

STATEMENT OF PERMISSION TO COPY

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this professional project for financial gain shall not be allowed without my written permission.

Signature Karen E. Bouldry

Date August 4, 1975

COMMUNICATING WITH THE LANGUAGE OF SIGNS:  
AN ORIENTATION TO DEAFNESS THROUGH TELEVISION

by

Karen Elaine Bouldry

A professional project submitted in partial fulfillment  
of the requirements for the degree

of

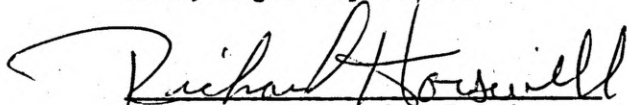
MASTER OF EDUCATION

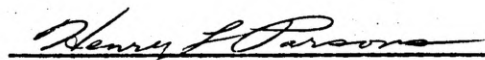
with concentration in

Counseling

Approved:

  
Head, Major Department

  
Chairman, Examining Committee

  
Graduate Dean

MONTANA STATE UNIVERSITY  
Bozeman, Montana

August, 1975

ACKNOWLEDGMENT

The investigator would like to thank Ray E. Weisenborn for his advice and knowledge of television production. An expression of appreciation goes to the Montana State University department of Film and Television for their cooperation. And finally, a special thanks to Richard K. Horswill whose interest and support made this project possible.

TABLE OF CONTENTS

	Page
ABSTRACT. . . . .	vi
Chapter	
1. INTRODUCTION . . . . .	1
PURPOSE OF THE STUDY . . . . .	2
RATIONALE. . . . .	2
QUESTIONS TO BE ANSWERED . . . . .	4
GENERAL PROCEDURES . . . . .	4
LIMITATIONS AND DELIMITATIONS. . . . .	5
DEFINITION OF TERMS. . . . .	5
SUMMARY. . . . .	6
2. A REVIEW OF LITERATURE . . . . .	7
INSTRUCTIONAL TELEVISION: AN OVERVIEW OF ITS FUNCTIONS . . . . .	7
ADVANTAGES OF INSTRUCTIONAL TELEVISION . . . . .	10
DISADVANTAGES OF INSTRUCTIONAL TELEVISION. . . . .	11
EVALUATION OF EFFECTIVENESS. . . . .	12
FILMS AND TEACHING MEDIA FOR SIGN LANGUAGE AND FINGER- SPELLING. . . . .	14
SUMMARY. . . . .	15
3. PRESENTATION . . . . .	17
PRE-PLANNING . . . . .	17
PRODUCTION . . . . .	18
RESULTS OF PRODUCTION. . . . .	19

Chapter	Page
4. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . . . .	21
SUMMARY. . . . .	21
AUDIENCE RESPONSE. . . . .	21
CONCLUSIONS AND RECOMMENDATIONS. . . . .	22
LITERATURE CITED . . . . .	24

ABSTRACT

The purpose of this project was to develop and produce three, half-hour television programs to give to the general hearing public an orientation to deafness and sign language.

A review of literature was conducted which studied both instructional television and attitudinal research as it related to instructional television.

The programs developed were varied with an introduction which was informative as well as entertaining. The last two programs were mainly instructional, teaching the manual alphabet and some basic signs of the language.

The programs which resulted were shown to audiences of predominantly hearing people. Their reactions were recorded and it was concluded that the content and format of the programs held the audience's interest. It was recommended that further research be made into the area of attitude change as related to the deaf, possibly using this project for a research tool.

## Chapter 1

### INTRODUCTION

In a study done by Fischhoff in 1972, it was demonstrated that television documentaries can affect the viewing audience. "A documentary film (CBS-TV See it Now: 'Harvest of Shame') significantly changed viewer attitudes, influenced emotional changes and precipitated various actions." (p. 1)

The observation is often made that most people hold negative attitudes towards those subjects they know little about. There may, in fact, be a certain amount of fear involved with the unknown.

In general, hearing people's knowledge of the deaf world and their language is very limited. This may be one important factor contributing to the negative attitudes held by hearing people towards the deaf, as measured by an Attitudes to Deafness Scale in a study done by Schiff and Schroedel. (1972)

Negative attitudes towards deafness held by hearing people may act as real barriers to the success of deaf persons seeking employment, educational opportunity, or interpersonal relationships. Furthermore, regardless of attitudes towards deafness actually held by hearing people, what deaf individuals believe or perceive to be hearing attitudes may, if negative, act as psychological barriers for the deaf person. (p. 59)

Another study refers to, "a generalized attitude of indifference" of the public towards deafness. (Bobrove et al., 1967, p. 183) It is this indifference to the needs of deaf people that forces most of them to remain at levels of personal and vocational achievement far

below their potential.

