

# *The Utah Eagle*



*October, 1946*

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## **A History of the Utah School for the Deaf**

by

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I. A. P.

## CHAPTER I

### INTRODUCTION

The history of an institution such as the Utah School for the Deaf should, occasionally, be recorded. Such a record may serve as a source of information for improving the school. Administrators can review what has been done in the past, the success or failure that attended the effort, and by comparing the present situation with the historical one, determine future action.

It may acquaint the present staff members and the deaf population with their heritage from the past. Furthermore, the difficulties of the present sometimes shrink when they are set beside those of long ago, and a saner attitude toward present problems can be taken. Past accomplishments may indicate the direction and intensity of effort required to insure continuation of the function of the group.

This is an attempt to portray the history of the Utah School for the Deaf from its beginning as a department of the University of Deseret in 1884 to the close of the 1946 school year.

Only one other history of the school has been written. This was a small pamphlet published in 1893. Since then there have been many developments of major importance.

This study does not include the history of the Utah School for the Blind. While the two institutions are housed on the same campus and are under the same administrative officer, they are legally separate schools. The financial aspects have been omitted since most appropriations were made for both schools and not infrequently funds for some adult blind organizations were included.

A number of sources were used in gathering the data, considerable difficulty being experienced in some cases because of the inadequacy of the information available. The most helpful sources of information were records kept by the state, school records, and personal interviews. All dates and statistical data were carefully checked in order to make an accurate record. Non-essentials were omitted for the sake of conciseness, but details of interest or value were included.



## CHAPTER II

### A BRIEF HISTORY OF THE EDUCATION OF THE DEAF

Much of the information available about the deaf in ancient times is unfortunately unreliable. That deafness was recognized by the Greeks is obvious by Herodotus' reference to the deaf son of Croesus. Hippocrates speaks of the deaf as a class, and they are mentioned by both Plato and Aristotle. The Spartans are supposed to have killed all children born deaf. This could hardly have been a widespread custom. While it is true that they exposed their weak and deformed children, there is little to indicate that they destroyed children two or three years old. As deafness is difficult to recognize before that age, there is little possibility that otherwise normal children were victims of this practice.



Aristotle's observation that "*Those born deaf all become speechless. They have a voice but are destitute of speech.*" (1) is merely the statement of an obvious fact. However, the Greek words for "*speechless*" and "*senseless*" are much alike and they were often mixed, especially by the early translators. In translation his statement implied that those born deaf were also born stupid.

Because he defined the ear as the "*organ of instruction*" and said "*That of all the senses, hearing contributes most to intelligence and knowledge,*" (2) it was later taught that the deaf must remain forever uneducated. Of what the Greeks themselves did toward providing education for the deaf, we have no knowledge. We can only conclude, since we find no mention of it, that their efforts were extremely limited.

As for the Romans, if they had thrown their deaf babies into the Tiber, as they are reputed to have done, they would scarcely have worked out such a meticulous legal code for the adult deaf.

The Roman law provides that persons born deaf and dumb could not make a will, but persons deaf and dumb could make a will if able to write. The law in its entirety is not legislation against deafness but legislation against lack of education. No one, apparently, at that time had taken the trouble to prove that a child born deaf could be educated.

**The Deaf in the Middle Ages.** During the Middle Ages, the people seemed to have considered deafness implicitly as an act of God to be offset only by a miracle. The deaf were not only uneducated, they were considered incapable of being educated. There are many stories of miraculous cures of deafness. They follow, in the main, the outline of the one record in the Bible.

We have one stark sentence found in the history of England as written by Matthew Paris which seems to sum up the attitude toward the deaf during the Middle Ages. He says:

About this time (1253) Eleanor, Queen of England, gave a daughter to the King of London, who was baptized by the archbishop and named Catherine . . . . Near about the festival (1257) of the finding of the Holy Cross, died the king's daughter, Catherine, who was dumb, and fit for nothing, though possessing great beauty. (3)

An extremely important contribution was made by Jerome Cardan, who lived in Italy (1501 to 1576). He propounded the theory that it was possible to place a deaf-mute in a position to hear by reading and to speak by writing, for he urged the importance of teaching the deaf to read and write, and he further suggested that they could be taught abstract ideas by signs. He believed also that the deaf should be taught to speak.

In the sixteenth century the monks of the Benedictine Order began to teach the deaf. It is believed that St. Francis de Sales in 1604 taught a deaf-mute to confess himself in signs and admitted him to communion.

**The First Teachers of the Deaf.** Efforts to instruct deaf children were made in several countries at about the same time. England, Spain, Belgium, and Holland all seem to have made isolated efforts. To Spain, however, is usually given the honor of producing the first true teacher of the deaf.



Pedro Ponce de Leon seems to have been successful in teaching the children of several rich lords. His work was accomplished sometime close to 1550.

In 1581 a meeting of physicians was held in Vienna. In the report of the meeting appear this statement:

The most renowned surgeons assembled in consultation on the condition of a child of a noble parents, which was mute and also deaf. They all agreed that the muteness was a consequence of the deafness, and that the treatment must be confined to the latter defect. (4)

**First Publication.** In 1620 the first book on the education of the deaf, "*The Method of Teaching Deaf-Mutes to Speak*", written by Juan Pablo Bonet, was published in Madrid. DeLand says of this publication:

He displayed so much intelligence in his grasp of essentials that some of his recommendations are descriptive of the common procedure of teaching the deaf today. (5)

Several books by authors in various countries were published shortly after Bonet's work.

**The Three Great Educators.** Charles Michel de l' Epee (1712-1789). De l' Epee is known as the apostle to the deaf. He is beloved by all deaf people and revered by all educators of the deaf. He established the first school for the deaf. He began his work with two deaf sisters.

He succeeded so well that he was soon the head of a small school. He accepted only the children of the poor, as adequate education was provided for the wealthy. In 1776 he had thirteen pupils, but the enrollment grew until he often had as many as seventy-five. These pupils he taught, fed, housed, and clothed on his small income of fifteen thousand francs a year. He began by teaching his pupils lip-reading. However, his classes grew and he had so much material he felt must be taught, and the speech process was so slow, that he was forced to abandon his ideal and revert to a finger alphabet. He created an elaborate system of signs and used them in his instruction. This signing is often spoken of as "*The French Method*". It has been widely used in America and has had a tremendous influence upon all education of the deaf.

Joseph II of Austria wished to bestow upon de l' Epee a large grant of money. The abbe refused the gift but suggested that it should be used to further the education of poor deaf children. The Emperor complied with the wish and a school was started in Vienna.

De l' Epee's school in Paris was continued after his death by his pupil, Abbe Sicard. It is known today as the National Institution for the Deaf.

