

**APPENDIX A: Seventeen Recommendations on
Policy for the Utah School for the Deaf**

RECOMMENDATIONS ON POLICY FOR THE
UTAH SCHOOL FOR THE DEAF

During the fall of 1970, two committees conducted extensive study of the educational program of the Utah School for the Deaf. One committee was appointed by the State Board of Education upon recommendation of the Governor's Advisory Council; the second committee was subcommittee number 4--Deaf, Blind, and Socio Economic Handicapped--of the State Committee for Handicapped Children.

Both committees made oral presentations of their findings and recommendations to the State Board of Education on December 11, 1970. Additionally, written recommendations were submitted to the Board on behalf of the committees.

Recommendations tendered herewith are a composite of existing policy at the school and recommendations presented in writing from the two committees, as those recommendations could be harmonized.

It is recommended that the State Board of Education adopt as policy for the operation of the Utah School for the Deaf the following:

1. There shall be two distinct programs of instruction at the School (Oral and Total Communication); both programs shall be available to all students at the school at their election in accordance with school policy, throughout their years of attendance.
2. The superintendent of the School for the Deaf shall be responsible for delineating a formalized procedure for identification and placement of all students; such a procedure shall make provisions for transfer of students from one program to the other as the needs of a particular student direct. The procedure shall recognize the desirability of parent and student involvement in the determination of student direction but the actual placement

and transfer shall be the sole responsibility of the professional staff at the school and shall reflect professional ability in the diagnosis of student needs and prescription of student programs.

3. Continuous examination and evaluation of the program and of the results obtained therefrom shall be a responsibility of the Division of Research and Innovation of the State Board of Education in cooperation with the superintendent and staff at the school. Data obtained from evaluation shall be used by the superintendent of the school in re-directing programs and in recommending policy alteration to the State Board of Education. Periodic accreditation evaluation visits will be made to the school under the direction of the accreditation section of the State Board of Education.

4. The academic program at the school shall be closely aligned with the program in the public schools; faculty shall be selected and utilized for specific subjects and grade levels on the basis of their particular skills, interests, and professional preparation and in consideration of that which shall be most beneficial to students at the school.

5. Vocational training programs shall consist of pre-vocational, vocational preparation, and post-graduate work. The pre-vocational program shall be organized to prepare students for the more complex demands of vocational preparation; regular vocational programs shall be as comprehensive as the needs of students demand and limited resources permit; post-graduate work will be essentially for special students who are unable to profit from training at other schools because of communication or other limitations. The vocational training programs shall utilize the service and expertise of staff from the divisions of Vocational Education and Vocational Rehabilitation of the State Board of Education, for cooperative and placement programs to

enable students to profit from these experiences.

6. The school shall develop full cooperation with the public elementary, secondary, and post-secondary schools of the state to the end that deaf students shall be better serviced. Such cooperation shall include but not be limited to attendance at public schools by deaf students in such programs as will bring benefit to them, use of special facilities that will encourage and serve deaf students more fully, interchange programs of special merit to promote greater understanding and association with hearing students.

7. The school shall, in cooperation with the staff of the State Board of Education and the State Division of Health, develop a program of early identification of children with impaired hearing and in cooperation with the respective staff of the two agencies provide programs for habilitation, education, and health treatment which will help the deaf child communicate more adequately and which will help the parent to aid the deaf child in his early education.

8. A program of orientation and education shall be initiated and developed for parents whose children are at the school. Such a program shall include orientation to different communicative methodologies of educating deaf children and alternatives that are available to the students at the Utah School for the Deaf.

9. Students in Oral and Total Communication programs conducted at the school and students who attend public schools shall be separated through the junior high school years; students at the high school level, residential or day school, shall not be separated socially.

10. The school shall operate an extension program in the state wherever

there are sufficient students at a homogeneous level to justify a class. All off-campus classes for the deaf will be under the administration of the school. Classes for Oral and Total Communication programs shall not be conducted in the same facility. The State Board of Education shall annually set aside sufficient distribution units for allocation to school districts for programs of the deaf to enable the School for the Deaf to conduct the required extension classes.

11. A continuous study of the professional and support personnel needs to serve the deaf student shall be conducted by the Division of Instructional Support Services of the State Board of Education, in cooperation with the school and the University of Utah. Factors to be included in the study are:

- a. Job categories needed, including aides, specialists, paraprofessional, and professional personnel.
- b. Curricula at the teacher training institutions necessary to train personnel for each of the required job categories.
- c. Certification and licensure standards necessary to properly credential each required job category.
- d. Vertical and horizontal mobility from one occupation to another.
- e. Reciprocity among states.

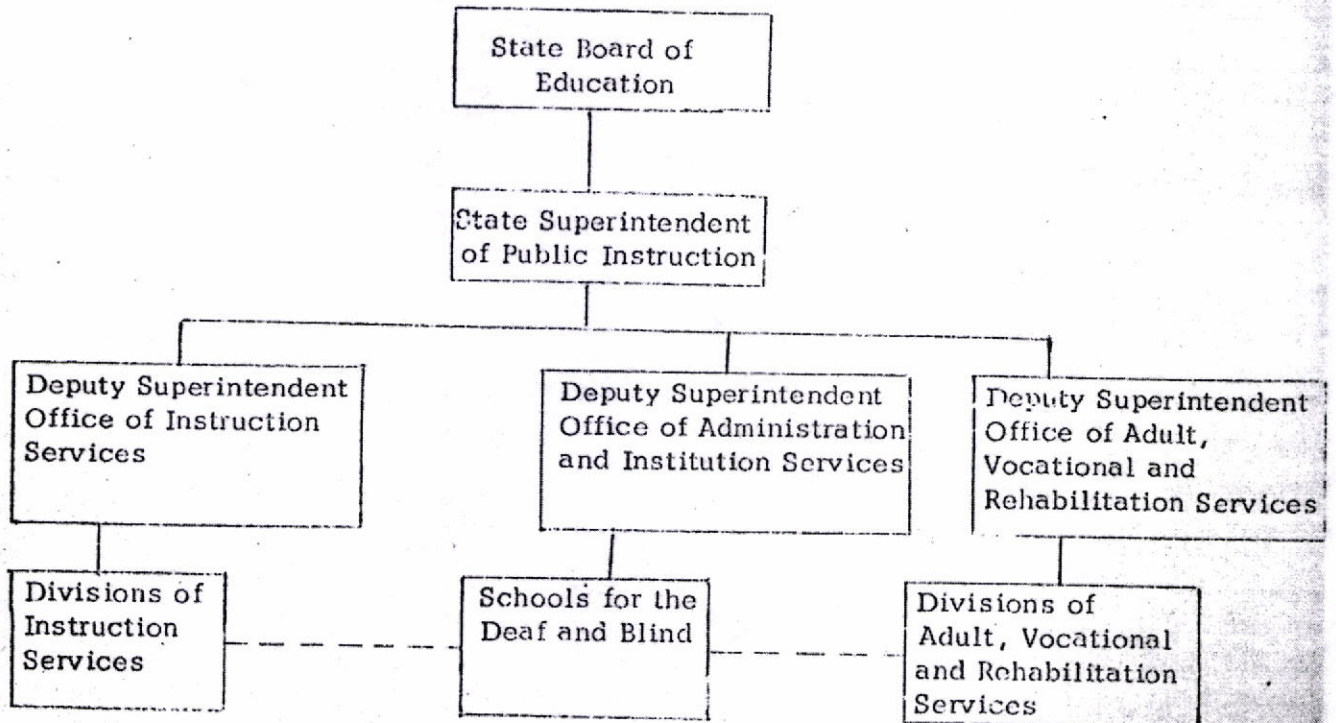
As a means of initiating this study program, the State Board of Education shall select a broadly based committee, consisting of membership drawn from teacher training institutions which prepare educational personnel to serve the deaf and other professional and lay groups, which shall within a period of not to exceed one year report to the Board its findings and recommendations.

Additionally, the State Board of Education shall request the University of Utah, through the State Board of Higher Education, to conduct a study to determine if its curriculum is adequate to meet the professional and support personnel needs of the deaf community. The Board shall also request that the Study Committee and the University of Utah harmonize the two studies for greater affect and impact upon the School for the Deaf.

12. There shall be an inservice training program at the school, conducted on a continuous basis, under the direction of the Superintendent, which shall deal with methodologies employed and policies effected, designed primarily to develop within the faculty such cooperative endeavors as will best serve the deaf child.

13. Every effort shall be made by the administration at the school to effect harmony among the school patrons representing differing instructional methodologies. Periodic meetings shall be held for the membership of each group and combinations of the two for the purpose of defining commonalities that may be shared. The administration shall utilize the PTA and the Governor's Advisory Council to the extent possible in this endeavor.

14. The State Board of Education shall direct that the various divisions of the Office of the State Superintendent of Public Instruction shall provide consultative services to the school and extension classes under its direction, subject to the supervision of the administration of the school. The line and staff organization for the operation of the school shall be as follows:



15. The school shall continue to develop the capacity both in staff and facilities to serve the multiply-handicapped whose handicapping conditions include deafness. Continuous research and experimental programs shall be conducted ~~by a committee appointed by the State Board of Education~~ for both Total Communication and Oral departments. (This policy is not intended to affect the study of the Deaf-Blind currently underway. *by a committee appointed by St. Board of Educ.*)

16. Relationships between faculty and students at the school shall reflect mutual respect for individuality and responsibilities of members of both groups. Students shall be subject to faculty direction and to all rules and regulations promulgated by the school in accordance with the basic policies described herein. The Superintendent of the School shall have authority to suspend students whose behavior is threatening to fellow students or which

reflects disregard for the rules of the school. Such suspension shall specify conditions under which the student may return to the school and shall be stated to the student and to his parents or guardian. The superintendent is authorized to use law enforcement personnel to enforce order; use of corporal punishment by faculty is prohibited.

**APPENDIX B: Recommendations on Policy for the Utah School for the Deaf:
Policy One and Two (See yellow highlights on page 2)**

EDUCATION OF THE DEAF
IN UTAH

A COMPREHENSIVE STUDY

*Property of
Ogden PTSA*

Jay J. Campbell
Associate Superintendent
Utah State Board of Education
Office of Administration and Institution Services

February 15, 1977

INTRODUCTION AND STATEMENT OF PROBLEM

A. Introduction

The education of deaf students in Utah has been a controversial matter for many years. The problem of poor educational achievement has been involved with two different philosophies of educating these hearing-impaired youngsters. These two philosophies, along with their definitions, are as follows:

Oral Method, Oral-Aural Method. Pratt (1961) has defined the "exclusively oral approach" as ". . . speech, lip reading, reading and writing - assisted by auditory training and the usual educational aids used with hearing children - without the use of the manual alphabet or the sign language in the classroom or out of it."¹

Denton (1972) has defined total communication as follows:

"By total communication is meant the right of a deaf child to learn to use all forms of communication available to develop language competence at the earliest possible age. This implies introduction to a reliable, receptive-expressive symbol system in the pre-school years between the ages of one and five. Total communication includes the full spectrum of language modes: child devised gestures, formal sign language, speech, speech reading, finger spelling, reading and writing. Every deaf child must have the opportunity to develop any remnant of residual hearing for the enhancement of speech and speech reading skills through the use of individual and/or high fidelity group amplification systems. The ultimate key to academic success appears to be reading comprehension skill."²

A major study was undertaken some years ago and, as a result, the State Board of Education adopted the following policy on December 28, 1970.

