

Memo to: Human Services Chair  
✓ John M. Mizuno DLQ Room 436

Copy: Speaker Calvin Say  
Senator Chun Oakland  
US Senator Dan Inouye

Subject: HCR-157 (Closed Captioned TV)  
Tuesday, April 21, 2009

Senator Mizuno,

I just testified at the 1115 PM hearing in room 229 but failed to be specific in requesting an important point lost in my too verbose testimony submission. Senator Chun Oakland suggested I get specific in a memo to your personal attention. As I understand it, a brief hearing could be called, this testimony be submitted, then it could also be brought up in a conference committee mtg.

The change would be for certified copies be sent to our Universities / Colleges of Education so these proven caption reading benefits are taught / promoted to faculty and students. Charter and Independent Schools (their association of) should also be included.

Attached is my latest testimony that also includes **AUTHORATIVE INFORMATION SENT BY FAX** to Supt Hamamoto, Senator Chun Oakland & Speaker Calvin Say and Senator Dan Inouye (Original Caption Introduced 30 year ago)  
P.O. Box #418, Honolulu, HI Sincerely, Donald A. Phillips  
96809-0418 President, Friends of Learning, I  
(808) 732-1232 + Box in Public Access Room

Copy - John Mizuno

PS Phone me at 732-1232 if any further hearing opportunities.

Speaker Calvin Say  
From Donald Lubitz

Tuesday, April 21, 2009

I am sorry I did not ~~not~~ clearly specific enough in my Verbal or Submitted testimony on HCR-157 today. I did not know of the House Hearing until after the fact so I was not there several weeks ago.

In SUMMARY - ~~ADD~~ Association for Private Schools and OUR COLLEGES OF EDUCATION so they too bring attention to the caption benefits.

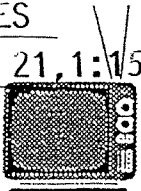
I delivered my "Too Verbose" testimony to your office on MONDAY AFTERNOON. It also mentions federal Stimulus & TO RESEARCH & TEST how CC Applications can give Hawaii Leadership & Results

Hearing HUMAN SERVICES

TELEVISION Date April 21, 1:15 PM

WORTH READING

by Don Lubitz President



Friends of Learning, Inc.  
P.O. Box #418, Honolulu, HI 96809

As educators, we are constantly confronted with headlines about schools that don't improve or a literacy problem that does not go away. A case in point is the headline crossing the front page of the January 18, 1998 *Honolulu Advertiser* that reads "Needy Schools Fail To Improve: Scores Lag Despite Millions In Federal, State Aid." On January 20, the follow-up editorial headline reads "Poorest Hawaii Schools: Money Isn't Fixing Them."

As a concerned educator, I maintain that here is something we can all do to immediately and affordably help correct this situation. On January 17, our Hawai'i PDK chapter cosponsored a conference on educational research with the Hawai'i Educational Research Association. The keynote speaker was Dr. David C. Berliner who gave an excellent address titled "The Manufactured Crisis in Education." Using facts, research, and statistics, Dr. Berliner presented the true accomplishments and international standing of our public education system. The reality is we have suffered from a lot of misrepresentation and misleading comparisons. But he did document some decline in literacy that shows up in the testing several decades back after the first TV generation moved into the statistical comparisons.

It is not the TV itself that has caused the problem but rather how we use the TV and other technology. Early in this century, projected media used title slides and movie captions and the viewers read the story. With the invention of sound motion pictures, the captions were replaced in everything except subtitled foreign movies . . . but for another half century, silent filmstrips continued to be used in the classrooms and learning centers and were read by both teachers and students.

In time, synchronized records, audio cassettes, and then video cassettes replaced the visible written captions with narration and even sound effects and many of the foreign movies were even audio dubbed to replace the movie subtitles.

I maintain that all these developments in the theater, home, and classroom removed a powerful and effective reading enrichment tool for literacy support. About 20 years ago captions came back. First in the form of open or visible captions, then a couple years later as electronic closed captions. Since a special decoder had to be purchased, sales were primarily to two audiences—the deaf

Donald A. Lubitz  
Education/Economic Dev. Researcher

PDK is the PROFESSIONAL FRATERNITY for men and women in education leadership and education research.

Bill/Resolution H.C.R. #157

and hearing impaired and the immigrants. For immigrant families, the captions were recognized as a powerful tool to help learn English as a second language.