Samuel Heinicke (1729-1790). While France was using and perfecting the manual alphabets, Samuel Heinicke, in Germany, was uncompromisingly asserting the superiority of speech and lip-reading. In 1772 Heinicke started a small school in Eppendorf, but at the request of the Emperor of Saxony, he moved to Leipsic in 1778. His school still continues. He is supposed to have established the first public school for deaf children.

He repeatedly asserted that: 1. Clear thought is possible only by speech and, therefore, the deaf should be taught to speak. 2. The deaf can be taught to understand the speech of another by the motion of the lips. He was very secretive about the method he used, and it may be said



to have died with him. In the nineteenth century Fredrick Hill reinstated oralism in Germany and it has remained one of the foremost countries of the world in the teaching of speech to the deaf.

Thomas Braidwood (1715-1806). In Edinburgh, Thomas Braidwood became interested in teaching a small deaf boy. He was extremely successful and before long he established a small school for the deaf. In 1873 the school was moved to London where it continued and was known as the "*Asylum for the Deaf and Dumb*." At his death, his son, John, carried on his work. Francis Green, an American, visited his school in 1873 and described his work. He said that Braidwood began with exercises in articulation and then associated the spoken words with their written and printed forms. About this time schools began to spread rapidly all over Europe. They were opened in Rome in 1744, Madrid in 1788, and Genoa in 1801.

**Early Beginnings in America.** In 1785 Francis Green began agitation for the establishment of a school for the deaf in America. In 1803 he requested the ministers in Massachusetts to send him the names of all deaf persons in their parishes. In reply he received the names of seventy-five deaf people. This was the first census of the deaf in America.

In 1815, John Braidwood, a grandson of Thomas Braidwood, opened a small school in Virginia. Shortly afterwards, he moved to New York to establish a school there. After two years he returned to Virginia. He died in 1820 after a short and hectic career.

In 1810 John Stanford, a minister, found several deaf children in the New York almshouses. He made some attempts to teach them. While his efforts continued but for a short time, from his early beginning was finally established the New York Institution for the Deaf. (6)

Except for these two very brief beginnings, all deaf children in America who received an education were sent to England. However, the need for definitely organized education for these handicapped people was being felt, and when the next schools opened, it was on a permanent basis.

Dr. Mason Cogwell, a physician of Hartford, Connecticut, had a small daughter, Alice, who had lost her hearing through "Spotted Fever." It was through his efforts to help her that the first permanent school for the deaf was established.

Thomas Gallaudet, then a student at Andover Academy, became interested in the little girl. Dr. Cogwell obtained a pamphlet published by Abbe Sicard and Mr. Gallaudet, following Sicard's ideas, became Alice's teacher.

Dr. Cogwell, following the method of Francis Green, took a census of the deaf in Connecticut. April 13, 1815, he called a meeting to consider the founding of an American school for the deaf. A donation of \$2,278 was collected to send Thomas Gallaudet to Europe, in order that he might study the various methods of instruction in vogue at the time.

Gallaudet went first to the Braidwood's school in London. He proposed to study there for a few months, then visit Sicard in France and later the German schools. The period of training demanded by the Braidwoods he felt was far too long, so after a few weeks he proceeded to France. He was most graciously welcomed by Sicard, and was placed at once in train-



ing. After two months he returned to America. Accompanying him was Laurent Clerc, a deaf instructor from the Paris school.. Through their teaching, the manual (signing and finger spelling) method of instruction was firmly intrenched in the American institutions.

In October, 1816, the legislature of Connecticut granted \$5,000 to aid in the establishment of a school for the deaf. This is believed to be the first appropriation of public money made in America in behalf of a benevolent institution.

Before the completion of the school, an addition \$17,000 had been donated by prominent men and organizations. (7)

By 1818 so many children were in attendance that a request was made for Congressional aid. The cause was sponsored by Henry Clay and other prominent men, and as a result a bill was passed appropriating a tract of land containing more than 23,000 acres to the school. The land was sold for more than \$300,000. In 1821 the name was changed to the American Asylum for the Deaf. At the time, it was believed that all deaf in the United States could be educated there. In 1848 deaf children from Massachusetts, New Hampshire, Maine, Rhode Island, South Carolina, and Georgia were instructed at this institution.

In May, 1818, the New York Institution for the Deaf was opened. Of the 62 pupils enrolled, 32 were "*charity*" provided for by the city. In 1819 the legislature of New York appropriated \$10,000 and granted a monopoly on the tax on lotteries in New York City to the school. (8)

The Pennsylvania school opened in 1819, and in 1821 a state charter was granted and a per capita appropriation of \$160 from the state funds.

Kentucky, the fourth state in the Union to establish a school, was the first to establish one as a state enterprise. This was done in 1823.

The opening of the Kansas school was announced when the following advertisement appeared in a circular in 1860:

Behold the Educational miracle of the Nineteenth Century. The Deaf Hear, the Dumb Speak, and the Blind See. Kansas Deaf-Mute Institute. (9)

By 1863 there were twenty-two schools for the deaf in America. Sixty years after the founding of the first school there were schools for the deaf in thirty-one states of the Union. Most of the schools had large land grants to aid them financially. All of them used the manual method of instruction until 1867.

**The Growth of Oralism.** In 1793 there appeared in the Transactions of the American Philosophical Society an essay written by Dr. William Thornton on "*The Mode of Teaching the Deaf, or Surd, and Consequently Dumb to Speak*". This was the first American publication of deafness. The author had a firm grasp of the essentials of speech teaching and seemed to be especially convinced of the values of lip-reading. It was more than seventy years after the publication of this article before speech and lip-reading were taught in America.

In 1843 Horace Mann and Dr. Samuel Gridley Howe, director of the Massachusetts School for the Blind, went to Europe to study systems of education. They were surprised to find in Germany, deaf children who could speak and read lips. On their return to America they published a report strongly urging the instruction of speech and lip-reading. Only half-hearted efforts were made in these fields, however, until 1860. (10)



There lived near Boston in 1860, three little girls, all of them deaf, all daughters of prominent men, all having ambitious, intelligent mothers. They were Mable Hubbard, Jeanie Lippitt, and Fanny Cushing. A fact that is often overlooked by students of education for the deaf is that these children had all lost their hearing after they were three years old. Mable's teacher was Miss True, Jeanie's, Miss Rogers, and Fanny was taught by her mother, aided by Dr. Howe. All three girls were taught to read the lips and all were given speech training.

In 1864 these three teachers began to work together for the establishment of an oral school. In 1864, Dr. Howe, then a member of Massachusetts State Board of Education, and Mr. Hubbard petitioned the Massachusetts Supreme Court for an act to incorporate an oral school for the deaf. The petition failed.

Through the efforts of Miss Harriet Rogers, a small private oral school was established at Chelmsford, Massachusetts. She was ardently supported in her work by Mr. Hubbard. In 1867 John Clark awarded a grant of \$50,000 for the founding of an oral school. It was established at Northampton in 1867. Miss Rogers was the first principal. It is known as the Clark School for the Deaf and has become famous especially for its teacher training program.

