom or outside the families. (inaudible) -- the ones we see on T.V.; the ones we hear about all the time; those (inaudible) be up later in life ought to have some hearing. I have checked them out time and time and time again. Why these people mislead parents; mislead the public no one will ever know. (inaudible)

You can question me any time. I have lived with this all my life. Right now total communication means we want all of the communications someway. Lip reading is beautiful as far as it goes. People have mustaches, or they have false teeth, they talk with their mouth closed - there are so many things to throw you off. But it is beautiful as far as it goes. ~~Thou~~So we want more. We don't want you to say to us in word or action; talk or we don't communicate; talk or we don't teach you; talk or you don't be part of the family. This is what the world has said to the deaf for many years. I can't buy that. We want to communicate. More than fifty studies show we have the same intelligence as the population at large. If we have the same intelligence, why in God's world do we end up with a fifth grade education except for these few exceptions. Why? There is too much emphasis, too much time is spent when the kid is little to learn the word "ball," yellow, red, all those things. What we want is communication. In years past they made the black people ashamed to be black. Today we are paying a big price for that. The white people made the black people ashamed to be black in word and action. Hearing people have been doing the same thing to deaf people; talk but don't communicate; talk or we don't teach you; talk or you can't be a part of the family. The same pattern. God made each of us

what we are. We can't change that. And to live with the hearing world, we first have to live in our own world. We have to accept what we are; make the most of what we are; and then we go out and live with the hearing world; the black world; the crazy world or whatever. But first we have to live with ourselves and the best place that can be done in my opinion is not the little red school house. It didn't work for the hearing people, how can it work for the deaf people. But in a good school where you have a large population where you can justify its speech teachers, justify its supervision, justify (inaudible) workers, justify parent education. The little red school house didn't work for you, how can it work for us. (inaudible) - - - emphasize again. Living in the hearing world is not the answer. We each live in our own world; woman world, man world, a deaf world, and the better we can live in our own world, the better we can live with others.

I get carried away (inaudible)

By the time we get out of the education ghetto, it's time we do away with myths and old wives tales of things that have been going on and on in deaf education for many years. They tell us that we use sign language - we are against speech. Well the kids I have seen the world over who use sign language to have better speech than the kids who don't in many cases. They have better with sign language with total communication that don't use sign language, that don't use the word manual. Really, manual is a fighting word to many deaf people. It is just like nigger is a fighting word to the black people. Don't use that word manual. We people who use sign language is just as much if not more (inaudible) speech than the people who do not use the sign language. We have to have a communication; a full communication; a total communication to import knowledge into these little deaf children's minds. They've got to see what you hear. Some way, we got to make them see what you hear. They have the same mind you do. If they have the same mind, why do they end up so poorly. So with total communication, talking, auditory, (inaudible), sign and everything, we can get their minds rolling in the early years and if we

get their minds rolling in the early years, they will take care of themselves in the later years.

Do you have a question? I hope you have a question.

CHAIRMAN: Representative Clark has a question.

CLARK: What percentage of the deaf people, so to speak, actually learned to speak like you are speaking?

HOLCOMB: Again, I am not the typical deaf person. I am one who had speech even before I went to school. So a very small percentage would have the speech I have. They have the mind I have, but because they did not have total communication they were not allowed to develop it fully. I had my speech before I went to school. I want to be honest about this.

CLARK: Those that are totally deaf by and large, in other words, a great percentage of them really doesn't learn to speak, or do they.

HOLCOMB: Those who are born profoundly deaf - I have heard this again and again and again throughout the countries, their speech will never be understood outside the classroom or outside the family. Mother and father will understand them, the teacher will understand them, but we can't put all of our eggs in one basket just to teach a few words. There is much more to so in life. When you go on a job, you have to produce. They are going to pay you to produce, not to talk.

CLARK: You think this bill then is the necessary facility that we need to help the deaf people in the State, what this Bill is proposing here?

HOLCOMB: I think it is a very good Bill. I think we need more of the larger schools. Often the children are more at home in the school than they are in their own home because their parents cannot communicate with them. But the important thing is to teach them to live with themselves. To teach them that their (inaudible) is no bad thing. Then they can live with the whole world whatever it is. That is what is important. That is what I got from the Texas School for the Deaf. That is what

my wife got from the Ohio School for the Deaf. That is what my son is getting from the State School for the Deaf in California.

