

SAMPLE OF OPINIONS OF PARENTS OF  
 OLDER STUDENTS AT THE UTAH SCHOOL FOR THE DEAF

A survey of a sample group of parents was made by Dr. Maurice Barnett, Administrator, Division of Data Processing, Utah State Board of Education. This survey was made by personal visits with the parents. Because of his vast experience as an educator and because he has no connection with either philosophy, Dr. Barnett was asked to conduct these interviews.

Superintendent Tegeder was asked to provide the writer with a representative sample of parents whose children had been in the School for several years. This list includes parents whose children are in the oral and total communication program and both the extension and residential school are represented.

Listed below are the parents who were interviewed:

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| Mr. & Mrs. Arthur Atkinson, Brigham | Mr. & Mrs. Grant Hermansen, Bountiful |
| Mr. & Mrs. Ron Johnson, Ogden       | Mr. & Mrs. Kenneth Kinner, Ogden      |
| Mr. & Mrs. Jack Nichol, Draper      | Mr. & Mrs. Ronald Bishop, S.L.C.      |
| Mr. & Mrs. John DeWaal, Bountiful   | Mr. & Mrs. I. John Mathis, Midvale    |
| Mrs. Judy Wentworth, Murray         | Mr. & Mrs. Norman Williams, W. Jordan |
| Mr. & Mrs. Jay Anderson, Price      | Mr. & Mrs. Warren Burbank, Ogden      |
| Mrs. Rebecca Cummins, Kaysville     | Mr. & Mrs. John Hadfield, Brigham     |
| Mr. & Mrs. Pete Vlahos, Ogden       | Mr. & Mrs. Rolf Christiansen, Granger |
| Mr. & Mrs. Emmett Heinrich, S.L.C.  | Mr. & Mrs. Doyle Johnson, S.L.C.      |
| Mr. & Mrs. Edward Krause, S.L.C.    | Mr. & Mrs. Warren Owens, Midvale      |

Eight of the respondents had children in the "oral" program. The first question asked was: "How many years of education did your child have at the residential school?" The answers of the group of eight ranged from one in the second grade (the questionnaire did not indicate how many years this involved) up to 13 years. The average was very close to 10.

In answering "What type of evaluation took place in determining the placement of the child?" the following responses were given:

1. "We had investigated other states and preferred the oral program. Our child took a course at the John Tracy Clinic."
2. "We first went to the Primary Children's Hospital. We had a private tutor for two years and enrolled the child in the extension program at age five."
3. "A total evaluation was made by the State Health Children's Services Division prior to our child's entering the Utah School for the Deaf. The child had also been in a private pre-school."
4. "Evaluation was mostly made by discussion." The parent had been a teacher at the Ogden School and desired the oral program.
5. "Dr. Nielsen interviewed and tested the child to determine his capabilities. The child has some hearing at a low level with a good hearing aid."
6. Parents had investigated programs in other states and decided to move to Utah because they liked Utah's program. They knew what program they wanted.

7. Hearing tests had been given, ability to read lips and speech ability had been evaluated, and there had been parent-teacher consultation as well as parent-advisor consultation.
8. Through the State Department of Health, parents heard of the John Tracy Clinic. They spent one year in that program and the work there indicated the child should follow the oral program.

In answering "Were you a part of the team that decided where the child would be placed?" the following responses were given:

1. "Yes, but at the time oral was the only program for small children."
2. Parents elected to put the child in the oral program. He was later evaluated by Dr. Roland and Dr. Nielsen and the Tracy Clinic, and it was recommended that the child stay in the oral program.
3. "At the time my child entered school, I do not think there was a team doing evaluations. Nevertheless, it was our desire that our child be educated orally. We took every opportunity to study the different methods that were being used to educate the deaf and what was available to us in Utah. After much reading and visiting schools, we decided upon the Oral Division at the Utah School. We are just very sorry that the School is about ten years behind in the oral method, but what we had was at its worst better than giving up our child by having to send her away to educate her. Let me add, what we have today is great. The new methods, if continued, could really put us on the road to finally giving our children true oral education."
4. "Yes, daily. However the school had the final say on the program."

5. "Yes, we had the final say on placement. Dr. Nielsen and Tony Christopulos were also involved."
6. The parents met with Charles Peters and decided on placement. The parents did not consider residential school.
7. "Yes."
8. "Yes." The parents had the say as to placement. After a year or two, a special team of three doctors were to evaluate the child and suggest placement. The parents agreed to evaluation, but insisted that the child stay in the oral program.

