

Report to the Superintendent of
Public Instruction from the Committee
to Study the Feasibility of a

COMPREHENSIVE COMMUNITY CENTER FOR THE DEAF

Utah State Board of Education
Office of the Superintendent of Public Instruction

December 1, 1975

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WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

June 10, 1975

To: Harvey Hirschi, Robert Sanderson, Jay J. Campbell, Charles Schmitt
From: Walter D. Talbot *W.D.T.*
Subject: Community Center for the Deaf

During the last legislative session we introduced a resolution calling for the State Board of Education and the State Building Board to study the feasibility and desirability of a Community Center for the Deaf. That resolution failed. We then hoped that the Legislative Council would assign the study to one of its own interim committees so that preparation could go forward in time for the next legislative session. It now appears that such a study will not be made.

Accordingly, then, I am taking this opportunity to establish our own committee to make the study in the hope we can have a good plan to recommend to the next legislature. I would like to have you serve on such a committee. In addition, I am asking that each person named above select one additional person from the deaf community to serve on the committee. I would further like Robert Sanderson to serve as chairman.

Following the selection of the additional committee members would you move right ahead on the study. I would like to have a report and recommendation by December 1, 1975.

Thank you.

/bt

i

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TABLE OF CONTENTS

CHARGE TO THE COMMITTEE	1
COMMITTEE ROLL	ii
PREFACE	iv
INTRODUCTION	1
POPULATION TO BE SERVED	3
NEEDS OF PEOPLE WHO ARE DEAF	6
Communication	6
Socialization	9
Social Services	12
Mental Health	13
Adult Education	14
Specialized Library	16
Physical and Health Education	17
Deaf Community Organizations	18
Information Center	21
Incidental Needs	22
Rehabilitation Services	24
THE HARD OF HEARING	25
THE DEAF-BLIND AND THE BLIND-DEAF	27
CONSIDERATIONS IN DESIGN	28
CONCLUSIONS	30
APPENDIX	31

PREFACE

The concept of a Comprehensive Community Center for the Deaf has been around for many years. Deaf people have been frustrated in their continued search for a "home of their own" by their inability to articulate the concept strongly, to train their own leadership and galvanize them into activity, and to secure the support of the general "hearing" community.

In the past year, the deaf community has coalesced behind the concept and has developed strong leadership cells to push for political support. They believe that their time and opportunity has come.

The leadership of the Utah State Board of Education, Office of the Superintendent, and that of the Division of Rehabilitation Services, have recognized this movement. The Superintendent directed that this study be made in order to determine whether or not such a Center is feasible.

The Governor of Utah, Honorable Calvin L. Rampton, also has expressed general support for such a Center in a recent talk to the Utah Association for the Deaf.

INTRODUCTION

The Committee felt that its primary objective should be to determine whether the needs of deaf people in the community were of sufficient gravity and complexity to justify the support of the Board of Education for the establishment of a Comprehensive Community Center for the Deaf. The needs were explored through direct contact with leaders of the deaf community, and through collection of data from various meetings of the deaf community at which brainstorming sessions and serious discussions of the concept took place.

The problems of size, location, design, funding, and operation were not considered in any depth because it was felt that these were matters more appropriate for specialists such as architects and legislative analysts. However, a strong feeling exists that the deaf community needs an accessible location, easily reached by the multiply-disabled deaf who cannot drive and need convenient bus service; and design needs to be one of nearly total visual orientation. Several design considerations are included herein, as expressed by deaf members of the committee.

The approach used by the Committee in its discussions followed this general outline:

A Feasibility Study Must:

- a. Describe the population to be served
- b. Define the needs to be provided for
- c. Define existing facilities and services
- d. Describe how the program will be implemented and coordinated

a. The population to be served consists of a potential 78,000 hearing impaired persons in Utah, of which 10,000 are estimated to be deaf for communication purposes. Many of these people are multiply disabled in that they have disabilities in addition to deafness. It should also be pointed out that since there are no Community Centers for the Deaf in the intermountain region, the establishment of such a center in the Salt Lake area probably would attract many more deaf people since it is a characteristic of the deaf population that it tends to gravitate to those cities where services, facilities and other deaf people are to be found.

b. The needs to be provided for may be listed quite briefly in this introduction; amplification follows, item by item, in other sections of this report.

Needs

- Communication
- Socialization
- Social Services
- Mental Health Services
- Adult and Continuing Education
- Specialized Library
- Physical and Health Education
- Deaf Community Organization meeting facilities
- Activities for young deaf people
- Crafts and Hobbies, instruction and facilities
- Information Center on Deafness
- Senior Citizens meeting facilities and programming
- Speech and Hearing Conservation Services
- Facilities with Specialized Visual Orientation
- Expanded Rehabilitation Services

c. Existing community centers in the Salt Lake area were polled one by one to find whether or not they would be able to serve the needs of deaf people on the scale indicated above. Results were negative, although one center indicated that it might serve more people "as long as its functions did not conflict with on-going programs," i.e., deaf people would not be able to use the facilities and plan programs for their own convenience and needs. Hours of all facilities were unsuited to the needs of deaf people.

d. A description of the ways and means in which a Center could be implemented and coordinated received some attention in that the question was posed: "Could not this center for deaf people be included within a general rehabilitation facility?" While there was a somewhat negative reaction on the part of the deaf members of the Committee, it was felt that identification of needs of deaf people were primary concerns and that implementation would necessarily come later when numerous other factors beyond the present knowledge of the Committee would be known and could be considered.

The Division of Rehabilitation Services, Unit of Services to the Deaf, serves approximately 300 people on a continuing year-in-year-out basis. Characteristics of this particular population includes all degrees of hearing loss, and in a high proportion of cases these people have additional disabling conditions such as mental illness, emotional and behavioral problems, cerebral palsy, epilepsy, alcoholism, visual problems, crippling defects, back problems, heart problems, and so on. Virtually all of these people also have educational deficiencies and speech problems. Vocational rehabilitation needs are being met, but expanded services could be provided in a Center for the Deaf.

THE POPULATION TO BE SERVED

Definitions

Hearing impaired. This is a global term; it means all degrees of hearing loss, from mild to profound or total.

Deaf. Those who have no hearing effective for purposes of communication, with or without a hearing aid.

Hard of hearing. Those who may, with a hearing aid or without one, be able to hear well enough for communication purposes, especially in one-to-one situations and quiet rooms where background noise does not interfere. The hard of hearing may have real difficulty, however, in understanding in groups, large rooms, over the telephone, or in noisy situations.

Prevocationally deaf. Those persons who cannot hear and understand speech (or who lost that ability prior to age 19). (Note that this is essentially the same as "deaf" above except for the age limit.) This also refers generally to age 19 as being a somewhat arbitrary dividing line between those who have decided on a vocation and those who have not.

The following table gives figures for the United States. These figures are statistically derived and should not be taken as the gospel truth; however, based on the number of hearing impaired persons served over the last ten years by the Division of Rehabilitation, it appears that those figures relating to the prevocationally deaf are reasonably good.

The National Census of the Deaf also revealed some percentages that are dismaying to those who work in the field: One out of three prevocationally deaf youths had additional disabilities, nationally. In Utah, the present population of the Utah School for the Deaf has approximately 50% of its children with additional disabilities (verbal estimate from superintendent of the School). The Census projections indicate that the number of multiply disabled children will remain at a level of approximately 2,000 people reaching age 19 for the next five years throughout the nation. Reduced to Utah trends, a stable figure would still indicate that approximately one half of each graduating class of the Utah School for the Deaf will be multiply disabled. (As of October, 1974, there were 267 deaf students enrolled at the School.) Between five and ten youths will be in this category. To this must be added those youths who have been graduated in the past ten years, and the many adults of previous decades who went unrecognized as multiply disabled. Approximately 100 are known to the Division of Rehabilitation Services.

Of the 10,225 deaf people in Utah, 2,126 who are "pre-vocationally deaf" probably would contain the majority of organizationally active deaf people--that is, what is known as the "deaf community." It is this group who would likely make the maximum initial use of a proposed Center. The Salt Lake valley has the largest number of deaf and hard of hearing people. For example, 310 people are members of the Salt Lake Valley LDS Ward for the Deaf; the Ogden Branch has 96 members, and the Provo Branch has 20 members. Also, the Utah Association for the Deaf maintains a computerized list of people who are deaf and who belong now or who have recently belonged to the organization. At last count, there were 410 individuals on the list, most of whom were in the above thirty age bracket. The below 30 age bracket consists of physically active youths and young adults who belong to the athletic organizations such as the Utah Athletic Club of the Deaf and the Golden Spike Athletic Club of the Deaf. Each sports organization varies in membership numbers from year to year, but the average probably is close to 100 for each.