As we got into this decade, another law was passed that doubled the potential number of captions and text windows from two each to up to four of each. Commonly referred to as the decoder TV law, it required that new and imported TV's 13 inches and larger have the circuits to be able to activate at least two different caption channels. Today, an estimated ninety million TV homes already have access to one of these new decoder TV's.

Unfortunately, as educators, we have not been encouraging our fellow teachers, parents, students, and anyone else with literacy or ESL needs to turn on the captions and read the TV like a tachistoscope or reading pacer. One of the most effective approaches is to then turn off the sound and use the written soundtrack to convey the entire meaning of the audio narration.

There is much more to this technology that I can cover in this article. Familiarize yourself with the different kinds of captions commonly available, and encourage parents to give their children the option of listening to the TV for up to one hour each evening, or turning off the sound and reading the TV for up to three hours an evening. TV then becomes a reading picture book and there are many measurable and proven benefits. In fact, those children become better readers, spellers, have larger vocabularies, and even read more books. In fact, there is one published report of a second grade boy testing at the tenth grade level in reading ability. At home, this family already read the TV with the sound turned off. If the family or school has a computer, there are even programs for printing out the captions, or determining the reading level of a program's captions. Yet another excellent technique is to have the children caption a program in English or another language. If they can use a keyboard, there are free and inexpensive programs available that enable almost anyone to create the captions.

We not only have the power and opportunity to change the very nature of TV, but Hawai'i has the potential for world leadership in changing TV by starting reading channels in English and other languages, just as Ted Turner started worldwide news channels. Related reading, running dictionaries, enrollment options, translations, assignments, examinations, etc. can all be added to the text windows to add yet another dimension to television worth reading. In fact, this is a billion dollar industry waiting to happen, and Hawai'i can be the world leader and beneficiary bringing income into the state and creating jobs.

It's a world leadership opportunity for our Hawai'i PDK chapter. Let's go for it!

r (808) 732-1232 article from PDK Beta Tau Chapter, Founded in 1949 February 1998 Hawaii Chapter PDK newsletter.

CONCERNED LEGISLATORS... AT A TIME when FUNDING IS TIGHT... BRINGING POSITIVE ATTENTION to a NO COST POSITIVE "24/7" READING REINFORCEMENT IS SOMETHING YOU ARE TO BE COMMENDED FOR. I know Supt. HAMAMOTO WANTS TO "DO THE RIGHT THING" so I ENCOURAGE YOU TO BRING THIS ISSUE TO THE ATTENTION April 14, 2009 of our COLLEGES and UNIVERSITIES so THEY CAN REQUEST some ECONOMIC STIMULUS \$ to RESEARCH and TEST HOW HAWAII CAN BECOME a LEADER in READING and ACADEM- IC IMPROVEMENT in OTHER SUBJECT AREAS via PBS, HISTORY CHANNEL, etc. CAPTION READING but

Hawaii Department of Education  
1390 Miller St.  
Honolulu, HI 96813  
To Superintendent Hamamoto:  
EARNING "LEARNING Points" in the RELATED CAPTION READING, ZOO VISITS, GARDEN RAISING, BOOK READING, MUSEUM VISITS, PET RAISING, MUSIC APPRECIATION, REPORT WRITING, HOME VIDEO CAPTIONING, SECOND LANGUAGE MASTERY, TERM PAPER WRITING, etc. TURNING TV TIME INTO a LEVELING OF LEARNING OPPORTUNITY with "SOUND OFF" TV BECOMES MORE LIKE BOOK READING & CONVERSING.

For the current generation of students, reading has always faced stiff competition from television and other electronic media—conservative estimates suggest that children watch television on an average of 2-4 hours per day. Sensing the logical tie between literacy and captioning, the Hawaiian Senate proposed SCR-105, which was designed to encourage parents, government entities, and private businesses to turn on closed captioning, particularly while children watched television. This, in effect, would transform the television-viewing experience from a passive, one-way transaction to an engaging, entertaining, and educational activity.

We at the Described and Captioned Media Program (DCMP) are excited by this resolution. For years, we have been working to promote the tie between reading captions and improved literacy. Part of this promotion has been our partnership with the National Education Association's "Read Across America" campaign, publicizing our own literacy campaign—Read Captions Across America—as a way of encouraging teachers, parents, and kids to remember that reading captions is a fun way to develop healthy reading habits.