¹ Pratt, G. Oral Education for Deaf Children. Washington, D. C.: A. G. Bell Association for the Deaf, Reprint Number 769, 1961, p. 1.

² Denton, D., Chapter V.: A Rationale for Total Communication. In Psycholinguistics and Total Communication: The State of the Art. Ed. T. O'Rourke, Washington, D. C.: American Annals of the Deaf, 1972, p. 53.

POLICY FOR THE UTAH SCHOOL FOR THE DEAF

During the fall of 1970, two committees conducted extensive study of the educational program of the Utah School for the Deaf. One committee was appointed by the State Board of Education upon recommendation of the Governor's Advisory Council; the second committee was subcommittee No. 4-Deaf, Blind, and Socio-Economic Handicapped - of the State Committee for Handicapped Children.

Both committees made oral presentations of their findings and recommendations to the State Board of Education on December 11, 1970. Additionally, written recommendations were submitted to the Board on behalf of the committees.

Recommendations tendered herewith are a composite of existing policy at the school and recommendations presented in writing from the two committees, as those recommendations could be harmonized.

It is recommended that the State Board of Education adopt as policy for the operation of the Utah School for the Deaf the following:

1. There shall be two distinct programs of instruction at the School (Oral and Total Communication); both programs shall be available to all students at the school at their election in accordance with school policy, throughout their years of attendance.
2. The superintendent of the School for the Deaf shall be responsible for delineating a formalized procedure for identification and placement of all students; such a procedure shall make provisions for transfer of students from one program to the other as the needs of a particular student direct. The procedure shall recognize the desirability of parent and student involvement in the determination of student direction, but the actual placement and transfer shall be the sole responsibility of the professional staff at the school and shall reflect professional ability in the diagnosis of student needs and prescription of student programs.
3. Continuous examination and evaluation of the program and of the results obtained therefrom shall be a responsibility of the Division of Research and Innovation of the State Board of Education in cooperation with the superintendent and staff at the school. Data obtained from evaluation shall be used by the superintendent of the school in re-directing programs and in recommending policy alteration to the State Board of Education. Periodic accreditation evaluation visits will be made to the school under the direction of the accreditation section of the State Board of Education.
4. The academic program at the school shall be closely aligned with the program in the public schools; faculty shall be selected and utilized for specific subjects and grade levels on the basis of their particular skills, interests, and professional preparation and in consideration of that which shall be most beneficial to students at the school.

5. Vocational training programs shall consist of prevocational, vocational preparation, and post-graduate work. The prevocational program shall be organized to prepare students for the more complex demands of vocational preparation; regular vocational programs shall be as comprehensive as the needs of students demand and limited resources permit; post-graduate work will be essentially for special students who are unable to profit from training at other schools because of communication or other limitations. The vocational training programs shall utilize the service and expertise of staff from the divisions of Vocational Education and Vocational Rehabilitation of the State Board of Education, for cooperative and placement programs to enable students to profit from these experiences.

6. The school shall develop full cooperation with the public elementary, secondary, and post-secondary schools of the state to the end that deaf students shall be better served. Such cooperation shall include but not be limited to attendance at public schools by deaf students in such programs as will bring benefit to them, use of special facilities that will encourage and serve deaf students more fully, interchange programs of special merit to promote greater understanding and association with hearing students.

7. The school shall, in cooperation with the staff of the State Board of Education and the State Division of Health, develop a program of early identification of children with impaired hearing and in cooperation with the respective staff of the two agencies provide programs for habilitation, education, and health treatment which will help the deaf child communicate more adequately and which will help the parent to aid the deaf child in his early education.

8. A program of orientation and education shall be initiated and developed for parents whose children are at the school. Such a program shall include orientation to different communicative methodologies of educating deaf children and alternatives that are available to the students at the Utah School for the Deaf.

9. Students in Oral and Total Communication programs conducted at the school and students who attend public schools shall be separated through the junior high school years; students at the high school level, residential or day school, shall not be separated socially.

10. The school shall operate an extension program in the state wherever there are sufficient students at a homogeneous level to justify a class. All off-campus classes for the deaf will be under the administration of the school. Classes for Oral and Total Communication programs shall not be conducted in the same facility. The State Board of Education shall annually set aside sufficient distribution units for allocation to school districts for programs of the deaf to enable the School for the Deaf to conduct the required extension classes.

11. A continuous study of the professional and support personnel needs to serve the deaf student shall be conducted by the Division of Instructional Support Services of the State Board of Education in cooperation with the school and the University of Utah. Factors to be included in the study are:

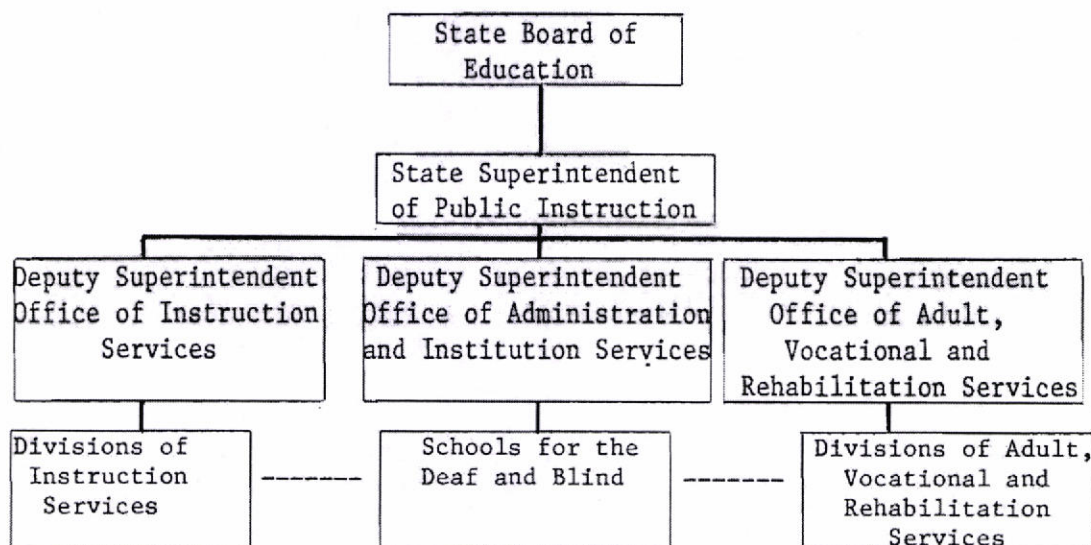
- a. Job categories needed, including aides, specialists, paraprofessional, and professional personnel.
- b. Curricula at the teacher training institutions necessary to train personnel for each of the required job categories.
- c. Certification and licensure standards necessary to properly credential each required job category.
- d. Vertical and horizontal mobility from one occupation to another.
- e. Reciprocity among states.

As a means of initiating this study program, the State Board of Education shall select a broadly based committee, consisting of membership drawn from teacher training institutions which prepare educational personnel to serve the deaf and other professional and lay groups, which shall within a period of not to exceed one year report to the Board its findings and recommendations. Additionally, the State Board of Education shall request the University of Utah, through the State Board of Higher Education, to conduct a study to determine if its curriculum is adequate to meet the professional and support personnel needs of the deaf community. The Board shall also request that the Study Committee and the University of Utah harmonize the two studies for greater affect and impact upon the School for the Deaf.

12. There shall be an in-service training program at the school, conducted on a continuous basis, under the direction of the Superintendent, which shall deal with methodologies employed and policies effected, designed primarily to develop within the faculty such cooperative endeavors as will best serve the deaf child.

13. Every effort shall be made by the administration at the school to effect harmony among the school patrons representing differing instructional methodologies. Periodic meetings shall be held for the membership of each group and combinations of the two for the purpose of defining commonalities that may be shared. The administration shall utilize the PTA and the Governor's Advisory Council to the extent possible in this endeavor.

14. The State Board of Education shall direct that the various divisions of the Office of the State Superintendent of Public Instruction shall provide consultative services to the school and extension classes under its direction, subject to the supervision of the administration of the school. The line and staff organization for the operation of the school shall be as follows:



15. The school shall continue to develop the capacity both in staff and facilities to serve the multiple-handicapped whose handicapping conditions include deafness. Continuous research and experimental programs shall be conducted for both Total Communication and Oral departments. (This policy is not intended to affect the study of the Deaf-Blind currently underway by a committee appointed by the State Board of Education.)

16. Relationships between faculty and students at the school shall reflect mutual respect for individuality and responsibilities of members of both groups. Students shall be subject to faculty direction and to all rules and regulations promulgated by the school in accordance with the basic policies described herein. The Superintendent of the School shall have authority to suspend students whose behavior is threatening to fellow students or which reflects disregard for the rules of the school. Such suspension shall specify conditions under which the student may return to the school and shall be stated to the student and to his parents or guardian. The superintendent is authorized to use law enforcement personnel to enforce order; use of corporal punishment by faculty is prohibited.

It should also be explained that the Utah Statutes established an Advisory Council, commonly referred to as the Governor's Advisory Council for the Schools for the Deaf and the Blind. Members of the Council are appointed by the Governor and their duties are to make recommendations to the school and to the Utah State Board of Education concerning education at the two schools. This Council has three open meetings each year, when

they invite groups and individuals to come and make recommendations concerning the two schools. It was this Council that participated in the study in cooperation with a special task force and made recommendations that resulted in the Board adopting the 1970 policy. The writer serves as Secretary to the Council.

There are many proponents of each philosophy of educating deaf students at the School for the Deaf, and many of these individuals believe that the philosophy they espouse should be the sole philosophy of the School. Most of the adult deaf community are proponents of "total communication." Within the last few years, they have learned the procedures to make their wants known, and it is partly due to their efforts that the study was conducted which eventually resulted in the policy now in force at the School.

The controversy between "oral" and "total communication" is nationwide but perhaps is more heated in Utah because of the teacher training program located at the University of Utah in Salt Lake City. The philosophy of this program for prospective teachers is oral, and they are proponents of "mainstreaming." Their influence is strong. Most of the parents of hearing-impaired children who support the oral philosophy are hearing persons.

