

SUBJECT: When FAMILIES/CLASSES/PRE-SCHOOLS/CHILDREN/STUDENTS/IMMIGRANTS/TUTORS/etc.
us the TV, DVD's, Computers & Other Media...READING REINFORCE II with CAPTIONS.

ABOVE (SUBJECT RELEVANCE and NOT THE ACTUAL RESOLUTION WORDING) ACTUAL WORDING
Resolution... BELOW

"URGING PUBLIC AND PRIVATE AGENCIES TO ENCOURAGE THEIR PARENT CLIENTS
TO TURN ON CLOSED CAPTIONING WHEN THEIR CHILDREN WATCH TELEVISION."

TESTIMONY from Donald A. Lubitz, President, FRIENDS of LEARNING, Inc.
P.O.Box#418, Honolulu, HI 96809-0418 r (808) 732-1232

NOTE: I am a Former Univ. of Hawaii Professor & Administrator with Teaching, Training, Research and Business experience on the Mainland, in the Pacific and In Asia with CAPTIONED MEDIA INVOLVEMENT going back to the 1950's. Similar resolutions were introduced by Senator Matt Matsunaga and Representative Calvin Say and PASSED back in 1994.

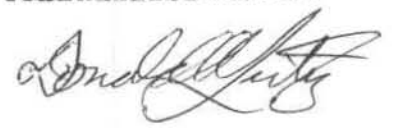
OUR HAWAII and NATIONAL/INTERNATIONAL RESEARCH & EXPERIENCE with CAPTIONED MEDIA suggests a MUCH BROADER "IMMEDIATE BENEFIT RELEVANCE" & "ECONOMIC OPPORTUNITY."

GENERAL COMMENT on the RESOLUTION as CURRENTLY WORDED and SUPPORTED

The intent is there to ADDRESS WHAT IS BOTH a STATE and NATIONAL NEED and OPPORTUNITY BECAUSE ALMOST EVERYONE HAS SOMETHING TO BENEFIT FROM THE CAPTIONS WHEN PROPERLY INFORMED that THEY ARE AVAILABLE 24/7 and NO COST TO ACTIVATE from MOST "STILL WORKING" TV SETS in THE HOME, CLASSROOM, BARRACKS, CLASSROOMS, LIBRARIES, AIRPORTS, BARS, RECEPTION LOBBIES, HOSPITAL ROOMS, CHURCHES, COMMUNITY CENTERS, etc. (* Before Mid-1993 SPECIAL 'SET TOP' DECODERS HAD TO BE PURCHASED to activate the closed captions, but even then SUB-TITLES & OPEN CAPTIONS WERE COMMON in IN MANY FOREIGN LANGUAGE MOVIES and TV PROGRAMS.) UNFORTUNATELY, the "CLOSED CAPTIONS" remain PROMOTED PRIMARILY for the "DEAF and HEARING IMPAIRED" with very little RELEVANT REFERENCE MADE to the IMMIGRANT and AVERAGE FAMILY/STUDENT/CHILDREN BENEFITS. This LEGISLATION starts to ADDRESS THAT BROADER NEED and PROVEN BENEFIT RETURN...
SOME SPECIFIC COMMENTS