We recognize that the quality of available closed captioning on television and other media is sometimes less than what we expect. Since 1994, we have published the most comprehensive and exacting guidelines for captioning, particularly captioning for educational media ([www.captioningkey.org](http://www.captioningkey.org)). Our pedigree with regard to quality is something in which we take great pride, and we make every effort to ensure that the captioning of media in our free-loan educational media collection is accurate, well-researched, and of the highest quality. We also administer the only captioning evaluation of its kind to vendors who wish to work on captioning projects for the U.S. Department of Education—only the best vendors, having passed our rigorous requirements for grammar, editing, and other considerations, are included on this listing.

However, an expectation of and demand for quality captioning must not create a barrier to improved access to and awareness of captioning, both as a literacy tool and an accessibility feature for video-based media, such as television and DVD. It is because of this that we disagree with the Hawaii Department of Education's testimony regarding SCR-105. While we are honored that the Hawaii Department of Education referred to DCMP research and guidelines in its testimony, it is necessary to clarify a few misconceptions.

The opposition was supported by four claims. In summary: (1) captioning quality is questionable; (2) captioning is not always synchronized with the audio; (3) sound effects written into captions may confuse students; and (4) captions are often presented in all-upercase letters, making them difficult to read, especially for beginning readers.

DCMP does not wholly disagree with any of the above claims, but these alone, we feel, are not enough to discourage the viewing of captions while children watch television. In fact, when an error appears on-

*Continued*

## Described and Captioned Media Program



Senator Chun Oakland, Senator Les Ihara, Jr. and ALL for BETTER EDUCATION with FEWER ADULTS and CHILDREN FALLING BEHINE... This is from PAST READING

CAPTIONS ACROSS AMERICA support from BITT Stark and the NATIONAL EDUCATION ASSOCIATION. While FEW THINGS are EVER 100% PERFECT... the CAPTION READING is PROVEN to be ONE OF THE MOST EFFECTIVE TOOLS for READING IMPROVEMENT, VICABULARY Captions: An Instant Reading Incentive BUILDING, ENGLISH LEARNING, SPELLING IMPROVEMENT, and EVEN INTERNAL BRAIN WIRING for FASTER READING

In recent years, television has become a prime source of reading material through the provision of closed captions. As researchers Koskinen, Wilson, and Jensema noted:

As a FORMER TEACHER and UNIVERSITY PROFESSOR, IN A DEMOCRACY, we NEED TO

Captions are reading material. They can turn television into a moving story book, a steady stream of written language presented with both video and audio reinforcement. Viewers can see words on the screen, hear them spoken, and see them put into a visual context. One of the most exciting potential applications of closed captioning is its use as an educational tool. (P.S. Koskinen, R. Wilson, and C.J. Jensema, "Closed-Captioned Television: A New Tool for Reading Instruction," *Reading World*, 1986.)

PROMOTE HOME OPTIONS that ARE PROVEN TO WORK when SOME STUDENTS are FAL-

While captions were originally developed for deaf and hard of hearing persons, they help anyone learn to read. Seeing the picture accompanied by the printed word provides language contacts of immeasurable value.

LING BEHIND as THEIR CLASSES are PRESENTLY BEING TAUGHT and THEIR PRIOR LITERACY LEVELS WERE LOW. STARTING THEIR SCHOOL YEAR in THEIR PRESENT

In addition, research studies continue to confirm the benefits of using captions with second language CLASS. learners of all ages. Students using captioned materials show significant improvement in reading comprehension, listening comprehension, vocabulary acquisition, word recognition, decoding skills, and overall motivation to read.

The CAPTION TV READING costs NOTHING and CAN COMPLETELY CHANGE THE HOME ATMOSPHERE...

#### Benefits of Captions

The "CAPTION IMPERFECTIONS" the Superintendent cites ARE OVERCOME BY PROVEN RESULTS.

- Captions help children with word identification, meaning, acquisition, and retention.
- Reading captions is motivating to reading.
- Captions can help children establish a systematic link between the written word and the spoken word.
- Pre-readers, by becoming familiar with captions, will have familiar signposts when they begin reading print-based material.
- Captioning has been related to higher compensation skills when compared to viewers watching the same media without captions.
- Children who have a positive experience in reading will want to read; reading captions provide such an experience.
- Reading is a skill that requires practice, and practice in reading captions is practice with authentic text.
- Captions provide missing information for individuals who have difficulty processing speech and auditory components of the visual media (whether this difficulty is due to a hearing loss or a cognitive delay).
- Students often need assistance in learning content-relevant vocabulary (in biology, history, literature, and other subjects), and with captions they see both the terminology (printed word) and the visual image.