In answering "Do you feel your child has the necessary preparation to adequately get along socially the rest of his/her life?" the following responses were given:

1. "I am very well satisfied. My child is now at the Ben Lomond High School and is very well adjusted."
2. "Yes. My child is very well adjusted."
3. "By the time the child leaves school, he will be well prepared. This cannot come from the School alone. We as parents have the responsibility to see that our children have the contact with their hearing peers. There is no way that you can put a child or person in a school all his/her life and then at a certain age say it is time to go out in the world and make his way. Rather, we have to work to socialize. The best schools in this country have not been able to overcome this problem."
4. "It is a continuing problem process. The child gets along well and is employed as a machinist. The other child is still in school but gets along well."

5. "She gets along very good up to date. She is now being integrated into regular school classroom."
6. "The child is now in the fourth grade. He seems fine so far."
7. "No, but the child is getting that preparation and has progressed very much in the last two years."
8. "Yes. Considering the handicapped condition, the child is adjusting very well."

In answering "Do you feel your child received an adequate preparation in order to make a living the rest of his/her life?"

- A. What kind of occupation do you expect your child to go into?
- B. Did he/she receive an adequate vocational educational training program through the School for the Deaf?"

the following responses were given:

1. "That training is still in progress. The child's desire is to go to school beyond graduation to prepare for a career."
2. "The child is still preparing and is receiving much help."
  - A. Undecided. She is already employed doing some clerical work, typing, filing, etc. for the Box Elder Board of Education.
  - B. No, She received some training but left the School and went to Central Junior High School."
3. "The schooling did not have much vocational work. Our child went to the technical college for training as a machinist. The second child is in junior high and is not getting enough vocational education."
4. "My child is too young to decide."
5. "My child has only had pre-aptitude tests."

6. "My child is now working as a dental assistant. She probably will go to advanced schooling."

Two of the people receiving questionnaires did not respond to this question.

In answering the question, "Do you feel your child received the proper educational background to live a good life?" the following responses were given:

1. "The dormitory situation was not always satisfactory. This year our child is living at home and completing work at Ben Lomond High School."
2. "Yes."
3. "Yes. For awhile, the program was in an unsatisfactory building and environment at Jackson School."
4. "We feel very good about this up to the present."
5. "Both children have received a good education." The parents have supplemented what was done by the School.
6. "He is too young to know."
7. "Thus far, we are very pleased with the program. We may request that the child spend the third year in Salt Lake City - two years in junior high."
8. "Yes. The program is improving all the time."

In answering the question, "If you could, what changes would you recommend in the educational or vocational program at the School for the Deaf?" the following responses were given:

1. "Everything seems to be satisfactory. We have confidence in the teachers and administration. The older children could profit from foster home life instead of dormitories."

2. "I would like to see the student be able to pursue either the total communication or the oral program at his own choice without pressure from teachers or organizations."
3. "He is only in the fourth grade."
4. "We are very well satisfied."
5. "Offerable oral or total communication programs should be explained. The parents should make choice. Vocational programs should emphasize special vocabulary and language terms. There are always new things to keep abreast of. Programs should be piloted before fully implemented."
6. "My first recommendation would be that there be a complete separation of the oral and total communication departments. I mean complete. There is no way that the departments of total different philosophies can continue to operate the way we are now. We are not doing justice to our children given to our care not to do something more constructive than what we are doing. It would seem to me that after all the years these two departments have been fussing with each other, that someone in the State Board would see that the two cannot travel the same road, nor should they. We need, and should have, strong departments--not one always feeling threatened by the other."
7. "The greatest need is to keep qualified teachers in the program."
8. "Schools should operate completely separate programs for oral and total--have separate dorms and facilities. Both programs should excel and not criticize each other. There is too much wasted effort in conflict."

In answering the question, "Do you participate with any parents of deaf children? If so, how many deaf parents have you come in contact with?", the following responses were given:

1. "We have been active in P.T.A. and other activities of parents of deaf children for the past thirteen years."
2. "Yes, with three sets of parents quite often. One has a child the same age as ours, but the other two have children of different ages."
3. "Yes. Three sets of parents get together for lunches, etc. Students stay at one another's homes overnight, etc. We attend P.T.A. regularly."
4. "I am president of the Extension Oral P.T.A. We are involved in getting extension programs started."
5. "We participate with all the parents with children enrolled in our program and some that have left our programs. Over the years we have come in contact with hundreds of parents. It would be impossible to give you the number."
6. "Yes. I have been on the P.T.A. Board and have been P.T.A. president. I have had contact with most parents of children in the same program."
7. "Yes. I am president of Oral P.T.A., and I have contact frequently with parents of children of the same age."
8. "I have not had as much contact as during the first few years. Distance is a problem. We have tried to participate in P.T.A."

