

**Report of  
A Conference on the Utilization of  
Captioned Films for the Deaf**

**Held at  
The Lexington School for the Deaf  
New York, New York**

**June 8-10, 1960**

**Prepared by  
Mrs. Patricia Cory, Librarian  
Lexington School  
And  
Conference Coordinator**

**U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE  
Arthur S. Flemming, Secretary  
Office of Education  
Lawrence G. Derthick, Commissioner**

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### Report of

Described and Captioned Media Program

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## A Conference on the Utilization of Captioned Films for the Deaf

Prepared by  
Mrs. Patricia Cory, 1960

### CONFERENCE REPORT

Background. A fourth conference on the Captioned Films for the Deaf program was called to order by the conference coordinator, Mrs. Patricia Cory, Lexington School, on June 8, 1960. In attendance were 37 representatives of the adult deaf and educators of the deaf, together with representatives from several different specialties within the field of film communication.

The conference was sponsored by the U.S. Office of Education in cooperation with the Lexington School for the Deaf. Dr. Clarence D. O'Connor, Superintendent of the Lexington School, and Dr. Seerley Reid, Assistant Director, Educational Media Branch, U.S. Office of Education, greeted the participants on behalf of their respective agencies and wished them well in their deliberations.

The conference was organized to provide two general sessions devoted to background information and orientation to provide a frame of reference within which the sectional discussion groups could operate.

At the first general session, background information was provided by three speakers who had been closely connected with the Captioned Film program from its inception.

Dr. Edmund B. Boatner, Superintendent of the American School for the Deaf and President of Captioned Films, Inc., the fore-runner of the Federal program, described the origins and history of the movement. Dr. Boatner recalled the great pleasure the deaf had derived from the silent motion pictures of the 1920's and pointed out the deprivation suffered by the deaf when, with the advent of sound motion pictures, they were cut off from this source of culture, entertainment, and information. Dr. Boatner detailed some of the difficulties the deaf have in understanding and following the meaning of sound motion pictures.

At the end of World War II during a visit to the Lexington School, Dr. Boatner saw a teacher (Mr. Ross Hamilton) attempting to project teacher-made captions onto the motion picture screen from a second, separate projector. He was struck by the worthiness of the attempt, but observed the great technical difficulty and clumsiness of keeping the two projectors in synchronization. At the same time, he observed the wide popular reception by the deaf of a captioned film produced especially for them by the English producer, J. Arthur Rank. Dr. Boatner and Dr. O'Connor discussed the feasibility of captioning sound films for the deaf, rejected a commercial proposition, and decided to attempt to caption films properly and on a service basis for the deaf. The time seemed propitious and so, with financial assistance in the total amount of \$7,500 received during the years 1951 and 1952 from the Junior League of Hartford, the program got underway. The first two titles purchased were *The Moose Hangs High* and *Scrooge* on August 16, 1951, copies of which were actually circulated in December of 1951 to the New York School for the Deaf and to the Lexington School. Responses were favorable and

most gratifying. Other titles were acquired, and the Department of the Treasury donated *America the Beautiful*, which was placed in circulation in 1953.

On March 21, 1955, Captioned Films for the Deaf, Inc., was incorporated under the laws of the State of Connecticut with Dr. Boatner as President, Dr. O'Connor as Vice President, and Mr. J. Pierre Rakow as Staff Coordinator. Historically, Dr. Boatner noted that RKO gave Captioned Films for the Deaf, Inc., its first entrée to the entertainment field and provided captions worked out in English prior to their translation for foreign export.

Dr. Boatner also paid tribute to a number of persons and organizations who lent their support in the early days of the program. Among them were Helen Keller, Mr. and Mrs. Spencer Tracy, Katherine Hepburn, the Conference of Executives of American Schools for the Deaf, the Convention of the American Instructors of the Deaf, the Alexander Graham Bell Association, the National Association of the Deaf, and the National Fraternal Society of the Deaf.

In spite of all the generous support and goodwill, the magnitude of the need and of the potential service which would ultimately be necessary made it clear that Federal support was needed. Observing the precedent set by the federally supported Braille and Talking Book Service for the Blind, the Library of Congress was approached. Mr. Verner Clapp, formerly Assistant Chief Librarian of Congress, had given Dr. Boatner reason to believe that the Library might be receptive to a parallel program for the deaf.

On January 4, 1957, Dr. Boatner, Dr. O'Connor and Mrs. Cory met in Washington, D.C., with the new Librarian of Congress, L. Quincy Mumford, and members of his staff. Mr. Mumford felt the actual administration of such a program was not an appropriate activity for his agency. Dr. Boatner was not discouraged and he and one of his Board members, Mr. Graham Anthony, approached the Department of Health, Education, and Welfare which agreed to cooperate and help foster enabling legislation. Senator Purtell of Connecticut sponsored a Bill which did not pass in 1957. He reintroduced it in the 85<sup>th</sup> Congress and on September 2, 1958, Public Law 85-905 was passed enabling the Secretary of Health, Education, and Welfare to inaugurate the Captioned Films for the Deaf program and authorizing an expenditure not to exceed \$250,000.