WHERE IS THE RESEARCH that CONFIRMS the CITED CONCERNS SOMEHOW UNDERMINE the PROVEN POSITIVE RESULTS ACHIEVED? FALSELY MAGNIFIED UNPROVEN CONCERNS ERASE OPPORTUNITIES for CHILDREN to turn TV VIEWING into READING and ACADEMIC CONTENT SUPPORT (PARTICULARLY when "THE RIGHT TV" FOR ACADEMICS).

VOICE 800-237-6213 • TTY 800-237-6819 • FAX 800-538-5636 • E-MAIL [info@captionedmedia.org](mailto:info@captionedmedia.org) • WEB <http://www.captionedmedia.org>

Funding for the Captioned Media Program is provided by the U.S. Department of Education

January 2005

When READ WITH the SOUND OFF... ALMOST ANY PROGRAM becomes A READING POSITIVE MOTIVATION.

screen, this can be considered a teachable moment in which a parent, teacher, or guardian can point out the error and subsequently correct it, even if the captions are not always synchronized with the audio. Also, it is important to remember that sound effects, textually described for the deaf or hard of hearing viewers in the captions, open up a world of possibilities for children learning about descriptive writing elements, such as adjectives, adverbs, and onomatopoeia. While it is certainly better for words to be captioned as they would be written—in upper- and lowercase, with true descenders, and with left-alignment—even words in all uppercase are readable.

The risks do not outweigh the benefits, even when captions are not perfect. In point of fact, in our clearinghouse of information, found at [www.dcmp.org](http://www.dcmp.org), we have several studies linking captioning to literacy, including the literacy development of ESL students who are exposed to captions. It also stands to reason that seeing a visual with its textual counterpart increases a student's ability to integrate the two—but a child must be taught how to read captions in order for this integration to take place automatically. Continuous exposure to captions, along with guided reading, can only enhance a child's ability to read the captions, process the visual, and integrate both, which makes captioning on television a very useful literacy tool.

We understand and share the Hawaii Department of Education's concern regarding the quality of captioning on television and other media, especially that which is used for educational purposes. More work remains to ensure that *all* captioning worldwide is of high quality. Captioning that is properly synchronized with the program audio, grammatically correct, and presented in a clear and readable form is certainly preferable, but not always possible. However, because people of all ages—regardless of whether they have a hearing loss—can improve their literacy skills by reading captions, we must conclude that the Senate's effort to raise public awareness about and encourage utilization of caption availability is in the long-range best interest of the public, especially K-12 students.

Sincerely,



Bill Stark  
Project Director  
Described and Captioned Media Program  
National Association of the Deaf

NOTICE

COMMITTEE ON HUMAN SERVICES  
Senator Suzanne Chun Oakland Chair  
Senator Les Ihara, Jr., Vice-Chair

NOTICE of HEARING

Tuesday, April 21, 2009  
1:15 PM  
Conference Room 229  
State Capitol  
415 South Beretania Street

CC: Senator Chun Oakland  
Senator Dan Inouye  
Speaker Calvin Say  
Hawaii Public Access Television


Included on the AGENDA  
HCR 157 (HSCR1413) Testimony  
"URGING PUBLIC AND PRIVATE AGENCIES TO ENCOURAGE  
THEIR PARENT CLIENTS TO TURN ON CLOSED CAPTIONING  
WHEN THEIR CHILDREN WATCH TELEVISION"

NOTE:

As this was FAXED to BOTH Senator Chun Oakland and Speaker Calvin Say...I consider this as VALID AUTHORITY TESTIMONY in support of these resolutions...AND I GIVE MY PERSONAL and PROFESSIONAL SUPPORT to D&CMP PROJECT DIRECTOR BILL STARK has SUBMITTED.

I ALSO CONSIDER MY PRIOR HEARING TESTIMONY from LAST WEEK to BE "ON THE RECORD" in SUPPORT of BOTH THIS and the LIKE WORDING of S.C.R. 105.