The Division of Rehabilitation Services, Unit of Services to the Deaf, serves from 250 to 300 deaf and severely hard of hearing clients on a continuing basis, nearly all of whom would be users of the services of a Center. This particular population is a cross-section of disabling conditions--severe hearing problems, cerebral palsy, emotional and behavioral problems, mental retardation, mental illness, crippling defects and so on.

Distribution of the Hearing Impaired Population
by State: United States, 1971.

State	Hearing Impaired	Deaf	Prevocationally Deaf
Alabama	234,498	30,832	6,753
Alaska	20,480	2,664	553
Arizona	130,613	16,986	3,530
Arkansas	131,577	17,299	3,789
California	1,427,928	185,708	38,595
Colorado	160,902	20,926	4,349
Connecticut	179,486	20,921	5,209
Deleware	37,506	4,931	1,080
Dist. of Columbia	49,350	6,489	1,421
Florida	472,263	62,093	13,600
Georgia	312,096	41,035	8,988

Hawaii	52,990	6,891	1,432
Idaho	52,274	6,798	1,413
Illinois	719,792	105,815	26,510
Indiana	340,011	49,985	12,522
Iowa	184,017	27,052	6,778
Kansas	143,395	21,080	5,281
Kentucky	220,203	28,952	6,342
Louisiana	247,499	32,541	7,128
Maine	58,036	6,765	1,685
Maryland	267,783	35,208	7,712
Massachusetts	335,423	39,097	9,734
Michigan	579,614	85,208	21,347
Minnesota	250,234	36,786	9,216
Mississippi	150,024	19,725	4,320
Missouri	303,982	44,688	11,196
Montana	53,706	6,566	1,364
Nebraska	96,799	14,231	3,565
Nevada	35,732	4,647	966
New Hampshire	44,408	5,177	1,288
New Jersey	423,821	49,401	12,299
New Mexico	72,753	9,462	1,966
New York	1,074,764	125,275	31,190
North Carolina	343,204	45,124	9,883
North Dakota	39,507	5,808	1,455
Ohio	694,198	102,053	25,567
Oklahoma	175,209	23,036	5,046
Oregon	154,815	20,174	4,184
Pennsylvania	694,455	80,946	20,153
Rhode Island	54,151	6,312	1,571
South Carolina	173,440	22,804	4,995
South Dakota	42,854	6,299	1,579
Tennessee	269,825	35,477	7,770
Texas	767,887	100,961	22,113
<u>Utah</u>	<u>78,626</u>	<u>10,225</u>	<u>2,126</u> *
Vermont	26,836	3,128	780
Virginia	308,692	40,587	8,890
Washington	243,036	31,608	6,568
West Virginia	119,121	15,662	3,430
Wisconsin	288,823	42,460	10,637
Wyoming	24,204	3,148	654

Table from The Deaf Population of the United States.
 (Schein, J. D., and Delk, M. T., Jr. National Association of the Deaf, Silver Spring, MD. 1971 National Census of the Deaf.)

THE NEEDS OF PEOPLE WHO ARE DEAF

Communication

Communication is probably the greatest single problem experienced by deaf people. The need to communicate with complete understanding and satisfaction pervades every aspect of the lives of people who cannot hear. Indeed, life is communication. Even in the most primitive society, basic communication is essential to survival; hunger, the need for food; danger, the necessity to flee; socialization, the necessity to love and be loved. Animals communicate; birds communicate; ants communicate; and so must deaf people communicate, not only with each other to satisfy the deep-rooted psychological need for understanding, acceptance, love and socialization, but with hearing people who may be their parents, siblings, friends, relatives, co-workers or employers.

This great need to communicate is not always fully satisfied because the skills acquired at school and at home, no matter how intensively taught, are not adequate for the great majority of deaf people in meeting the demands of our highly complex, technological world. The limited speech, speech-reading, reading and writing skills of deaf people, frequently documented, give evidence that these people need much more help in solving the problems that arise from these deficiencies for which they are not responsible.

A Comprehensive Community Center for the Deaf will serve the needs identified in the following paragraphs by providing facilities, materials, specialized library, equipment, media and trained specialists who are able to communicate at any level. Such special resources are not available at any other center or facility known to this Committee.

Language development. The general level of language development in the deaf population is at approximately the fifth grade for 60% of the people, and about 30% read at the third grade level or below. (Furth, 1973, Deafness and Learning, page 93.) Intensive classes in teaching English are needed.

Sign language development. Curiously, although the sign language is their natural language, most children who leave a school for the deaf have a poor command of the vocabulary and structure of the language. Other children and youths who leave schools for the deaf, or the public schools, frequently have neither spoken nor written English, nor sign language, or have very poor skills. Teaching them the sign language is literally giving them the means of communication, after which English may be taught as a second language.

Hearing people--professionals, parents, employers, co-workers, friends--have demonstrated continuing interest in sign language courses over a period of eight years. Satisfying this need in turn helps to build a community resource of people able to communicate with the deaf, and thus help them in times of need. Deaf people also need to develop their skills.

Hearing and speech. Many deaf people can benefit by training in the effective use of hearing aids and in speech conservation. Professional assistance and information is a distinct need for a large segment of the hearing impaired population, particularly in the proper selection of hearing aids.

Teleprinter services. Teleprinters have made it possible for deaf people to communicate by telephone. The large number of machines now in operation have made maintenance a vital necessity; and skilled servicemen are needed. In turn, a central location where deaf people may go for assistance and to discuss their communication problems is needed. The skilled servicemen also act as teachers, instructing deaf people in the proper use and care of their machines and telephone techniques. Never having used a telephone before, some deaf people need instruction on how to dial, what to watch for and expect (things can and do go wrong!). These services may best be handled in the Community Center. Repair, overhaul and normal maintenance of machines, parts, supplies, and working area, should also be in the Center for purposes of supervisory control.

Answering services. Use of the teleprinter also brings into focus the need for deaf-to-hearing and hearing-to-deaf communication over the telephone. A Community Center should provide such a service, which, briefly, will function by receiving messages from deaf people via TTY, and relay them by voice to hearing persons and vice versa. Twenty-four hour emergency services conceivably may be offered.

Personal contacts. Deaf people cannot be served effectively unless there is free and easy communication between them and the professionals and paraprofessionals who provide services. This is particularly true in the area of social services. Hence, deaf people need to have a place where they know they will be able to receive understanding and assistance whenever they want or need it. They need to have confidence and trust in the people they go to for help, and this is something they cannot get at those places where the people, no matter how sincere they may be, cannot communicate in the language of signs in addition to other modes.

Interpreters. The presence and assistance of competent interpreters is a vital necessity to the functioning of a deaf person in a hearing society. The deaf person needs an interpreter in the classroom, in the courtroom, in a lawyer's office, in a doctor's office, in meetings, conferences and any number of places where, as a member of a group, he will be severely handicapped unless he can see, know and understand what is going on. This need is complicated by the scarcity of competent interpreters, their availability, a convenient registry, and a training program. Hence, there is:

a. Need for a registry so that interpreters can be contacted in the area where the deaf person is or resides.

b. Need for training. Many people who use the sign language need training in the complexities of interpreting as a profession, and in the area of deafness.

c. Need for recruitment. Continuing recruitment of interpreters is necessary because people move, change occupations, have families, and retire.

All of the above functions should be carried out in a Center for the Deaf, where persons knowledgeable in sign language, interpreting, and deafness are available to plan and implement programs.

Socialization

Rejection by society is a reality with which deaf and hard of hearing people live. Take, for example, a deaf person who can talk understandably, and joins several organizations such as the Elks, the Junior Chamber of Commerce, or the Kiwanis. He rapidly learns that he is not really a part of the organization and its social interactions. He is always on the periphery; people smile at him, shake hands and pass by after a few words. He does not understand what goes on in the meetings; he cannot participate; in reality he merely pays his dues for nothing and soon drops out, disillusioned. The hearing people, who were very uncomfortable with him around, miss him not at all.