In answering , "Do you participate in any activities of the deaf community - A. Utah Association for the Deaf, or B. Deaf Ward?", the following responses were given:

1. "The child, through seminary, participated some in the deaf ward. We have participated in the Deaf Branch in Salt Lake City."

2. "No."
3. "No."
4. "No."
5. "Only occasionally."
6. "No."
7. "No."
8. "No."

In answering , "What kind of orientation did you receive to deafness?", the following responses were given:

1. "I attended John Tracy Clinic in California. I also went to the Utah State University program for one year and the lectures that were provided through the Utah School for the Deaf."
2. "I enrolled in the John Tracy course, then moved to Utah and entered the child in the Extension Oral Program."
3. "Just had natural experience as the child was growing. She became deaf after measles. She was tested at the University of Utah. She lived with her grandparents. Her grandmother has worked in a shop where deaf people were employed."
4. "I attended the University of Utah program when the child was one year old. Her father was involved in speech therapy work at the time."
5. "We had no orientation, but the School has always tried to keep the parents informed as to what deafness involves and how we can best help. Also they have tried to make us aware of what is happening in deaf education around the country. I might add that children entering the School today get a very good orientation, showing you both programs and then letting the parents make the choice."

6. "Our family doctor knew about the programs. We had a friend who had a deaf child. We visited schools in the United States and in Europe and used the John Tracy Clinic course. We went to international conferences in Sweden on Education of the Deaf."
7. "We went to an ear specialist and had the child examined. We also contacted the Hearing Foundation and the John Tracy Clinic."
8. "At first we felt lost, then through Mrs. Gee and the State Department of Health we learned of the John Tracy Clinic. We were first advised to move out of the state, and then were told not to as the school in Ogden was very good."

In answering, "What kind of orientation did you receive at the School? Who? Were you guided into one program or the other?", the following responses were given:

1. "None." The child was in pre-school program at the University of Utah which was oral. The parents were instrumental in getting extension program started. The mother had taught at the Deaf School.
2. Not guided. The parents had investigated and knew what they wanted.
3. The parents were told what the school offered. The parents made the decision.
4. "Dr. Neilsen and Tony Christopulos. We received very good help from the school." The parents were not guided. They had already decided on oral program.
5. "My wife spent one-half day at the School the first year and observed the teachers and the students. We had a choice of programs and were given opinions as to our daughter's ability to handle either program."
6. They were not guided, but the grandparents' past experiences made them feel that the oral program was best.

7. They discussed placement with Charles Peters. They were not guided since they had already decided on oral program by extension before coming to Utah.
8. "At the time my child entered school, I knew what program I wanted her in."

In answering, "If your child was in the oral program, has he since learned to sign?", the following responses were given:

1. "Yes." The child has learned to sign on his own."
2. "Yes. He learned on his own efforts to communicate with other deaf children."
3. "No."
4. "No."
5. "Some."
6. "No."
7. "No."
8. "Our daughter has never received any formal training in signing, but has no trouble communicating through signing."

Question: "If your child has graduated from the School for the Deaf, where are his social interests now - with the hearing community or the deaf community?"

Responses:

1. "The children prefer the hearing community."
2. "The hearing community is his choice. He uses hearing aid to enable him to distinguish some sounds."
3. "The hearing community is preferred."

4. "The child desires hearing community."

5. "He has not graduated."

Three did not respond.

Question: "Were you happy with the information received and support from Administration at the School? What suggestions for improvement would you offer?"

Responses:

1. "They have been very good. Parents have sought out help. Improvement would come by better cooperation with an involvement of parents."
2. "I have had good contact with administration as P.T.A. President. I have not had much contact with the Ogden School."
3. "Yes. Problems between groups would have been avoided by strong administrative policy established to avoid conflict discussions and pressures."
4. "Yes, it was very good. They have had the child's interest in view and have been very cooperative."
5. "Yes, we have felt the teachers were excellent. We have always felt bad that there had to be dissension between the oral and total communication groups. I don't know how, but if both programs could be offered and the dissension kept out, it would sure be great."
6. "Yes. Very good. The deaf should be taught about hearing aids. All children should be taught how to accept and cooperate with handicapped children."
7. "Yes, they have kept close contact with the School staff. I was president of the Extension P.T.A. at the school."

8. "Yes. Over the years, I have had many suggestions. I have made many suggestions for improvement, with the Administration always ready to listen even when some of the suggestions were not realistic. Today, if I felt improvement were needed, I would again take this to the Administration first."

Question: "Were you satisfied with the system of education that your child received?"