I intend to TYPE and SUBMIT SOME NEW TESTIMONY that will REFLECT FURTHER INPUT from HAWAII AND THE MAINLAND as received and experienced. CLOSELY TIED TO THIS will be the HAWAII "NATIONAL GRANTS CONFERENCES TRAINING" to be held this FRIDAY, SATURDAY and SUNDAY from 9AM to 6PM at the WAIKIKI BEACH MARRIOTT RESORT on Kalakaua Ave. in Waikii. I am OFFERING TO INCLUDE LOCAL NON-PROFITS in my NATIONAL GRANTS CONFERENCES MEMBERSHIP BENEFITS (including the special training) so WE CAN NOW MAXIMIZE and FURTHER IMPROVE ON THE CAPTION BENEFITS SENATOR DAN INOUE PLAYED A MAJOR LEADERSHIP ROLE in HELPING TO MAKE POSSIBLE THREE DECADES AGO. THIS NEW CONCURRENT RESOLUTION SUPPORTS THESE NEW INITIATIVES. A PRIMARY BENEFICIARY will be HAWAII and NATIONAL PUBLIC TELEVISION and THEIR MANY VIEWING BENEFICIARIES who are AWARE of the CAPTION VIEWING OPTIONS. THANK YOU FOR YOUR CONCERN and SUPPORT for YOUR CONSTITUENTS so that MANY CHILDREN and ADULTS will NO LONGER FALL BEHIND.



Memo to: U.S. Senate Finance Committee Chair Daniel K. Inouye  
(Share with Hawaii Congressional Delegation)  
From: Donald A. Lubitz, President, Friends of Learning, Inc.  
Mission: "Bottom-Up" Education Researcher (from the REAL WORLD perspective  
of the POOR & DISADVANTAGED in need of KNOWING ABOUT the CC/TV  
BENEFITS "FOR EVERYONE" \*you provided VISIONARY LEADERSHIP" to  
MAKE AVAILABLE as a "NATIONAL NORM" THREE DECADES AGO).  
(\*Even the BLIND and WEALTHY benefit when something IMPROVES LANGUAGE  
MASTERY which then REFINES EDUCATION" which IMPROVES COMMUNICATION  
and PRODUCTIVITY which then IMPROVES COMPETITIVENESS & OUR ECONOMY.)  
Address: P.O.Box#418, Honolulu, HI 96809-0418 r (808) 732-1232  
(Call for electronic message options I will try to then arrange for.)  
SUBJECT: REPORTING AGAIN on ANOTHER EXCELLENT NATIONAL GRANTS CONFERENCES  
TRAINING EVENT CONDUCTED FOR THREE DAYS by GUS FERNANDEZ this past  
Friday, Saturday and Sunday at the WAIKIKI BEACH MARRIOTT HOTEL.

Monday, April 20, 2009

SOLVING WHEN RESEARCH AUTHENTICITY INSIGHT METHODOLOGY UNDERMINES BENEFITTING

Aloha Senator Inouye and ALL for BETTER ONGOING LEARNING & A STRONGER ECONOMY,

It has now been a decade since I first started reporting on the EXCELLENT  
NGC SEMINAR EVENTS that have been offered a couple times a year here on Oahu  
and a neighbor island or two followed by a couple days of training here on  
Oahu...which I started attending and reporting on several years ago after I too  
BECAME A MEMBER. SO WHY HAVEN'T I SECURED ANY FUNDING to UPGRADE to A PROP-  
ERLY WORKING TYPEWRITER...FAX...E-Mail...COMPUTER...INTERNET...WEB PAGE, and  
ALL the OTHER "CONTEMPORARY NORMS?"

HAVE I MADE THE RESEARCH CONSTRAINTS "TOO AUTHENTIC?" WHY DIDN'T THE IDEA  
of WORKING THROUGH a SCHOOL or OTHER NON-PROFIT MOVE FORWARD? If the lines  
were too long for INTERNET ACCESS at THE PUBLIC LIBRARIES...havn't they CORREC-  
TED THAT WITH MORE COMPUTERS? NO DOUBT I WAS NOT PERSISTANT ENOUGH for ONE  
REASON or ANOTHER...PEOPLE MOVED to OTHER POSITIONS...I HAD A COUPLE SURGERY  
DISRUPTIONS...THERE WERE ROOF LEAKAGE PROBLEMS...LIBRARIES CLOSED FOR REPAIRS...  
MONEY HAD TO BE DIVERTED to CAR REPAIRS & REPLACEMENT....