B. The Problem

Dr. Walter D. Talbot, State Superintendent of Public Instruction, sent a letter to the writer with an excerpt as follows:

September 22, 1976 Memorandum

To: Jay J. Campbell and Vaughn L. Hall

From: Walter D. Talbot

"Would you undertake two studies:

1. How can we strengthen programs for the deaf? This would include programs at the school as well as in districts or provide alternatives to both.
2. Is there a gap between training at the School for the Blind and training for the Adult Blind? How can these programs be articulated better so they are mutually supportive and viable?

Your attention to these two matters would be appreciated."

This paper relates to number one above.

C. Sources of Data

Data were collected as follows:

1. Dr. David Nelson, Acting Director of the Planning Unit, was asked to summarize and analyze the evaluative research on communication methods used in educating the deaf.
2. Mrs. Nancy Abraham, Administrator of the Division of Internal Support Services was asked to visit deaf children in school districts to determine how well they were functioning in the regular program.
3. Dr. Maurice Barnett, Administrator, Division of Data Processing, was asked to interview a selected sample of parents to determine their recommendations.
4. Recommendations were solicited from every teacher and administrator at the School for the Deaf.
5. Recommendations were solicited from two national leaders in deaf education.
6. Dr. Robert G. Sanderson, Coordinator, Services to the Deaf, was asked to conduct two meetings - one in Ogden and the second in Salt Lake City, to determine the perceptions and recommendations from former students of the School for the Deaf.

7. Recommendations were selected from professional interpreters of the deaf.
8. Recommendations were solicited from professional counselors of the deaf.
9. Observations and subjective feelings of the writer were made.
10. A research study, headed by Dr. Richard Keene, Division of Research and Development, Utah State Board of Education, was requested and undertaken at the writer's request. This study has just been concluded and is included in this paper.

SUMMARY AND ANALYSIS OF EVALUATIVE RESEARCH ON
COMMUNICATION METHODS USED IN EDUCATING THE DEAF

This section of the paper was prepared by Dr. David E. Nelson, Evaluation Specialist and Acting Director, Planning Unit, Utah State Board of Education. It is included in its entirety in this section of this study as submitted to the writer.

APPENDIX C: An anonymous letter to Myrna Burbank.

August 12, 1977

Ms. Myrna Burbank
1306 Third Street
Ogden, Utah 84404

Dear Ms. Burbank:

There are many things you do not understand about the deaf. You do not understand what it is like to be deaf. Let me make an example. Try to imagine that you are black. You cannot imagine what that is like, can you? You also cannot imagine what it is like to be deaf, because you are not deaf. But deaf people know what it is like to be deaf because they ARE deaf.

So even though you do not know what it like to be deaf, you still want to make the deaf live in the hearing society. Well, deaf people don't want to. Just as black people want to live with others of their kind, so do the deaf people want to be with their own kind where there is signing that hearing people don't understand. The blacks and the deaf want to get along WITH other people but not live in their society.

You think I don't know but I do. I am deaf and I had an oral education. Sure, I learned good language but I was deafened and then used hearing aids. Many deaf people do not want to be bothered with hearing aids. They want signing and English as a second language. But you don't even try to understand that. Many born deaf need signing to know meaning, then they can learn English.

You are trying to hurt Jay J. Campbell and Robert Sanderson because they are for Total Communication. Why don't you try to understand what they are doing for the deaf instead of trying to stop signing. Jay J. Campbell is only trying to help us. He will make a committee that will understand that Total Communication is the best way. Dr. Bitter and you can help the oral in public school, but leave Jay J. alone to help the School for the Deaf in Total Communication. We will convince your daughter that this is the best way and she will tell you so. Wait and see.

Let the oral go in the public schools. They will come back to the school for the Deaf for Total Communication when there are separate schools. Parents should follow Jay J. Campbell and go to Total Communication when their children are small. They do not do this because they are ashamed of deaf and think deaf people are inferior. I say this is pure paternalism.

Your friend

Appendix D: A flyer of Jay J. Campbell will put Burbank down. Power is UAD.

SEPT-11-11
MRS. Burbank is Former
President of the Oral Dept.
PTA at the school for the Deaf
in Ogden.

JAY J. CAMPBELL

WILL PUT BURBANK



DOWN.

POWER IS U A D

APPENDIX E: A flyer of J.J. Campbell and Dr. Robert Sanderson will throw Boyd Nielsen out of job in Utah, in America, and out of this world. UAD is Deaf power.

J. V. CAMPBELL and

R. Sanderson

will throw Boyd Nielson

out of job in UTAH, in America.

and out of this world



U.A.D. is Deaf power

Aug 15 1977

APPENDIX F: A Drawing of Mr. Nielsen with a noose around his neck, appears to be from 1970 but without any explicit reference to the oralism versus total communication controversy.



together

God
SAW

it
ALL



ZIP CODE

Mr. Boyd Nielsen
Utah School for the Deaf
346 20th Street
Ogden, Utah 84401

J. Boyd Nielsen

**APPENDIX G: A letter from Utah Association for the Deaf presenting a 10-point
list of concerns regarding the Teacher Training Program
(No date)**



Utah Association for the Deaf

Incorporated

1. The deaf teacher training program is biased towards oral education with absolutely no research justification — hardly a university concept!
2. The director of teacher training does not understand deafness and the deaf community that he "teaches" about; he cannot communicate with deaf adults, and indeed tries to force deaf adults into his mode of communication — hardly a community "cooperative" technique.
3. Dr. Erdman and Dr. Hencley promised the State Board of Education that the deaf program under its director be fair and equal in his training of teachers for both systems of education — oral and total communication. But in fact he has only provided three hours of sign language instruction while keeping about 15 hours of speech training — hardly equality, since three hours of instruction would not be sufficient to qualify anyone at the university level for any foreign language. There are several discrepancies in the set-up of the "three" hours of sign language training. Two hour classes are only one hour classes with the director of deaf training taking over the last hour to deemphasize the first hour of sign language training. There is misuse of university funds in paying someone to teach sign language under contract for "ten" hours of instruction when only 5 hours are used.
4. The director, Grant Bitter, is biased against deaf adults and the use of total communication. He has actually tried to force deaf adults in his classes to go to the back of the classroom with an interpreter so the rest of his students would not see the sign language!!
5. Items 3 and 4 above is reason to submit a complaint to the university's professional practices committee, under discriminatory practices ethics.
6. The teacher training program Advisory Committee (which may now be defunct) is "loaded" with people who are receptive to an Oral program. The deaf community is not represented. We believe that more professional deaf people from the community should be on the Deaf Program Special Education Advisory Committee at least in equal proportions to the hearing people.

7. Biased training of the teacher training program is favoring day schools, not residential schools.
8. The deaf community is proposing that the University of Utah set up a separate special education department in Total Communication with a person favorable to Total Communication as director.
9. The Utah Association for the Deaf is seriously concerned about the professional practices of an assistant professor at the University and wishes to discuss this with the President, himself, inasmuch as efforts to resolve several issues within channels have not been productive, and have received no responses whatever.
10. There is a question of the use of university time and materials for personal use.

**APPENDIX H: Dr. Pete D. Gardner's letter to Mrs. Lloyd Perkins
(September 14, 1977)**

September 14, 1977

Mrs. Lloyd Perkins
2984 West Appleton Drive
Salt Lake City, Utah 84119

Dear Mrs. Perkins:

Subsequent to our earlier meeting, I tried to acquaint myself a little more fully with some of the issues discussed at that time. I spoke with Dean Erdman, among others, in an effort to acquire a better sense of the history of the disagreement regarding teaching the deaf, and to determine if a meeting with President Gardner might be productive.

Much as I appreciated the patience you and the others demonstrated in the mini-course you so kindly provided me, I fear that a similar meeting with the President would not achieve your desired goal. For the same reason that President Emery was unable to help with your efforts to champion total communication for the education of the deaf, President Gardner would not be able to lend support, irrespective of how personally committed he might be. The reason is very simply the fact that it would be inappropriate for him to publicly adopt an institutional position in this controversy. Worse still, he would also be unwilling to sanction Professor Bitter in any way for the professional qualifications in this area, he is behaving quite properly by traditional academic ethics in publicly expressing his opinions regarding the education of those having hearing losses. Moreover, by those very academic principles (known historically as academic freedom) President Gardner has a responsibility to defend Professor Bitter's right to express his considered opinion in matters falling within his areas of professional training and skills.

Mrs. Lloyd Perkins
September 14, 1977
Page 2 of 2

I am truly sorry that I cannot provide the response you were expecting. While I have no doubt that a meeting of you and your colleagues with the President would be a pleasant experience for all, I also have absolutely no doubt that it would do little more than create expectation which could only lead to disappointment.

Once again, I thank you all for the time you spent with me and for the contribution that session made to my general education.

Very truly yours,

Pete D. Gardner
Vice President for
Academic Affairs

**APPENDIX I: Lloyd H. Perkins' letter to Dr. Pete D. Gardner
(September 27, 1977)**



Utah Association for the Deaf

Incorporated

September 27, 1977

RECEIVED
VICE PRESIDENT
ACADEMIC AFFAIRS
SEP 30 1977

UNIVERSITY OF

Dr. Pete D. Gardner
Vice President for Academic Affairs
University of Utah
205 Park Building
Salt Lake City, Utah 84112

Dear Dr. Gardner:

I am in receipt of your letter of September 14, 1977. I was most disappointed with its contents because I believe you have missed several points that we were attempting to make.

First, your letter was addressed to Mrs. Lloyd Perkins. She was there in one capacity and one capacity only. That was to serve as an interpreter for you as well as us. She was assisting us deaf people so that we could have our concerns communicated to you and in turn understand your reactions back to us. By your addressing your letter to Mrs. Perkins instead of Mr. Lloyd Perkins is again a patronizing way of handling the situation and I want to call it to your attention. We want to be dealt with directly, not as second class citizens.

My second concern has to do with your statement "...President Gardner would not be able to lend support, irrespective of how personally committed he might be. The reason is very simply the fact that it would be inappropriate for him to publicly adopt an institutional position in this controversy." I cannot accept this. The University of Utah has already gone on record through Dr. Hencley and Dr. Erdman at a State Board of Education meeting on July 13, 1973. At that time they stated that the teacher training program for the deaf at the University of Utah would include training for "total communication" as a part of their curriculum for prospective teachers. The one course in "sign language" certainly does not meet that commitment. This does not in any way make the institution, the president, or you take sides in the controversy. It would make sure that Dr. Bitter's program has both sides as his superiors promised the State Board.