LINE REFERENCES to PARAGRAPHS

- P# #1 For CHILDREN UNDER TWO...I prefer ILLUSTRATED BOOKS or STILL PICTURE & SLOW MOVING TV or OTHER ELECTRONIC IMAGERY that IS "READ TO THE CHILD." When FAMILY MEMBERS MAKE A SPECIAL EFFORT to "READ THEIR CAPTIONED TV" with the CAPTIONS ON and SOUND OFF...IT PUTS THE FAMILY "IN CHARGE OF THE TV" and they CONVERSE OVER IT, HAVE MORE MEALS TOGETHER, can CAN BE READING DIFFERENT TV PROGRAMS and BOOKS, MAGAZINES, etc. IN THE SAME ROOM. In SUCH A "FAMILY TV READING ATMOSPHERE" children as young as SECOND GRADE have TESTED AS HIGH as a "TENTH GRADE READING ABILITY." Their YOUNG DEVELOPING BRAINS make SPECIAL INTERNAL CONNECTIONS to KEEP UP WITH THE FAST MOVING CAPTIONS (How else to explain such superior reading skill?) It is also NORMAL for TV CAPTION READING CHILDREN to BECOME SUCH GOOD READERS...they WATCH LESS TV so they CAN READ MORE BOOKS. Of course...with SOUND OFF...they are not PULLED INTO the "TV VIEWING" when DOING HOMEWORK because THEY CAN NOT HEAR THE PROGRAMS. The TV SOUNDS do have SPECIAL MERIT when LEARNING THE PRONUNCIATION of NEW WORDS or A NEW LANGUAGE. Of course...for IMMIGRANT PARENTS who CAN NOT READ BOOKS IN THE ENGLISH LANGUAGE to their children, THE CAPTIONED TV with SOUND ON "READS TO THE ENTIRE FAMILY" and THE PARENTS ARE GREATLY HELPED in THEIR ABILITY to COMMUNICATE in THE WORKPLACE, WHILE SHOPPING, IN CHURCH, etc.
- P# #7/11 Because PROPER TV USE can FACILITATE BOOK READING, "READ ACROSS AMERICA" has been "EXPANDED to INCLUDE "READ CAPTIONS ACROSS AMERICA" in the ANNUAL "NATIONAL PROMOTION."
- P# #16/21 "ABSENSE OF" DEMONSTRATING and PROMOTING the "CC/TV READING COMPONENT" is almost certainly related to the DESIRE to "BLAME THE TV" instead of PROMOTING CC READING "AS A PROVEN POSITIVE" going back to HARVARD PUBLISHED RESEARCH BACK IN 1981, as well as MANY OTHER RESEARCH STUDIES (including THE STUDY CITED).
- RESOLUTION... Page 2
- P# #5 Here, I would make references to OTHER LONG PROVEN BENEFITS like CHILDREN LEARNING to "HEAR & SPEAK MULTIPLE LANGUAGES MORE LIKE A NATIVE" AS WELL AS IMMIGRANT FAMILIES LEARNING ENGLISH and our culture history, geography, values, preparation for Citizenship and MANY OTHER BENEFITS from "READING THE RIGHT TV," #9 Again a "FREE SERVICE" also of "DVD DISTRIBUTORS" & OTHER ELECTRONICS."



Don Lubitz, Tuesday, April 7, 2009 TESTIMONY for S.C.R.#105 on CC/TV BENEFITS NO COST...PROMOTES READING BOOKS...REINFORCES ALL SUBJECTS... ACCLIMITIZES IMMIGRANTS...etc. Testimony-Page 2

RESOLUTION RELEVANCE to HAWAII ECONOMIC FOUNDATIONS in COMPETITIVE WORLD & TOURISM RECOVERY

As drafted, this CONCURRENT RESOLUTION justifies the MULTISENSORY READING REINFORCEMENT of the CAPTIONED TELEVISION "WHILE THEIR CHILDREN WATCH TELEVISION." This is PROVEN TO BE EFFECTIVE and HIGHLY DESIRABLE for HELPING CHILDREN EVERYWHERE BECOME BETTER READERS.

WHEN CHILDREN ARE HELPED TO BECOME BETTER READERS, that SUPPORTS THEIR EDUCATIONAL PROGRESS at EVERY LEVEL while REDUCING THE NEED for SPECIAL ASSISTANCE and SAVING THE SCHOOL & DISTRICT or PRIVATE EDUCATION PROVIDER ADDED EXPENSES.

HAWAII SETTING HIGHER GOALS & OBJECTIVES

While READING THE CAPTIONED TV DOES HELP THE CHILDREN...TARGETING "HELPING THE ENTIRE FAMILY" and "STATE POPULATION" generates AN EVEN GREATER RETURN. Many if not MOST of the ENGLISH MASTERY PROBLEMS CONFRONTING IMMIGRANTS can be REDUCED by "BOTH" PARENTS and CHILDREN READING THE CAPTIONED TV...SOMETHING THAT CAN OFTEN BE DONE EVEN BEFORE THEY ARRIVE IN HAWAII.

The DOCUMENTED EXPERIENCES of OTHERS CONFIRMS the the POWER of the CAPTION READING CHALLENGE when THE TV is "READ LIKE A BOOK" with the SOUND OFF. "RESULTS ACHIEVED" can ONLY BE EXPLAINED by the YOUNG DEVELOPING BRAIN creating SPECIAL NEURON PATH CONNECTIONS to KEEP UP with the "RAPID LAYDOWN SPEED of the 'REAL TIME' CAPTIONS" in MANY OF the TV PROGRAMS. When done BEFORE BECOMING A TEEN...THOSE CONNECTIONS THEN ASSIST THAT CHILD the REST of HIS or HER LIFE. In "REAL TIME CAPTIONS" words are missed or keyed in incorrectly CREATING A SPELLING ERROR or MISSING WORDS. The YOUNG DEVELOPING BRAIN NOTICES these ERRORS and THAT HELPS to BRING ATTENTION to WHAT THE SPELLING SHOULD HAVE BEEN (an exercise in rapid brain problem solving). IN ESSENCE, that YOUNG BRAIN LEARNS to "MULTITASK" in CAPTION READING CHALLENGES.