...& the LIST GOES ON...

but THE "HIGHER POWER" also HAD A DIFFERENT TIMETABLE...

and THE RESEARCH is MORE INNOVATIVE & IN TUNE with a "NEW PRESIDENT" \*\*

(\*\* Hawaii Born & HARVARD EDUCATED...a UNIV. early into CC BENEFITS RESEARCHING (1981)...

WAS THE NGC TRAINING JUST CONCLUDED ANY DIFFERENT?

GUS FERNANDEZ was EXCELLENT but HE'S BEEN HERE BEFORE...A THIRD TRAINING  
DAY WAS ADDED...but with the ECONOMIC STIMULUS...IT WAS SKEWED into SUPER TIM-  
ELY REAL ESTATE INVESTMENT VEHICLES NGC HAS TO OFFER. UNLIKE WHEN I FIRST JOIN-  
ED NGC SEVERAL YEARS AGO and EXPERIENCED THOSE TRAINING EXPERIENCES...ALMOST  
EVERYTHING TAUGHT (including the EVENING ASSIGNMENTS) is DEPENDENT on ACCESS  
to THE INTERNET...

SO WHERE DOES THAT LEAVE the CC RESEARCH?

FROM GUS FERNANDEZ and OTHERS...I SENSED A "STRONG INTEREST"...particularly  
when I UPDATED it to INCLUDE things like "PRE-TEEN LANGUAGE SOUND MASTERY" and  
"PRE-TEEN BRAIN INTERNAL WIRING BENEFITS." This affects a lot of CHILDREN, GRAND-  
CHILDREN...FUTURE GRANDCHILDREN...SCIENCE FAIR PROJECTS...TERM PAPERS...GRADUATE  
DISSERTATIONS...FAMILIES TAKING CHARGE of the TV...OPPORTUNITIES to EARN "LEARN-  
ing Points" towards FUTURE CREDITS...and MUCH, MUCH MORE...

HOW CAN/WILL THIS NOW CHANGE "HELPING A BILLION LEARNERS?"

"TIMELY PARTNERSHIPS TIED INTO HISTORY"

WW-II .442nd INFANTRY DIV. CAMP McCOY...STARS & STRIPES, PACIFIC EDITION,  
EBERT PHOTOS...FROM HERE TO ETERNITY...STATEHOOD...HAWAII 5-0...ELVES...&



DON LUBITZ to SENATOR DAN INOUE TIMELY SIGNIFICANCE of "NGC TRAINING" Pg.2

Monday, April 20, 2009

While the TRAINING EMPHASIS was PRIMARILY on PROPERTY ACQUISITION, the EDUCATION GRANTS were MENTIONED and IN MY MIND... "HISTORY STOOD OUT." As we ARE INTO the YEARS BEFORE the 70th ANNIVERSARY of "PEARL HARBOR"... HOW CAN HAWAII HELP ALL STATES and SCHOOL DISTRICTS build RESOURCES to CONVEY THAT HISTORIC DEVELOPMENT and INVOLVE STUDENTS ENROLLED in USING THEIR VIDEO CREATION SKILLS in CUSTOMIZING "LOCAL HISTORIC MOBILE" and "WEB SITES" that ADD the INVOLVEMENT of THEIR SCHOOLS and THOSE GRADUATES who SERVED IN THE WAR?

After I got out of Active Duty in the Army back in 1959... I SPENT A SHORT PERIOD of RESERVE TIME at Camp McCoy... WHERE MANY of the 442nd MEMBERS TRAINED. SENATOR INOUE, YOUR WIFE has HELPED PRESERVE and MAKE AVAILABLE a LOT of LIKE 442nd & INTERNMENT CAMP HISTORY in CALIFORNIA. EVERY STATE/COUNTY/CITY/TOWNSHIP has their OWN UNIQUE CONTRIBUTION to THE EVENTS FOLLOWING PEARL HARBOR...

If WE MOVE FAST ENOUGH... the "STIMULOUS EDUCATION FUNDS" and "NATIONAL INTEREST in 'HISTORY' for TEACHING CITIZENSHIP... CONVEYING VALUES... PRESERVING ANCESTRAL LANGUAGES... SAVING HISTORIC BUILDINGS... etc. CAN "ALL BENEFIT" from THE CAPTIONED TV YOU MADE POSSIBLE. YES, CC OUR HAWAII RESEARCH into NOW USING THAT TECHNOLOGY with DIGITAL TV to EXPOSE AS MANY YOUNG BRAINS AS POSSIBLE to "MASTERING THE SOUNDS of AS MANY FOREIGN LANGUAGES AS POSSIBLE." Here we can DRAW on EVERYTHING from PHONETIC CAPTIONS and MULTIPLE SOUNDTRACKS to the JAPANESE and CHINESE CHARACTERS.