Another outstanding school is the Horace Mann School established at Boston in 1869. Its first principal, Miss Sarah Fuller, who retained that position for forty-one years, was Helen Keller's speech instructor.

**Alexander Graham Bell.** Two great names in the field of education of the deaf are Alexander Graham Bell and his father, Alexander Melville Bell. The elder Mr. Bell was a master of phonetics. From his work in phonetics he devised a system whereby the sounds made by the human vocal organs could be expressed in writing. He called these symbols "*visible speech*."

Miss Fuller wrote Mr. Bell and asked him to come to Boston and instruct her teachers in the use of visible speech symbols. In 1871 Alexander Graham Bell came to Boston from Canada to fulfill his father's assignment. It was largely through his efforts that oralism became popular in the United States.

In 1887 Alexander Graham Bell established a fund of \$100,000 to be used in founding a bureau for the increase and diffusion of knowledge relating to the deaf. On May 8, 1893 the Volta Bureau was begun with this fund. It is located in Washington, D. C. today and contains the largest library of books on the deaf in the world. It publishes the *Volta Review*, one of the leading magazines on the education of the deaf. It sends out enormous quantities of free literature, and gives responses to any question relating to any phase of education for the deaf or deafened person. (12)

Alexander Graham Bell championed the cause of speech and lip-reading in the United States, and by so doing, began the battle of methods that is still raging.

**Growth of the Day School.** State institutions have all been residential schools. However, many large cities have begun day schools. The pupils live at home and attend school during the usual school hours. The Horace Mann School in Boston, is accredited with being the first school of



this type ever established. There are in the United States today, 118 day schools located in most of the major cities of the nation. Usually they are administered by the local school trustees of the district where they are located. The method of instruction is almost exclusively oral. (13)

**The National College.** Gallaudet College is located at Washington, D. C. and is maintained by the Federal Government. It is the only college in the world organized for the higher education of deaf people. The college, together with the Kendall, a day school, is known as the Columbia Institution for the Deaf. It was founded in 1864. It provided one hundred full scholarships. It confers the usual degrees of Bachelor and Master of Arts and Science. It is one of the few colleges in America supported solely by the national government.

**Education of the Deaf in Present Day America.** Every state in the Union today provides some type of education for its deaf children. In all but four states there is a school within the state for this purpose. Delaware, New Hampshire, Nevada, and Wyoming send their children to other states. The Utah School for the Deaf receives students from Nevada and Wyoming. There are sixty-four residential, 118 day, seventeen semi-public, and nineteen denominational and private schools for the deaf in the United States.

**Summary.** The time has long passed when the deaf are considered as unfit for education. The friends of the deaf, and the deaf themselves have moved slowly, but steadily toward the ideal, that within the limits of their handicap, the deaf shall enjoy the mental, social, and physical education that will enable them to take their places as well adjusted citizens in a complicated modern society.

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- (3) Ibid, p. 14.
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- (5) Ibid, p. 30.
- (6) Jones, J. W., *One Hundred Years of History in the Education of the Deaf in America*, (Ohio State School for the Deaf, 1929), p. 8.
- (7) Best, Harry, *Deafness and the Deaf in the United States* (MacMillan, 1945) p. 391.
- (8) Ibid, p. 394.
- (9) Jones, *ap. cit.*, p. 2.
- (10) Ibid, p. 9.
- (11) Ibid, p. 8.
- (12) DeLand, Fred, *The Story of Lip Reading* (Volta Bureau, 1931) pp. 125-26.
- (13) *Tabular Statement of American Schools for the Deaf, October, 1943*, American Annals of the Deaf, Vol. 89, No. 1, January, 1944, pp. 2-30.



### CHAPTER III

## ORIGIN AND EARLY BEGINNINGS OF THE UTAH SCHOOL FOR DEAF-MUTES

The social forces of a community have always had a tremendous effect upon the education of the community. The education of the deaf in Utah is no exception. There were three major factors at work which culminated in 1884 in the establishment of the Utah School for the Deaf and Dumb. They were: the wide-spread interest throughout the United States in the education of the deaf; the deep-rooted love for education in general felt by the early settlers of Utah; and the homogeneous religious nature of the communities.

**Interest in the Education of the Deaf.** From the time that the first school for the deaf was established in 1817, until 1875 twenty-three additional schools had been founded in the nation. (1) Furthermore, the achievements of the educators of the deaf were described in extremely colorful language. In some cases the reports of their work were gross exaggerations. To the public the age of miracles was not past. It was an era in which teachers and laymen alike looked forward with unlimited expectations. (2)

Undoubtedly this spirit filtered into Utah and aroused interest and enthusiasm.

**General Education in Utah.** The early Mormon settlers were deeply interested in education. They entered the Salt Lake Valley late in July, and despite the extreme hardships of their pioneer life, a school had been established before the end of October.

When the Legislative Assembly met in 1850, their second official act was the creation of the University of Deseret. This University was, in a sense, a board of education for the territory. It was primarily, a policy making organization, and under its leadership, local schools were established throughout the region. (3)

It is not surprising, therefore, that early in its history Utah made provision for the education of its handicapped children.

**Religion as a Factor.** From the first attempts of the Benedict Monks to instruct until the present time, religion has been a potent motivating force in the enlightenment of the deaf.

The Utah pioneers were a deeply religious people. They believed that the spiritual welfare of their children was dependent upon their ability to obtain knowledge. It was only natural for the parents of deaf children to wish their children educated within the confines of the state. The nearest school was at Colorado Springs. To send the children there was expensive, and the long period of separation from the family and church seemed undesirable.

**Work of William Wood and Joseph Beck.** Naturally, the people most interested in the establishment of a school for the deaf were the parents of deaf children. Foremost among these were Joseph Beck, who had three deaf sons, and William Wood, whose deaf daughter, Elizabeth,



was attending the School for the Deaf at Colorado Springs.

The United States census of 1880 had reported 118 deaf persons in the territory. (4) Mr. Beck, in 1883, circulated a letter throughout the territory to ascertain how many of these people were of school age. He received in reply the names of about fifty children.

William Wood, learning of Mr. Beck's interest and efforts visited him in his home. They worked together collecting statistics on the status of the deaf in Utah. They decided to petition the legislature for the establishment of a school. (5)

Governor Eli Murray became interested in the cause, and in his message to the Legislature in 1884, he called its attention to the condition of the deaf in the territory and the need for a school where they could be properly educated.

It met with favorable consideration, and \$4,000 (\$2,000 per annum) was approved for the purpose of teaching a class of deaf-mutes at the University of Deseret. (7)

**The University of Deseret.** In 1850 the Legislature Assembly of the Territory of Utah had created the University of Deseret. The Chancellor and Board of Regents of the University had, in addition to administration over the "*parent school*", general supervisory powers over all education within the territory. In its early beginnings it was, in addition to an institution of higher learning, a state board of education, and was similar in function and personnel to the historic University of the State of New York, an institution which exercised control over all policies within the state.