Perhaps through educating the public about the deaf world and its language, some type of attitudinal change will occur. The television medium seems best suited for such an educational program, in order to reach the greatest number of people.

### Purpose of Study

The purpose of this study is to determine whether or not three, one-half hour televised orientation programs on deafness and sign language can be developed. These programs will be educational, giving an orientation to deafness, followed by some instruction in the manual alphabet and the language of signs. The films will provide only minimal skills for communicating with the deaf person, however, they should develop an increased awareness in hearing people for the deaf.

### Rationale

As an undergraduate, most of my coursework was done in Speech Pathology and Audiology. At one point I became interested in learning sign language, as I thought it might be useful to me later on in working with the aurally handicapped. From this initial experience my interest in the deaf grew, I took more related courses, and eventually changed my vocational plans for the future.

After meeting several deaf people and working with young deaf children in a summer camp situation, I felt that I understood

so much more about the deaf. This would not have been possible, I don't think, if I had not been able to communicate with the deaf.

At present, deaf people consider their inability to hear, more of an inconvenience than a handicap. It is the person with "normal" hearing who is regarded as their biggest handicap.

The deaf may be viewed as inadequate or inferior by members of the hearing population because they must use a different method of communication, the language of signs. This may be explained by a tendency of many hearing people to equate language and speech skills with some measure of intelligence.

Through the development of these orientation to deafness films, I hope to affect negative attitudes towards deafness held by hearing people. If the negative attitudes are a function of hearing people's lack of information and familiarity with the deaf, then perhaps the life situations of deaf people can be improved by educating more hearing people about the deaf.

I have been involved with teaching sign language classes at Montana State University for three quarters and feel that I have learned a great deal about people's attitudes towards the deaf. In general, most of my students begin with little or no knowledge of deafness. Initially, they feel pity for the deaf person because he is handicapped, but as their knowledge of sign language grows, so too does their awareness of the world of the deaf grow. With this increase

in awareness, the feelings of pity become more those of understanding and of universality.

At the University I have found an overwhelming student interest in learning sign language. In fact, there are not enough teachers for all the people who want to learn. I am curious to find out if the general public can be so stimulated that they too want to be able to communicate in sign language.

Although changes in attitude may not be as marked after only three, one-half hour introductory sessions, there may be some favorable increase in public awareness and understanding of the deaf person and his communication system.

#### General Questions to be Answered

Can a televised orientation program about deafness and sign language be developed to interest the general public?

How successful will such a program be?

Are there adequate funds available to cover the cost of the project?

Do the results of the production have implications for further research in the area of attitudes towards deafness?

#### General Procedure

The programs will be written and developed by the author with some assistance from her advisors.

Arrangements will be made with the Montana State University Film and Television department for studio time and a crew of technicians needed for the production.

Results will be viewed by a committee before further decisions are made about the distribution and broadcasting of the films.

#### Limitations and Delimitations

One limitation to this project is my inability to measure changes in viewers' attitudes. An assumption is being made that the imparting of information about deafness and sign language will lead to better understanding of the deaf.

The project is being delimited by the selection of what portion of the sign language will be taught to the public. The decisions made to teach certain signs were based on developing audience participation through both the practicality of the instruction and its aesthetic appeal.

#### Definition of Terms

In 1931, the White House Conference on Child Health and Protection (cited in Katz, 1972, p. 733) gave the following definition for a deaf person:

The deaf are those who are born either totally deaf or sufficiently deaf to prevent the establishment of speech and natural language; those who become deaf in childhood before language and speech were established; or those who became deaf in childhood so soon after the natural establishment of speech

and language that the ability to speak and understand speech and language has been practically lost to them.

A person with "normal" hearing is able to acquire normal speech and language because of the auditory stimulation he receives in his environment.

#### Summary

Results from previous studies have verified the existence of negative attitudes held by hearing people towards the deaf. There is now a belief that such negative attitudes can seriously affect a deaf person's view of himself and consequently, his ability to function in a predominantly hearing world. It seems that efforts might be well directed towards changing hearing people's attitudes.

It will be this researcher's job to develop an orientation program on deafness and sign language to be broadcast over television to the "normal" hearing population.