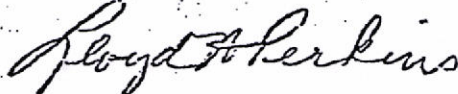
Thirdly, no one at our meeting challenged Dr. Bitter's academic freedom. All we ask and expect is that he follow policy and respect the rights of others. This he has not done.

At our meeting with you we handed you a list of our concerns that we wanted to discuss with the President. None of these concerns were dealt with in any detail when we met with you. We planned on going into detail with the President. None of those issues were mentioned in your letter. Your letter seemed to indicate that you felt the matter was now settled and the case closed. We do not accept this. If the President does not want to handle the complaints in person, have him delegate the responsibility to you or some other person so we can have a fair hearing of our complaints and arrive at satisfactory solutions.

I am enclosing a copy of the concerns we handed you. These are only stated in general terms. We plan to go into specifics when we meet again. Please let us know who we can take our concerns to. We have wanted to go through administrative lines of authority. If you are refusing to deal with us we will take our concerns to the appropriate governing boards.

Please note: Your secretary apparently had some difficulty in locating my phone number and address. My phone number is: Home 943-6442, Office 322-1668. My address is: 2984 W. Appleton Drive, Granger, Utah 84119.

Sincerely,



Lloyd H. Perkins, Chairman
UAD Educational Committee

cc: Dave Mortensen, President UAD

IHP/pg

**APPENDIX J: Dr. Grant B. Bitter's letter to Ron L. Logan concerning
Lloyd H. Perkins
(October 10, 1977)**

October 10, 197

Don R. Logan
Chairman
Department of Special Education
227 MBH
University of Utah
Salt Lake City, UT 84112

Dear Professor Logan:

The ten charges made against me by Mr. Lloyd Perkins areous in nature, based on hearsay with the intent to discredit my professional integrity and credibility. This is an approach characteristic of Mr. Perkins' militant attitude over many years past.

My response to each one of the charges is as follows:

1. The deaf teacher training program is biased towards oral education with absolutely no research justification -- hardly a university concept!

The course content of the teacher education program, area of the deaf, is to provide a learning environment whereby students can develop knowledge, skill, competency in teaching strategies in speech, language, reading, and listening skills (Auditory Training), curriculum methods, counseling, and guidance, human relations, manual communications, anatomy of the ear, and speaking mechanisms, hearing tests and measurements, linguistics, phonetics, and a student teaching practicum (Standards Analysis, pages 10-14, ITEM V).

There is a great deal of "research justification" and consumer information which justify the position of the present teacher education program (see research material provided - Item I, personnel needs study report - Item II, Recommendation of Self-Study Committee - Item

....

2. The director of teacher training does not understand deafness and the deaf community that he "teaches" about; he cannot communicate with deaf adults, and indeed tries to force deaf adults into his mode of communication -- hardly a community "cooperative" technique.

Obviously, Mr. Perkins assumes that because I am not "deaf," I do not understand deafness. This, of course, is an erroneous analogy.

My professional and my personal world is one made up of many meaningful relationships with persons with hearing differences throughout the world.

At no time have I ever coerced hearing impaired adults into my "mode of communication."

My contacts with the hearing impaired are continuous as a professional, as a parent advocate, and as a coalition builder (see enclosed materials) regarding coalition with the International Association of the Parents of the Deaf (total communication advocates - Item IV).

3. Dr. Erdman and Dr. Hencley promised the State Board of Education that the deaf program under its director be fair and equal in his training of teachers for both systems of education -- oral and total communication. But in fact he has only provided three hours of sign language instruction while keeping about 15 hours of speech training -- hardly equality, since three hours of instruction would not be sufficient to qualify anyone at the university level for any foreign language. There are several discrepancies in the set-up of the "three" hours of sign language training. Two hour classes are only one hour classes with the director of deaf training taking over the last hour to deemphasize the first hour of sign language training. There is misuse of university funds in paying someone to teach sign language under contract for "ten" hours of instruction when only 5 hours are used.

At no time have promises been made that the teacher education program would be both total and oral; however, for many years I have required all students to become proficient in basic manual communication and devote field time to working with parents and professionals in the total communication community and the deaf community, as well as with the advocates of the oral approach.

Mr. Perkins is quite mixed up in his explanation of time allocations regarding the class in manual communication. He is completely inaccurate in his statement that I take "over the last hour to de-emphasize the first hour of sign language training." The instructor of Special Education 581 is a vigorous proponent of total communication (Mr. Gene Stewart); he has full academic freedom as an instructor in the program (Program Description and Standards Analysis, Page 10, Special Education 580, Item V).

Mr. Perkins misconstrued the meaning and intent of Dr. Erdman's and Dr. Hencley's remarks. The position of the Department of Special Education-Area of the Deaf- was reaffirmed by Dean Erdman as noted in the minutes of the In-Study Committee (See Item 11, pages 3-4 Board minutes).

4. The director, Grant Bitter, is biased against deaf adults and the use of total communication. He has actually tried to force deaf adults in his classes to go to the back of the classroom with an interpreter so the rest of his students would not see the sign language!!

The statement that I am "biased against deaf adults and the use of total communication" is without legitimate foundation. I am concerned that educational options be provided for hearing impaired children and adults that will best meet their learning styles and individual needs (see State Board presentation, April 14, 1977, and August 19, 1977, Item VI).

His statement is presumptuous and false that I "force deaf adults...to go to the back of the classroom..." (see George Wilding communication for further elaboration on this one, and the Dorothy Young letter and correspondence regarding "discrimination." (ITEMS VIII, IX)

Please note also that the total population of deaf adults who have children enrolled in Utah's educational program is less than 7% (see enclosed statistical information, Item VII).

Furthermore, it was I who recommended to the Superintendent of Public Instruction-Dr. Walter Talbot-that parent representatives of both oral and total communication philosophies be represented on the State Advisory Committee for the Handicapped.

This recommendation was approved by the State Board of Education recently.

5. Items 3 and 4 above is reason to submit a complaint to the university's professional practices committee, under discriminatory practices ethics.

On the contrary, Mr. Wilding has completely misrepresented the facts. Note that his letter of "discrimination" was written two years after the event supposedly took place. (see Item VIII, George Wilding correspondence.)

6. The teacher training program Advisory Committee (which may now be defunct) is "loaded" with people who are receptive to an Oral program. The deaf community is not represented. We believe that more professional deaf people from the community should be on the Deaf Program Special Education Advisory Committee at least in equal proportions to the hearing people.

This committee to which Mr. Perkins refers is the Self - Study and Advisory Committee which is ongoing. It includes Mr. Cochran who is deaf-mute, a member of the deaf community and the parent of a deaf child. He has equal voice and access to the affairs of the committee as any of the Committee members (see attached materials: the committee and its conclusions, including the report of the ad of Mr. Cochran, Item IX, Cochran letter, Nov. 17, 1976 and my and Dorothy Young letter and memo from Dr. Byrne).

7. Biased training of the teacher training program is favoring day schools, not residential schools.

Mr. Perkins' statement is inaccurate. Our student teachers are placed in residential, day classes, and regular public classes - a unique and meaningful placement which many university programs do not provide.

8. The deaf community is proposing that the University of Utah set up a separate special education department in Total Communication with a person favorable to Total Communication as director.

The costs for such a program would be prohibitive and unnecessary. The present manpower needs assessment would not justify such action.

The vast majority of the employment requests that have come to me are for students prepared in auditory/oral programs. I cannot begin to meet the demands for teacher placement each year (see copies of employment requests, Item X).

9. The Utah Association for the Deaf is seriously concerned about the professional practices of an assistant professor at the University and wishes to discuss this with the President, himself, inasmuch as efforts to resolve several issues within channels have not been productive, and have received no responses whatever.

This statement is very vague. My professional colleagues at this University, other universities and programs throughout the United States and the world will vouch for my professional integrity. May it be known that Mr. Perkins has not followed "channels."

On occasions in the past, I have invited Mr. Perkins, and Mr. David Mortensen, President of UAD to openly discuss issues. Only once did they come several years ago. No invitation has come from them to me.

Conflict management is possible when people will be forthright and honest in intent and purpose where mutual trust and confidence are present. (see my enclosed article, From Conflicts to Coalition, Volta, September, 1977) ITEM XI

10. There is a question of the use of University time and materials for personal use.

If Mr Perkins will present documented evidence of my abuse of university time and money, I can then respond appropriately, and rectify what ever wrong which I have committed regarding time and materials for personal use - if, in fact such is the case, for I have always endeavored to comply strictly with university regulations regarding the use of time and materials as relates to the university responsibilities.

Summary Comments:

To some members of the "deaf community," I can do nothing right. I am the scapegoat for their frustrations and anxieties. Some of their leaders and advocates both hearing persons including interpreters and "deafened" adults such as Dr. Sanderson, Mr. Perkins and others, intentionally or unintentionally keep some members of the deaf community constantly "afire" with accusations and intimidations against me.

Please be assured that I am constantly endeavoring to cooperate, be fair and just in my dealings with the various populations with whom I work as a professional and as a parent, a parent advocate, and disability group advocate.

The Teacher Education program has an excellent reputation nationally and internationally. Students from both Asia and Europe are drawn to our program because of this.

One of our students from Japan received a national scholarship of \$5,000 from the Women's League of Japan to study at an American University last year--Miss Yoko Kitano selected our graduate program. This year Miss Helena Nieminen from Finland is studying with us on a Rotary Scholarship.

**APPENDIX K: Cedric I. Davern's letter to Lloyd H. Perkins
(October 28, 1977)**

THE UNIVERSITY OF UTAH

SALT LAKE CITY, UTAH 84112

VICE PRESIDENT
FOR ACADEMIC AFFAIRS

October 28, 1977

Mr. Lloyd H. Perkins, Chairman
UAD Educational Committee
2984 West Appleton Drive
Granger, Utah 84199

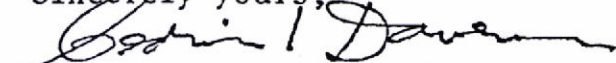
Dear Mr. Perkins:

I have now received the responses to the points raised in your letter of September 27 addressed to Vice President Gardner. These responses were obtained from the Dean of the Graduate School of Education, Chairman of the Department of Special Education, and from Dr. Bitter. While I can understand your commitment to total communication, I have found no basis for those items that directly attack the professional standing, competence and fairness of Dr. Bitter.

The remaining issues have been, among others, discussed in a series of hearings conducted by the State Board of Education. I understand that the outcome of these hearings are to be embodied in a report soon to be available. I feel it would be premature for the Graduate School of Education to modify its responses to the various and considerable pressures upon it in the area of education of the deaf until its deliberations can benefit from the content of that report.