It is exceedingly more difficult for the deaf person who does not speak, or the hard of hearing person who has very poor speech, to socialize with hearing people or to "integrate" with them in various situations, whether it be in a Lion's club meeting or a college cafeteria, or a community center open to all people. Rapidly the hearing persons become uncomfortable with the communication problem; many end up simply avoiding the deaf person, pretending not to see him as he hovers on the outskirts of a knot of people enjoying some social conversation, or by nodding pleasantly and saying something like, "Nice to have you with us." However, participation is nil. Unless, of course, the deaf person is foresighted enough to bring along an interpreter if he is sufficiently interested, or is required, to attend a meeting.

Deaf people do manage to get along all right on a job where communication is minimal, or where there is available someone who can use sign language, or where the deaf person's productive capacity and competence is an asset to the business regardless of his communication competence. Yet, the same people who work with him are not apt to invite him into their homes or develop lasting social friendships, although there may be a bit of a bowling night friendship if the deaf person can prove his 200 pins are not a fluke.

The deaf person may find himself--or herself--completely alone in the middle of a family dinner table, with conversation floating around that he neither hears nor understands, and soon comes to withdraw from as he develops a sense of rejection. Families can be cruel without intending to be and might even be shocked if they knew what the deaf person felt or thought! Once in a while Mom or Pop stops for a few seconds to tell the deaf person a one-line summary of a fifteen minute conversation that included laughter at a joke, serious discussion of dad's promotional prospects, sister's boyfriend problem, and similar family business. Pop may

think he is being thoughtful in the ensuing few minutes while he tries to make himself understood via lipreading, speech and grimaces--all of which rapidly becomes painful for everyone when it becomes obvious the deaf person doesn't understand. The persistent deaf person may whip out pad and pencil, and good natured Pop may write out what he couldn't put across via speech (while the rest of the conversation around the table continues--lost, of course again)

Hence, with such daily rejection to some degree within the experience of virtually every deaf person, they need to and have developed their own social circles where communication becomes easy and facile, where everyone who wishes to understand via his eyes may do so. A greater need is to find acceptance in a center designed to fit their needs where they feel secure and where they can manage their own affairs. For example, several existing community centers function during business hours only, or only briefly at night. Yet, deaf people who work daytimes prefer nighttime socialization; and especially on weekends they need plenty of time at night for activities and meetings. Too often, people who control meeting rooms or other facilities decree that the place must close at a certain inconvenient hour because of security problems, or the janitor wants to lock up and go home early--and anyway the company doesn't want to pay overtime to him!

A Community Center for the Deaf will fulfill the omnipresent (and sometimes desperate) need for a deaf person to meet people he can talk freely with. Sometimes simple isolation from family and friends can cause mental health problems for a stranger in town, for example. He will find comfort and stability at the Center, plus possible treatment. A lonely multiply disabled young man or girl may find a friend to talk to. There is no sadder person than the severely disabled person who, somewhere along in life, suddenly realizes the likelihood that there will be no marriage, no babies for her, no family, no ties, and quite a dreary lifetime of simple survival or existence ahead. For such people, the dream of "integration" into the "mainstream of community life" is a tragic fraud because people who reject deaf people are even more pronounced in their rejection of the multiply-disabled and disfigured deaf. The Community Center for the Deaf will be a haven of security, warmth, acceptance and friendship for them.

This is not to say that a Center would encourage social or economic isolation for people who are deaf. Deaf people who find acceptance and assistance with their personal and adjustment problems more readily adapt and blend into community life. They are taught to cope with their fears and tensions, to get along with people, to accept the rules of the work-a-day

world, and to compete effectively for jobs. These "human" skills can be taught by people who understand deafness and deaf people in a Center. It is sad, but still true, that such skills which should be learned in the home are not because of the communication barriers between parents and the deaf child.

Vocational rehabilitation of individuals is seldom complete until their social rehabilitation is taken care of. Hence, the Center and its program will be of specific and continuing support to the rehabilitation program. The two programs will be interlocking and mutually beneficial.

Social Services

A central resource, with professionals trained in deafness and capable of communicating with deaf and hard of hearing persons, is needed. The communication barrier effectively prevents deaf and hard of hearing persons from receiving aid through the various community social service centers available to hearing people.

The general deaf community needs to know about health care and agencies that may serve their needs; in other words, referral and follow-up. Free clinics, so often available to hearing people, seldom reach the deaf. A Community Center for the Deaf would be able to secure the clinics for deaf people; knowing where to go they would be able to utilize such services. Well-baby clinics, blood pressure clinics, flu shots, eye and ear clinics for screening purposes, and such matters can be arranged. As it is now, these services are diffused and deaf people neither hear about them nor use them.

Senior citizens who are deaf need assistance with such matters as social security, medicaid, medicare, welfare, lawyers; planning for activities, coordination with other agencies in providing services such as meals on wheels, interpreters, and recreation. Transportation arrangements, clerical work, telephone and such other office services can best be provided in a central resource.

A specific need of senior deaf citizens is a "lifeline" arrangement, by which the Center may make frequent calls to the individuals to be sure that they are all right and not in need of assistance. This may be accomplished through the "answering service," through the teleprinter-telephone network and through volunteer organizations. The Center could have a special telephone number, publicized throughout the deaf community, for emergency calls. It is not likely that a central telephone exchange or the police or fire department could handle this type of communication since the limitations of language--especially typed or written language of deaf people--is such that understanding it would be quite difficult for those who are unfamiliar with the deaf and their problems.

The Division of Family Services does not have trained professional social service caseworkers who are capable of effectively communicating with deaf people. It is possible that a "satellite" office of the Division of Family Services might be established within the Center, and a trained person recruited to serve the needs of people who receive welfare support. This would enhance cooperative efforts between the Division of Rehabilitation Services and the Division of Family Services to rehabilitate deaf people.

Mental Health

The problem of providing mental health services for deaf children and adults is one of the most serious and complex facing the community today. There is a virtual total lack of trained professional personnel (psychiatrists, psychologists, nurses, paraprofessionals) capable of communicating effectively with and treating deaf patients.

The need for mental health services is specific. The Division of Rehabilitation, Unit of Services for the Deaf, numbers nearly 60 people who have been given services, not counting the family constellation. These services have not always been as effective as desired because of the inability of the professionals to work directly with the clients (usually an interpreter has been used by doctors attempting treatment). Lack of supportive services has hampered what otherwise may have been good procedures.

A Community Center would have the necessary resources, possibly through a "satellite" office of a community mental health program, through the supportive recreational, social services, and rehabilitation programs available to treat the whole person. Additionally, the Center could serve as a training ground for mental health workers from the University Medical Center, and in being so develop future resources of personnel who are familiar with deafness and deaf people. Such personnel could be trained to communicate through one of the sign language classes in the Center.

It is hoped that the only community mental health facility which is interested in deafness could cooperate in the establishment and staffing of such a satellite center.

An additional strongly felt need is for a "half-way house," which could be a part of such a center and provide emergency housing on a transitory basis for special cases.

Adult Education

The severe educational deficiencies of deaf and hard of hearing people plague them for their entire lifetimes. Continuing education at an adult level, presented in a language that they understand (sign language), is even more vital to them than it is to the hearing population. Among some of the most needed subjects are those with everyday relevance:

Parent education. "How to parent" classes that teach young deaf people how to cope with parenthood. Most never learned from their own parents because they were isolated and strangers within the bosoms of their families, so to speak.

Mathematics. Everyday use of arithmetic--balancing checkbooks, budgeting, credit purchases--how to stay out of debt.

Consumer economics. Getting the best buy; being wary of conditional sales contracts and used car dealers. Watching for loan sharks. Interest and carrying charges.

English. Many deaf people are totally turned off by their failure in school. English must be presented as a second language, sometimes in disguise.

Leadership training. Deaf people are great organizers but frequently run afoul of basics such as Roberts Rules of Order and need to be trained. They also need self-awareness training such as in the social graces.

Others should be added as the demand arises. The Center could arrange for, coordinate, sponsor and furnish space for such continuing education in cooperation with local community schools.