In the main, throughout the territory, the schools were financed and administered by local boards of trustees, with the supervision and advice of the Board of Regents of the University. Since the school for the Deaf had no local affiliations, a committee of three members of the Regents, known as the Deaf-Mute Committee became the administrative unit and exercised direct supervision over the school. The school for the deaf became a department of the "*parent school*" or the University proper.

**Opening of the School.** An effort to find a competent teacher of the deaf within the territory was made by Dr. John R. Park, president of the University. Failing in this, he made inquiries in the East, and Henry C. White, a deaf man of Boston, a graduate of the Columbia Institution of the Deaf and Dumb, now Gallaudet College, was appointed principal and teacher.

The school opened August 26, 1884 in a room in the University building. Elizabeth Wood was the only pupil in attendance. By the end of September four pupils were enrolled. The total enrollment for the first year was fourteen. The second it was increased to eighteen.

The first two years, 1884 to 1886, the school was conducted as a day school. Pupils whose parents did not live in the city boarded in various parts of the city. This was most unsatisfactory, and an effort was made to establish a common home for all deaf children.

When the legislature convened in 1886, Professor White presented two petitions. In the first he requested an appropriation of \$25,000 for the establishment of a territorial school for deaf-mutes. (8) Later he in-



roduced an amendment requesting \$38,000 rather than the original sum. (9) These were both objected, but the annual appropriation was raised from \$2,000 to \$3,000. These monies, however, were never available, as the entire appropriation bill was vetoed by the governor.

The Regents of the University, however, assumed the responsibility of conducting the school until such time as the legislature would come to their aid, and sessions of the school were not interrupted.

In 1886 Professor White, on his own responsibility, opened a home for its support upon money received from parents able to pay for their childrens' board, county aid, and donations from individuals. Salt Lake County made an annual appropriation of \$900 for the support of five pupils. (10)

**Enabling Act of the School.** In 1888 the Legislative Assembly enacted a law to establish and maintain, in connection with, and as a branch of the University of Deseret, a department to be known as the Institution of Deaf-Mutes. The law read in part: (11)

Be it enacted by the Governor and Legislative Assembly of the Territory of Utah.

1. That the Chancellor and Board of Regents of the University of Deseret shall establish and maintain in connection with and as a branch of said University and under the supervision and management of said Chancellor and Board of Regents, a department thereof, to be known as the Institution of Deaf-Mutes.

2. The principal object of said institution shall be to offer the means of education to the indigent deaf-mutes of this territory in the common branches of knowledge and in useful trades.

3. Said Chancellor and Board of Regents may establish, in connection with said institution, a mechanical department, the nature of which shall be determined by said Board of Regents in which the pupils shall receive instruction.

This session of the legislature further provided that the Board of Regents should erect, on the University grounds, such buildings for the use of the institution as they deemed advisable. A sum of \$20,000 was appropriated for this purpose and the per annum appropriation was raised to \$5,000. (12)

**1889—An Eventful Year.** In this year the enrollment of the school was increased from eighteen to thirty-seven pupils.

In the Spring, work was begun on a building to be used by the institution, the estimated cost of which when completed would be \$50,000.

Frank W. Metcalf was appointed principal of the school in 1889. When the institution was separated later from the University he became its first superintendent. Before coming to Utah, Mr. Metcalf was teacher of the high class at the Kansas Institution for the Deaf and Dumb. Professor White was appointed head teacher. In February, 1890, Professor White resigned his position and severed his connection with the Utah Institution.

In the fall of 1889, in accordance with the provisions of the law, trade classes were introduced. Instruction was given in carpentry, printing and shoemaking. At this time only shoe repairing was done, although later shoes were actually constructed at the school.

The first copy of a small paper, "*The Deseret Eagle*", was published October, 1946



October 10th. The paper has continued to be published in a variety of forms, up to the present time.

In 1894, the legislature enacted a law which provided for the establishment of the "*Utah School for the Blind*." Since, however, the two schools have always been administered by the same board, have had the same superintendent, in most instances are subject to the same laws, and are housed on the same campus, for practical purposes they are regarded as one school. Legally, they are two separate and distinct institutions. One's title is: "*The Utah School for the Deaf*"; the other's: "*The Utah School for the Blind*."

**Efforts to Have the School Separated from the University.** At various times efforts were made to separate the school from the University, it being apparent that the work of the two educational institutions had little in common. The first of these was made in 1890. At this time an attempt was made to have the school moved to Fort Cameron, an abandoned military post in Beaver County. This effort failed. (13)

In 1892 a second attempt was made. The building in Salt Lake City known as the "*Industrial Home*", built by the United States Government was unoccupied. The Territorial Legislature requested the United States Congress to permit this building to be used as a school for the deaf. The measure met with approval of the National House of Representatives, but failed to pass the Senate. (14)

**Housing of the School.** In 1890 the additional sum of \$35,000 was appropriated by the legislature to complete the building already started. The Building was occupied in December. Previous to this time, the school occupied rented buildings for dormitories and had schoolrooms in the University building.

Between June and December of 1890 the school was housed at 267 West Second South Street, Salt Lake City. On December 24th the school occupied the newly constructed building on the University grounds.

**Employment as Teacher of Frank M. Driggs.** By 1891 forty-five pupils were enrolled in the school. One pupil was from the State of Idaho and one from the Territory of Arizona. Three teachers were employed. Among them was Mr. Frank M. Driggs, a student at the University, and boys' supervisor for the two preceding years.

**Beginning of Speech Teaching.** Until 1891 little effort had been made to teach the pupils articulation. Believing that a large number of the pupils could be profitably taught speech and lip-reading, a teacher of these subjects was employed. Sixty-seven percent, or all those deemed young enough to profit thereby, received instruction in these two subjects that year. (15) Speech and lip-reading were used as the mode of instruction in one class, the sign language being employed in the other two classes.

**Separation from the University.** In 1892 the name of the "*University of Deseret*" was changed by legislative action to the "*University of Utah*". The same act provided that the Board of Regents should retain its jurisdiction over the school for the deaf. (16)



When the Constitutional Convention met in 1895, the subject of separation from the University of Utah again came up for consideration. Inasmuch as the Enabling Act, passed by Congress, gave to the school an endowment of 100,000 acres of land, it was now financially possible to separate the two institutions.

In making provision for the education of the deaf, the State Constitution awarded all property belonging to the School for the Deaf when it was connected with the University, to the new institution. It further provided that the proceeds from the land granted to the state for the education of the deaf, by the National Government should be held in trust by the state for that purpose, and that the principal of this trust fund should be guaranteed against loss or diversion. (17)

**Summary.** 1. For eleven years the school had been a part of the Territorial University, the highest educational institution in the territory. In this respect the school was unique, as it was the only school for the deaf so connected in the United States, if not in the world. This connection was advantageous in that it made the school from the start, a part of the public school system of the territory, a birthright which has been a lasting benefit.