I am informed by the Dean of the Graduate School of Education that the State Board of Higher Education has not fully resolved the role assignment in the area of the deaf and hearing impaired. However, Utah State University prepares educational audiologists, some of whom in fact are working with deaf children utilizing the total communication approach. Thus, it can be said at this time that the State is attempting to meet your needs as well as those of the other deaf constituencies.

Sincerely yours,



Cedric I. Davern
Vice President for
Academic Affairs

cc: President David P. Gardner
Dean Robert L. Erdman
Dr. Donald R. Logan
Dr. Grant D. Bitter

**APPENDIX L: Lloyd H. Perkins' letter to Cedric I. Davern
(November 7, 1977)**



Utah Association for the Deaf

Incorporated

November 7, 1977

Cedric I. Davern
Vice-President for Academic Affairs
University of Utah
Salt Lake City, Utah 84112

Dear Mr. Davern:

It is difficult to understand your most recent letter of October 28, 1977, in answer to my letter of September 27, 1977, addressed to Dr. P.D. Gardner, Vice-President for Academic Affairs. Frankly, the University of Utah's administration is giving the deaf people the "run around" that we have been getting for years and years.

In my letter of September 27, 1977, we included some concerns. We told you in that letter that, "these are only stated in general terms. We plan to go into specifics when we meet." How could you ever expect to do an objective evaluation of our concerns if you have not even had the courtesy of sitting down with us and finding out what they were in specifics? It seems to me that this is a very shabby job of investigation on your part and it would appear to me to be what I would consider to be a cover up.

You have said you received the responses to the points raised in my letter of September 27th. Again you did not have the courtesy to tell me what those responses were. I am hereby officially requesting that I be provided with a copy of those responses.

You also mentioned that the issues remaining have been discussed in a series of hearings conducted by the State Board of Education. Again I must point out to you that you are uninformed. The issues before the State Board of Education are concerning the School for the Deaf and what their educational philosophy and programs will be there. There has been no discussion with them at this point in time as to the University of Utah and its role. It is true that the University of Utah made a commitment to the State Board of Education which is in official Board minutes but the matters being discussed now before the Board of Education do not concern the University of Utah even though Dr. Bitter has met with the Board of Education on at least three separate occasions and has met with the Administration of the State Board of Education on occasions too numerous to mention.

Utah State University has not been given any role in the preparation of teachers of the deaf. You implied that that may be so in your last paragraph. Again I would ask that you become more informed on the issue.

Let me reiterate that we are asking for a hearing with the administration of the University. It is not acceptable for you to continually send us a new letter saying that you have looked into the matter and everything is cleared up. Everything has not been settled and if you refuse to give us the hearing we will make requests of your Governing Board to have a hearing before them.

If I have not had an answer by November 20th I will assume you are ignoring the deaf people's requests.

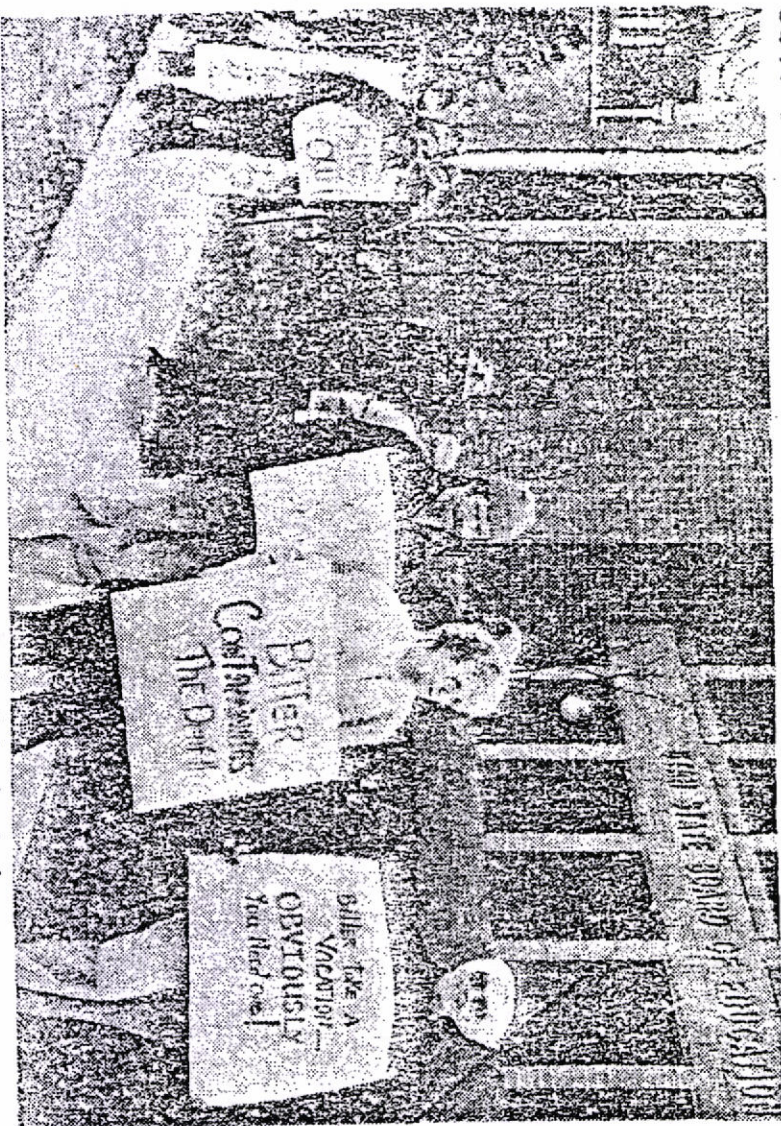
Sincerely,

A handwritten signature in cursive script that reads "Lloyd H. Perkins". The signature is written in dark ink and is positioned below the word "Sincerely,".

Lloyd H. Perkins, Chairman
UAD Educational Committee
2984 West Appleton Drive
Granger, Utah 84119

cc: Dave Mortensen, President UAD
President David P. Gardner
Dean Robert L. Erdman
Dr. Donald R. Logan
Dr. Grant B. Bitter

**APPENDIX M: Deseret News regarding the protest
(November 19, 1977)**



Pickets outside state board offices protest teaching methods for the deaf.

Teacher program OK'd

By Laver K. Chaffin

Deseret News education editor

Two controversial issues — education of the deaf and a major change in teacher licensing — were advanced by the State Board of Education Friday.

In a day-long session, the board gave tentative approval to a two-track system for the education of deaf children.

It gave full approval to a teacher recertification program which grants credit for such activities as travel and participation in school accreditation visits.

As the board deliberated the controversial issues, more than 100 spectators, mostly deaf persons, crowded the board chambers and spilled over into adjacent rooms and hallways. Placard-carrying

Most of the signs called for reliance on the "total communication" methodology of instructing the deaf or protested the "oral" methodology used in teacher training programs at the University of Utah. Dr. Grant Bitter, who directs the U. of U. training program for teachers of the deaf, is a strong advocate

and spokesman for the "oral" method.

The controversy between those who favor the total system of teaching the deaf (using all modes of communication, including sign language) and those who support the oral method (TEACHING THE DEAF TO SPEAK AND VIRTUALLY PROHIBITING SIGN LANGUAGE HAS PERSISTED FOR DECADES. In Utah it has been especially heated since last March, and it has been on the agenda of

While the board has yet to give full approval to a policy statement recommended Friday by Dr. Walter D. Talbot, state superintendent of public instruction, it indicated strong support. Talbot will refine the statement and bring it back to the board for final approval, probably in December.

The 17-point statement includes these provisions:

—Two distinct programs of instruction shall be conducted at the State School for the Deaf in Ogden, Oral and Total Communication.

A procedure shall be established for diagnosis, evaluation and placement of students according to their needs, and such placement shall require the approval of parents or guardians.

A long-range research program shall be instituted to determine the characteristics of students for whom certain programs work best.

—Students in oral and total programs at the school shall be separated through junior high school.

—The school shall have an advisory committee.

—The school (and the School for the Blind) shall report to the board's Office of Instructional Services. (This means that if the policy is adopted, school superintendent Robert Tegeter will report to Associate Superintendent Lorne Winget, rather than to Associate Superintendent Jay J. Campbell.

—School faculty members (and also members of the state board staff) are constrained from taking sides in disputes regarding methodology.

In companion actions, the board called for studies to determine if a total program of teacher preparation is needed (presently the only teacher preparation course in the state is an oral program at the U. of U.) and the desirability of appointing a local board of control for the School for the Deaf and the Blind.

Appointment of an advisory committee was deferred.

**APPENDIX N: Utah Association for the Deaf's flyer distributed on the University
of Utah Campus, Monday, November 28, 1977 and Friday, December 2, 1977**

Flier distributed on the University
of Utah Campus, Monday, November
28, 1977 and Friday December
2, 1977. HEAR YE, HEAR YE

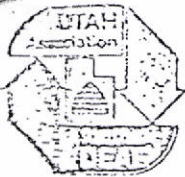
U OF U ADMINISTRATION TURNS A DEAF EAR TO THE DEAF

THREE MONTHS AGO THE FOLLOWING POINTS WERE PRESENTED TO VICE PRESIDENT GARDNER BY LEADERS OF UTAH'S DEAF COMMUNITY. THE UNIVERSITY HAS SINCE FAILED TO ANSWER THESE POINTS FULLY AND ABOVEBOARD. ANY RESPONSE THAT HAS BEEN RECEIVED HAS BEEN VAGUE, AMBIGUOUS, AND INCONCLUSIVE AT BEST. AS TAXPAYERS AND CONCERNED CITIZENS WE DESERVE AND DEMAND SOME ANSWERS!