Such classes would best be held in a Center for the Deaf because specialized resource materials, facility design, media, and personnel able to communicate would be available. It is also true that deaf people who attempt to attend regular classes given in the many continuing education centers are almost always isolated and unable to receive maximum benefit. They are, for example, unable to engage in class interaction, unable to hear questions and the clarifying answers, and instructors with a large class are not able to give a deaf person the individual attention he needs. Among other deaf people, and with an instructor who is able to communicate, the deaf person will be more comfortable, and feel free to engage in classroom interaction. Such deaf people will be much more motivated to continue their education if

they know that at the Center they will find acceptance and programs suited to their individual needs, plus supportive programs.

Specialized Library

The unique communication problems of deaf people and the numerous educational deficiencies that result therefrom make the development of a specialized library a matter of high priority. Reading materials with controlled vocabularies, visual media (slide projection and overhead projection materials, educational and recreational films) are essential because of the total visual orientation of deaf people.

Literature on deafness, research reports, journals and similar items will form a valuable resource not only for deaf people, but for the general community and for university researchers. It should be pointed out that at the present time the University of Utah library and Salt Lake Public Library have very little material on deafness, and what there is usually is scattered and very difficult to find. This specialized library will keep it all together, readily available and right in front of deaf people where they will be encouraged to pick up and read or study materials that they would never make an effort to find if they had to go to a public or university library.

It is felt that one of the problems met in continuing education for deaf people is that formal classroom instruction is not enough; they also need to be exposed to interesting and appropriate materials on a casual and informal basis. Further, the presence of understanding and communicating staff people would make it possible for any deaf person to seek help in finding what he or she is interested in and help with understanding vocabulary problems.

Such a library of necessity should have a quiet place with comfortable furniture to study and read, but be close to traffic for maximum exposure.

The proposed Center is the logical place for such a resource simply because it is where deaf people will congregate. Virtually no use is made by deaf people of the existing libraries because of lack of supporting resources and programs designed for and suited to their needs.

Physical and Health Education

While physical and health education are specific needs for all people, the communication barrier has compounded the problems of deaf people. Information on health as disseminated by public health agencies does not effectively reach deaf people through the common media (newspapers, radio and television). The result of this problem of inability to receive information is virtual total ignorance on the part of the deaf population as to health problems and how to deal with them.

Some specifics can be identified as: . Child care, personal grooming, immunization to disease, dental care, hygiene and similar areas. The necessity for exercise for maintaining good health, at any age, is probably well known to hearing people but not to deaf people, particularly the aged.

Guided physical education will enable deaf youths and adults to secure maximum benefits from athletic competition and individual participation sports or exercise programs. If such programs result in healthier deaf people, the entire community will benefit.

Such programs for information, instruction and activity are best implemented in a Community Center where supporting resources are available--personnel, materials suited to the needs of deaf people, and facilities. Additionally, professional guidance would enable the deaf community organizations and sports organizations to strengthen their own programs. It is anticipated that there would be close cooperation with university programs, for example, to secure services of advanced graduate students in physical education and health for externships at the Center.

Deaf Community Organizations

Organizations of and for the deaf in Utah include the following:

Utah Association for the Deaf, Inc. Membership is open to both deaf and hearing people. Objectives are the educational, social and economic welfare of deaf people. Publishes a quarterly paper, The UAD Bulletin; holds regular meetings, conventions, social events, drama competitions, and supports a scholarship fund. Number of members varies from year to year. Computer printout shows approximately 410 names and addresses of present and past members. Statewide complexion. National affiliation, National Association of the Deaf, with 17,000 members.

Utah Athletic Club of the Deaf. Membership is open to both deaf and hearing people. Statewide, but most members are in the Salt Lake City area. Objective is physical education through sports activities. Numbers vary from year to year, approximately 75 to 100 members on the average. Holds regular meetings, local and regional basketball competitions and tournaments. National affiliation, American Athletic Association of the Deaf, Inc., with approximately 10,000 members; International Games for the Deaf; national tournaments.

Golden Spike Athletic Club of the Deaf. Membership is chiefly deaf people of the northern Utah region numbering around 60 people. Objective is physical education through sports activities for all ages. Sponsors local, state and regional competition in cooperation with similar clubs.

Utah Registry of Interpreters for the Deaf. Statewide membership of both deaf and hearing people interested in providing and improving interpreting services for the deaf. Three chapters--Ogden, Salt Lake City and Provo--numbering about 60 in all. National affiliation, National Registry of Interpreters for the Deaf.

National Fraternal Society of the Deaf. Two chapters; Salt Lake City, Division No. 56, and Ogden, Division No. 127. Membership is chiefly deaf people and their children. Fraternal insurance; monthly meetings; engages in charitable and community benefit activities; instructs deaf members in the insurance business. Membership varies--usually about 40 in Ogden and 70 in Salt Lake City.

Utah Scholarship Foundation for the Deaf, Inc. This new Foundation is an outgrowth of the Utah Association for the deaf scholarship fund. Its objective is to provide

scholarships for deaf students of Utah to attend post-secondary institutions for academic or vocational training. Governed by a volunteer board. No memberships.

Utah School for the Deaf Alumni Association. This new organization has not yet formalized its by-laws and governing rules. It is actively promoting its first convention. Membership limited to all former students of the Utah School for the Deaf, numbering over 1,000.

Gallaudet College Alumni Association. Approximately 40 members, all deaf, who attended Gallaudet College. Objectives are promotion of Gallaudet College as a national resource for deaf people and to encourage young deaf students to attend Gallaudet. Annual meetings; support of the funds to assist qualified deaf students to secure a higher education and advanced degrees. National affiliation, 6,000 to 7,000 members.

Senior Deaf Citizens. About 30 in number in the Salt Lake area, meeting weekly for recreational and social purposes.

Alexander Graham Bell Association for the Deaf. Objectives: Promotion of the teaching of speech and speech reading skills to deaf students; oral instruction in schools for the deaf; parent information programs for oral instruction of children. National affiliation. Composed chiefly of hearing people, professional educators, with a few oral deaf adults. Utah section has 3 deaf adults.

Parent-Teacher-Student Association. This group is comprised of parents of deaf children, students, teachers of the Utah School for the Deaf, and both deaf and hearing people interested in the objectives of PTA. Approximately 50 people now belong to this organization.

Each organization has a beneficial purpose for deaf and hard of hearing people, and all have active, on-going programs. Each, however, is limited in finances because of its numbers, and none has an office. The great need, expressed continually over the years, is for a centrally located facility that could be called an office, even if on a mutually shared basis, for meetings, secretarial work, program printing, equipment storage and files for record keeping. Present "system" is for each newly elected official to take to his own home boxes full of records; and, in the process, many valuable historical records are lost, damaged or improperly used. The organizations "go begging" for space for meetings and socials, using whatever space they can wangle with the resultant restrictions on hours, food services, and associated activities. Such

variables make it impossible for the clubs to schedule activities far enough in advance so that the entire deaf community can benefit.

A Comprehensive Community Center for the Deaf would be able to provide a "home" for those organizations with membership largely in the Salt Lake valley. They would benefit by the availability of resources, such as the specialized library on deafness and other supportive programs and mutual interaction with other organizations, plus assurance that they would be able to schedule programs well in advance and the entire community would know where to go.

Informal organizations such as sewing clubs, photography clubs, with changing memberships, would also find a ready welcome. These small but essential groups do contribute much to the well being of the deaf community.

Information Center

The general public knows next to nothing about deafness, the great invisible disability. By contrast, the public knows that "the blind cannot see" because the disability is visible, and thus gets more attention, more public awareness. It is a matter of frequent occurrence that people ask a deaf person, "Oh, you are deaf? I see. Can you read braille?" University students researching on deafness, parents seeking information about hearing aids, post secondary training opportunities for their deaf teenagers, health agencies seeking statistics, deaf people looking for help of various types, and the general public asking questions about deafness in general make it very clear that an information center will fill a need. (More specifically, the present Unit of Services for the Deaf in the Division of Rehabilitation maintains a small library of materials and literature which is in constant use by the public.)

Parents of deaf children particularly need information of a type that generally is not available from public schools. For example, parents sometimes ask about activities of the deaf community, and some educators are not able to provide sufficient information or just do not know because they are not in constant touch with deaf people.

A Community Center, with a trained staff and adequate resource materials available, will be able to respond to such inquiries in a very positive manner. No community agency other than Rehabilitation has the know-how, the contact with the deaf community and the resources to fill this need.