The program emphasizes the deaf's point of view and the uniqueness of their language system.

## Chapter 2

### A Review of Literature

The purpose of this chapter is to present some of the research findings concerning the effectiveness of instructional television (ITV). The researcher will give an historical overview of ITV, explaining where and for what purposes the medium has been used, the advantages and disadvantages of this method of instruction, and some evaluation procedures for measuring the effect of television courses on participants attitudes and achievement.

There is no research available which determines the effectiveness of a televised sign language course although there have been some training films developed for sign language and fingerspelling.

The researcher will discuss some of these films, however, the review of related literature will deal mainly with existing studies on instructional television and public educational broadcasts.

#### Instructional Television: An Overview of its Functions

ITV had its beginnings in the early 1950's as a possible solution to developing problems in the field of education. Due to a growing population which was placing increased importance on learning, there followed a shortage of competent teachers and overcrowded classrooms in our educational institutions. The use of the television medium to provide equal opportunity in education for all has been the subject of many research studies in the past. Questions have been

raised as to the quality of instruction, its effect on attitudes and achievement of the viewers, the financial practicality of the medium, and the implications for its future use.

The major emphasis in higher education today is to make college credit more accessible to people wherever they may live or work. According to the Federal Communications Commission (1968) television made it possible for more people to benefit from a variety of educational and cultural programs previously available only to the few who had the means and opportunities to obtain them.

In an attempt to reach people educationally as well as physically, the State University of Nebraska (S-U-N), designed as a multi-media off-campus approach to college, has made extensive use of public television broadcasting. (Brown, Cavert, Craig, & Snodgrass, 1974)

In Japan, "surveys have shown that the average Japanese above the age of ten views television nearly three hours a day. This indicates that broadcasting has become a part of the daily life of the Japanese people." (Educational Broadcasts of NHK, 1971, p. 6)

In view of this, one Japanese broadcasting company has emphasized educational and cultural programs to increase the social responsibility of its people.

There are similar efforts going on in this country with Educational Television (ETV) which broadcasts special interest programs

not available on commercial television. Public Television Broadcasting is that aspect of educational television which serves chiefly the adult needs of the community. Most states have educational broadcasting offices which can coordinate programs for the development of state networks with input from departments of Education and public instruction as well as colleges and universities.

There is no reason that quality of instruction must be sacrificed in educating greater numbers of people. A recent study (Payne et al., 1971) suggests that a good teacher may teach effectively with television. The attitude of the teacher is important and enthusiastic teachers will tend to have a beneficial effect on students' attitudes and achievement.

Most college level courses have been presented in a televised lecture format, face-to-face with the instructor on television.

With "Sesame Street" and "Electric Company", there is now a television lesson format that is instructional as well as fun.

S-U-N attempted to determine whether a more illustrated lecture format could be employed with equal success for college level courses for adults. "Over-all the interview and the questionnaire data raised real questions as to whether or not entertainment per se should be part of a format for learners highly motivated to learn college level material." (Brown et al., 1974, p. 58) Evidently, some people had difficulty in what seemed to them an incongruity between

enjoyment and learning.

The financing of instructional television is one important variable in considering use of this medium. In one study done at Oregon State University (Johnson, 1971) the rationale for a televised course was based primarily on the saving of money and classroom space.

However, the reduction in cost of instruction has not had a marked effect on administrators' attitudes. Television and audio-visual instruction in general are usually the first items to be cut when budgets are under pressure.

#### Advantages of Instructional Television

The most obvious advantage of instructional television is its ability to reach the greatest number of people with a reasonable expenditure of manpower and facilities.

"Television provides immediacy of the classroom and the intimacy of film. The 'you-are-there' feeling lends authenticity to the lesson." (Maxwell AFB, 1965, p. 10) Through television, an instructor can establish a personal conversational relationship with each student, as if the instructor is speaking directly to him.

Another advantage instructional television has is that stimulating students' motivation to learn is made easy by the fact that students like watching television.

One study done at Air University at Maxwell AFB in Alabama (1965) found that a television instructor tends to hold the viewer's

attention more than a regular classroom instructor can because the former can direct attention to the proper place and avoid distractions.

Every instructor should know what learning is and how to bring it about. That it is an active process which results in changed behavior would suggest that the best instruction emphasizes student involvement. It is possible that television can stimulate more activity than is possible in the lecture hall or classroom.