Before there was such a thing as "CLOSED CAPTIONED TV" with FAST MOVING CAPTIONS...SPECIAL "reading pacer" devices were developed to project LANTERN SLIDES of reading sentences on a screen for a "timed interval" or or a "page had a mechanical cover move down over the reading material at a fixed rate of speed." These were known as "tachistoscopes" or "reading pacers." The CHILD'S BRAIN had to "learn to read faster" and that carried over into the BOOK and OTHER READING. The "CLOSED CAPTIONED TV READING" and "SUBTITLED MOVIE READING" gives the HUMAN BRAIN that SAME "FASTER READING ADJUSTMENT PRACTICE." But IN ADDITION to READING THE CAPTIONS, the BRAIN is NOTING ALL the SCREEN IMAGERY...even READING OTHER INFO. in addition to the captions. SECOND LANGUAGE CAPTIONS supported by SECOND LANGUAGE SOUNDTRACKS are ANOTHER COMMON "LEARNING DIMENSION." The DVD of the movie "FROM HERE TO ETERNITY" has FOUR DIFFERENT LANGUAGE SOUNDTRACKS and SEVEN DIFFERENT LANGUAGE SUBTITLES that can be ACTIVATED BY THE VIEWER...and OUR HAWAII RESEARCH suggests EVEN MORE FUTURE OPTIONS like "PHONETIC CAPTIONS" and "MEMORY CLUES" or "RELATED READING" and even "SELF TESTS" of ACADEMIC RELEVANCE that could lead to "LEARNING Unit" POINTS*for "FUTURE CREDIT REQUIREMENTS."

(* This part of MY RESEARCH WAS PUBLISHED in 1988...and "LEARN" stood for "Let's Earn A Recognition Now/LEARN" with BRONZE, SILVER, GOLD, PLATINUM, etc. LEVEL POINTS for DIFFERENT "CREDIT ACHIEVEMENT LEVELS."...with "lower case points" for "elementary grade levels" of "learning points.")

The "BOTTOM LINE" of OPPORTUNITY for HAWAII

Our "HAWAII RESEARCH" then LEVERAGES the "CAPTIONED TV and OTHER MEDIA" as a "WHOLE NEW VEHICLE" for TRACKING ACADEMICS, WORKPLACE TRAINING, APPRENTICESHIPS, CAREER UPDATES, TRADE CERTIFICATIONS, and GRADE SCHOOL, HIGH SCHOOL, COLLEGE, GRADUATE SCHOOL, etc. CREDITS. With Hawaii "ESTABLISHING the INTERNATIONAL STANDARDS" for this kind of "PRACTICAL WORKPLACE LEARNING/UPGRADING NORMS" we would have a WHOLE NEW "GLOBAL WORKPLACE ACADEMIC STANDARD" that would fit into our LONG PROPOSED "MULTILINGUE/MULTICULTURAL GLOBAL READING CHANNELS."

What makes this PARTICULARLY ATTRACTIVE and TIMELY NOW? In the USA, "FEWER CHILDREN and ADULTS would be LET BEHIND" and and OTHER STATED GOALS would be to USE THIS "PRACTICAL BRAIN WIRING TECHNOLOGY" to teach CHILDREN the SOUNDS of 5 to 10 DIFFERENT LANGUAGES to "HEAR" & "SPEAK...MORE LIKE A NATIVE." They can ALWAYS LEARN the GRAMMATICAL & SPELLING REFINEMENTS later in adulthood but the "PROPER SOUND MASTERY" has to TAKE PLACE BEFORE TEEN AGE... And THAT BRINGS US UP TO THE TARGET of "HELPING A BILLION LEARNERS WORLDWIDE BY CHRISTMAS 2009." A RECENT ISSUE of "TIME MAGAZINE" identifies "LANGUAGE TRANSLATOR" AS ONE OF THE "MOST IN DEMAND EMPLOYMENT CAREERS TODAY." (not an exact quotation...BUT FROM MEMORY).

AGAIN...the RESOLUTION is VERY IMPORTANT for "CHILDREN" but also TIME TO APPROACH IT as "A WHOLE NEW ECONOMIC BASE" for HAWAII... As such it should BE RESOLVED that CERTIFIED COPIES go to PUBLIC/PRIVATE/CHARTER SCHOOLS, UNIVERSITIES, UNIONS, FOUNDATIONS, HSTA, HI CHAMBER OF COMMERCE, EAST-WEST CTR., HI PUBLIC TV, FILM INDUSTRY, HI PDK, PTC, HTA, GOVERNOR, MAYORS & "ALL."

Don Lubitz