INCIDENTAL NEEDS

It may be pointed out that many minority groups, the disadvantaged, and the handicapped as well as many people of the general population who do not fit into these categories, have needs (and desires) similar to those that follow. Nevertheless, the fact is that these needs have not been expressed before, and they give additional weight to the needs peculiar to the deaf and the hard of hearing.

Activities for the Young Deaf People

Chess is not for the young deaf person who is full of beans and energy. More likely he is looking for action and competition. He needs to know he can go to the Center and pick up a ping pong paddle and have an enjoyable evening trying to beat his friends; or he needs to practice basketball for the upcoming tournament--or even burn up some of his surplus energy at volleyball, playing in mixed teams of young women and men. Interaction among other deaf people is vital to growth in social and leadership skills.

He needs guidance and training so that he can learn to organize and manage teams and associations, and assume the reins of leadership as he matures--which is much better for the larger community than having the same young people at pot parties or alcoholic orgies simply because there is no other place to go that is nearly as attractive.

The young need a "home" for their clubs and associations. A place to meet and socialize, and learn and grow.

Crafts and Hobbies

Few deaf people, old or young, have the tools or shop facilities to engage in home hobbies and crafts. The few community centers that do have such facilities are, according to our information, generally full, or serve people only at certain hours, inconvenient to the deaf. Mature deaf people do need such facilities where they may meet others, work on projects needed at home, or just to keep busy and happy. Television becomes thoroughly boring when one does not understand the words, jokes, singing and drama that have so enslaved hearing people.

Some people like to paint; others like to print; still others prefer woodworking, handloomng rugs, pottery making, or photography. Human needs are many and variable, and while a Center might not be able to serve all, there would be the opportunity for the deaf people themselves to help develop

such activities and uncover latent talents and skills that may be transferrable to vocational or occupational pursuits, to the ultimate benefit of the general community.

Evaluation, Testing and Training

Because deaf people cannot hear they have extreme difficulty in the testing situation. While Skill Center personnel who have experience with the handicapped are willing, they simply cannot overcome the communication barrier, with the result that evaluation and testing of deaf people in existing centers leaves much to be desired.

For example, deaf people "bluff," pretending they understand when they really do not and this gives hearing persons, particularly those inexperienced with deafness, a mistaken impression, which may lead to improper scoring when a task is not completed properly.

The need, then, is for professionally trained people who can understand, test, and communicate with hearing impaired clients. This is true both for speech and lipreading tests as well as for general aptitude and achievement testing. While the present Rehabilitation program can and does do testing and evaluation, the concentration of resources and personnel in such a Community Center would make the process much quicker and more efficient with less waiting time in providing other services for a client that depend upon the results of the testing.

Rehabilitation Services

Certain needs of the deaf community involve the extent and availability of services offered by the Division of Rehabilitation Services. Among these are:

1. Closer contact with the deaf community, which may lead to greater awareness of services available.
2. Time that counselors and staff are available.

The Rehabilitation program should and can be an integral part of the Community Center for the Deaf. The needs expressed above, while probably administrative matters that could be handled in existing facilities, could better be met in such a Center where deaf people would congregate and thus be in constant contact with staff.

Additionally, the resources of Rehabilitation would be more readily available to all comers than they are now. For example, the library of deafness literature, journals, books, pamphlets and other materials are housed in the office of the Coordinator at present, accessible only on appointment; but these materials could be placed in the Center library and thus be within easy reach at all times.

THE HARD OF HEARING

The hard of hearing people vastly outnumber those who are deaf. Nearly eight percent of the general population of Utah has significant hearing impairment according to the most recent census of the deaf population. Yet there are no programs whatever for these people. Their needs have never been properly assessed, enumerated, or annunciated. No one speaks for them. By contrast, the deaf community is well organized, functioning, and compact.

Those hard of hearing people who have had occasion to work with counselors in the Unit of Services to the Deaf, Division of Rehabilitation Services, have frequently remarked on the following items which are perceived to be needs:

Socialization. Nearly every hard of hearing client of the Unit asks where he or she may find other hard of hearing people--a club or social organization. The Center could present the opportunity to socialize; there is no other place where they can do this now.

Isolation. The hard of hearing person finds himself or herself isolated within his own family when they "get tired of yelling at him" and begin withdrawing communicatively. Hearing aids sometimes help, sometimes do not; and the hard of hearing person and his family need counsel and advice. This can be provided by the Center's counseling staff, trained to communicate in any mode or method acceptable to the individual.

Hearing aids. Nearly all hard of hearing persons who have come to the Division of Rehabilitation seeking assistance have expressed the need for counsel and advice on the selection, use and care of hearing aids. This problem assumes major proportions when it is remembered that hearing impairment is the single greatest disability, and of the 78,000 plus people in Utah so afflicted, over 60,000 may at one time need hearing aids. The total lack of information available to the public leaves many such people with nowhere to go.

The Community Center could provide valid and reliable information on hearing aids; develop a hearing clinic where a qualified, competent professional audiologist could test and evaluate hearing problems after proper otologic diagnosis. The concentration of resources in such a center, particularly supportive programs and services, make it different from and more suited to the special needs of these people than existing clinics devoted solely to one aspect of the problem.

Speech conservation. The speech of those who were born with hearing defects is frequently quite poor (but the individual may have been led to believe it was quite good!). Such people need careful counseling and individual attention. Those persons who became hard of hearing through accident, disease or congenital anomalies, may fall into poor, but correctible, speech habits, and need therapy.

Hearing conservation. Conservation of remaining hearing is vital consideration with people who are hard of hearing. They need counsel on how to avoid practices which tend to destroy hearing--such as avoiding rock and roll music, the shooting of firearms, and similar damaging noise. The Center's staff could provide such counsel.

Special devices - information. Many hard of hearing people are not aware of the several devices designed to help them cope with their hearing problem. A comprehensive Community Center would have such information and demonstration devices on hand--such as doorlights, alarmclock lights and bedframe buzzers, amplification devices, and captioned movie films.

It would seem that people who are hard of hearing also need a sense of belonging somewhere. All too often these "lost souls" feel left out of the hearing community and because of vanity or other reasons do not wish to be considered deaf; so they are in a nether world, neither one nor the other. A Community Center will provide a stable association for them, where they can find understanding, counsel, and such other assistance as they may need or desire.

THE DEAF-BLIND AND THE BLIND-DEAF

Whatever needs that deaf and hard of hearing people have, and that blind people have, are magnified by the combination of the disabilities in individuals. Their problems become staggering and their needs many.

It can be said that these unfortunate people have all the needs common to both categories of handicaps, plus others unique to them.

This population almost defies description because there are so many variables; there are, for example, people who were deaf from birth and lost their sight later; or who heard normally for a while then became both deaf and blind through disease or accident; or who functioned as a deaf person with speech, then later lost speech and sight; or who never developed speech or hearing and lost sight early in life; and people who were blind from birth and had normal hearing then lost it later, and many other variations. Each of the above presents different educational and social problems.

The concentration of resources in a Center for the Deaf may provide, in cooperation with the Murray B. Allen Center for the Blind, some type of program suited to individual needs. That effort can and should be made; there is nothing in existence today meeting the needs of these people.

SOME CONSIDERATIONS IN DESIGN

Physical Facilities

The peculiar needs of deaf people include total dependence upon their eyesight. Buildings for deaf people must be designed with this in mind. Auditoriums, classrooms, meeting rooms, theatres, and indeed any place where deaf people are to receive information visually must be well-lighted, with non-restricted visual fields.

Emphasis is upon visual media for learning--not auditory media. Facilities for motion pictures with captioned films, slide projectors, and overhead projectors and special side-lighting for interpreters need to be considered and designed with deaf people in mind. Even educational media must be redesigned because most media with auditory input is given so fast that while the ears of a normally hearing person may be able to absorb it, deaf people cannot. Pictures must be followed by captioned information; time needs to be allowed for reading the information, especially for slow readers; and when there is audio, time of flashing pictures must be controlled so as to give the interpreter time to interpret and the deaf person time to see the pictures.

The general rule is always that "The ear is quicker than the eye."

Serving hard of hearing people, however, who do use and depend to some extent upon their hearing, presents the need for specialized equipment. Among such equipment would be a hearing testing room, sound proof, with audiometers. Other special devices would be group hearing aids which could be used with video, media and motion picture sound projectors so as to provide high amplification sound with low distortion.