1. The deaf teacher training program is biased toward oral-only education with ABSOLUTELY NO RESEARCH JUSTIFICATION -- hardly a university concept.
2. The director of the teacher training program does not understand deafness nor the deaf community that he 'teaches' about; he cannot communicate with deaf adults and, indeed, tries to force the deaf into utilizing his own inefficient mode of communication -- hardly a 'cooperative' community effort.
3. Drs. Erdman and Hencley promised the State Board of Education that the deaf teacher training program under its director would be fair and equal in its training of teachers for both systems of deaf education -- the time proven total communication method and the experimental oral-only method. But the director has, in fact, provided only three hours of sign language instruction (necessary for the total communication method) while scheduling 15 hours of speech therapy training...hardly equal, since three hours of instruction would not be sufficient to qualify anyone at the university level for any foreign language. There are several questionable practices being followed in the make-up of even this 'three hours' of sign language training. Each two-hour class actually contains only one hour of instruction, followed by one hour of classroom time being used by none other than the program director to deemphasize the first hour of sign language instruction. This constitutes a blatant misuse of university funds in paying someone to teach under contract for 'ten' hours when only five hours' instruction is given.
4. This director, Grant Bitter, is biased against the deaf community and the use of the total communication method of teaching. He has actually tried to force deaf persons who use interpreters to go 'to the back of the class' so that the rest of his students cannot even see the sign language in use.
5. Items 3 and 4 above are ample reason to submit a complaint to the university's professional practices committee due to the unethical and discriminatory practices being used by Grant Bitter.
6. The teacher training program Advisory Committee (possibly disbanded by press time) is staffed entirely by hearing persons who are receptive to an oral-only program. The deaf community is wholly unrepresented. We feel that more professional deaf people from the community should be contained in this Advisory Committee in order that the ratio of deaf and hearing people be more equal.
7. Further clearly biased direction of the teacher training program is favoring day schools, rather than the more effective residential school now in use.
8. The deaf community is proposing that the University of Utah set up a separate special education department teaching Total Communication with someone who is favorable to this method of instruction as its director.
9. The Utah Association for the Deaf is seriously concerned about the professional practices of an assistant professor at the university and wishes to discuss the matter with the president himself, inasmuch as efforts to resolve several issues through channels have not been productive, and have brought no response from the university whatsoever. These practices involve the misuse of university time and materials for personal endeavors.

WE THE DEAF PEOPLE OF THE STATE OF UTAH INVITE YOUR SUPPORT IN REQUIRING THAT ANY TRAINING PROGRAM TO PRODUCE TEACHERS FOR THE DEAF CHILDREN IN UTAH BE FORMULATED UPON PROVEN EFFECTIVE METHODS, IN ORDER THAT THESE DEAF CHILDREN MAY GROW UP WITH THE BENEFIT OF THE BEST EDUCATION THAT CAN BE PROVIDED FOR THEM. THE END RESULT OF A GOOD EDUCATION SHOULD BE, AS ALWAYS, A HAPPY, CONTRIBUTING MEMBER OF SOCIETY, NOT A BURDEN TO SOCIETY. YEARS OF RESEARCH HAVE SHOWN THAT THE METHODS BEING SHOWN TO THE TEACHER TRAINEES ON THE U OF U CAMPUS ARE NOT

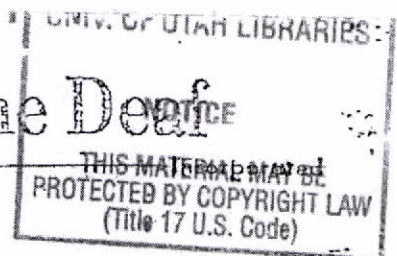
**APPENDIX O: W. David Mortensen's letter to Edward W. Clyde
(February 2, 1978).**



Utah Association for the Deaf

580 West 5720 South, Murray, Utah 84107

February 2, 1978



RECEIVED
PRESIDENT'S OFFICE

FEB 6 1978

UNIVERSITY OF UTAH

Edward W. Clyde, Chairman
University of Utah Institutional Council
c/o Clyde & Pratt Law Firm
351 South State Street
Salt Lake City, Utah 84111

Dear Mr. Clyde:

We would like to bring to your attention and will expect action on charges of unprofessional conduct; unethical conduct; unprofessional practices and performance; and questions about the professional competence of Grant B. Bitter, Ed.D., assistant professor of Special Education at the University of Utah, department of the graduate school of education.

These formal charges against Grant B. Bitter are based on the following incidents:

1. The Utah State Board of Education was in meeting on August 19, 1977, in Brigham City. In this meeting Grant Bitter made a presentation to the board in which he made certain unprofessional and unethical, inaccurate statements intended to influence the board against special programs for the deaf. A transcript of these remarks is included herewith, copied exactly from the tape recording in and of this public meeting. Attached also is a refutation from the colleges involved, from which we requested information in confirmation of the accuracy of Bitter's statements.

Bitter has attempted to cover up his statements by claiming that he was misquoted and that he was responding to questions from a board member. There were many people in the audience, both deaf and hearing; there was a professional interpreter of the deaf present, in addition to people who were able to hear and understand the interpretation; hence there seems to be no misquotation, and the tape was accurate; several different people heard the tape in addition to the secretary who transcribed it.

It should be obvious that Bitter has unprofessionally distorted the information to the Board of Education, in a public meeting, with the intent to deceive them into believing that special education programs provided by the National Technical Institute for the Deaf and by Gallaudet College are difficult to justify, cost-wise.

2/7/78 Copy to Cedric Davern



2. In his paper entitled "RESEARCH UPDATE," a copy of which is attached hereto, Grant Bitter made certain references to research. This paper was distributed to members of the Utah State Board of Education, and to several professional persons, including the President of the Utah Association for the Deaf, along with a package of other papers written by Bitter, at the meeting of the Utah State Board of Education, April 14, 1977, at the Utah School for the Deaf.

The first few paragraphs of this paper, marked herewith, cite a study in an obvious attempt to use the research of a world-famous educational institution for the deaf in justification of Bitter's philosophical position.

In our checking the validity of the reference, we went directly to the source of the research. The attached letter is self-explanatory while it is addressed to Dr. Vernon, we also made inquiry to him, a noted researcher. We have a similar copy in file sent to us by Dr. Jensema.

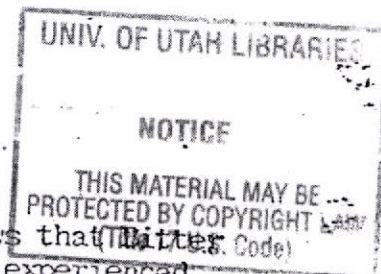
It should be obvious that Dr. Bitter is committing several errors of professional judgment in quoting from incomplete research, and misinterpreting the research materials to an important body such as the Board of Education. We are sure that he is also disseminating this type of misleading information to his students at the U.

3. The Utah Association for the Deaf strongly believes that it is highly unprofessional and unethical for a professor from the University of Utah to attack, disparage, and incite the public to protest, against a program of the Utah State Board of Education. That is what he has done as a self-appointed "spokesman" for "oralists".

He has repeatedly visited the State Board of Education offices at 250 East 500 South, in company of personnel from the Utah School for the Deaf, and parents of deaf children, and has spoken out against personnel within the state agency in a continuing effort to discredit them. This has resulted in the removal of a fine man, Dr. Jay J. Campbell, from responsibility for the Utah School for the Deaf.

4. Grant Bitter has historically and repeatedly disparaged the deaf community, many of its members, its organizations, including the deaf religious community, in his class lectures. Indirectly he has warped the minds of many of his students so that they are unable to think for themselves: while this may come under the umbrella of academic freedom, it is still distinctly unprofessional conduct for a classroom instructor to deliberately keep from his students powerful ideas in opposition to his own.

Edward W. Clyde
U of U Inst. Council



5. Herewith we attach an affidavit which clearly shows that Bitter has unprofessionally tried to steer a trained and experienced teacher of the deaf away from his program and into "something more suited to her." This, in our eyes is a cardinal sin, unprofessional in the extreme. All the deaf teacher wanted was to continue earning credits for certification, not to change occupations merely because Bitter does not favor teaching as a vocation for deaf people. It is a strong case of discrimination.
6. Bitter discriminated against a deaf person in his classroom by requiring the deaf person and his interpreter to sit in the back of the room. This is pretty much like telling a black person to go to the back of the bus, and is, we say frankly, unethical and unprofessional conduct.

We demand that Grant B. Bitter be reprimanded and put on probation or other correct measures to stop the unprofessional conduct of a man that should not be at the University of Utah in the first place.

Sincerely,

W. David Mortensen

W. David Mortensen
President

cc: Dr. T. H. Bell, Utah State Board of Regents
Dr. David P. Gardner, University of Utah
Dr. Walter D. Talbot, State Board of Education

**Appendix P: Dr. Grant B. Bitter's letter to Edward W. Clyde
(March 6, 1978)**

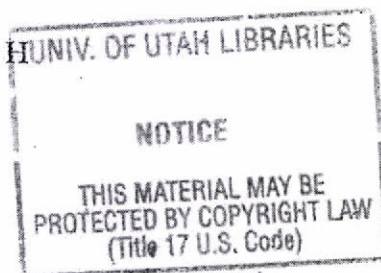
THE UNIVERSITY OF UTAH

SALT LAKE CITY 84112

DEPARTMENT OF SPECIAL EDUCATION
MILTON BENJON HALL

GRADUATE SCHOOL OF EDUCATION

March 6, 1978



Edward W. Clyde, Chairman
University of Utah Institutional Council
c/o Clyde & Pratt Law Firm
351 South State Street
Salt Lake City, Utah 84111

Dear Mr. Clyde:

This letter is in response to the libelous charges made against me by Mr. David Mortensen in correspondence to you dated February 2, 1978. Each of the six charges will be answered separately with supporting documentation refuting those attacks.

Accusation No. 1 charges me with "... certain unprofessional, unethical, inaccurate statements intended to influence the board against special programs for the deaf." Mr. Mortensen provided, as evidence, a distorted and unauthorized transcript of my supposed "address" to the State Board of Education on August 19, 1977.

Mr. Mortensen, in referring to the transcription stated that, "... hence there seems to be no misquotation, and the tape was accurate;" however, on the front page of the transcription is a disclaimer which reads, "... The microphone of the tape recorder that was used was at a considerable distance from the speaker, with the result that many words were fuzzy and difficult to pick up; sentences were indistinct, and patterns broken. Hence, this transcription may not accurately reflect the language of the speaker."

My Address to the State Board of Education on August 19, 1977 was entitled "Recommendations to the Utah State Board of Education for Improvement of State-Wide Services for the Hearing Impaired." The presentation was concerned with suggestions for providing adequate delivery service patterns to hearing impaired children and their families in a continuing search to develop and maintain optional and quality educational programs.