After more than nine years of pioneering effort, Captioned Films, Inc, was pleased to dissolve its corporation on February 29, 1960, and transfer its motion picture library to the Office of Education which was the agency designated by Secretary Arthur S. Flemming of the Department of Health, Education, and Welfare to administer the service.

Dr. Seerley Reid continued the history of the program from the time the program was signed into law. Dr. Reid noted that Congress adjourned before funds could be appropriated and that during this period the National Defense Education Act was given a high priority and necessarily occupied a great deal of time and attention in the Office of Education. During this initial period, there was also concern over item 4 of the law referring to use of films made available to the Library of Congress under the copyright laws. By directive in the Office, it was stated that no infringements will be made on the rights of copyright owners, the LC copyright collection will not be used, and rights to use films for captioning will be negotiated with the producers (i.e., the copyright owners). After this important point had been clarified and the NDEA launched, the Office was able to take action and approximately \$80,000 was secured to launch the program with \$50,000 earmarked for acquisition of titles. Current budget increases call for \$150,000 for film acquisition in fiscal 1961, plus \$35,000 for administration. The rate of future expansion for the program will depend to a great extent on the demonstrable demand which exists. Dr. Reid pointed out that the Office of Education is constantly taking on new projects; it has

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doubled its size and program during the past five years, and competition for funds and services is keen. In connection with potential demand, Dr. Burnes from the National Association of the Deaf estimated there are about 260,000 adult deaf.

The history of captioned films having been brought up-to-date, Mr. John Gough, director of the program currently operating in the Office of Education and at whose request the conference was called, was introduced. He outlined what he and the staff hoped to receive from the participants. Mr. Gough pointed out that the meeting was called by an administrative branch of the government and that advice or recommendations on legislation would be out of order. The persons invited to the conference were selected because of their competencies in various subject fields to consider together the totality of what the program can accomplish and formulate on a high level certain guidelines for the Office. He pointed out that it would be profitable to compare the program with what is being done for the blind and profitable to hear from those who are experienced in the use of films with the general population. Mr. Gough expressed the hope that the conference would outline a fine program of such magnitude that in five or ten years we still will not have realized all the things this conference sees as desirable.

The first general session was adjourned at 12:30.

The second general session was called to order at 2:00 p.m. with Dr. C. D. O'Connor presiding. He introduced the guest speaker, Mr. Julien Bryan, Executive Director of the International Film Foundation. Mr. Bryan spoke for about 30 minutes on the intelligent use of the film medium for cultural enrichment and for information. The group then moved to the auditorium where Mr. Bryan gave a demonstration showing his film, *Japanese Family*, to a combined group of deaf children from Lexington School and hearing children from the Hunter College Elementary School. Mrs. Margaret Wood, the deaf children's teacher assisted by Mr. Bryan, and Mrs. Cory sitting in a spotlight next to the screen, gave the oral interpretation for the motion picture to the deaf children in a discussion of what they had learned about Japan from the film.

The group adjourned to the conference room to discuss the demonstration. Mrs. Cory pointed out that while neither group of children had previously seen the film, an enormous amount of pre-teaching had to be done to prepare the deaf children to understand what they would see. Mrs. Cory noted that she had prepared an outline of the film and a vocabulary list which she provided to Mrs. Wood who had spent two class periods pre-teaching the children. Dr. Reid pointed out that Mrs. Cory's spoken commentary was entirely explanatory of the visual images on the screen and that she made no attempt to follow the language and incidental background information being spoken by the film's narrator. It was indicated that the narrator's language level was too difficult for deaf children and that they could not assimilate all the background information in so short a time. Dr. Reid said this might be an important point for consideration by those who do the actual captioning of films.

The second general session was adjourned at 4:00 p.m.

Discussion Groups. Mrs. Cory and Mr. Gough then spoke to the participants about assignments to the sectional discussion groups. Mrs. Cory explained that the planners had been faced with a choice of (a) keeping the whole conference together and trying to discuss all the topics to be covered, or of (b) breaking up into two groups to cover more ground. In view of time limitations, the latter plan was decided on. She said that more general background would be provided on the morning of the second day, but that the groups were now being given an opportunity to get together, get acquainted, and make plans for their longer deliberations on the second and third days. Arrangements were such that

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each would know that the two discussion groups would have a preliminary opportunity to report to each other at the end of the second day so that each would know what the other was doing. Mrs. Cory also asked the group to read, before the start of the second day, the reports in each participant's folder on the first three conferences on captioned films. Participants were urged not to waste time going over policies and plans on which decisions had already been made, but to look to the future and fuller implementation of the program.