CLARK: Are you saying, let the person make the choice. Give the individual a chance to make the choice of whether he wants to maybe communicate at home or in the school or - I am a little bit - -

HOLCOMB: Give him a choice in communication you mean?

CLARK: Well, if he is away at school and he learns to communicate with those like him, etc., and you are saying well at home maybe he doesn't really learn to communicate with the family, etc., so he might choose to be in a community with the deaf people or go to school with the deaf people. I know I am not being clear, but I am not exactly understanding what you are trying to say. You are saying let each individual be himself. What is the best way that we are going to do this?

HOLCOMB: The best way is to give him the best possible education. If he has the skills in all communications he will use it. In my opinion, the more inputence we can put up here the more output we will get. If he has that talent for speech, he will use it as I am using mine, as my younger son does, as my older son does not, and the wife does not; even in my own family we are two very oral, two total, (ible) but we all use total communication; even our dog uses total communication, as part of the family.

CHAIRMAN: Representative Pentony has a question.

PENTONY: You mention that you had speech when you went to school. At what age did you become deaf? Were you born deaf?

HOLCOMB: I was born with a very hearing loss. I have 90 BB loss in both ears at this time. I suspect that I had a little more hearing when I was younger, but I did not go to school until I was seven. I went to the public schools two years, sat right near the teacher's desk. I got nothing except A in deportment. They used to give you A in deportment. Then I had to go away. I was sent to the Texas School for the Deaf. It wasn't a choice, I was sent to the Texas School for the Deaf. And I had to go back to the beginning. I was like an animal. My hair was (inaudible). I came from a very poor family; farm laborers, and I would swear

to this day that I would still be there if I had not got to the Texas School for the Deaf. They saved me.

CHAIRMAN: Representative Thompson has a question.

THOMPSON: In other words, you feel like the residential school is the best place for deaf people to begin their educational career and life?

HOLCOMB: It doesn't necessarily have to be in a residential school. I understand the larger schools can justify good grouping. Can justify special workers, etc., but many of them will have to be in the residential schools. Many children are better off in a residential school than they are in their own homes because the teacher can communicate with them. The house parents can communicate with them. But you have a choice, day school or residential school. But we need big schools, not the little red school house. I am against the little red school house a 100%. I cannot see a teacher having a fixed curriculum. A teacher has a fixed lesson plan for a class of six children. You have a little red school house, you have six children, different ages, different minds, different everything, some hard of hearing, some deaf, and the teacher will have fixed lesson plans, fixed curriculum and she moves around, and that does not work in my opinion. What we need is a big school, a large school where you can (inaudible) -- and where you can have good grouping, and where you can really teach.

CHAIRMAN: Representative Pentony has another question.

PENTONY: In your opinion, which you say that the total communication method works best. Is this the unanimous opinion of scholars in the field or is there a difference of opinion between scholars?

HOLCOMB: Well, we know that for 100 years, all the schools, including the residential schools have taught orally for little children. Only when the children got larger did they communicate the way they thought best. But all schools have been orally for little children up to five years ago. In my opinion that was wrong, so we don't have more than 5% of our population get more than a 10th grade education. Yet, we have the same intelligence. What are we doing wrong. We need

total communication in the early years. We need to expose them. Those that will talk will talk. They are more relaxed in my school in California (inaudible) . We serve a wide area of children and we start the children at 18 months using total communication. These children now are seven and eight and on the same par same rate as hearing children, and I think we can keep them there with total communication.

CHAIRMAN: Do any other members of the Committee have any questions? Has the witness completed his testimony?

HOLCOMB: Thank you very much for inviting me and I hope that I have helped a little bit.

CHAIRMAN: Thank you very much Mr. Holcomb.

Call your next witness please Mr. Hawn.

HAWN: Mr. Chairman and Committee Members, our next witness is Mr. Lloyd Bridges. Mr. Bridges is deaf as is his wife and two children who are currently attending our school here in Austin. Mr. Bridges is President of the Southern Baptist Convention for the Deaf. Mr. Lloyd Bridges.