Responses:

1. "Yes."
2. "Yes." They were well pleased up to date. The program may be weak in reading. The mother was on an evaluation committee with Dr. Bitter at the University of Utah.
3. "Yes. The new Ski-Hi program is very good. The child lip-reads very well."
4. "Our daughter has lived at home and we have driven her from Brigham to Ogden for thirteen years. She enjoys her hearing friends in her ward and attends MIA activities, Sunday School, etc. She enjoys activities with her deaf friends and hearing friends at school. She has many adult friends that she visits with here in Brigham City. She works part time for Box Elder Board of Education and that has helped her a lot, given her confidence and a feeling of worth. We have really been pleased with the oral program she is in and would like to continue."
5. "Yes. I would definitely oppose the plan to eliminate the School and place all students in regular classes in home communities."
6. "Yes. Teachers have been very cooperative and devoted."

7. "Yes, basically. Extension is a good program for students, and I like the way the children have a chance to make socially with regular school students. The child is a good lip reader. She is not inhibited in mixing with other people."
8. "Yes. We need to be constantly trying to jointly upgrade programs. Parents would like to end the battle of oral and total groups, and get better cooperation and helpful programs to excel."

Three of the respondents indicated their children were in the "Total" program.

Question: "How many years of education did your student have at the residential school?"

Responses:

Extension - 4 years. Now at Liberty School in Murray.

None - He is enrolled at Grant Elementary in the Salt Lake Extension Services, Utah School for the Deaf.

Child is in the extension program in Murray. He had two years at Primary Children's Hospital.

Question: "What type of evaluation took place in determining the placement of the child?"

Responses:

1. There were conferences with the Primary Children's Hospital prior to starting; also conferences with Murray District before starting in their program.
2. The child had spinal meningitis at age of five and deafness resulted. He was started in oral program but was frustrated and did not adjust. He was changed to total and seems to be making good progress. Help was sought at Primary Children's Hospital.
3. Non-verbal I.Q. Physical examination and Audiological examination.

Question: "Were you a part of the team that decided where the child would be placed?"

Responses:

1. "Yes. The parents had final choice."
2. "Yes. Dr. Neilson and Kathleen Finchman helped advise. I went along with the recommendations."
3. "Yes."

Question: "Do you feel your child has the necessary preparation to adequately get along socially the rest of his/her life?"

Responses:

1. "He is only seven years old."
2. "The child is young but gets along well socially."
3. "He is making satisfactory progress towards this preparation, but he is yet too young to say that he has arrived."

Question: "Do you feel your child received an adequate preparation in order to make a living the rest of his/her life?"

- a. What kind of occupation do you expect your child to go into?
- b. Did he/she receive an adequate vocational educational training program through the School for the Deaf?"

Responses:

1. Does not apply.
2. "With the program in which he is presently enrolled, we anticipate that he will be prepared to make a living - our son is only six years old." (a) Undetermined at present. (b) Non-applicable.

One of those receiving a questionnaire did not respond to this question.

Question: "Do you feel your child received the proper educational background to live a good life?"

Responses:

1. "So far. He is only seven years old."
2. "Much of this is yet to come, but we are confident that he will."
3. "He is only eight years old."

Question: "If you could, what changes would you recommend in the educational or vocational program at the School for the Deaf?"

Responses:

1. "Get more qualified teachers for deaf children. Teachers seem to be overloaded."
2. "The program that he is in now is satisfactory. We desire that this program continue and be further expanded. Teachers have been outstanding and the philosophy is compatible with what we believe in terms of his being educated."
3. "We would like to have a teacher who hears. You should maintain well-qualified teachers who understand children. There should be closer contact between extension school and the school in Ogden. There is not enough interchange of ideas except when conflicts arise. Teachers need to understand total environment of child and become involved in child's life. The home situation is important."

Question: "Do you participate with any parents of deaf children? If so, how many deaf parents have you come in contact with?"

Responses:

1. "I am secretary at P.T.S.A., and a room mother in P.T.S.A. We are active in school activities."

2. "We are officers of the P.T.S.A. for the deaf students and associate with most of the parents of deaf students in the total communication program."
3. "Yes, quite often in informal discussion. We try to help each other with problems."

Question: "Do you participate in any activities of the deaf community?"

- a. Utah Association of the Deaf
- d. Deaf Ward

Responses:

1. "Yes, occasionally."
2. "No - Utah Association of the Deaf. No - Deaf Ward.  
We have on two occasions been invited to speak at the deaf ward and sometimes attend a bazaar there."
3. "Yes, the Salt Lake Branch."

Question: "What kind of orientation did you receive to deafness?"