Noise Factors

Curiously, noise disturbs and distracts deaf people. Many deaf people have small amounts of residual hearing and use hearing aids to keep them in touch with the environment. However, hearing aids are merely amplifiers and do not discriminate nor screen out undesirable noise, so small background or environmental noises--doors closing, or the sound of footsteps in the hall, or an automobile in the street, jet planes overhead, and so on--which the normally hearing person has automatically learned to screen out, are picked up by the hearing aid and amplified. Hence, deaf people need adequate sound insulation and rooms should be echo free.

Wooden floors with joists transmit vibrations that are

quite disturbing to deaf people. "The patter of little feet" literally is quite upsetting when children run about freely when deaf people are trying to concentrate. Thus, sound-absorbing carpeting or concrete floors are essential. Deaf people will bring their children to social events and classes for several reasons. (They want their children to learn too; or they cannot afford a babysitter.)

Deaf people themselves are quite noisy without realizing it. They scrape their chairs, cough loudly, make vocal noises they are not aware of, slam doors, turn up radios and TV sets too loudly, chew with their mouths open, laugh or talk with no understanding of volume or quality control, and generally are quite disturbing to hearing people who may be in the vicinity. There is a need for educating deaf people into the "social graces" or self-awareness.

While all of the above are incidental needs, and perhaps common to all people, they do emphasize that the unique problems of hearing impaired people deserve special attention in the design of a building such as a Center for the Deaf.

Alarm Systems

Bells, buzzers and sirens are lost upon a deaf person unless he happens to be standing right next to one and can feel the vibrations or pick up a little sound with residual hearing. The hard of hearing person may have turned off his hearing aid to conserve battery life. So who tells the deaf person the place is on fire?

Powerful strobe lights or brilliant red lights are needed in a building designed for deaf people. Similarly, in addition to a doorbell there must be a door light at each room in which a deaf person may be. Polite people knock on doors before entering; deaf people do not hear the knock but will see a strobe light.

In other words, safety is a serious consideration in the design of a building to be used by hearing impaired people.

Architectural Barriers

There are deaf people in wheelchairs, so the building and its facilities must be accessible to all.

Athletic Field

An outdoor sports field adjacent to the Center would enable deaf clubs (baseball, softball, field hockey, soccer, tennis, badminton, horse shoes) to develop a stronger athletic program and engage in wider competition with the hearing community, thus enhancing understanding and integration.

CONCLUSIONS

This committee determined that deaf people of Utah have certain well-defined needs unique to themselves, as well as others common to the general population, that they have had much difficulty articulating to the general public, to agencies concerned with their education and rehabilitation, to decision-makers at various levels in local and state governments, and to the Utah legislative body. Their disability--deafness--is mostly invisible, and this in turn is a severe handicap in that it is generally the visible defect that receives attention. The limitations of people who are deaf in communication, speech, hearing, and education have prevented them from effectively presenting their case.

It is now felt that these needs, presented in this report in detail, are valid and are necessary to the well being of our deaf, tax-paying citizens; and that it is now timely and appropriate to bring them to the attention of the Utah State Board of Education, to the public, and to the legislature that represents all people of Utah.

Based on the information developed in this study, there is no doubt in the minds of this committee that a Comprehensive Community Center for the Deaf is feasible.

A P P E N D I X



STATE OF UTAH
OFFICE OF THE GOVERNOR
SALT LAKE CITY

CALVIN L. RAMPTON
GOVERNOR

July 5, 1975

Dr. Walter D. Talbot
Superintendent of Public Instruction
University Club Building
Salt Lake City, Utah

Dear Walt:

It is my understanding that you are in the course of making, or are about to begin a feasibility study for the establishment of a Center for the Adult Deaf similar to the Murray B. Allen Center for the Adult Blind.

This is a project which I would like to encourage. I feel there is a definite need for such a center, and would give whatever support I can to its establishment.

Sincerely,

Calvin L. Rampton
Governor

CLR:t

RECEIVED

JUL 8 1975

SERVICES
TO THE DEAF

Utah Association for the Deaf

OFFICE OF THE PRESIDENT

November 10, 1975

Dr. Robert G. Sanderson
Chairman, Center for the Deaf Committee
Services to the Deaf Unit
Board of Education Building
250 East 500 South
Salt Lake City, Utah 84111

Dear Dr. Sanderson:

Although I am serving as a member of this committee on Center for the Deaf, it seems proper that I write on behalf of members of the Utah Association for the Deaf and make known their feelings and desires.

Rather than repeat what the committee already knows or has discussed, I might mention an item or two of interest that has circulated among the deaf community.

It has long been known and expressed by the deaf that a Comprehensive Community Center for the Deaf has been needed in Utah. The deaf have expressed freely the fact that they have been full tax payers for years and they have the feeling that they have not obtained concrete benefits from these taxes. They profess readily the lack of available facilities in which they can meet, socialize and hold activities.

It may not be well thought of in a hearing world, but deafness has been called one of the most misunderstood disabilities or handicaps because it is invisible. I need not write of the ramps constructed for the crippled, nor of centers for the blind that have been built. These are understandable because these handicaps are visible.

Only when people put themselves in a deaf persons place: learn to think the way he thinks and feel the way he does will the deaf be understood. And only then will the tremendous need for a community Center for the Deaf be fulfilled.

It is reassuring to know that the formation of this feasibility study committee on a Center for the Deaf shows the interest that the State Board of Education has in the deaf. It shows they care.

Sincerely yours,

W. David Mortensen

W. David Mortensen



NATIONAL ASSOCIATION OF THE DEAF

301-587-1788
814 THAYER AVENUE
SILVER SPRING, MARYLAND 20910

FREDERICK C. SCHREIBER
Executive Secretary

October 10, 1975

Robert G. Sanderson, Ed.D.
Chairman, Center for the Deaf Committee
Utah State Board of Education
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Dear Dr. Sanderson:

We are advised that the State of Utah is engaged in a feasibility study for a Comprehensive Community Center for the Deaf. This is a most encouraging undertaking and one which we hope will lead to the creation of such a center.

While I feel I will be merely repeating things that are already known, for the record at least I hope you will bear with me.

First of all, deafness is a major sensory disability. The impact of the loss of a major sense has long been recognized with the blind, but to date little consideration has been given to the fact that like blindness, deafness involves a major sensory loss. Further it is acknowledged that the world we live in is auditory rather than visual, the loss of the main source of communication and learning creates problems that are even more unique and difficult to deal with than those posed by people who are blind. I hope I will not be misinterpreted here because it is my intention only to point out that the problems of the blind are very real and have not only been recognized but positive steps have been taken on the state and national levels to combat these problems whereas the needs and unique handicap of hearing loss have been almost totally ignored.

Because communication is the base for human relationships and language is the tool by which humans communicate, the deaf population can never be served unless they are served by persons skilled in our language -- that is the language of signs. Because of the unique educational and psychological factors involved in deafness -- ordinary evaluation and testing processes are unreliable. Some of the causative factors can be traced back to the communication problem and the isolation a deaf person finds in the bosom of his own family. Some stem from the way in which we are educated but whatever the reasons are -- it is a fact that without knowledgeable professionals the deaf person does not get served. When I use the term "knowledgeable" I am referring both to professional knowledge as rehab counselors, psychologists, etc. AND knowledge of deafness. This is because the 95 year history of our association has shown that the former is useless without the latter.

October 10, 1975

There are so many areas of need I hardly know where to start. Further I wish to note that they are all interrelated in one way or another. Thus I can note the need for recreational facilities. As stated previously -- an auditory world means such recreation as movies, TV, radio are automatically denied the deaf. We cannot compete either to any large extent in athletics because the ear provides the split second advantage that makes the difference between a champion and an "also-ran." Too often this fact is passed over without proper realization that recreation has a bearing on one's mental health which is a concern of the community. Hearing loss is especially prevalent among the elderly who are already subjected to heavy pressures by their failing health and strength and compounded by their deteriorating hearing and attendant loss of social and recreational opportunities.

As you know, there are such things as captioned films which serve the hearing impaired well -- provided there is a place and a means by which they can be viewed. Social and recreational needs are most readily met by interaction with others of similar disability if a place and assistance were available. Nationally speaking, hearing loss represents the largest single chronic disability with 13 million people who have some degree of impairment. Our recent census notes that six million or almost half of this population have a significant loss while over one million are classified as "unable to hear and understand speech with or without amplification." This is a really huge population.