CHAIRMAN: Mr. Bridges would you hold up your right hand please. Do you solemnly swear that the testimony you are about to give before this Committee is the whole truth, and nothing but the truth? Would someone please state his name and who he represents for the record.

My name is Lloyd Bridges. I live in Dallas. I work at the Dallas Times Herald as a printer. Many other deafs there. For Thirteen years. I would like to say that also we have two deaf children. myself, I am totally deaf. I have no hearing at all whatsoever. My wife has hearing - some hearing, and we both went to the Oklahoma School twelve years; given a very good education under the O.E.A., same as the T.E.A. We moved to Texas, established our family here. The two children were born here in Texas and born deaf and so we began with the communications with them as early as they began to walk, we began to teach them communication; using the sign language. As the county-wide day schools were provided back

at the beginning, I did not agree with this, but many of the parents and also many other parents disagreed, and they moved out of the State. But we did not want to do this. We did the best we could placing our children in the Oklahoma school because of the problem here of not going to the Austin school until they were 14. The county-wide day schools coming under the supervision of the independent school district and I felt that outside of the T.E.A. I would not know exactly just the courses they would need, and their limited budgets, etc. People will give full complete trust to the T.E.A. They will provide these needs and for this reason, we went to the school for the deaf in Oklahoma. Two years ago they had reached their capacity with their own people and our children came back to Texas. The boy could not come to the Texas School for the Deaf because he was 12. I put him in the public school. He made very good there, but it was very very hard there in the public school. One teacher had a little bitty mouth - now my son is hard of hearing and can lip read - my daughter cannot, but my son can lip read. We encouraged him to socialize and continue there. Continue understanding, watch, use his eyes, and one day they were having a test and they used the tape recorder and there is no lip reading to be done on the tape recorder and his grade was affected by this. And the teacher said I can't have forty or fifty children and give attention to one child that has this special need. So my son tried to go into the sports. He is a sports active person and the teachers didn't have the time to give attention to the regular team and then give him special. When he was 14 he came to Austin and he is very active in all of their sports and other curriculum of activities. For this school - we are for this school because of the great amount of foundation curriculum that T.E.A. gives for them, and the sports, the activities and the socialization, all total help the parents to feel that this school is giving to them more and away from this in a limited sort of a county-wide day school lack of socialization hinders and we find that T.S.D. gives this difference. From the county-wide day schools when they come in

to Austin they are - we are finding there are a lot of emotional adjustments they are making. T.S.D. offers curriculum, but still they cannot meet the needs that these children have lacking. Those that have stayed there for twelve years adjust to the world. And the things - our two children as we have and the deaf people in Texas throughout the State want their deaf children to get the best education because of the parents' problems, confusion not understanding the details of it. But we want for the deaf children the best that they have. Many times socially, they are better off in the school than at home because of the parents such resistance. I have sinned, I have this deaf child, I have all the confusions of this, but when they can accept the deafness the majority of them - we find it hard for them to accept this and have to cope with it. The communication problems they have, the information where they go to get the information about their deaf child. The T.S.D. gives this information to the parent if they come there. We want this bill. Thank you.

CHAIRMAN: Do any members of the Committee have any questions? There are no questions. Thank you very much for your testimony, Mr. Bridges. Representative Hawn, would you call your next witness please.

HAWN: Thank you Mr. Chairman. Next I would like to call Reverend Kincaid - Rev. Henry Kincaid, pastor of the First Baptist Church in Irving, a church with 3,000 members. Rev. Kincaid has ministered to the deaf for 15 years and has a staff that has a total years' experience of working with the deaf of some 300 years. Reverend Henry Kincaid.

CHAIRMAN: Would you hold up your right hand, Mr. Kincaid. Do you solemnly swear that the testimony you are about to give before this Committee is the whole truth and nothing but the truth? Would you state your name and who you represent for the record please.

KINCAID: I am Henry Kincaid. I am pastor of the First Baptist Church in Irving, Texas, and I would like to answer first the question by one of the Members a moment ago about how the deaf who have been trained in manual language, how they relate in life. Let me say that this fine man who has just spoken, Mr. Bridges, is a graduate, you know, of the school in Oklahoma.