2. From 1884 to 1896 the annual enrollment had increased from fourteen to fifty-five pupils.

3. Beside the common branches of knowledge, instruction was given in speech and lip-reading, carpentry, printing, and shoemaking.

The school was now on a firm basis and was ready to accept its rightful place as an independent educational institution serving the children handicapped by deafness of the State of Utah, Idaho and the Territory of Arizona.

#### References:

- (1) Best, Harry, *The Deaf*, Thomas Cromwell, 1914, p. 144.
- (2) *Ibid*, p. 146.
- (3) Young, Edgar Levi, *The Founding of Utah*, Scribners, 1923, p. 299.
- (4) Article published in the *Deseret Evening News*, Thursday, Oct. 2, 1884.
- (6) *Council Journal Twenty-Sixth Session of the Legislative Assembly of the Territory of Utah*, 1884, p. 34.
- (7) *Ibid*, p. 113.
- (8) *House Journal, Twenty Sessions of the Legislative Assembly*, 1886, p. 72.
- (9) *Ibid*, p. 108.
- (10) *History of the Utah School for the Deaf*, 1893, p. 7.
- (11) *Laws of Territory of Utah*, 28th Session, 1888, Chapter XXXVI, pp. 77-78.
- (12) *Ibid*, p. 78.
- (13) Metcalf, Frank W., *Annals of the School for the Deaf*, 1897, p. 6.
- (14) Metcalf, Frank W., *Utah School for the Deaf*, 1893.
- (15) *Report of the School for the Deaf—A department of the University of Deseret*, 1890-91.
- (16) *Laws of the Territory of Utah—30th Session of the Legislative Assembly*, 1892, Chapter IX, p. 10.
- (17) *Constitution of the State of Utah*, Section 10, Article X.



## CHAPTER IV

### THE PERIOD OF EXPANSION AND GROWTH

**State Constitution.** The State Constitution as drawn up in 1895, provided for an institution for the education of the deaf and dumb. This institution was awarded all property belonging to the School for the Deaf when it was connected with the University of Utah. (1)

**School Named.** In 1896 the first session of the State Legislature was held. At that time it was felt that the laws on the statute books concerning the school for the deaf were very meager. With the separation of the institution from the University, the Legislature deemed it advisable to enact a more comprehensive law for the government of the school. The law as finally passed, in addition to naming the institution "*The Utah State School for the Deaf and Dumb*" and making it a body corporate, set up the purposes of the school, provided for a board of trustees, and defined the qualifications of the superintendent. (2)

**Purposes of the School.** The enabling act passed by the Territorial Assembly in 1888 had made only two provisions; for the education of the indigent deaf-mutes in the common branches of knowledge, and the establishment of a mechanical department. The first State Legislature broadened this concept to provide for the education of the deaf, the deaf-mutes, and the mutes, under the age of thirty, who were of sound mind and body, who because of their deafness or muteness were unable to profit by instruction in the common schools of the state. The law specifically stated that the pupils be instructed in agriculture and the mechanical arts that would tend to enable them to become self-supporting. (3)

Education at the school was to be free to all residents of the state. Pupils from other states might be admitted on any terms prescribed by the administrative board.

**Provision Made for a Board of Trustees.** Administration of the school was to be vested in a board of trustees consisting of five members, appointed by the governor with the consent of the Senate. The term of office of each member was to be six years. The board was required to hold four meetings a year at the school. Other meetings were to be called when necessary. Each board member was required to take the oath of office and provide a bond of \$3,000. (4)

The board members were not to be paid for their services, but they were to receive compensation for the actual expenses incurred in the attending of meetings and the discharging of their duties. No member of the board was to be interested, directly or indirectly, in any contract, or business transaction, involving any pecuniary compensation or benefit made in behalf of the school. The board was to appoint one of its members president, the term of office to be two years.

**Qualifications of the Superintendent.** The board was to appoint a superintendent, who would also be the principal of the school. The superintendent was to be a competent, expert educator of the deaf, acquainted with school management and class instruction of deaf and mute children. He could be removed at any time by a majority vote of the board.



**Duties of the Superintendent.** The superintendent was to be responsible for the care of the premises and the property of the school. He was to be charged with the selection and dismissal, subject to the approval of the board, of all instructors and employees. He was to regulate the household, discipline the school, arrange and execute the course of study and manual training program. He was to supervise the children's training in manners and morals and have general oversight of all internal affairs of the school.

The superintendent and board of trustees should make a report to the Governor and Legislature during the first ten days of each regular Legislative Assembly, showing the condition of the school, its income and expenditures, and such estimates and recommendations as the board deemed would be useful.

The law provided that no partisan, political or sectarian religious doctrine should be taught in the school, and no political or religious belief should be required as a qualification of any pupil, instructor, officer, or employee of the school.

**Permanent Location of the School.** Inasmuch as the school was now separated from the University of Utah, the question of a suitable location arose. A number of localities attempted to secure the school, among them Ogden in Weber County; Ephriam, Sanpete County; Fort Cameron, Beaver County; and Fillmore, Millard County. The Constitutional Convention decided that Ogden offered the greatest advantages and permanently located the school there. In 1896 the Legislature decided to carry out the provisions of the Constitution by locating the school in the buildings then occupied by the Territorial Reform School. On September 15, 1896 the property was transferred and became the permanent home of the Utah School for the Deaf.

**Appointment of the First Board of Trustees.** Until the first of January, 1896 the school had been a department of the University of Utah, with which it had been connected for twelve years. Just prior to that date, the Board of Regents of the University held a meeting called for the purpose of closing the school for the deaf, the funds appropriated for its maintenance having been exhausted. The closing of the school at that time appeared to Mr. Metcalf, Superintendent of the Utah School for the Deaf, such a calamity that he offered to assume all the responsibility for the maintenance of the school and the payment of its bills until such time as the Legislature should make provisions for its needs. This offer was accepted by the Regents by a resolution adopted to that effect. He assumed the responsibility on the first of January, 1896, and although the situation was brought immediately before the Legislature it was the twelfth of March before the Board of Trustees had been appointed and was able to have a meeting and the management of the school transferred to its care. The first Board of Trustees was comprised of David Evans, President; Mrs. H. S. Emerson, Secretary; Edwin Stratford, A. W. Carlson, and Mrs. M. H. Cannon. W. F. Adams was Treasurer.(5)

**Location of the School.** Ogden City proved to be an admirable location for the school. All lines of railroads in Utah and adjoining states



centered there. From nearly every point in Utah, Idaho, Nevada, and adjoining states it could be reached without a change of cars; a very important consideration in the case of deaf or blind children. Ogden at that time had a population of about 20,000 people. It offered many advantages of cities much larger. Its churches, schools, and business houses were excellent. Lines of electric street cars connected all parts of the city, and came within two blocks of the school's main entrance. The school was located on the outskirts of the city at the junction of Monroe and 21st Streets.