Responses:

1. "Nothing formal at first. We went to the John Tracy Clinic, a lecture at the University of Utah, and conferences at Ski-Hi."
2. "We associated with Primary through Ski-Hi. Our son's grandparents on his mother's side are deaf and we, of course, have received some orientation just by association."
3. These parents had to search for help. They invited parents of deaf children into the home for help. They were somewhat discouraged by conflicts.

Question: "What kind of orientation did you receive to deafness at the school? Who? Were you guided into one program or the other?"

Responses:

1. "No. Decisions were made by us without pressure or influence from the school to go either way. Our son was already in school before we really became acquainted with the school program."
2. "They consulted with us and helped decide on placement. We were not guided toward either program but were helped to understand both."

One of those receiving a questionnaire did not respond to this question.

Question: "If your child was in the oral program, has he since learned to sign?"

Responses:

1. Non-applicable. (He is in total communication.)
2. "Yes."
3. "Yes. He is now in total program."

Question: "If your child has graduated from the School for the Deaf, where are his social interests now -- with the hearing community or the deaf community?"

1. Non applicable.
2. Does not apply.
3. Only eight years old.

Question: "Were you happy with the information received and support from the Administration at the School? What suggestions for improvement would you offer?"

## Responses:

1. "Prior to his enrollment, we received little orientation, but since his being in school, we have received good support from the School Administration and staff. We feel to be part of the teaching team with our son and find the School cooperative."
2. "Yes. They were very good to help."
3. "We didn't get enough help in the beginning. Tony Christopulos has been very helpful. There has been a shortage of supplies and books."

Question: "Were you satisfied with the system of education that your child received?"

## Responses:

1. "Yes. We would hope that every effort would be extended to:
  - a. Hire quality teachers in total communication, and
  - b. Utilize hearing teachers with these students through the elementary grades."
2. "There are a few problems. We are generally happy, but the Board of Education has not furnished books and supplies as expected. We do not want the school closed. We have heard rumors about this."
3. "In general, yes."

Seven of the respondents indicated that their child (children) were now in the "total" program and had transferred to it after being in the "oral" program.

Question: "Was his/her education in the oral or the total communication program?"

## Responses:

1. Father and mother were in the total communication program. The daughter was in the oral program under "Y" system until the dual

system was established by the State Board of Education, then she was immediately transferred to the total program when she was the age of ten according to the parents' wish. Later on a son came to the family and is being enrolled at pre-school in the total communication program.

2. "Total. We started in oral - one year - then switched to total."
3. "We started in oral until about 12 or 13 years old, then transferred to total."
4. "We started in oral, after one year switched to total."
5. "Two years oral, then one total. Started in oral and transferred to total."
6. "Oral."
7. "Total"
8. "Started in oral then changed to total."

Question: "How many years of education did your student have at the residential school?"

Responses:

1. Deaf father - 14 years (1954)  
Deaf mother - 14 years (1959)  
Deaf daughter - 10 years )  
Deaf son - 2½ years ) Now enrolling at the residential school  
as day students.
2. Seven years.
3. Extension schools in Salt Lake - 6 years. School in Ogden - 10 years this spring.
4. Seven years.
5. Four years.

6. Two children in program:
  - a. One - 1½ years in Terri Linda School, Jordan,
  - b. Other - 5 years in Murray District.
7. In Extension - 12 years.

Question: "What type of evaluation took place in determining the placement of the child?"

Responses:

1. "We do not know what type of evaluation for our parents' time, then all deaf children throughout the state were placed at the residential school - only one school for the Deaf in Utah. For our children, when we learned that they were deaf, we determined that they should be placed in the residential school where we had been before. We feel it is a vital importance for them to receive the special education and vocational training there where they may achieve and benefit from learning how to prepare themselves for the future needs such as job opportunities, social lives and leadership. You see now as we are deaf, therefore we understand how the deaf children at school feel."
2. "We went to school and had a discussion with teachers and counselors."
3. "I would have to say that there has been considerable evaluation over the years in an attempt to put him where it would be the most benefit to him such as hearing tests, direct contact in teaching, tests for aphasia, and others."
4. "We went to school and had discussion with teachers and counselors concerning placement of student."
5. "We had help from PIP and Ski-Hi. Discussions were held, forms filled out, and the principal of Ski-Hi recommended a total program."

6. Both parents had been in programs for hard of hearing - father in Ogden, mother in Idaho. They had some conferences with school people.
7. "Our close friend, Mrs. Johnson, was a teacher at the Ogden School. We went to Primary Children's Hospital and put the child in PU School there. Oral was the only possibility."

Question: "Were you a part of the team that decided where the child would be placed?"