Activity can take many forms: thinking, listening, observing, recalling, reasoning, generalizing, discriminating, imagining, writing, discussing, answering, questioning, believing, disagreeing, feeling, touching, moving, doing, and speaking. All of these can help the student learn.  
(Maxwell AFB, 1965, p. 13)

With the availability of a wide range of visual and auditory aids, television lessons can be dramatic learning experiences, limited only by the instructor's imagination.

#### Disadvantages of Instructional Television

One limitation of instructional television is the lack of feedback. Live instruction allows for people to ask questions, to interact with the instructor and other students. This feedback is important in helping instructors evaluate the effectiveness of their teaching. In addition, much valuable learning takes place through these interactions which would not be possible using the television medium.

One study (Leland, 1971) suggested that a two-way service on cable channels would allow for student interaction and a reduction in the passive nature of the medium. Students might be watching the television but not necessarily paying attention. Live instruction may have the advantage of keeping students more alert with the possibility of being asked a question.

Air University at Maxwell AFB suggested in their studies (1965) that it is sometimes appropriate to put a sample student group in the studio with the instructor to provide some feedback.

For instructors of a television course, it should be kept in mind that it takes hours of preparation and rehearsal to put on an effective telecast, even for very experienced teachers. The instructor must also understand his limitations in movement as he will most likely be confined to a small area where the recording is done.

#### Evaluation of Effectiveness

Most research studies emphasized the importance of having clear, concise statements of objectives before any attempt was made to evaluate students' learning.

S-U-N, in their study (Brown et al., 1974) asked subjects for their reactions to the lessons and to answer questions dealing with the subject matter. Responses were in terms of appeal, comprehensibility, memorability, and helpfulness in learning of the television segments.

Questionnaires may be distributed to both teachers and students of the course. This method has proved successful in determining effective production techniques, as depending on the opinions received through the questionnaires, certain practices may be adopted or rejected. "All production practices were considered for two purposes: obtaining student interest, and instructional value; interest was the primary consideration." (Crum, 1972, p. 1)

One study done at Indiana State University (Tam et al., 1971) concentrated on student attitudes toward instructional television, considering student attitudes as an important variable in learning. Attitude change is a type of behavior change which, as was mentioned previously, demonstrates that some learning has resulted.

A rather extensive study of television as an educational medium outlined its evaluation procedures:

All classroom teachers who received the telecasts, and members of the Administrative and Supervisory Staffs who viewed the telecasts, acted as evaluators. The evaluation of the Experimental Series was accomplished by the following:

- (a) a questionnaire was prepared to serve as the basis for a statistical analysis of the responses of the evaluators:
- (b) written comments were requested to obtain opinions and judgements from the evaluators:
- (c) evaluation teams were established to balance the statistical responses, and to make recommendations for future telecasting. (Toronto Board of Education, 1972, p. 4)

### Films and Teaching Media for Sign Language and Fingerspelling

In recent years there has been an increase in the development of training films for fingerspelling and sign language. Most of these are not intended for television broadcasting but rather to be shown on a film projector for a smaller audience. Some films have been developed especially for dormitory and rehabilitation counselors, (Fingerspelling Films), for hearing parents of hearing impaired children (Total Communication Series), and others for beginning and intermediate classes learning sign language. (O'Rourke, 1973, pp. 141-146)

Those films which give instruction in the manual alphabet and fingerspelling have typically used similar formats. They begin by introducing the viewer to the manual alphabet, fingerspelled words and sentences at gradually increasing speeds to develop fluency in expressive and receptive fingerspelling.

Other films have been developed to use in combination with a certain book. These are most helpful when the order of signs shown in the film is the same as that in the book; or when the film follows lesson plans outlined in the book.

Viewers have expressed certain preferences in the training films: color films seem to be preferable to black-and-white; side and front views of fingerspelled letters is helpful and could possibly be used also for teaching signs; use of more than one signer giving the instructions, and the use of a deaf person as a signer are both

techniques which have proven very beneficial.

One film series developed by Bernard Bragg, a deaf actor for the National Theatre of the Deaf, shows the various ways sign language can be applied to dramatic art forms such as sign-mime, dramatic sign language, and dramatics. (O'Rourke, 1973, p. 142)

#### Summary

One researcher (Beisenherz, 1972) reported that in most studies comparing the effectiveness of television and regular classroom instruction, the conclusion is reached that students learn about the same in both.