**Sites and Buildings.** The grounds of the school were comprised of a tract of land with an area of fifty-seven acres. Ten acres were reserved for the school buildings, lawns and recreation grounds. A large fruit orchard of over 100 trees covered several acres. About ten acres were in alfalfa, and another ten acres in garden. A tract of seventeen acres furnished pasture for the livestock of the school. The different sections were separated by lines of tall poplar trees which must have made a most pleasing appearance.(6)

The school was housed in two buildings. The main building, which is in use today, was a brick and stone structure with a metal roof. This building had a frontage of 142 feet and was three stories above the basement. The first two floors were used for classrooms and offices. The top floor was used as a dormitory. A two-story brick and stone building 102x100 feet was located 100 feet in the rear of the main building. This is still in use and is now known as the "*Blind Building*." In this building were the main dining hall and the assembly room. The kitchen, pantries, and small dining room were in an annex to this building. The upper floor was used for industrial classes.

**Compulsory Attendance Law.** The compulsory attendance law was passed in 1897. This law was unique in the education of the deaf in America in that failure to send a deaf child to school was punishable by imprisonment. The law provided that any parent or guardian of a totally deaf, mute, or blind child between the ages of eight and eighteen who, because of his handicap was unable to profit by instruction in the public school, is required to send the child to the State School for the Deaf or Blind for at least six months of the school year.(7)

Other states have similar laws. Individuals failing to comply with them may be fined from five to 200 dollars.(8) In Utah, however, violation of the compulsory attendance act constitutes a misdemeanor. The maximum sentence for a misdemeanor is six months imprisonment in a county jail, a fine of 300 dollars, or both.

The law makes the following exceptions:

1. If the child is taught at home under the direction of a competent instructor.
2. If the child has acquired the branches of knowledge taught in the school.
3. If the child's physical or mental condition makes attendance unprofitable.

Since it is extremely difficult to measure the hearing of a young deaf child, and as a totally deaf child is very rare, the law was amended in 1907 to make the attendance of deaf or partially sighted children compulsory.(9)



**First Hospital.** In 1898 the legislature appropriated \$35,000 to build a hospital, since isolation of contagious diseases was almost impossible with the facilities then available. The building, a two-story red brick structure, was completed in 1900. Much of the woodwork in the building was done by the students of the carpentry class.(10)

This building is in use today. It is known as the maid's cottage.

**Resignation of Superintendent Frank W. Metcalf.** Superintendent Frank W. Metcalf presented his resignation to the board of trustees April 12, 1901. For twelve years he had served the school in the capacity of Superintendent. Under his direction the school has grown from a department of the University of Utah with three teachers, a principal, and forty-one pupils to an independent institution, with a superintendent, eight teachers, and an enrollment of 76 pupils. It was with deep regret and a keen appreciation of his work and efforts that the board accepted his resignation. The board at the same meeting appointed Frank M. Driggs superintendent of the school.(11)

**Later Period of Expansion Under Frank M. Driggs.** Mr. Driggs was born at Pleasant Grove, Utah. He received his education in the public schools of Utah County, Brigham Young Academy, and the University of Utah. He began his work with the deaf in 1889, when he was made boys' supervisor under Superintendent Metcalf. With the exception of one year at Gallaudet College and one year as teacher of the high class of the Illinois School at Jacksonville, Mr. Driggs continued his work as supervisor and later teacher at the Utah School for the Deaf until he assumed his duties as superintendent June 15, 1901.(12)

**Construction of the Greenhouse.** A greenhouse was constructed in 1901 at a cost of \$600. All of the mechanized work upon the building, except the heating plant, was done by the class in carpentry and the employees of the institution.(13) A few years later it was rebuilt at a cost of \$1,500.(14)

**Erection of the Gymnasium and Shop.** The State Legislature in 1903 appropriated \$12,000 for a building for the school for the blind, \$5,000 for a new shop building, and \$5,000 for a heating plant. It was found, when plans were drawn up and estimates given, that the needs of the school could be met more adequately by remodeling the second story of the annex building for the school for the blind, and by adding a gymnasium to the shop building. Superintendent Driggs and Mr. John Watson, President of the Board of Trustees, met with the State Board of Examiners and laid the new plans before them. The alterations in the plans were unanimously approved by the Board of Examiners and contracts were let for the shop and gymnasium building. It was completed shortly after school opened in 1903. The new building was plain and substantial. It was constructed of red sandstone and sand-rolled brick. The west or shop end, was two stories high with a basement in addition. It housed the carpenter, shoe, printing, and barber shop, also a shop for the blind boys and some dressing rooms. The east end was the gymnasium. It was a room 40 x 60 feet.(15) The building is still in use.



**Superintendent's Cottage Built.** The board of trustees in 1905 asked the Legislature for an appropriation for the erection of a Superintendent's Cottage. This appropriation was not granted. However, a larger number of pupils from Idaho than had been anticipated increased the revenue of the school. Permission was granted by the State Board of Examiners for the building of the house.(16) The cottage was erected in 1906 at a total cost of \$5,312.00.(17)

**World Fair Exhibits.** In compliance with a request of the State Board of Education, the School for the Deaf made an exhibition at the Louisiana Purchase Exposition of 1904, which formed a part of Utah's educational display. It consisted of a hexagonal plate glass cabinet containing specimens of work from the domestic science classes, carpenter, shoe, and blacksmith shops. The frames were filled with photographs of the buildings, compositions, lessons, printing and fancy work.

A third year oral class of five children, a teacher, and supervisor were sent to the fair. They were at the exposition eight weeks in August and September and formed a part of the Model School for the Deaf and Blind in the Palace of Education. The work of this "Live Exhibit" proved to be one of Utah's best displays. The exposition authorities awarded the Utah School for the Deaf a gold medal and a copy of a certificate of grand prize for its exhibits at the Fair.(18)

In 1905 a similar exhibit of a cabinet and frames with examples of pupils work was entered as a part of Utah's Educational Institutions in the Utah Building at the Lewis and Clark Exposition Demonstrations, with pupils from the school, were given daily during the month of August, in the methods of teaching the deaf to speak and read lips. The school was awarded a gold medal for its entries at this Fair.(19)

The school made a small exhibit of school and shop work at the Alaska-Yukon-Pacific Exposition held at Seattle in 1910. For the excellence of the display a silver medal was awarded.(20)

**Name of the School Changed.** In the Biennial Report for 1905-06, Superintendent Driggs made the following statement:

From the fact that all dumb children who are not deaf are feeble-minded, and are, therefore, not eligible to admission to the Utah School for the Deaf and Dumb, and because of the further fact that we have no dumb children in the school, I would recommend that the Legislature be requested to eliminate the word "Dumb" from the name of the school making it to be "The Utah School for the Deaf". This will be a more correct name and will meet with the approval of public sentiment in this direction.(21)

At the session of the Legislature in 1907 the recommendation made by Mr. Driggs was accepted and the official name of the school became "Utah State School for the Deaf."(22) This seems a much better name for the school since it has long been recognized that deaf do not speak because they do not hear speech sounds, rather than from disease or malformation of the vocal organs.