Mr. Gough then went over the suggested topics for discussion which had been prepared for each group. Section I, he explained, was to consider "Identification of Audience" or who is to be served by the program with all its ramifications; Section II was to consider "Collection Building" or what was to be served, i.e., what kinds of films should be acquired for the film library collection.

The groups then separated to begin their deliberations. Section I was under the co-chairmanship of Mr. Roy M. Stelle, Superintendent of the Colorado School for the Deaf and Blind, and Miss Elizabeth Titsworth, Assistant Superintendent of the New Jersey School for the Deaf. Dr. Hugo Schunhoff, Superintendent of the West Virginia Schools for the Deaf and Blind, served as recorder.

Section II was under the co-chairmanship of Dr. William McClure, Superintendent of the Indiana School for the Deaf, and Mr. Paul C. Reed, Director of Instructional Materials, Rochester (NY) Public Schools. Miss Frances I. Phillips, Principal, Kendall School, served as recorder.

The sectional discussion groups adjourned at 4:45 p.m. for a very enjoyable social hour with Dr. and Mrs. O'Connor.

#### June 9, 1960

The third general session was called to order at 9:30 a.m. by Dr. Dan Cloud, Superintendent, New York School for the Deaf. He introduced Mr. John Cory, Chief, Circulation Department, New York Public Library, who reviewed Federal and local services to blind persons. Mr. Cory said that the branch library for the blind in the New York Public Library has 60,000 volumes in Braille and talking books and circulates 150,000 items per year to 6,000 of the 20,000 blind persons living in New York City, Long Island, Connecticut, Puerto Rico, the Panama Canal Zone, and the Virgin Islands.

Mr. Cory then traced the historical development of services to the blind. The Boston Public Library began in 1868. In 1904, the Federal Government provided for the free mailing of such material. In 1930, there were 18 or 19 libraries serving the blind without Federal aid, but the financial burden was so great that the American Library Association asked the American Foundation for the Blind to consider the problem. A survey resulted in asking for Federal legislation and the Pratt-Smoot Bill of 1931 (Public Law 71-787) was passed. The ceiling on appropriation permitted at that time was \$100,000. The major difference between the situation of the blind and that of the deaf was that the service for the blind was based on an already existing distribution system principally through public libraries and the law made no provision for distribution but only for materials.

Mr. Cory pointed out that this is still a great financial burden for local groups have to provide staff and quarters. The Federal grant did include money for research which resulted in the Talking Book Program begun 25 years ago. The original law did not include children's service because they already had school service. However, due to insistent pressure by parents of the blind, the limitation was

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removed in 1952 and children's books are now included. In 1957, all limits on maximum appropriations were removed and next year will see an expenditure for a total of 2¼ million for materials and machines, including half a million for children's texts. An additional ¾ of a million dollars of local support from city, county and state libraries brings the total to about 3 million for educational, cultural, and recreational materials being spent for the blind. Mr. Cory pointed out obvious similarities in the two programs. They are both designed to assist a sharply defined audience controlled in size, and by copyright restrictions in use. They are both designed to develop materials which stress one sense over the other. They both translate one type of record into another type of record. Both have similar opportunities and problems; both are subject to Federal regulation. Both must pay for the materials.

Neither is a commercially profitable field, and both need Federal subsidy. In the field of the blind, libraries have distributed the material because the materials are books in a different form. In the field of the deaf, film distribution offers different problems and patterns.

Mr. Cory said that religious materials of general character were purchased for the blind and that other types of denominational materials may be accepted as gifts, provided the cost of brailing or producing the record is borne by the donor. He also commented on the difference in numbers of duplicate copies needed, since groups will use the films and individuals use the books.

In conclusion, Mr. Cory said it was important to have the participation of the handicapped groups involved in any such program. He said that limited funds always make selection of materials a problem since competitive demands are received. As the amount of money increases, competition decreases. In response to questions, Mr. Cory said the blind have 4 or 5 advisory committees and each of the 30 regional librarians serve on an advisory group.

Dr. Cloud then called on Dr. B. B. Burnes, President of the National Association of the Deaf, to present his paper on what the adult deaf themselves are thinking about the scope of the Captioned Film program. Mrs. Dorothy Kraft of the Lexington School read Dr. Burnes' paper for him.

Dr. Burnes expressed the great joy felt among the deaf when the bill for captioned films became a law. He recalled the letters written by the deaf to their Congressmen urging them to support the bill.

Dr. Burnes noted some apprehensions on the part of the adult deaf. These apprehensions center about the following points:

- a. That the adult deaf may not be consulted regarding development of the program.
- b. That selection of films may not reflect their interests and desires.
- c. They originally looked askance at the placement of the program in an Office where there was (at that time) no expert on the deaf.