Our membership of 3,700 members, we have at least on the administrative board about 57 people, and he is one of the members of that board. He serves on the budget committee, he serves on the committee for the welfare and relationship to the deacons, he serves very adequately at the Lord's Supper and when his time comes to help in the worship services in relationship of the offering and things of this nature as a deacon would in a Baptist Church, he is very adequately related. He is related to the life and the social welfare of our church and is probably one of the best loved men in our congregation. And if you want to know how a man relates to the congregation, there he sits in live bodily form. And this is something I think that most of us need to be aware of. His children are a delight to our congregation and this is what I think we need. But I would like to say that it is in these areas administering to the deaf in the life of our church many things because we have constantly training classes for manual language. We train people at the police department so that they can administer to them. We trained a man the other day who deals with emergency ambulances so that he can help. We have more than 25 people in the congregation who are constantly trained to go to the hospital with women, go to the doctor's office with them and their children; to help them buy homes, to go to the real estate; to help rent apartments; all of this is our ministry to them. And I would like to say to you that I am not an expert in the education for the deaf. I work with them and I find out that they are tragic in adequate education as they come to our city that over the years that our problem immediately becomes the First Baptist Church welfare need for these precious families who have not the educational abilities to cope in the world in which they live, and being so tragic as it is, then we minister to them out of the surplus and warmth of the great church that we have so that their needs are basically met. And I am saying to you today that if the deaf could speak; if they could all tell you what they would like to have, they would like to have these schools. And they would like to have them right away. They would not like to be put off and off and off; they would like to have their children educated now - not next year. They would like to have them adequately

and properly trained, and maybe I could say to the Committee today - and I appreciate your being so nice to us all - and that is that you may not be conscious of the fact that the deaf have such basic needs of the intercommunication of fellowship among themselves. Because like the gentleman said a moment ago, so few of us have any awareness of what goes on in the life of a person who is totally deaf. We just actually are so inadequate. And I would like to give you an illustration. One time Mrs. Kincaid and I wanted to give crutches to a little boy and we thought because we could afford them and they were better than he had, we would give them to him, and when we offered him the crutches he was very careful in telling us that what he had and what he had that fitted him was a lot better than what I was trying to put down upon him. And I think that if the State of Texas could just understand what the deaf wants and not what we want to put down upon them it would make a world of difference in the recommendation of this Committee. This Bill will help greatly in the educational life of the deaf of our State and I do so wish you men would report it out favorably so it can be possible for something wonderful to be done for the deaf children in our state.

CHAIRMAN: Rev. Kincaid, Representative Barnhart has a question.

BARNHART: Yes sir, sounds like you have a marvelous program up there. And I want to state simply in case there has been some misunderstanding of the questions that have been asked at this table. They have not been questions which would imply an opposition to these programs, but merely to seek some truths. This I wanted to make clear. I felt that perhaps some previous witnesses might have felt that there was opposition to establishing the schools and spending more money on it, and I don't know of anyone who has that attitude.

KINCAID: I appreciate it. Let me say one more time. Please when it comes to this, let's not talk about dollars and cents. Let's talk about the great rank and file of children that are handicapped. They are handicapped from the beginning and you can't put them out on the same level with other children, and they need something now. And I would so wish that the State of Texas would rise up

to the finest level of great people and do something nobly and wonderfully for these children.

CHAIRMAN: I think that the questions have been relating - as a matter of fact I haven't heard any costs-factors relating. It hasn't been a question of cost. It has been a question of what is the approach that is best and most desirable. Thank you sir.

Do any other members have any questions.

HAWN: Mr. Chairman, next I would like to introduce Mr. Chester Norton who is the father of one deaf child that is now attending Austin School for the Deaf. Mr. Norton is a member of the Advisory Board for the Austin School for the Deaf. Chester Norton.

Witness sworn in by Chairman.