**Convention of the American Instructors of the Deaf.** The meeting of the convention of American Instructors of the Deaf was held in Ogden, July 4-10, 1908. Extensive preparations were made for the care, comfort, and entertainment of the delegates and everything possible was done to



make the convention successful. There were 145 guests present from other institutions representing thirty-two states, Canada, and the District of Columbia.(23)

**Addition of the High School.** A few subjects belonging to the high school course had been taught in the Utah School for the Deaf for a number of years, but not until 1907 was a complete high school offered to the graduates of the eighth grade. At that time the officers of the school decided to add at least one year of high school work; and if that proved satisfactory, more studies would be given until the whole four years course was completed. This they felt would give many of the graduates from the eighth grade who were unable to go to college, a chance to return to the school for one or more years of additional training; those pupils desiring a college education would be better prepared to enter Gallaudet College after having completed their high school work at home.

The first year the high school proved very satisfactory and by the opening of school in 1909 a complete high school course of study was being taught at the school. It consisted of three years of Latin; the first, a course in Latin grammar, the two following years, courses in Latin translations from Caesar and Cicero. It was felt that this study of Latin would be a decided help to the pupils in English, since in order to make a good translation from Latin to English, it was necessary to think in English and not in signs, as was the students' custom.

Four years of English were offered. Emphasis was placed on literature and composition. Algebra A and B were taught in first and second year high school. Algebra was considered a very valuable subject; since it was supposed to develop brain power and concentration of thought.(24)

Lillian Soderberg was the first student to complete the four years course. She was graduated from the high school in 1913.

**The May Festivals.** In 1909 the first of the May Day Festivals was held. These were an annual event until 1936. They presented the complete student body in a dance recital of great interest and beauty. Large crowds were usually in attendance. At one time five thousand people watched the performance. These programs did much to interpret and publicize the school.(25)

**Attorney General Made a Member of the Board of Trustees.** In 1911 there was a slight change in the section of the law dealing with the Board of Trustees. It was amended and the government of the school was intrusted to a board consisting of five citizens of the state and the Attorney General. Two members were to serve terms of four years; three for terms of six years.(26)

**The School in 1912.** The number of pupils enrolled for the school year 1911-12 was 102. These pupils were divided into ten classes with eleven teachers. The beginning class of seventeen pupils was taught by two teachers. All of the classes but one were taught by the oral method. In the oral classes, speech, lip-reading and writing were the means of communication and instruction. Eleven students were enrolled in the high school department.(27)

The course of study consisted of classes in speech, language, reading,



numbers, good morals and polite manners, geography, history, penmanship, English, Latin, algebra, physiography, physics, botany, zoology, English history, chemistry, physiology, bookkeeping, typewriting, physical education, domestic science, and manual training.

**New Hospital Constructed.** In 1911 the Board of Trustees requested an appropriation of \$7,000 for the construction of a new hospital building. The legislature granted the request but the governor did not approve the appropriation.(28) In 1913, however, the sum was approved and the new hospital building was completed that year. The old hospital, remodeled and refurnished, provided quarters for the domestic science and art departments and a home for the older girls.

**Primary Hall Completed.** Funds to the amount of \$37,000 for the construction of a new school building had been approved by the 1913 Legislature. Lack of funds in the State Treasury, however, prohibited the letting of contracts for its construction until 1915. It was completed in 1916 and was known as Primary Hall. It was a handsome fire-proof building of concrete and red brick. It contained five classrooms, four dormitories, four housemothers' rooms, two play rooms, a reception room, a dining room, a kitchen, bathrooms, lavatories, sewing rooms, sleeping porches, and basement storerooms.

**Building of the Latter-Day Saints Chapel for the Deaf.** The Board of Trustees in their Biennial Report to the Governor included the following statement:

The location of the school in Ogden has congregated a number of deaf and blind in that city, which together with the school population, make quite a colony. To provide for the religious training of those among them, who are Latter-Day Saints, the authorities of that church have built a beautiful chapel, costing \$13,500, one and one-half blocks from the school. We believe this is the first religious organization in the world to construct a place of worship for the exclusive use of the deaf and blind.(30)

While this chapel was not a part of the school, it has contributed so much to the lives of the children over a long period of years, that it seemed advisable to include it in this history.

**Age Limit Set at Twenty-one Years.** For thirty-two years, pupils up to thirty years of age had been permitted by law to receive the benefits of the institution. Inasmuch as a sufficient length of time elapsed for this unusual age limit to cover any neglected cases within the state, and it was manifestly undesirable to admit adults into an institution to live with and be educated with children, and as it was advisable to standardize the age limit with those of other states, the superintendent recommended that the age be lowered from thirty to twenty-one years. In accordance with this recommendation, in 1919 the Legislature set the legal maximum age, at which pupils could be educated at the school, at twenty-one. It provided that in unusual cases persons who had passed that age might be admitted by attaining special permission from the Board of Trustees.

**Driggs Hall.** The State Legislature in 1929 appropriated a sum of \$100,000 as a special building fund for the construction of a girls' dormitory. In December a contract was awarded to Whitmeyer and Sons and work was begun on the structure.



The building was completed the following year. This building was located on the west side of the school grounds, facing the east. It was built of red brick cast stone, and cement. It was fire-proof and modern in every way.

There were two front and two end entrances. The first floor had two beautiful living rooms, eight dormitories with three beds in each, bathrooms, showers, cloak rooms, linen closets, storage and janitor closets, and two housemother's rooms. It also housed a fully equipped domestic science department.

The second floor was a duplicate of the first floor, with a domestic art department there, instead of a domestic science department.

The building could accommodate sixty-four girls and was so arranged that complete segregation of two, three or four groups was possible.

The Board of Trustees, by unanimous resolution named the building "*Driggs Hall*" in honor of Superintendent Frank M. Driggs who had served the school as executive officer of the school for thirty years.(31)

The building is still in use and is considered one of the finest dormitories for deaf girls in the United States.

**Installation of the Radio-ear.** In 1930 a radio ear was installed in one of the classrooms. It was an instrument which received sound through a microphone and amplified it in radio tubes. The sound was then transmitted to twelve desks which were equipped with individual amplifying dials and head receiving sets. It was believed that with regular and daily use, those pupils who had some residual hearing would be greatly benefited.