Having duly recorded these sentiments, Dr. Burnes continued and described a broad and comprehensive program serving all the deaf. He looked forward to a program which would "... supply as many as five hundred clubs and other local groups each month and approximately fifteen to twenty conventions each summer, in addition to its supply of films for school use."

Dr. Burnes noted that with the present funds a program of such magnitude could hardly be expected, but expressed the hope that the best possible service be provided under existing services. He added that the deaf were appreciative and were eager to assist in any way possible.

Dr. Cloud then introduced Mr. Paul C. Reed who discussed some basic principles of film selection. Mr. Reed said the judgment of those who are to use the film should be a basic consideration, that group judgments are better than individual judgments, and that judgments are best when based upon experience.

Mr. Reed pointed out that the purpose for which a film is to be used is of prime importance. If a film is to be used for entertainment, obviously it should be entertaining. He exhorted the group to think in terms of the greatest good and the greatest values for deaf people and reminded the conference of the relationships between concrete experiences and “seeing” experiences to reading and vocabulary building—both subjects of the utmost importance to the deaf. Mr. Reed also commented on the fact that availability is one factor in selections, and that “captionability” might also be a factor.

In the discussion period in response to questions about quantity of films available to children and adults in the Rochester (NY) community, Mr. Reed said that the Rochester Board of Education had 1,200 titles and 2,500 prints (duplicates), and the Rochester Public Library had about 2,500 film titles for lending mostly to adults, which might be available to the schools including the Rochester School for the Deaf. In comparison, Mrs. Cory said the Lexington School owned a collection of nearly 500 filmstrips. Dr. O’Connor pointed out that Lexington also uses motion pictures approximately 300 times each year in its teaching program.

Mr. Reed said that he hoped the service would never base the selection of materials on a fixed mathematical formula. It was his thought that commercial organizations concerned chiefly with blanket coverage might utilize formulas of this kind but that a program devoted to cultural and educational advancement should be more discerning in its choice of materials.

Dr. Cloud adjourned the third general session at 11:30. The discussion groups then met for one hour.

The fourth session, meeting during the afternoon of June 9, was devoted to the sectional discussion groups which met simultaneously and came together for preliminary reports and general comments and suggestions with Mr. Gough presiding. The suggestions were duly noted by the discussion leaders for consideration at their final deliberations on the last day of the conference. Since many items were considered, discussed, and rejected, such items are not reported here. The recommendations finally agreed upon by the groups and duly presented appear in the report of the final general session.

One exception is a report on costs of film acquisition which took place in Section II. It is reported, because, although quite properly it does not appear in the final recommendations, it is of general interest and importance. The group inquired as to the cost of a 400-foot reel of 16-mm sound film with a running time of ten minutes. Mr. Gough replied that a feature film (usually 9 reels) from a studio which is especially sympathetic to the program costs \$600 per copy. Four prints of each title are being purchased at the present time at a cost of \$2,400 for prints. Captioning costs \$1,300 to make a total of \$3,700. Prices vary with the age of the film and there is a great difference in cost between color and black-and-white prints. Mr. Gough estimated an average cost for 4 prints of one title might be between \$4,000 and \$5,000. To this should be added the present cost of distribution which is \$2.00 per showing payable to the U.S. Department of Agriculture Motion Picture Service. Since each prints gets but 12 to 15 showings per year, this would be \$30 annual distribution cost per print. No negotiations have been held to date with commercial or educational film distribution companies.



Another exception is a discussion also in Section II in connection with aids to selection such as "The Green Sheet" published by the Film Estimate Board of National Organizations. Mr. J. Stanley McIntosh of the Motion Picture Association of America felt that this and similar resources could be very helpful to those selecting films. Mrs. Cory asked that an approach be made, perhaps through the Motion Picture Association, to get the major film companies to authorize duly accredited representatives to attend the private previews of new films and report back on their suitability for inclusion in the Captioned Film program. Such private screenings for preview by authorized persons only are held constantly in most large cities by the major entertainment film companies.

June 10, 1960

The fourth general session was called to order at 9:30 a.m. by Mrs. Cory. She described very briefly the two demonstrations scheduled and the group moved to the Visual Education Room. Here Miss Wilma Fradin and her class (average chronological age of eight) looked at the film, *Care of Pet* (EBF). Miss Fradin was working on a pet unit and the class was given a vicarious experience, or seeing experience, for concept and language building. The film was shown at first with the sound off so the participants saw it exactly as a deaf person would see it. Miss Fradin sat in the spotlight next to the screen and gave the explanatory oral narration. The sound was later turned on so the group could observe the difference between Miss Fradin's language and that of the narrator. The great need for captions was again obvious.