About half the studies report that learning suffers through the inability of the students to ask questions during the telecast. The other half report that this loss could be reduced by adequate class preparation and follow-up by the instructor.

Too often, the opinions regarding the effectiveness of television as a teaching aid are not very well supported by evidence, and also reflect prejudices of those expressing the opinions.

Instructional television does not attempt to make the teacher obsolete, as many seem to fear. Rather it attempts "the appropriate mix of live instruction, printed materials, televised materials, other audio-visual aids, computer-assisted instruction, and the like... It is the faculty member accustomed to presenting sloppily prepared

lectures, behind closed doors, who would be vulnerable." (Leland, 1971, p. 5)

That television can provide educational experiences for a greater number of people who otherwise might not have access to them, seems valid enough reason to continue and even expand its use. As the demand increases for instructional programming, the quality should also improve.

## Chapter 3

### Presentation

#### Pre-Planning

As I discovered through the making of this project, one of the most crucial steps in television work is the preplanning stage. This stage includes everything except the actual taping of the program.

My first concern was deciding on a theme or main idea for the program. Because of my background in Counseling and Deaf Education, I was interested in bringing the two fields together. An obvious communication problem between the deaf and hearing populations exists which contributes greatly to the personal development of the deaf. Consequently, I was concerned with improving these communications through my program. The programs were designed to introduce the language of signs to hearing people, although perhaps more important would be their effect on people's awareness and understanding of the deaf and the problems they encounter in communicating with others.

After determining the basic idea for the programs, the scripts had to be written. In this, I was very aware that I wanted to develop the interest and hopefully the participation of the audience throughout the programs. I was careful when choosing the signs to be taught so that they were of practical use (conversational) and that they also had some interesting and aesthetic qualities.

Another important part of pre-planning was the time spent in

meeting with those directing my production. There was a need to familiarize them with my material and to explain what I wanted done. These meetings also informed me ahead of time, about some technical considerations I was unaware of and which helped me make appropriate changes in the scripts.

There was some audio taping involved with the shows which was done before the actual video taping and for which time had to be allowed.

The taping of the programs was scheduled during summer quarter when the MSU Film and Tv studio is usually not busy with production work. Consequently, there was some difficulty in getting a crew together each time they were needed. Also, there had to be some coordination of schedules (engineer, crew, directors, myself, and others assisting me) to be sure all those involved would be there on time and for a certain amount of time.

It was also noted that one should keep good relations with the technical crew to get the best cooperation from them during actual production.

### Production

The technical aspects of the production include time spent in the studio, camera hours, kind of tape used, and the costs of these things.

There were six studio and camera hours for which the charge was \$66 and \$132 respectively. Video-tape recording (VTR) time amounted to four hours and cost \$66. There was one playback of the programs in the studio for which the charge was \$16.50. Finally, the tape used was two-inch TV tape and cost \$120 for approximately two hours worth.

It should be noted that there will be a 15% increase in the costs listed here, for next year. This increase should be taken into consideration for anyone undertaking a similar project.

#### Results of Production

The three, one-half hour programs were quite successful, however, certain things could be changed to improve them.

One of the biggest problems was with the age of the equipment. We had several electronic problems which were due to failures in old equipment. Those causing the biggest problems were, audio difficulties with the recorder, and inability to do any editing. The programs had to be made in one taping and if a correction was needed, the entire tape had to be done over. This also posed problems because of time when the crew could not stay for another taping.

Another problem with the crew was scheduling convenient times for all of them to be there. Conflicts with summer quarter classes and the fact that they received no credit hours for their work, were a few reasons for the low level of motivation. The crew also had no knowledge

of sign language, therefore they had difficulty understanding what I was doing and knowing when to cue me.

Script conflicts occurred when I found something originally planned for production was not technically possible. In several instances I found that my lack of knowledge and experience with television created difficulties in adapting myself to television.

However, there were some factors which contributed quite positively to the results of the production. For example, it was an advantage that the script was complete when I began meeting with the directors. I had a definite idea of what I wanted and only needed help with the technical aspects of the production.

The three television programs are located in the MSU Film and TV Library. Any requests for the use of them may be made through the Film and TV Department in conjunction with Guidance and Counseling.

## Chapter 4

### Summary, Conclusions, and Recommendations

#### Summary

It is commonly believed that those of the hearing population hold negative attitudes towards the deaf. This type of attitude is quite detrimental to the personal and vocational achievement of the deaf. Perhaps an educational program directed towards developing awarenesses of the world of the deaf and its language of signs could improve these attitudes and their effects.