WHAT IF?

BUT, HOW DOES THIS INVOLVE GUS FERNANDEZ?

Instead of "BREAKING EARLY"... Gus EXPANDS the "HISTORY RELEVANCE" to the "HISTORIC MOBILE CONCEPT" and shows a "HISTORIC CAPTIONED VIDEO" created by UH CREATIVE MEDIA & SACRED HEARTS STUDENTS working with HAWAII PUBLIC TV (or any other "locals") along with John Southworth of the UH LAB CHARTER SCHOOL and the UH PDK CHAPTER (combining a Univ., Public TV Station, Charter School and a Private School along with Phi Delta Kappa) for REACHING OUT to WHEREVER NGC will be DOING PRESENTATIONS and TRAINING in the MONTHS AHEAD.

We could also DO ANOTHER "FASTER APPROACH" and HAVE KHET-TV apply for a STIMULOUS GRANT (or any grant) to "CAPTION/AUDIO ENHANCE" like the "TIME/LIFE" FILM on HAWAII when "STILL A TERRITORY" shot by Bob Ebert's PACIFIC PRODUCTIONS. Sharon Mujtabaa's STUDENT SON could DO THE SPECIAL CAPTIONS and WE WOULD HAVE A HISTORIC MOVIE "AS AN EXAMPLE."

Before the NGC CONFERENCE EVENTS... we could LET THE SCHOOL DISTRICTS, HISTORIC MUSEUMS, PRIVATE SCHOOLS, PDK CHAPTERS, etc. KNOW THEY WOULD HAVE AN OPPORTUNITY to KNOW ABOUT some EDUCATION GRANTS for TEACHING/PRESERVING HISTORY that THEIR LOCAL "NGC MEMBERS" could help them apply for (or they could become NGC Members for their own family benefits), and at the same time, help their LOCAL SCHOOL, MUSEUM, UNIVERSITY, CHURCH, TEMPLE, LIBRARY, SCOUTS, etc.

SO WHERE DOES LUBITZ FIT IN to all this?

Working with GUS FERNANDEZ and the FERNANDEZ FAMILY (or whatever is most appropriate)... GUS includes LUBITZ in some "PARTNERSHIPS" where we can GO INTO FUNDING APPLICATIONS... also involving whatever is appropriate from the VFW to THE BATTLESHIP MISSOURI or LOCAL MUSEUMS. This is something the FERNANDEZ GIRLS may want to BECOME INVOLVED IN as FAMILY or SCHOOL PROJECTS. Instead of LUBITZ spending all his time LEARNING THE ROPES... Gus RELATES IT TO HIS NGC TRAINING NATIONALLY... while HELPING TO GET GRANTS and INVOLVE OTHERS so WE CAN TAP INTO those 25-30,000 HISTORIC EBERT NEGATIVES, FILMS & VIDEOS that ARE NOW PART of the "LUBITZ RESEARCH ARCHIVES." The FERNANDEZ DAUGHTERS have JUSTIFICATION for BUSINESS EXPENSE TRIPS to HAWAII and MAY BE GETTING MORE OF a SENSE "FUTURE ACADEMIC and EMPLOYMENT INTERESTS." As an example... ONE or BOTH OF THEM could TAKE THIS IN A DIRECTION to INCLUDE OPRAH'S "GIRL'S SCHOOL" in SOUTH AFRICA that GETS THEM to a "PLANNING SESSION" with Oprah at her Maui home, then a TRIP TO SOUTH AFRICA and APPEARANCE on the "OPRAH SHOW." From HAWAII... it could INCLUDE the "EAST-WEST CENTER" and Japan or China and Korea (with a lot of E-W Ctr. & Ebert or Lubitz historic photos & films to draw on). Then there are all the EBERT PHOTOS that RELATE TO THE HISTORIC MOVIES & TV SHOWS where HE WAS A MEMBER of the PRODUCTION CREW. Suddenly Hawaii has a WHOLE NEW IMAGE being BUILT on "INCORPORATING INTO THEM LUBITZ CAPTION & OTHER LEARNING ENHANCEMENTS and ACADEMIC CREDIT POINTS. BUT WE NEED TO MOVE ON THIS ASAP

*Don Lubitz*