The group then moved on to the classroom where Mrs. Margaret Wood was working with a class aged about 15 chronologically. Using the McGraw-Hill filmstrip "Finding the Right Job For You", Mrs. Wood demonstrated the language difficulties presented by the captions on commercially prepared filmstrips. After this demonstration, which was particularly enlightening to the visual educators not familiar with the language and reading problems of the deaf, the group returned to the conference room for a special session. Here, under the chairmanship of Dr. Powrie V. Doctor of Gallaudet College, all the participants assembled together to discuss the desirable language level and readability of captions. Dr. Doctor was assisted by a panel consisting of Dr. Edmund B. Boatner, American School for the Deaf; Miss Beatrice Ostern, Lexington School for the Deaf; and Miss Frances I. Phillips, Kendall School.

For discussion purposes, Dr. Doctor suggested directing attention to the following sub-divisions of the subject:

1. Language level
2. Vocabulary
3. Readability
4. Speed
5. Conceptualization
6. Verbs

Dr. Doctor called first on Dr. Boatner who referred to Mrs. Wood's demonstration and observed that, while no one wished to restrict language to one-syllable words, the participants had observed firsthand the serious problems encountered in phrases such as "analyze your aptitudes," "make a self-analysis chart," and so on. Dr. Boatner expressed the opinion that many deaf children go through life seeing situations which they do not understand, but which they accept without questioning because they do not have clues to help them ask questions. He voiced the hope that film material with readable

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captions might bring about a change and help the deaf to question, and thus to understand, what they see. Dr. Boatner further stated that on battery tests, reading always comes in lowest, revealing that the tool the deaf child needs the most is the weakest. He voiced the desire to increase vocabulary and improve reading through the use of captioned films.

Dr. Boatner revealed that in the American School's experience in captioning films they found they could use about eight words in a caption, using three lines without obscuring the visual image. On a feature-length picture this totals about 4,800 words or about 16 double-spaced typewritten pages to be read by the deaf persons seeing the film. He recalled that Gates had thought it dangerous to introduce more than one new word in 37 and commented on the difficulty of deducing meaning from the context. He referred to the efforts of Mrs. Wood's class to deduce the meaning of "appeal" from the context. Dr. Boatner called for experience, skill, patience, and experimentation in holding the captions down to a readable level while at the same time building vocabulary and aiming for some elevation of the reading level.

Pointing out that at present it would not be feasible to have two sets of captions for feature films although persons from about age 10 through adults see features, Dr. Boatner said he believed features should be captioned at the 4<sup>th</sup> grade level. He did feel captioned films can be a painless way of improving reading skills and that they can definitely improve the viewer's receptive vocabulary.

Miss Ostern felt that reading examinations tested very specific skills for specific kinds of reading, whereas film captions will be explaining visual images which will help to explain the concepts. Dr. Boatner observed that sometimes the language explained the action rather than the action explaining the language. Miss Ostern felt it would be difficult to state a grade level and stick to it for every film, for example, technical films may require technical language; and she urged that the grade level of language be changed to suit the type of film. She agreed with Dr. Boatner that vocabulary building should be done.

Mr. Rakow pointed out that he had enjoyed silent films at the age of seven and even though the vocabulary was beyond him, it had helped him learn vocabulary. It was brought out the Mr. Rakow had not become deaf until the age of 14.

In generalizing and summarizing the discussion, the chairman stated that deaf children do not infer from their reading. Dr. Boyce Williams took exception to this statement and said that deaf children do infer. Dr. Williams expressed the hope that the language used has "a challenge."

Miss Phillips said she hoped the language could be kept flexible, and also made a plea for explanatory booklets or brochures to go with the films. Mr. Williams pointed out that motivation is a great factor and that movies have a built-in motivation. Mr. Friedman said he felt the adult deaf continued to read after school and that reading capacities increase after schooling.

Dr. Leo Connor pointed out that the discussion was covering two things: vocabulary and sentence structure. He felt the vocabulary should be kept high while the technical space limitations would necessarily keep the sentence structure simple.

Miss Ostern brought up the problems of multiple meanings, subtle shades of meaning, abstract words that cannot be explained in terms of concrete objects, and idioms. She reviewed such factors as motivation, sentence length, sentence complexity, left and right branching in sentence structure. She

hoped that the captioning can be done by people who are very, very knowledgeable about the deaf and that they reach a language level that is understandable yet leaves room for growth.

Mr. Stelle observed that the average newspaper, other than on the editorial page, uses 5<sup>th</sup> or 6<sup>th</sup> grade language level. Miss Jones stated that captions used on the old silent films were for the mass audience and used 5<sup>th</sup> or 6<sup>th</sup> grade language level.