Responses:

1. "No."
2. "Yes. I had final say on placement."
3. "Yes, and we were asked, after careful studies and consideration on the part of the educators involved to help us understand his needs and the programs available, which we would prefer our son to participate in."
4. "Yes. We had final say on placement after input from teachers and counselors."
5. "Yes. Parents had final say on placement."
6. "Parents were involved and made decision as to where children were placed." They did not want the School in Ogden.
7. At first there was not any choice. They were limited to oral program in Salt Lake area. Later they were given a choice and switched to total program. "Parents should have both oral and total programs explained and have a choice for their particular child."

Question: "Do you feel your child has the necessary preparation to adequately get along socially the rest of his/her life?"

## Responses:

1. "Yes, but our children still enroll at the School. We, (parents) had our rich experiences the rest of our lives that we were taught by the teachers, especially deaf persons who worked at the School, that helped us to prepare ourselves to face the world situations when we were expecting to have many frustrations. Now, for daughter, she seems to understand these things that we helped and taught her to accept and face the world conditions and get along socially."
2. "Yes. She does own shopping and can communicate."
3. "I feel the School has made every attempt to prepare him as much as possible in every facet of social development as well as academic. He is, however, multiple-handicapped and he will need further effort probably throughout his life, but I do not feel this has a reflection on the adequacy of the School."
4. "Yes, he is able to do his own shopping and can communicate with people in the community."
5. "It is too early to tell. We are only four years in the program and still in lower grades."
6. "It is too early to tell. The children are in the first and fifth grades."
7. "Yes. We are not happy about the child being placed in a school where none of her neighbors or friends attend."

Question: "Do you feel your child received an adequate preparation in order to make a living the rest of his/her life? "

- a. "What kind of occupation do you expect your child to go into?"
- b. Did he/she receive an adequate vocational educational training program through the School for the Deaf?"

## Responses:

1. "We are not decided yet. They are still under the program.  
Mentioning about ourselves - father - printer, used to be a linotype operator, now being a photosetter and photocomposer. Mother - housewife, now being a tax examiner at I.R.S. for the second year. Daughter - her goal is to go to Gallaudet College in Washington, D. C. Her vocational education includes key punching, typing course, home economics. Her ability skill in typewriting is the average of 81 WPM. Son - ???"
2. "No. He will have to go to college. He wants to become a machinist, etc. He has problem in understanding written language. The training at the School was very good."
3. "He is not yet prepared to fully support himself or a family. He will need further training, evaluation, and effort in this area."
4. "No. He desires to become a machinist. Has some problems in understanding written language." Training at the School was very good, but parent feels child would need additional training in order to make a living.
5. Does not apply.
6. Vocational training in present situation is inadequate. Child is not sure of vocational goal at this time.

One of those receiving the questionnaires did not respond to this question.

Question: "Do you feel your child received the proper educational background to live a good life?"

## Responses:

1. "We're not decided yet. They are under the program. We have to wait and see what our children receive from the education at the present

time depending on how the School puts more effort on each individual and pushes them to keep progressing with the advanced lessons. Right now, they are three or four years behind the hearing standard level. The big problem is that the deaf children are now divided into many integrated schools, partially segregated in both total or oral program, making smaller groups. That comes to a big question."

2. "Yes. He has been taught to be clean at work - takes care of himself."
3. "Yes. I think once the answer to the Question No. 6 is taken care of, it will be complete."
4. "Yes. Children were taught to be clean, how to cook, and how to take care of themselves."
5. "All right so far - balance of education will determine this."
6. "It is too early to tell."
7. "Not entirely. The school falls short of meeting needs of students who are deaf."

Question: "If you could, what changes would you recommend in the educational or vocational program at the School for the Deaf?"

Responses:

1. "Science, with many experiments in elementary school - computer self-training, electronics, TV, and Math-Algebra-Geometry."
2. "More language and speech training."
3. "I feel he would have benefited from being put in total communication earlier as this is where he really seemed to "take hold."  
When it is possible, I would hope to see more vocational training opportunities geared to the multiple-handicapped, but since they can go on to vocational rehabilitation, this is probably not as crucial as other areas."

4. "More language and speech training is needed."
5. "There should be less segregation between groups at the School. Have both programs explained fully at the beginning."
6. "More individual help is needed for these students in public schools." The parents are tired of conflict over oral and total programs. They would like to have an interpreter for children in public schools. Parents did not want Ogden School Dormitory facilities and these were considered a problem.
7. "Curriculum at Murray High is not adjusted to meet the needs of deaf children. Deaf children should not be required to take Science and American History and Psychology for graduation. Vocational opportunities for deaf are not adequate. Interpreters for deaf children in hearing classes lacking, now only one for three students. This means students have to attend many hearing classes without an interpreter. They get nothing out of these classes. We had trouble getting even one interpreter. We went to Granite and Murray districts with no results. Same for the school in Ogden. Finally, we went to Dr. Campbell, State Board of Education, and he arranged for an interpreter. All children should receive some sign language to help them communicate with other deaf people. They usually learn some on their own anyway."