While I feel I have not even begun to explore the needs and the reasons for a comprehensive center, let me close with one last point. This is that as can readily be verified from your own records -- given proper evaluation and training a good percentage of deaf people can readily be rehabilitated and made employable. While we are getting increasing numbers of multihandicapped deaf people -- we have a large group whose only limitation is hearing and who thus are not limited by poor mobility or physical strength. These can easily become assets if properly evaluated and trained. The multihandicapped on the other hand will be harder to deal with. Again without specialists in the area of deafness these individuals will only become an additional burden on the State. So it makes sense to invest in a facility that will insure that some if not all of these individuals do not become either permanently on welfare or institutionalized.

If we in the NAD can do anything to further this goal please let me know.

Sincerely,



Frederick C. Schreiber
Executive Secretary

FCS:ms

November 9, 1975

Dr. Robert G. Sanderson
Chairman, Center for the Deaf Committee
Services to the Deaf, Utah State Board of Education Bldg.
250 East 500 South
Salt Lake City, Utah 84111

Dear Dr. Sanderson:

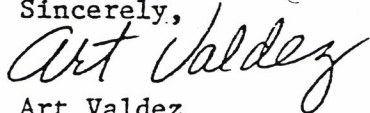
As president of the Utah Athletic Club for the Deaf, I wish to express the feelings of the club membership towards a Community Center for the Deaf.

Our club is in great need of a Community Center for the Deaf. It would aid very much in carrying out the purpose of our organization in fostering more sport activities and positive, sound recreation programs for the deaf of all ages throughout the year.

In past years and at the present, we have been without facilities to hold meetings. We have not always been successful in finding a gym for our teams. Even then if we found one, it was on a limited basis and a high fee was charged. Our club operates on a very limited and tight budget.

We earnestly hope a Center for the Deaf can become a reality in the near future. We are grateful to hear that the committee is now studying the feasibility of this center.

Sincerely,



Art Valdez

President, Utah Athletic Club for the Deaf

7283 S. 1440 E.
Salt Lake City, Utah
November 24, 1975

Dr. Robert G. Sanderson
250 East 5th South
Salt Lake City, Utah 84111

Dear Dr. Sanderson:

I understand that the Utah State Board of Education is making a study of the idea of a Community Center for the Deaf. This is to inform you that the Parent-Teacher-Student Association, of the Utah School for the Deaf, strongly supports this concept of a center for the deaf. It will fill a great and long standing need of deaf people.

Sincerely yours,

A handwritten signature in cursive script that reads "Stanley O'Neal".

Stanley O'Neal
President
P T S A

REDWOOD MULTI-PURPOSE CENTER

1. Is the center being made full use of?

No. They could use a lot more people with some juggling.

2. Could another group use the facility on a regular basis?

Possibly, if hours would not conflict with the now on-going programs.

3. Office space. We would need two offices plus four more for the rehab center. Do you have any?

No.

4. Will the multi-purpose room hold large numbers of people for activities such as movies?

Yes. The large room holds up to 500 people. The lighting is excellent, the acoustics lousy.

5. Hours.

3-9 p.m. Monday thru Friday - 9-5 p.m. Saturday

•Summer hours: 9-5 p.m. Monday thru Friday.

NORTHWEST MULTI-PURPOSE CENTER

1. Is the center being made full use of?

100% filled.

CENTRAL CITY NEIGHBORHOOD

1. Is the center being made full use of?

No. Could use a few more people as long as it did not conflict with now on-going programs.

2. Could another group use the facility on a regular basis?

Would be difficult.

3. Office space?

Room for two counselors in one room.

4. Will the multi-purpose room hold large numbers of people for activities such as movies?

The largest multi-purpose room holds 30 people and another one holds 20.

5. Hours.

All day on weekdays until 9 p.m. and on Saturday from 10 a.m. to 6 p.m.

MAGNA CENTER

1. Is the center being made full use of?

Yes.

2. Could another group use the facility on a regular basis?

Not on a regular basis.

3. Office Space?

Could squeeze maybe two in one office.

4. Will the multi-purpose room hold large numbers of people for activities such as movies?

The multi-purpose room holds about 100 to 150 people.

5. Hours?

Most all day and some evenings.

SOUTH COUNTY NEIGHBORHOOD COUNCIL

1. Is the center being made full use of?

There are no facilities available.

SOUTH SALT LAKE NEIGHBORHOOD COUNCIL

1. Is the center being made full use of?

There are no facilities available.

Minutes

Minutes of the Committee to Study the Feasibility of a Center for the Deaf held September 22, 1975, Board of Regents Conference Room, 1200 University Club Building, Salt Lake City, Utah. Time: 8:30 a.m.

The meeting was conducted by Robert G. Sanderson. Present were the following members of the committee:

Robert G. Sanderson

Jay J. Campbell

Harvey C. Hirschi

Charles Schmitt

Ned C. Wheeler

Dora Laramie

David Mortensen

Excused: Lloyd Perkins

Discussion of the Center focussed on the approach to be used in determining feasibility. Dr. Sanderson proposed the following, accepted with change in chronological order by the committee:

A Feasibility Study Must:

- a. Describe the population to be served.
- b. Define the needs to be provided for a comprehensive program.
- c. Define existing services and facilities
- d. Describe how the program will be implemented and coordinated.

(Dr. Hirschi was excused on an emergency call.)

The Committee was directed to consider the needs to be provided and come prepared to define these needs in some detail at the next meeting. Dr. Sanderson agreed to check out existing facilities in the area, and bring further information on the population to be served to the next meeting.

Next meeting was scheduled for October 8, 8:30 a.m., placed to be announced as soon as one could be found.

Adjourned 10:00 a.m.

R. G. Sanderson

MINUTES

Minutes of the Committee to study the need for a Center for the Deaf held October 8, 1975, at 8:30 a.m., Board Room, Utah State Board of Education, 250 East 5th South, Salt Lake City, Utah.

The meeting was conducted by Robert G. Sanderson, Chairman. Those present were:

Robert G. Sanderson
Harvey C. Hirschi
Ned C. Wheeler
Dora Laramie
David Mortensen
Lloyd Perkins
Jay J. Campbell
Charles E. Schmitt
Beth Ann Stewart, Interpreter

The four following items are needed by the Committee in order to make their recommendations:

- A. A feasibility study which defines present facilities that serve the needs of the deaf.
- B. A detailed list of the needs of the deaf.
- C. A description of the community to be served.
- D. A description of the people now being served by Vocational Rehabilitation.

A general discussion was held with some of the following points being made and discussed:

- A. One-fourth of the clients now being served in Vocational Rehabilitation have a disability in addition to deafness.
- B. Approximately 5,000 in the Salt Lake and Ogden Metropolitan area that the Center would serve.
- C. The Center should serve the hearing impaired also.
- D. Mr. David Duncan, Utah State Treasurer, in an informal discussion with deaf community leaders, suggested that in order to secure adequate data that would be demanded by the legislature, the legislature could be asked for about \$20,000 to make an in-depth feasibility study. This would probably include a survey of local existing facilities, a study of similar facilities around the nation, a study of the needs, and cost factors that would involve the Building Board.

October 8, 1975 - Page 2.

- E. The question was asked: "Do you really need another facility?" Many states have moved to Comprehensive Centers. Wouldn't a Comprehensive Center serving all disabilities be much better?

"How about having a unit or portion of such a center for deaf people so they could be by themselves but still be able to use common facilities?" The deaf members of the committee seemed to prefer a separate center but needed more time to crystallize their thinking.

It was felt that first the Committee should focus their attention on the needs that a Center for the Deaf might fulfill. Those mentioned were:

1. Hearing and speech services
2. Lip-reading
3. Captioned movies
4. Deaf do not integrate with other groups.
5. Deaf depend on their eyes much more than other persons
6. Multi-disabled are rejected. They need a place to go to learn their basic skills.
7. Communication
8. Provide training for interpreters

The members of the Committee who were deaf decided to meet as a "sub-committee" before the next meeting of the full Committee and focus on the needs for a Center.

The next meeting will be held October 22nd at 8:30 a.m.