Discussion was general and lively and touched upon sentences which run on through more than one scene, where to break such sentences, and the possible desirability of attaching a film leader containing explanatory captions at the beginning of a film. One virtue of having a leader with written explanations is that everyone would see and read it, and it would not get lost as printed explanatory booklets might.

The discussion was exploratory of this important subject and not intended to be conclusive. It opened avenues for thought, and perhaps for research. In summary, the panel made the recommendation that the people writing the captions should (1) use their own subjective knowledge of the kinds of language the deaf can readily comprehend, and (2) combine it with objective formulas for evaluating the vocabulary load to attain ultimately the meaning of the film.

Dr. Doctor adjourned the session at 12:00.

The discussion groups convened to work out their final recommendations. They adjourned at 12:45.

A final general session was called to order at 2:30 with Dr. C. D. O'Connor presiding.

It should be noted that the discussions in the sectional groups were full and detailed, with a large number of persons participating freely. It was particularly gratifying to have the adult deaf and the guests from the field of visual education and libraries contribute so heavily. The recommendations of both discussion groups represent the consensus of opinion and there were no dissents or minority opinions registered.

Mr. Roy M. Steele presented the recommendations of Discussion Group I on Identification of Audience. The conferees as a whole voted to withdraw for the time being the recommendation that the Federal Government provide projectors to groups which don't have them. With the tremendous growth of film libraries in the United States during the past 15 years, it was thought that most communities are adequately provided with projection equipment. The group suggested that this point be reviewed again at a later date. Otherwise, the recommendations were all accepted as presented and are herewith, incorporated in this report.

#### Recommendations. Identification of Audience

1. The Committee recommends that the definition of a group, presently defined in the official regulations as eight or more, be agreed upon; but, if the need for servicing groups smaller than eight is indicated, the definition be reviewed at any time.
2. In consideration of age levels and groups with reference to availability of funds, it was suggested that priorities be considered in this order:

- a. Formal groups such as adult clubs, associations and leagues of the hard of hearing be given first consideration. It is suggested that a figure of 40% of available monies be considered as a guide in determining the proportional share of funds for the servicing of these groups.
  - b. In school groups such as residential schools, day schools and classes, and speech and hearing centers be given second consideration. It is suggested that a figure of 40% of available monies be considered as a guide in determining the proportional share of funds for the servicing of these groups.
  - c. It is the feeling of the Committee that as the program is inaugurated, the schools are better prepared to make use of the film program. It was felt further as the program develops, that the adult groups would make a larger demand than the schools and that percentages should be revised accordingly at that time.
  - d. Religious groups such as the Newman club, Sunday schools for the deaf, should be given third consideration. It is suggested that a figure of 10% of available monies be considered as a guide in determining the proportional share of funds for the servicing of these groups.
  - e. Out-of-school groups, including homes, hospitals, camps, informal groups, should be give fourth consideration. It is suggested that a figure of 10% of available monies be considered as a guide in determining the proportional share of funds for the servicing of these groups.
3. The Committee feels that informational and background material that will make the use of the films more meaningful to the audience should be included as needed.
  4. Information on captioned films should be disseminated through publications and at national and regional meetings of the deaf, and by direct mail to any organizations not availing themselves of the services.
  5. An answer to the estimated need in terms of feature films, documentary films and educational films will be gained by experience through a period of the next several years, through reaction surveys, and through committees. These responsibilities are administrative functions of the Office of Captioned Films.

Dr. William McClure presented the recommendations of Discussion Group II on Collection Building. As with Group I, they were explained point by point, discussed and accepted in their entirety by the conferees. They are, herewith, incorporated in this report.

#### Recommendations. Collection Building

1. The Office of Education collection of captioned films should serve the needs of all deaf persons. The collection should include the best of all types of films. No types should be excluded.

2. Film donations, including sponsored films, should be accepted. These should meet the standards of quality for all films in the collection.
3. The films selected during the early stages of the program should be of wide general interest to serve all groups of deaf persons. Films of specialized interest appealing only to adults, or only to children, should be added later.
4. Initially, the emphasis should be on captioning motion pictures, but other types of film materials should be added later. A captioned film library should include specially captioned filmstrips.
5. The collection of motion pictures should show diversification from the beginning to demonstrate through use the need for various types.
6. The best films for the collection will be those that best serve the needs of deaf persons. Selection should be based upon the recommendations of the groups to be served. In selecting films for possible captioning, consideration should be given to the judgment of recognized evaluating services.
7. Provision should be made for evaluation of captioned films in the collection, by those who use them, as a guide for future selections.
8. Films imported from other countries already captioned in English and available should not be excluded from this collection, but they should not have high priority unless there are special reasons for including them.
9. Non-sectarian religious films should be included in the collection. Sectarian films appropriately captioned may be accepted as donations if they meet the other criteria.
10. The Office of Education film collection for the deaf should include rare films and films of particular historical interest such as those now contained in the collection of the National Association of the Deaf.