Question: "Do you participate with any parents of deaf children? If so, how many deaf parents have you come in contact with?"

Responses:

1. "Yes - P.T.S.A." - 12 deaf parents.
2. "I have had many years of association. This is our second deaf child."

3. "Only to a small degree."
4. "This is the second child that is deaf and we have had many years of association with parents and institutions for the deaf."
5. "We participate in P.T.S.A. and the Deaf Ward in Ogden."
6. "Some. I meet with two mothers occasionally."
7. "Yes, in P.T.S.A. I take class in sign language with other parents."

Question: "Do you participate in any activities of the deaf community -

- a. Utah Association for the Deaf, and b. Deaf Ward?"

Responses:

1. "Yes. Also, belong to the Golden Spike Athletic Club for the Deaf and National Fraternity for the Deaf." Father served as a member of the Board of Directors of UAD for 13 years and also was Chairman of the Board for two years. He served as a Branch President of a L.D.S. Branch for the Deaf for seven and one-half years. Mother served as Relief Society President at the Branch for eight years.
2. Two children belong to the Deaf Ward. Parents attend sometimes and take part in community activities for the deaf.
3. "On occasion."
4. Two children belong to the Deaf Ward. Parents attend some of the meetings and take part in community activities for the deaf.
5. "Yes. I am chorister in the Deaf Ward."
6. "Yes. I belong to the Deaf Ward in Salt Lake."
7. The child goes to the Deaf Ward.

Question: "What kind of orientation did you receive to deafness?"

Responses:

1. "None."

2. "Our first child went to John Tracy Clinic. We had a private visit from Cleo Balinger and attended courses for parents of deaf children at the School."
3. "This was pitifully inadequate from doctors when he was small - unbelievably inadequate from the University of Utah Preschool that we put him in when he was 3½ to 5."
4. "With the first child, we went to the John Tracy Clinic and received private instruction from Cleo Balinger. We had courses for parents of deaf children at the School."
5. "We attended classes at SKI-HI on Problems of the Deaf."
6. "We went to special doctors and had help from the Primary Children's Hospital. We received aid from the Crippled Children's Services." Both parents had had the same problem.
7. "We had very little until contact with Primary Children's Hospital."

Question: "What kind of orientation did you receive to deafness at the School? Who? Were you guided into one program or the other?"

Responses:

1. "We were in the Parent Infant Program. No. They knew that we had already made our decision for our child to be in the total communication program."
2. "Tony Christopulos gave us help. We were guided toward total but stayed with oral for one year then moved to total."
3. "We had opportunities through classes, films, discussion - both with other parents and teachers and administrators and P.T.S.A. to learn about the problems and help for deaf children and adults. Margo Butler, Alene Hunt and Tony Christopulos were the main ones we were in contact with in the early years there. We were first

guided into the oral program and, when he had been in the School sufficient years to determine this was not the best program for his particular case, the facts were presented for our consideration and it was suggested we put him in total."

4. "The orientation was good - talked with Tony Christopulos. We were guided toward total, but stayed with oral the first year and then moved to total."
5. "We attended meetings at the School and talked with Tom Clark and Mr. Christopulos. We were guided toward total by SKI-HI."
6. His relative had attended the School. P.T.S.A. was helpful.
7. "Mrs. Johnson helped us. Yes, we were guided toward the oral program. It was all that was available at the time in the Salt Lake area."

Question: "If your child was in the oral program, has he since learned to sign?"

Responses:

1. "Of course, she learned to sign through us at home, but in the oral program the students learned to sign through her. Naturally, the kids made their own signs."
2. "Yes." (Child is mostly total.)
3. "Yes."
4. "Yes. Only one year was spent in oral, then he moved to total."
5. "Yes."
6. "Yes." Parents have taught both programs in addition to School training.
7. "Yes."

Question: "Were you happy with the information received and support from the Administration at the School? What suggestions for improvement would you offer?"

Responses:

1. "No."
2. They were happy and seemed to get good help.
3. "Yes. Keep up the good work."
4. Parents were satisfied with the support from the administration. They felt they got good help.
5. "Yes. We received good help."
6. Not very much sought. The parents knew what they wanted.
7. "No, not very much help has been given."

Question: "Were you satisfied with the system of education that your child received?"