The purpose of this study was to determine whether or not three, one-half hour televised orientation programs on deafness and sign language could be developed for the purposes stated above.

The programs were written and produced by the author with help from her advisors.

Arrangements were made with the Montana State University (MSU) department of Film and Television for their technical assistance in producing such a program.

The programs were shown to audiences (deaf and hearing) at MSU and some of their reactions to the programs were recorded.

#### Audience Response

In general, people were very enthusiastic in response to the three programs. Most reactions indicated that the programs were

informative, educational, and entertaining. The entertainment value was important in that it helped develop and sustain audience interest throughout, contributing also to learning.

Some of the viewers offered specific suggestions concerning technical aspects of the programs (i.e. camera angles, lighting, transitions between sections of a program), which were quite helpful.

A few members from the audience even mentioned a difference in attitude towards the deaf before and after viewing the programs.

#### Conclusions and Recommendations

From the audience's response to these programs, it can be concluded that the general public can be interested in this type of approach to learning. The content of the programs was virtually unfamiliar to most viewers, however, the first half-hour program drew enough audience interest that it was continued through the other parts which were more educational and informative in nature.

Although it was not the primary purpose of this project, any change in attitude towards the deaf after viewing these orientation programs, is of interest. That is, are the negative attitudes towards deafness held by hearing people a function of their lack of information and familiarity with the deaf? If so, will the viewing of such educational programs focused around deafness, affect these negative attitudes?

The answers to these questions form the basis for an additional study which could be done on attitudes before and after viewing the orientation to deafness programs.

**LITERATURE CITED**

#### LITERATURE CITED

- Beisenherz, Paul C. What Instructional TV Research Says to the Researcher. New Orleans, Louisiana: Louisiana State University, 1972. (ERIC Document Reproduction Service No. ED 073 134)
- Bobrove, P.H., Cowen, E.L., Rockway, A.S., & Stevenson, J. Development and Evaluation of an Attitudes to Deafness Scale. Journal of Personality and Social Psychology, 1967, 6(2), 183-191.
- Brown, Robert C., Cavert, C. Edward, Craig, James, & Snodgrass, Sara Jo. Evaluation of a Variety of Television Lesson Formats for Potential Adult Learners in an Open Learning System. Educational Technology, 1974, 14, 55-59.
- Crum, Lawrence E. Evaluating ITV Production Techniques: Community of Living Things. 1972 (ERIC Document Reproduction Service No. ED 063 150)
- Educational Broadcasts of NHK. Tokyo, Japan.: Japanese National Commission for UNESCO, 1971. (ERIC Document Reproduction Service No. ED 055 438)
- Educational Television. Washington, D.C.: Federal Communications Commission, 1968. (ERIC Document Reproduction Service No. ED 063 786)
- Fischhoff, E. The Effect of the Television Documentary on Actions, Emotions, And Attitudes. A Paper presented at the 58th Annual Speech Communication Association Convention; Palmer House, Chicago; Dec. 28, 1972.
- Johnson, Leland L. Cable Television and Higher Education: Two Contrasting Experiences. Santa Monica, Calif.: Rand Corporation, 1971. (ERIC Document Reproduction Service No. ED 058 729)
- Katz, J. (Ed.). Handbook of Clinical Audiology. Baltimore: Williams & Wilkins Co., 1972.
- O'Rourke, Terrence J. A Basic Course in Manual Communication. Silver Spring, Maryland: National Association of the Deaf., 1973.

Payne, David A., And Others. The Development and Field Test of an Evaluation Model for Educational Television. Volume I, 1971. (ERIC Document Reproduction Service No. ED 076 616)

Schiff, W., & Schroedel, J.G. Attitudes Towards Deafness Among Several Deaf and Hearing Populations. Rehabilitation Psychology, 1972, 19(2), 59-70.

Study of Television as an Educational Medium. Study Number One. Toronto, Ontario.: Toronto Board of Education, Research Department, 1972. (ERIC Document Reproduction Service No. ED 066 004)

Tam, Peter T.K., And Others. Measurement of Attitude Toward Instructional Television. Terre Haute, Indiana.: Indiana State University, 1971. (ERIC Document Reproduction Service No. ED 055 433)

The Television Instructor. Maxwell AFB, Alabama.: Air University, 1965. (ERIC Document Reproduction Service No. ED 066 012)