Summary. The conferees in group assembled agreed that this had been a most profitable meeting and expressed the hope that subsequent meetings might be held from time to time for furtherance of the program.

It was also recommended that the Director arrange for preparation of a history of the program.

Dr. O'Connor then proceeded with the summation of the conference. He commented on six points.

1. He commended the excellent orientation provided by Dr. Boatner, Dr. Reid, and Mr. Gough in their lucid descriptions of the development of the program.
2. He praised the experts from outside the field of the deaf: Mr. Julien Bryan for his fine demonstration of what we, as people, should get out of good films; Mr. Paul Reed for his description of what a rich film program should be; and Mr. John Cory for his excellently organized account of the similarities and differences between the programs for the blind and for

the deaf.

3. He complimented the adult deaf for their excellent contributions both through their individual participation and through the fine paper presented by Dr. Burnes.
4. He recalled the practical demonstration of:
  - a. A captioned feature film.
  - b. An uncaptioned educational film.
  - c. A captioned filmstrip.

And thanked the teachers who participated.

5. He pointed out that one of the basic problems—that of captioning—had been explored in lively fashion under the leadership of Dr. Powrie V. Doctor.
6. And finally, he stated that the two discussion groups and the conference as a whole had brought to the U.S. Office of Education the guidelines which they had requested.

In conclusion he thanked Dr. Seerley Reid and Mr. John Gough and the Office of Education for providing the opportunity for such a conference and for the invitation to Lexington School to participate as co-host and program planner.

Dr. O'Connor returned the conference to Mrs. Cory, the conference coordinator. Mrs. Cory commented on the fact that in her years of film work she had been connected with many film workshops, but had never observed a group come together so quickly and warmly as a cohesive group, nor apply itself so diligently to the problems and questions to be discussed. She expressed the feeling that the discussion leaders and the participants through their earnest efforts had carried forward the program. Mrs. Cory commented with pleasure on the very pleasant professional association with Mr. Gough during the time the program was being prepared. She then returned the conference to its instigator, Mr. Gough.

Mr. Gough said that he now saw a great unanimity in the whole field regarding the Captioned Film program which augurs well for the future of the program. After gracefully phrased thanks to the many people who contributed to the success of the meetings, Mr. Gough adjourned the fourth conference on captioned films at 4:00 p.m.

## Participants

Dr. Edmund B. Boatner, Superintendent and Principal, American School for the Deaf, West Hartford, Connecticut.

Mr. Charles Brooks, New York School for the Deaf, White Plains, New York.

Mr. Julien Bryan, Director, International Film Foundation, New York, New York.

Dr. Byron B. Burnes, President, National Association of the Deaf, Berkeley, California.

Mrs. Anita A. Carpenter, Captioned Films for the Deaf, U. S. Office of Education, Washington 25, D.C.

Dr. Daniel T. Cloud, Superintendent, New York School for the Deaf, White Plains, New York.

Dr. Leo E. Connor, Assistant Superintendent, Lexington School for the Deaf, New York, New York.

Mr. John M. Cory, Chief, Circulation Department, New York Public Library, New York, New York.

Mrs. Patricia Cory, Librarian, Lexington School for the Deaf, New York, New York (Conference Coordinator).

Dr. Powrie V. Doctor, Editor, *American Annals of the Deaf*, Gallaudet College, Washington, D.C.

Mr. Max Friedman, Board Member, National Association of the Deaf, New York, New York.

Mr. John A. Gough, Specialist, Captioned Films for the Deaf, U.S. Office of Education, Washington 25, D. C.

Dr. Roy M. Hall, Assistant Commissioner for Research, U.S. Office of Education, Washington 25, D.C.

Miss Beatrice Hodgkins, In charge of After School Activities, Lexington School for the Deaf, New York, New York.

Miss Emily Jones, Executive Secretary, Educational Film Library Association, New York, New York.

Mrs. Jeannette Johnson, Executive Secretary, Alexander Graham Bell Association for the Deaf, Washington, D.C.

Dr. Marcus L. Kenner, New York, New York.

Mrs. Dorothy Kraft, Lexington School for the Deaf, New York, New York.

Dr. William J. McClure, Superintendent, Indiana School for the Deaf, Indianapolis, Indiana.

Mr. J. Stanley McIntosh, Director, Educational Services, Motion Picture Association of America, New York, New York.

Described and Captioned Media Program

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Miss Kathleen McKinnon, Captioned Films for the Deaf, U.S. Office of Education, Washington 25, D.C.

Mr. Elliott Newcomb, Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

Mr. Alan Morrison, President, Industrial Audio Visual Association, Film Department, Socony Mobile Oil Co., New York, New York.

Dr. Clarence D. O'Connor, Superintendent, Lexington School for the Deaf, New York, New York.