The only reference to "special programs," i.e. Gallaudet College and the National Institute for the Deaf were brief comments in response to a question asked by Mr. Charles Peters, Board member, regarding a document containing expenditures of the above mentioned institutions. The material was circulated by Dr. Ray Jones of California State University at Northridge,

NOTICE

also a proponent of total communication. The document, "Inequalities In Federal Funding of Programs Serving Deaf Students," included a breakdown of five centers or institutions. (see DOCUMENTATION, Charge No. 1, D, Talbot letter)

The unauthorized transcript of the Board meeting was sent to Dr. Edward C. Merrill, President of Gallaudet College on September 12, 1977. Dr. Merrill, without obtaining an accurate report of the Board meeting unfortunately, responded in haste to Dr. Talbot, accusing me of providing "unprofessional and unwelcome testimony." On September 21, 1977, I sent a letter to Dr. Talbot referring to the charge of Dr. Merrill as being "disturbing and unfounded." In a letter to Dr. Merrill from Dr. Talbot, dated September 23, 1977, I was absolved from any misconduct or false reporting. Dr. Talbot responded to Dr. Merrill by saying that "... in no way were Dr. Bitter's comments derogatory to the programs and services of Gallaudet, the Model Secondary School or the Kendall School. His prepared testimony before the Board did not include anything about Gallaudet or other programs. His only response, and only then very brief, was in answer to a question put to him by a member of the State Board of Education." Dr. Talbot continued, "My own opinion is that it was indeed unfortunate and uncalled for that Dr. Bitter's remarks were taken as critical of Gallaudet..., the error and unprofessional conduct, if any, was in sending you a "transcript" of the hearing. To my knowledge the "hearing" has not been transcribed officially." (see DOCUMENTATION, Charge No. 1, D, Talbot letter)

Charge No. 1 by Mr. Mortensen is malicious with the intent to slander my professional integrity and conduct. This charge is denied. (Please see documentation consisting of letters, the names of persons or witnesses and other supportive data, cover title, DOCUMENTATION - Charge No. 1)

Accusation No. 2 charges me with using "the research of a world-famous educational institution for the deaf in justification" of my philosophical point of view. Mr. Mortensen states further that I have quoted from "incomplete research" with the intent to deceive the Board of Education and students at the University of Utah.

Mr. Mortensen refers to the Jensema Study of Communication Methods and Educational Achievement as a case in point, and to a package of materials, including my "Research Update" which was distributed at the monthly State School Board meeting, April 14, 1977. Mr. Mortensen also included with his letter to you a copy of a letter sent by Dr. Jensema to Dr. McCay Vernon regarding the "Research Update" which has some significant implications in regard to the accusation.

Upon receiving a copy of the Jensema letter to Dr. Vernon through the usual and proper university channels, I responded to Dr. Jensema immediately, acknowledging my error in referring to his study as having been completed in 1976. (see my letter to Jensema, dated February 16, 1978, DOCUMENTATION, Charge No. 2 A)

Field reports circulating to my office from Dr. Jensema's own preliminary report (January 15-16, 1977) about his research included assumptions that should not have been inferred. (see copy of Newsounds, page 2, March-April, 1976, DOCUMENTATION, Charge No. 2 B)

NOTICE

THIS MATERIAL MAY BE
PROTECTED BY COPYRIGHT LAW
(Title 17 U.S. Code)

Mr. Mortensen's reference to my "Research Update," has various motivations in my opinion, and therefore, requires more than just a response, for it is in the area of "deafness" research that some of the greatest misunderstandings have developed; indeed a grave disservice has been done by some of the advocates of the various philosophical and methodological positions because of utilizing research data inappropriately or doing research for the wrong reasons.

In my opinion, the deaf communities as well as parents of hearing impaired children have been deluged with inaccurate assumptions based, in some instances, on faulty research design, inadequate sampling procedures and populations, and/or interpretations of the research not even intended by some of the researchers themselves.

Without referring to Jensema's research, there is ample evidence to demonstrate the need to maintain a variety of educational options for hearing impaired children. (see copy of Ling article enclosed, "II. Modes of Communication: A Critique," p. 213-217, DOCUMENTATION, Charge No. 2 C)

Probably no man is more respected by the deaf communities in America than Dr. McCay Vernon for his work in "deaf" research and writings, yet I and those who are of differing philosophical persuasions are highly critical of him in this regard because he makes no allowance for anything other than a total communication approach. (see copy of Ling Article, "II. Modes of Communication," p. 214, 2nd paragraph; and "Deafness and Minority Group Dynamics," Vernon; and critique, "They Grow in Silence")*. Hence, many people such as Mortensen believe that there is nothing at all good about the oral approach to teaching hearing impaired children. (Note enclosed flier "HEAR YE HEAR YE" DOCUMENTATION, Charge No. 2, F; this sheet was passed out at the recent demonstration on the University of Utah campus.)

This unfortunate situation is not peculiar to Utah, it is international in scope. However, Dr. Robert Sanderson, Mr. Lloyd Perkins and Mr. David Mortensen and others of the Utah Association for the Deaf and their advocates have not helped us to develop the spirit of cooperation in recognition of educational and social rights and options of the hearing impaired population within the State of Utah. (see recent address before the State Board of Education by Dr. Sanderson, and a copy of the June 1975 UAD Bulletin)**

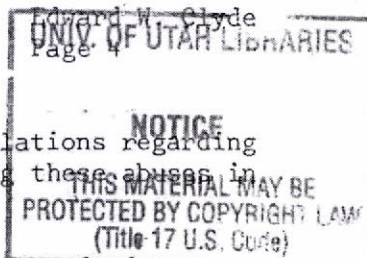
In both of my presentations to the State Board of Education on April 14, 1977 and August 19, 1977, I specifically requested that our diverse populations work co-operatively with the State Office and the Board of Education to improve the total communication programs and the oral programs within the State. It is imperative that optional communication modes be retained. As you will note in the copy of the State Board's "POLICY ON EDUCATION OF THE HEARING IMPAIRED," adopted December 16, 1977, the Board reaffirmed this position. (DOCUMENTATION, Charge No. 2 J)

Conversely, Mr. Mortensen, Mr. Lloyd Perkins, Dr. Robert Sanderson, Mrs. Beth Ann Stewart Campbell and others*** representing UAD have been unrelenting in their efforts to justify total communication over the oral program.

* DOCUMENTATION, Charge No. 2, C, D, E

** DOCUMENTATION, Charge No. 2, G

*** Mr. Jim Hilber and Mr. Gene Stewart, both Professional Counselors
Rehabilitation Services for the Deaf



Although Mr. Mortensen is accusing me of flagrant violations regarding professional ethics and conduct, he is openly demonstrating these abuses in his own actions.

My writing, speaking, and conduct vigorously articulate and advocate the preservation of options and rights, both educationally and socially for hearing impaired children, adults, and their families. My professional career is devoted to the appropriate utilization of human and material resources in developing and maintaining educational and social excellence. (see enclosed Article "From Conflict to Coalition...", and IPO/IAPD Coalition material, research references, DOCUMENTATION, Charge No. 2, K)

Rigorous research efforts must focus on learning modes, linguistics, language development and use, speech development, development and use of residual hearing, socialization, prosthetic devises (hearing aids), and other meaningful research possibilities rather than on strategies to collapse diverse programs. There are far too many variables to control in trying to determine which method is the "only right one." Consideration must be given to meeting the individual differences of each learner.

Contrary to Mr. Mortensen's allegation that I interpret research findings for boards of education, university students, and others in an attempt to support my own philosophical approach and thereby mislead them, my goal is to provide individuals with as many resources and pro and con material as possible, from which they can draw their own conclusions.

Furthermore, when and if I make mistakes, I will acknowledge them and endeavor to make appropriate apologies to the person(s) whom I have offended. In my opinion that position is a vital component in maintaining a healthy professional attitude and in demonstrating mature professional behavior.

For Mr. Mortensen to charge me with unprofessional conduct on this issue is offensive and weakens potentially constructive and meaningful human relationships. The situation becomes even more distasteful in recognition of the fact that he and some of his associates have involved professionals and institutions out of state in an endeavor to bring about a credibility gap between me and some of those with whom I work nationally and internationally who have opposing views. We have the capabilities and communication vehicle to deal effectively with conflict areas among ourselves within the State of Utah. It is shameful to abuse this privilege and opportunity.

Accusation No. 3 is a gross insult to human reason and intelligence. The charge is not only a heinous attack on me, it also questions the integrity of the State Board of Education and the State School Office to make decisions regarding the governance of educational programs for the hearing impaired within the State of Utah..

It is incredible that Mr. Mortensen would accuse me of "attacking, disparaging, and inciting the public to protest against programs of the Utah State Board of Education" when he and a very militant group of persons, including interpreters, hearing impaired youth and adults and their friends behaved rudely at the State Board of Education meeting on

NOTICE

THIS MATERIAL MAY BE
PROTECTED BY COPYRIGHT LAW
(Title 17 U.S. Code)

November 19, 1977. Joan Burnside, Board Chairman, had to remind them to refrain from interruption of the Board proceedings or be removed from the meeting.

Some individuals were picketing and carrying derogatory placards against me before and during that meeting. Some were students who should have been in school. Some of them had no idea as to why they were picketing. (see enclosed DOCUMENTATION, Charge No. 3, A) Subsequently on Monday, November 28th and Friday, December 2, 1977, fliers containing ten libelous charges were disseminated by protestors on campus at the University of Utah. (see Charge No. 2 F, DOCUMENTATION)

The State School Board as well as State Office Administrators, Dr. Talbot, Dr. Hall, Dr. Winget, and Dr. Hirschi have been most gracious and patient over a period of many months in meeting with the various organizations serving the hearing impaired population within the State to resolve complex issues and minimize conflict areas. A singular goal is to recognize individual educational and social needs and to provide optional delivery service patterns for parents and their hearing impaired children.

The enclosed "POLICY ON EDUCATION OF THE HEARING IMPAIRED" with its 17 Policy Statements was adopted for implementation by the State School Board on December 16, 1977. Policy Statement No. 14, pages 4-5 refers to the shift of administrative leadership at the State Department level regarding the Utah School for the Deaf to Dr. Lerue Winget, Office of Instructional Services. Formerly, the School for the Deaf was under the administration of Dr. J. J. Campbell, Office of Administrative Services. The removal of the program from Dr. Campbell to Dr. Winget was a decision of the State School Board, not Grant Bitter. Policy No. 17, page 5 and the Appendix, pages 6-8 clearly articulate the necessity of maintaining professional ethics which is incumbent on all State employees. It is a most timely and desirable policy. (DOCUMENTATION, Charge No. 2, J)

In the second paragraph of Charge No. 3, Mr. Mortensen stated that I have "... repeatedly visited the State Board of Education Offices in company of personnel from the Utah School for the Deaf, and parents of deaf children"

Indeed, I have appeared with parents and specialists before the Board and State Office Administrators on many occasions within the past year as has Mr. Mortensen with his group. However, at no time have the representatives from the oral persuasion maligned those who advocate a different philosophical position. We recognize differences and have urged cooperation and the development of programs which meet the individual needs of hearing impaired children and adults. This is in keeping with State Board Policy.

Additionally Mr. Mortensen stated that I have "... spoken out against personnel within the state agency in a continuing effort to discredit them." It would appear that I am not immune from being discredited and criticized, according to Mortensen, but immunity is somehow automatic with some state agency personnel.

The State parent groups representing the oral philosophy as educators of the same persuasion have been very critical of some of the practices of Dr. Robert Sanderson, and some of the professionals including Beth Ann Stewart Campbell (wife of Dr. J. J. Campbell) of Rehabilitation Services for the Deaf, Office of Adult, Vocational and Rehabilitation Services.