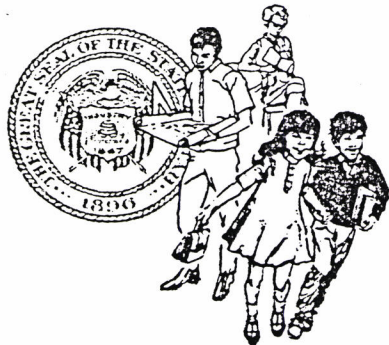
Meeting adjourned at 10:00 a.m.

MINUTES

Minutes of a subcommittee meeting of the Committee on Center for the Deaf, October 12, 1975, at the home of Mrs. Dora Laramie, 127 East 470 North, Bountiful, Utah. 7:00 p.m.

Present were the following members: Dora Laramie; Ned Wheeler; David Mortensen; and Robert Sanderson. Lloyd Perkins was excused.

Discussion centered upon two general areas: 1) perceived needs, and 2) space for operations to handle such needs. The following list of such needs is not as complete as we would like to have it; but we will expand it as the obvious things we have overlooked (possibly because we are so familiar with them) come into focus. A Community Center as we envision it will serve deaf people who demonstrate the need for services; however, the mere listing of such needs does not define in detail the manner in which they will be handled in each case. This will be done in the final draft, after the committee as a whole has input.



UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION

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

WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

January 19, 1976

Robert G. Sanderson, Coordinator
Services to the Deaf
Division of Rehabilitation Services
Utah State Board of Education
Building

Dear Dr. Sanderson:

Although I am a bit tardy, I want to express my appreciation for the report on a Comprehensive Community Center for the Deaf which you sent to me in December. I read it in full and congratulate you and the Committee on the comprehensiveness and usefulness of the contents.

I have forwarded a copy of the report to the Governor as an assistance to him in furthering his recommendation for planning such a center. A copy has also been sent to the Director of the State Building Board for his use in the event the Legislature sees fit to appropriate a planning grant. Finally, members of the legislative committee responsible for discussing and deciding the fate of the Governor's recommendation have been sent a copy for their use in the hope that its contents will stimulate their thinking.

Again, thanks for your work on this matter. I will do all I can to get such a center going. Since I am assured of your interest I shall refer to you all matters which need additional attention. However, inasmuch as the purpose of the Committee has been fulfilled, I am hereby dissolving it. Your work is very much appreciated.

Best wishes.

Sincerely yours,

Walter D. Talbot

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl3

LERUE WINGET, Associate Superintendent
Office of Instruction Services

BERNARR S. FURSE, Administrative Assistant
and Federal Programs

JAY J. CAMPBELL, Associate Superintendent
Office of Administration and Institution Services

DON K. RICHARDS, Administrative Assistant
and Planning

VAUGHN L. HALL, Associate Superintendent
Office of Adult, Vocational, and Rehabilitation Services

T. JOE SANDOVAL, Administrative Assistant
Human Relations / Multi-Cultural Education

January 21, 1976

C
O
P
Y
W. David Mortenson, President
Utah Association for the Deaf
580 West 5720 South
Murray, Utah 84107

Dear Mr. Mortenson:

This letter is to formally express appreciation to you for your work on the Committee to Study the Feasibility and Desirability of a Comprehensive Community Center for the Deaf. I was very much impressed by the committee report submitted to me by Chairman Robert G. Sanderson.

Inasmuch as the committee has completed the work which I asked it to do, I am hereby dissolving the committee with thanks and appreciation for a job well done.

Hopefully, the completion of the report will mark the beginning in obtaining the much needed Center for the Deaf and will not be considered an end to the work needed. As the efforts in getting the Center continue it is likely that we will call on you again for assistance.

A copy of the report has been sent to Governor Rampton. His recommendation for a planning grant for a Center for the Deaf signals his continued interest. A copy of the report has also been sent to the Director of the State Building Board for use in planning and to each member of the committee where the decision for forward movement in this important matter is lodged.

Thanks again for your work to produce the report.

Sincerely,

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl

✓cc: Robert Sanderson

January 21, 1976

C
O
P
Y
Mrs. Dora Laramie
127 East 470 North
Bountiful, Utah 84010

Dear Mrs. Laramie:

This letter is to formally express appreciation to you for your work on the Committee to Study the Feasibility and Desirability of a Comprehensive Community Center for the Deaf. I was very much impressed by the committee report submitted to me by Chairman Robert G. Sanderson.

Inasmuch as the committee has completed the work which I asked it to do, I am hereby dissolving the committee with thanks and appreciation for a job well done.

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Thanks again for your work to produce the report.

Sincerely,

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl

cc: Robert Sanderson

January 21, 1976

C
O
P
Y

Mr. Lloyd Perkins
7173 South DeVille Drive
Salt Lake City, Utah 84121

Dear Mr. Perkins:

This letter is to formally express appreciation to you for your work on the Committee to Study the Feasibility and Desirability of a Comprehensive Community Center for the Deaf. I was very much impressed by the committee report submitted to me by Chairman Robert G. Sanderson.

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Thanks again for your work to produce the report.

Sincerely,

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl

✓ cc: Robert Sanderson

January 21, 1976

C
Mr. Ned C. Wheeler
Municipal Building
P. O. Box 1639
Ogden, Utah 84401

Dear Mr. Wheeler:

O
This letter is to formally express appreciation to you for your work on the Committee to Study the Feasibility and Desirability of a Comprehensive Community Center for the Deaf. I was very much impressed by the committee report submitted to me by Chairman Robert G. Sanderson.

P
Inasmuch as the committee has completed the work which I asked it to do, I am hereby dissolving the committee with thanks and appreciation for a job well done.

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Thanks again for your work to produce the report.

Sincerely,

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl

cc: Robert Sanderson

January 21, 1976

C
O
P
Y
Dr. Jay J. Campbell
Associate Superintendent
Office of Administration and Institution Services
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

Dear Dr. Campbell:

This letter is to formally express appreciation to you for your work on the Committee to Study the Feasibility and Desirability of a Comprehensive Community Center for the Deaf. I was very much impressed by the committee report submitted to me by Chairman Robert G. Sanderson.

Inasmuch as the committee has completed the work which I asked it to do, I am hereby dissolving the committee with thanks and appreciation for a job well done.

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Thanks again for your work to produce the report.

Sincerely,

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl

cc: Robert Sanderson

January 21, 1976

C
Dr. Harvey C. Hirschi, Administrator
Division of Rehabilitation
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

O
Dear Dr. Hirschi:

P
This letter is to formally express appreciation to you for your work on the Committee to Study the Feasibility and Desirability of a Comprehensive Community Center for the Deaf. I was very much impressed by the committee report submitted to me by Chairman Robert G. Sanderson.

Y
Inasmuch as the committee has completed the work which I asked it to do, I am hereby dissolving the committee with thanks and appreciation for a job well done.

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Thanks again for your work to produce the report.

Sincerely,

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl

✓ cc: Robert Sanderson

January 21, 1976

C
O
P
Y
Charles E. Schmitt, Coordinator
Facilities and Grants Management
Division of Rehabilitation
Utah State Board of Education
250 East 5th South
Salt Lake City, Utah 84111

Dear Mr. Schmitt:

This letter is to formally express appreciation to you for your work on the Committee to Study the Feasibility and Desirability of a Comprehensive Community Center for the Deaf. I was very much impressed by the committee report submitted to me by Chairman Robert G. Sanderson.

Inasmuch as the committee has completed the work which I asked it to do, I am hereby dissolving the committee with thanks and appreciation for a job well done.

Hopefully, the completion of the report will mark the beginning in obtaining the much needed Center for the Deaf and will not be considered an end to the work needed. As the efforts in getting the Center continue it is likely that we will call on you again for assistance.

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Thanks again for your work to produce the report.

Sincerely,

Walter D. Talbot
State Superintendent
of Public Instruction

cw:sl

✓ cc: Robert Sanderson

January 19, 1976

C
O
P
Y

Glen R. Swenson, Director
Utah State Building Board
124 State Capitol
Salt Lake City, Utah 84114

Dear Glen:

The attached report is being sent to you to assist you in planning for a Comprehensive Center for the Deaf should the Legislature see fit to accept Governor Rampton's recommendation for a planning grant for such a center.

We believe some good thinking has gone into this report, which is a result of a committee I initiated last June 10 to study the feasibility of a center for the Deaf. I hope we can get started on such a center at the earliest possible date.

Sincerely yours,

Walter D. Talbot
State Superintendent
of Public Instruction

cw/sll

cc: Robert Sanderson ✓