NORTON: My name is Chester Norton and I am here as a parent of a deaf child. I would like to talk to you people on the Committee today not as a citizen talking to a Committee, but as a parent - one parent talking to another. I would like to give you a little background. My daughter was born when I was 18 years old and we were living in Weatherford. My daughter got to where it was discovered that she had to go to a special school there was nothing available for her. We were forced to move to Fort Worth where they had a program to give her some education. She stayed in this type school until she reached the age of 14. At the age of 14, we were counseled by the teachers and on their recommendations, we put her in the school here in Austin because the program that they had available for her, with her handicap at that time, was not adequate for her. She is going to the School for the Deaf here in Austin now. We get to see her every three or four weeks. Talking to you as parents, I don't know whether you can imagine how heartbreaking it is to listen to your wife cry for about a week after you take this child and send it away, or when they come home for three weeks, you can go down to the bus station in Fort Worth and look at the parents - it's about 1 o'clock - and look at the parents send these children back to school. I am not talking pro or con as for as residential schools go. I think that we have to have it. I am looking for a school

in our area to where my daughter will be taken out of this residential situation where she can come home. But I would also like to provide with this school, facilities for say the next guy that is living in Weatherford or Breckenridge or Mineral Wells or Stephenville to where, although, they may not be able to drive back and forth every day and take their child to school, but at least they can come every weekend and pick her up and take her home. It being that close in proximity. That is all I have to say.

CHAIRMAN: Are there any questions?

Thank you very much Mr. Norton.

HAWN: Mr. Chairman, before I introduce the next witness, I would like to comment that Mr. Ralph White, the Chairman of the State Commission for the Deaf and President of the Texas Association for the Deaf was here this morning to testify in behalf of this House Bill, but he was - had prior appointments for this afternoon. Just wanted you to know that he is on our side.

Next and last witness is Mrs. Fernandez who is Director of the program for deaf in the Tarrant County Junior College system. She is a former teacher of the county-wide day school system and the Texas School for the Deaf. Mrs. Fernandez.

(Mrs. Fernandez was sworn in by the Chairman)

FERNANDEZ: Jo Fernandez, Program for the Tarrant County Junior College. I have taught at the Texas School for the Deaf. I have taught at Callyer Hearing and Speech Center. Now I am in a position of coordinator for the program for the handicapped at Tarrant County Junior College. This program gives me a unique opportunity in which it enables me to evaluate the post secondary student of both these programs. Now you heard replies from Jim about the opportunities the residential school offers. All I know is that it does make a difference in the post secondary level. The residential student is better equipped to start a college career. Somehow they respond better emotionally, socially, and academically. However, the real issue here is to improve education for the deaf. And I support improved education for the deaf. One way of doing this is by increasing the facilities. To eliminate the over-burdened programs we have now. My staff at Tarrant County

Junior College and myself support this Bill, and we believe that it will enable the deaf to better accomplishment. Thank you.

Chairman: Do you have any questions? Representative Thompson has a question.

THOMPSON: Since you have been working in this capacity for some time, which method do you feel is the best method for the blind, I mean as far as teaching them how to communicate.

FERNANDEZ: I feel total communication is the best method, which is the combination which we have discussed before. A combination of all methods.

BARNHART: Just one brief question. Is there an adequate source of teachers in this field? Do you have enough trained personnel available in your program?

FERNANDEZ: Yes. We do not have teachers of the deaf. The students go to the regular hearing classes, but we provide interpreters, note takers, etc. and yet they are trained personnel.

CHAIRMAN: Thank you very much Mrs. Fernandez.

HAWN: Mr. Chairman, that completes the testimony of witnesses we wish to call. I understand there are some here that wish to speak in behalf of the Bill and certainly we will have a different view of the educational opportunity we are trying to provide and I would like to reserve the right to close.

CHAIRMAN: There is a question here first. Representative Clark.

CLARK: Mr. Hawn, you have the two schools here, the southeast and north central Texas. Will this Bill affect this school here in Austin. You said you have to be 14. Are you going to lower the age limit here.

HAWN: We haven't established any age limit although there is one. This would have to be the policy of the Central Education Agency. This is the reason again for the generalities of location.

CLARK: If you establish these two schools, this one here in Austin would conform?

HAWN: All I had, Mr. Chairman; to repeat, this is all the witnesses that we had in mind to call. I understand that there may be some who wish to testify in behalf and I would like to reserve the right to close.