We took strong issue also with a recent "study" made by Dr. J. J. Campbell, Education of the Deaf in Utah, A Comprehensive Study, February 15, 1977, 191 pages. The report contains many inaccuracies and inferences both about the Teacher Education Program, Area of the Deaf at the University of Utah and educational programs within the State of Utah which could not be taken lightly.

There is sufficient documentation available from many sources which clearly indicates infractions in some aspects of professional role responsibilities of the persons mentioned. However, in all instances the State School Office has endeavored to process the charges and counter-charges in a manner that provides the opportunity for continued professional growth and responsibilities for those persons mentioned if adherence to the "POLICIES ON EDUCATION OF THE HEARING IMPAIRED" can be carefully followed.

My participation in regard to these problems has not been to discredit anyone, but to insist on accountability and fairness in dealing with all consumer groups, and I place myself into the same accountability role as I request of others.

As to the nature of my conduct in appearing before the Board, and in regard to interaction in numerous sessions with State School administrators; I consider Mr. Mortensen's accusation to be repugnant. This charge is denied.

It would be to the advantage of Mr. Mortensen and his group to desist from further agitation on these matters, but rather support and cooperate with all of us who are most anxious to build cooperative relationships rather than weaken them; all of which is in the interest of appropriate and meaningful services to all hearing impaired children and adults.

See "DOCUMENTATION, Charge No.3, D" for additional names of persons who will give testimony as to my professional conduct and integrity.

Accusation No. 4 charges that I disparage the "... deaf community... its members ... its organizations ... including the deaf religious community..." This assertion is unwarranted.

The deaf community as a whole is composed of people who want to live their lives in their own way. They are very talented, industrious, and honest. They are much like other citizens in our communities, but many of them have been led to believe by some of their advocates that I am their enemy; that I am endangering their society; that I am abolishing sign language and collapsing their communication system. This kind of hearsay reporting is, indeed, unethical.

NOTICE

THIS MATERIAL MAY BE
PROTECTED BY COPYRIGHT LAW
(Title 17 U.S. Code)

Additionally, this accusation cuts at the very heart of academic freedom, and is an affrontment against me, my students, and this university. This charge is an attempt to belittle my capacity and ability as a facilitator of learning which contributes to academic excellence of my students. In every class that I teach, students are encouraged to be critical of themselves, of their instructor and of the material presented. Education, in my opinion, requires the critical examination of conflicting points of view. It can not survive in the absence of free inquiry, discussion and the right to question.

Students are encouraged to think independently and critically regarding issues and programs. They are respected for contrary views and opinions.

All students who have contact with me within the environment of the University or elsewhere are encouraged to seek out as many avenues of knowledge and experience as possible in terms of their own decision making processes. They are held accountable for that. I do not coerce, withhold information or behave in a manner that would intimidate or prevent students from thinking for themselves in developing their own personal/professional philosophies.

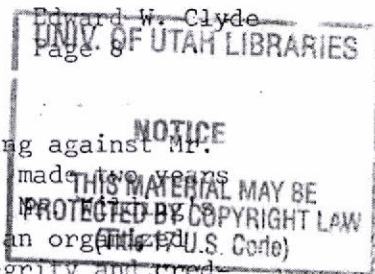
Students in the Teacher Education Program, Area of the Deaf, are required to complete a course in manual communication and have a variety of experiences with parents, children and professionals in both oral and total communication programs and with the deaf community. Students are encouraged to go beyond the minimum requirements in terms of becoming familiar with issues, trends, philosophies, methodologies, and programs in the area of hearing impairment. Therefore, this accusation made by Mr. Mortensen is vigorously denied. It is based on hearsay.

Many students desire to give testimony as to the falseness of this assertion. Some of these individuals are available for immediate contact, or if random sampling of students is preferred, it can be arranged by selecting names from the course printouts. (see DOCUMENTATION, Charge No. 4)

Additionally, this charge was among ones made by Mr. Lloyd Perkins a few months ago. Because of the voluminous documentation supplied to Dr. Davern's Office regarding previous charges, I will not include that information as this material was submitted to Vice President Davern on October 14, 1977. It can be reviewed if necessary.

In a letter to Mr. Perkins dated October 28, 1977, Dr. Davern pointed out to him that he "... found no basis for those items directly attacking the professional standing, competence and fairness of Dr. Bitter."

Accusation No. 5 regarding charges of my discriminating against Mrs. Dorothy Young is untrue. Documentation on that charge was supplied to Dr. Davern as evidence regarding previous complaints made by Lloyd Perkins. For reference, Mrs. Young's letter along with my response (and letters of witnesses) are enclosed. (DOCUMENTATION, Charge No. 5, Young correspondence)



Accusation No. 6 regarding charges of my discriminating against Mr. George Wilding is complete fabrication. His complaint was made two years after he was a student in my Special Education 502 class. This letter is basically a hate letter and harangue as part of an organized conspiracy (in my opinion) to destroy my professional integrity and credibility. For reference, the Wilding correspondence is enclosed. (DOCUMENTATION, Charge No. 6 A, Wilding Correspondence)

As to my efforts to work patiently with the deaf community and its leaders, I enclose copies of correspondence between me and Mr. Roy Cochran, leader in the religious community in Ogden. He served as a member of a Self-Study Committee, making a review of the Teacher Education program, Area of the Deaf. Mr. Cochran did return to the final meeting of the committee in completion of that particular task. (see DOCUMENTATION, Charge No. 6 B, Cochran correspondence)

To give you an idea of the emotion involved with some people, I enclose some cartoons, anonymously sent to the persons indicated. (DOCUMENTATION, Charge No. 6 C)

Through my recommendations to Dr. Talbot, and with his recommendations to the State Board, an equal member of parents representing total communication and the oral approach, as well as a representative from the Utah Association for the Deaf, were approved to serve on the State Advisory Committee for the Handicapped.

Under my direction a coalition has been established between the parents who advocate total communication and those of the oral persuasion within the State of Utah. The major goal of the Coalition is to improve the quality of a variety of educational programs for hearing impaired children and adults. (see DOCUMENTATION, Charge No. 6, D)

It should be noted that only a few representatives of UAD and their advocates are responsible for the incessant attack against me. In our educational programs within the state, less than 7% of the children are children of "deaf" parents. The minority "voice" is vitally important, but so is that of the majority of parents who desire to have their children educated in optional programs without interference from certain members of UAD.

A major attack over the years has been directed against the Teacher Education Program, Area of the Deaf which I direct. This program emphasizes the oral approach, but all students are required to have a variety of experience both in oral and total communication programs. All students are required to learn sign language.

The information concerning the Teacher Education Program was included as a part of the documentation sent to Dr. Davern, October 14, 1977.

Because of the gravity of the charges made by Mr. Mortensen, I am willing to testify under oath as to the truthfulness of my statements and the professional integrity of my work. My professional colleagues, students, parents, and lay citizens within the State of Utah and nationally are willing to testify for me.

Edward M. Ticeyde

Page 9

THIS MATERIAL MAY BE
PROTECTED BY COPYRIGHT LAW
(Title 17 U.S. Code)

If legal action is pursued, Mr. Mortensen should clearly recognize the possible consequences. He and his associates who preferred these slanderous charges will also be required to testify under oath as to the truthfulness of their statements.

The time, the cost, the energies that litigation requires could well be devoted to the improvement of services for the hearing impaired population within the State. If Mr. Mortensen and his associates are truly interested in the welfare of hearing impaired children, adults and their families, it would seem that he would be willing to select a more sensible solution to conflict areas rather than make continuous and vitriolic attacks against me, and my professional conduct, because of a divergent philosophical position.

It is hoped, therefore, that Mr. Mortensen and those persons supporting his views will modify their position and demonstrate their willingness to use the presently established committee and program structure within the State to deal with differing points of view honestly and respectfully, and to cooperate in working to achieve excellence in a variety of educational, vocational, and social programs for the hearing impaired population.

Sincerely,

Grant B. Bitter
Assistant Professor

GBB/ww

Enclosures

cc: Ted H. Bell
Utah Commissioner of Higher Education

Cedric I. Davern
Vice President for Academic Affairs, University of Utah

Robert L. Erdman
Dean, Graduate School of Education

David P. Gardner
President, University of Utah

Donald R. Logan
Chairman, Department of Special Education

Walter D. Talbot
State Superintendent of Public Instruction

**APPENDIX Q: W. David Mortensen's letter concerning the Utah Commission on
Education for the Deaf (COED)
(October 3, 1988)**



Utah Association for the Deaf

Incorporated

388 North 400 East • Bountiful, Utah 84010

Telephone: (801) 533-5997

October 3, 1988

Institutional Council
Schools for the Deaf and the Blind

Ladies and Gentlemen:

Thank you for the time you have allocated me to express a viewpoint on behalf of the deaf community.

One short statement taken from the Commission on Education of the Deaf (COED), found in their report that I feel it worthwhile to mention again is, "None so deaf as those that will not hear," by Matthew Henry should set a helpful theme to the Institutional Council and all others present at this meeting.

Some of my talk is quoted almost in its entirety from the COED report because they wrote it as it should be.

The present status of education for persons who are deaf in the United States, is unsatisfactory. That includes the state of Utah. Unacceptably so.

The COED carried out intensive and extensive investigations. With the report completed, and the primary findings firmly enunciated, the question arises: Does the report have at hand the knowledge it would take to improve the situation significantly, even dramatically?

The answer is an astounding yes.

Can we afford to do what's necessary? Indeed, we can't afford not to.

The report goes on to say that if more emphasis were placed on action and prevention rather than on reaction and remediation, the overall result would be incomparably more people contributing to the economy, people granted the capacity that is their birthright to make the contributions that could enhance the well-being not only of themselves and their families, but of us all.

A United Way Agency





There are deficiencies in the successful implementation of publicly stated and legislated policy, and they lie largely in the failure to:

- pay attention to educational content rather than mere placement--to what is taught rather than where it is taught;
- engage the active participation of parents and persons who are deaf--in the decision making process;
- encourage diverse, innovative, and high quality research;
- put anything near enough emphasis on the training of adequate personnel for the specific and demanding tasks of participating in the education of the deaf at various levels; and
- use, and encourage the use of, the diverse tools being provided by advancing technology, including computers and electronic equipment and support for TV closed captioning.

The Utah Association is making a proposal to the Institutional Council that they select a committee of individuals: parents, teachers, and deaf persons and go over the COED report and its contents and then report back to the Institutional Council with a draft of recommendations for action and eventual presentation to the State Board of Education to be made part of the law governing education for the deaf in Utah.

Sincerely,

Dave Mortensen
Dave Mortensen, President