Miss Beatrice Ostern, Assistant Principal, Lexington School for the Deaf, New York, New York.

Miss Frances Phillips, Principal, Kendall School, Gallaudet College, Washington, D.C.

Mr. J. Pierre Rakow, Principal, Vocational Department, American School for the Deaf, West Hartford, Connecticut.

Mr. Paul C. Reed, Director, Instructional Materials, Rochester Board of Education, Rochester, New York.

Dr. Seerley Reid, Assistant Director, Educational Media Branch, U.S. Office of Education, Washington 25, D.C.

Dr. Paul Rotter, Assistant to the Superintendent, Lexington School for the Deaf, New York, New York.

Dr. Hugo Schunhoff, Superintendent, West Virginia Schools for the Deaf and Blind, Romney, West Virginia.

Mr. Roy M. Stelle, Superintendent, Colorado School for the Deaf and Blind, Colorado Springs, Colorado.

Mr. Jack Tarins, New York School for the Deaf, White Plains, New York.

Miss Elizabeth Titsworth, Assistant Superintendent, New Jersey School for the Deaf, West Trenton, New Jersey.

Mr. H.L. Vanderford, Film Production Manager, American Telephone & Telegraph Co., New York, New York.

Miss Eleanor Vorce, Principal, Lexington School for the Deaf, New York, New York.

Dr. Boyce R. Williams, Consultant, Deaf and Hard of Hearing, Office of Vocational Rehabilitation, Washington 25, D.C.



## Suggested Topics for Discussion

### Identification of Audience

Who is to be served by the captions? Film program?

Age levels: Children  
Young people  
Adults

Groups: Organizations  
Clubs  
Informal groups  
In-school groups  
Out-of-school groups

When educational films are acquired, what, if any, responsibility does the office have for achieving good and effective use of the films? For helping the users exchange information and ideas regarding skilled use of the film materials?

From the standpoint of administration, what categories of groups should be recognized as eligible for service?

From the standpoint of administration, what shall be the policy with groups that do not comply with the specified regulations?

Under what circumstances should service be revoked or suspended?

What responsibility does the USOE have to help groups in following requirements and regulations?

What publicizing should be done to acquaint groups not presently using the service with the program?

To what extent, if any, should the service attempt to provide equipment to groups?

Some films are limited to use in the 50 states. To what extent should service be given to areas such as American Samoa, Puerto Rico, the Panama Canal Zone?

In order to adequately service "the audience" in the national deaf community, is it possible to estimate the need in terms of numbers of feature films? Of documentary and educational films? What does this mean in terms of budget?

The law and regulations in relation to the potential audience.

(The group will wish to study and refer to the survey which indicates the size, make-up, location and purpose of the groups which have already applied for captioned film service.)

Suggested Topics for Discussion  
Collection Building

Range of Collection

Shall the film library which is being built-up include the whole range of films, features, documentaries, short subjects, teaching films?

To draw an analogy from the federal library service to the blind which provides both fiction and nonfiction to all age groups, shall the film library for the deaf include fiction and nonfiction films?

Shall filmstrips, stills, and transparencies also be provided?

What should be the proportion between feature films, documentary, and informational films?

Priorities. What priorities should be observed in overall acquisition of material?

Feature Films

What standards of taste and quality should operate in the selection of features?

What categories of features should be identified as desirable to acquire?

What should the relative proportion be among these categories? Example: Westerns, musicals, serious films?

In view of the cost of recent films, what should be the proportion of newer films to older releases?

In view of the high cost of color film, what should be the proportion of black-and-white to color film?

Informational Films

What criteria should be established for use in the selection of educational films to be captioned? What priorities should be set up for educational film acquisition? Subjects to be covered? Age levels served?

What proportion should the program have of (1) short subjects for adults, (2) travelogues, (3) documentary films, and (4) teaching films for classroom use?

Special Questions

What policy should be adopted with respect to captioning religious films?

Sponsored films. Should the program acquire and caption advertising films? If they are free? At print cost? At a negotiated price?

Shall useful kinescopes be acquired and used in the program?

Should foreign films be acquired?

## Suggested Topics for Discussion

### Captioning

Keeping in mind the space limitations on one frame of film only, 16-mm in width, consider the captions.

What should be the language level used on feature films? On adult documentary films and short subjects? On children's films?

What methods might be suggested for control of vocabulary and language difficulty?

By what standards should captions be evaluated? Good style? Simple sentence structure and vocabulary? Readability by the deaf? Adherence to the sound track? Full coverage of the sound track?

At what speed should the captions travel?

When sound effects and music take over for lengthy sequences, how should the captioner handle this?

For complex story situations or complex and abstract concepts, would it be desirable to produce frames of captions that could be spliced into films at appropriate points to augment the brief captions below the visual image?