Responses:

1. "Not at all."
2. "Not totally. There was some switching of teachers. There should be more stress on language and speech - probably less vocational and more academic."
3. "Yes."
4. "Not totally. It seemed there was extensive switching of teachers. We would stress more on language and speech. There should probably be less emphasis on vocational and more emphasis on academics."
5. "So far, only the first grade was satisfactory. We would not want the school to be closed. Rumors seem to be going that this is being considered."

6. "Not fully." The children are bright. The youngest girl is in the first grade math. They would like to have her in regular school program, but she would need an interpreter. This family needs help with cost of batteries for hearing aid.
7. "No. The first few years in oral were wasted. Teachers do not make adjustments for deaf students. They expect them to function on same level as hearing students. Teachers do not seem to understand needs of these children and do not give special helps parents feel the child needs. One teacher had a child a whole semester and did not know the child could not read. Counselors at the School have been very cooperative and helpful."

Following is a copy of the memorandum from Dr. Maurice C. Barnett which gives some of his observations in connection with this survey.



UTAH STATE BOARD OF EDUCATION  
UTAH STATE BOARD FOR VOCATIONAL EDUCATION

250 East Fifth South Street, Salt Lake City, Utah 84111

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

RECEIVED

JAN 28 1977

DR. JAY J. CAMPBELL

M E M O R A N D U M

DATE: January 28, 1977

TO: Dr. Jay J. Campbell

FROM: Dr. Maurice C. Barnett *M.C.B.*

SUBJECT: Observations on Survey

I found that all of the people involved in the survey were cordial and cooperative. They had one major desire. That was to have the best possible program of education for the deaf child. There were differences in their opinions as to what may be needed to make the optimum education available, but their desires were the same. I observed that depending upon where a particular child was placed, the allegiance of the parents seemed to be with that program. There were a few who felt more strongly about conflict between the oral and total programs than the majority did. Everyone who discussed this felt that the conflict between the two was more injurious to both programs than helpful. They also felt that if the energy put into the conflict were directed at improvements for each of the individual programs, the results for the child would be better.

When these parents were pushed a little, it seemed to come through that the major part of the conflict was rooted in professional staff members at the school and in the State Board of Education. There were reported instances of children who were in a district program being on the Ogden Campus for special purposes who were confronted by members of the staff in the total program reminded how stupid they were to be in the oral extension program, and that they should make a change. There were also reported instances of confrontation between staff members of the two programs. There seemed to be a feeling that most of the people on the staff of the State Board of Education were somewhat biased in favor of the total program, and that they frequently used their position to run down the oral program and try to enhance the total program. There

were some reported instances wherein people who had been through the oral program had been requested to appear before groups and in meetings to tell how poor the oral program was. To me this is not the real function of either our State Agency personnel or personnel at the school in Ogden. Parents tended to impart to me this same feeling.

Nearly every interview indicated that they felt both programs should continue and take care of the needs of children who were specifically suited to one program or the other, and let those who may succeed in either program have the freedom of choice. There were reported instances of when various groups would get together for a social event such as a party or dance, and the students participating in the total program would apply pressure to students in the oral program to switch. It would appear that this is the result of staff motivation.

Another area that seemed to have almost universal support from the parents interview, was that additional effort needed to be applied in acquiring and keeping qualified devoted teachers who understood these children and were willing to get involved in their lives. They need to understand each individual's background and needs and tailor their instructional program to meet these needs.

There was, in nearly every case, praise for the staff their children were currently working with. This applied in both the residence and extension program. Both Superintendent Tegeer and Toni Christopolis were mentioned time and again as being very helpful, cooperative, and understanding. There was some sentiment expressed that there should be maybe two administrative and operational units, separate and apart from each other, so that each could proceed toward excellence with their program.

There was some feeling expressed that currently the oral program participants do not have a responsive communication link within the State Board organization. They desired very much to have such a communication link established. There is a feeling that the Governor's Advisory Council is somewhat biased in the representation on the Council. They would like to see consideration given to adding membership on the council that is more understanding of the oral philosophy. There was a feeling in several instances that the extension programs were not being supplied sufficiently with textbooks, and consumable supplies. Some district budgets were not sufficient to offer these things in the needed amounts to the programs for the deaf.

Nearly every home visited had the attitude that the program offered today, either in residence or the extension, was greatly improved over what had been available a few years ago. It was their desire to see this improvement continue. The program's continued improvement was uppermost in their minds. The attitudes toward the vocational training in those cases where students had progressed far enough to participate was good. Only in one case did a parent say they felt too much emphasis was placed on vocational training and not enough on the educational and language training.

I hope this information will be helpful to you as you review the survey sheets that have been prepared and turned into you.