**Woodbury Hall.** In 1934 a P. W. A. grant of approximately \$100,000 was given the school for the construction of a boys' dormitory. Contracts were let and work begun on the building during the summer months. The building was completed and ready to be occupied by March of 1935.

The two-story building was located on the south side of the school grounds. It faced north towards the center of the campus. It was constructed of red brick with green and yellow tile trimming. It was 188 feet long and fifty feet wide. It contained thirty-two bedrooms, four reception rooms, four living rooms, and four supervisors' rooms. The basement contained three play rooms and several smaller rooms. The building had accommodations for 100 boys.(32)

1944, Superintendent Boyd E. Nelson and the faculty of the school requested permission from the Board of Trustees to name the building in honor of Mr. Max W. Woodbury, who had served the school and deaf people of the state tirelessly for forty-two years. This request was granted, and in impressive ceremonies on April 28, 1944, the building was formally named "*Woodbury Hall*".

**Resignation of Dr. Driggs.** At the Board of Trustees meeting held November 14, 1940, Dr. Driggs informed the Board that he would be eligible for retirement under the Teachers' Retirement Act in a very short time. He also told them he was willing to retire whenever they would release him and name his successor. The Board accepted his resignation with regret.

For fifty-two years Dr. Driggs had been engaged in the education of the deaf children of the State of Utah. During this time he had held



many positions of responsibility and leadership among the educators of the deaf in the United States. He had contributed extensively to the literature of his chosen profession, always stressing the importance of teaching English to the deaf.

The splendid physical plant and scholastic make-up of the Utah School for the Deaf was a monument to his educational genius and leadership.

On June 3, 1939, Gallaudet College conferred on Dr. Driggs the honorary degree of Doctor of Humane Letters. The degree awarded and the citation made were:

Frank M. Driggs, for half a century, friend of the deaf, leader in educational work for the deaf, an outstanding guide in better preparation of deaf young people for fuller and better lives, Doctor of Humane Letters. (33)

**Dr. G. Oscar Russell Appointed Superintendent.** On February 27, 1941, Dr. G. Oscar Russell, professor of speech and director of the phonetics laboratory at Ohio State University, Columbus, Ohio, was appointed Superintendent of the Utah School for the Deaf. Dr. Russell had an international reputation as an authority on the human voice and on means of aiding the deaf to receive sound impressions.

He was born in Conejos, Colorado. He received his bachelor's degree from the Brigham Young University and his doctor's degree from Columbia University. He had also studied in Berlin, Vienna, and Madrid.

He assumed his duties of superintendent April 1, 1941. One year and seven months later he resigned the position. His resignation was effective immediately. His successor did not take office until the following January, hence, for a period of approximately two months the school was without a chief executive officer.

January 1, 1943 Mr. Boyd E. Nelson became the fourth superintendent of the Utah School for the Deaf.

**Summary.** 1. Between the years of 1896 and 1943 the school had enjoyed a period of wide expansion and growth.

2. It had been established as a body corporate and laws had been passed for its proper government.

3. It had been permanently located at Ogden, Utah.

4. Eight new buildings and many new services had been added.

5. Four men had held the office of superintendent. They were Frank W. Metcalf, Frank M. Driggs, G. Oscar Russell, and Boyd E. Nelson.

#### References:

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- (2) *Laws of the State of Utah*—First Legislative Assembly, 1896, p. 100.
- (3) *Ibid*, Section 2, p. 101.
- (4) *Ibid*, Section 3, p. 101.
- (5) *Biennial Report*, 1896.
- (6) *Utah School for the Deaf and Blind—Announcements for 1897-98*, p. 7.
- (7) *Laws of the State of Utah* Passed by the Legislature, 1897, Chapter XX, Section 1-3, p. 36.
- (8) Best, Harry, *The Deaf*, (Thomas Cromwell, 1914, p. 144.
- (9) *Laws of the State of Utah*, 1907, p. 58.
- (10) *Biennial Report*, 1889-1900.
- (11) *Utah Eagle*, Volume XII, April 1901, p. 60



- (12) *Deseret News*, April 13, 1901.
- (13) *Biennial Report*, 1901-02, p. 15.
- (14) *Biennial Report*, 1905-06, p. 10.
- (15) *Biennial Report*, 1903-04, p. 15, 16.
- (16) *Biennial Report*, 1905-06, p. 6.
- (17) *Ibid*, p. 28.
- (18) *Biennial Report*, 1903-04, pp. 13-14.
- (19) *Biennial Report*, 1905-06, pp. 19, 20.
- (20) *Biennial Report*, 1909-10, p. 17.
- (21) *Biennial Report*, 1905-06, p. 22.
- (22) *Laws of the State of Utah*, Chapter XII, p. 14.
- (23) *Biennial Report*, 1907-08, pp. 18-19.
- (24) *Utah Eagle*, Vol. XIV, No. 7, p. 86.
- (25) *Biennial Report*, 1916, p. 8.
- (26) *Laws of the State of Utah*, 1911, Chapter XII, p. 160.
- (27) *Biennial Report*, 1911-12, pp. 8-15.
- (28) *Biennial Report*, 1909-10, pp. 37-42
- (29) *Biennial Report*, 1915-16, pp. 18-19.
- (30) *Biennial Report*, 1915-16, p. 5.
- (31) *Biennial Report*, 1929-30, p. 4.
- (32) *Utah Eagle*, Vol. 46, No. 7, p. 4.
- (33) *Utah Eagle—Golden Anniversary Number*, Jan. 1940, p. 9.



## CHAPTER V

### THE SCHOOL TODAY

**Location.** The permanent location of the Utah School for the Deaf is fixed by law at Ogden, Utah. The spacious and attractive grounds and the school buildings are laid out between Monroe and Quincy Avenues, facing Twentieth Street. The farm buildings extend north to the brow of the bench overlooking Ogden River and Lorin Farr Park. To the east farm land extends as far as Van Buren Avenue. A small amount of fruit, vegetables, and alfalfa is raised on this part of the grounds. The school is reached by the Twentieth Street bus which goes to the center of town and passes all bus and railway stations every twenty minutes. Walking distance is not great since the main business section of Ogden is only three blocks west and four south. Three city parks are near the school, as are most of the city's representative churches.

There are eight principal buildings on the grounds: the main building, which houses the administrative offices and the class rooms for the intermediate and advanced departments; the blind building, where the dining room and chapel are located; the gymnasium and shop building; Primary Hall, the home of the young deaf children; Driggs Hall, the girls' dormitory; Woodbury Hall, the dormitory for boys; the hospital; the maids' cottage; and the superintendent's residence. While some of the buildings are old and obsolete, in the main, they are modern and beautiful.

**Administration of the School.** In a special session of the Legislature in 1941 it was provided that the Board of Trustees of the Utah School for the Deaf should be composed of the same people as the State Board of Education. They were vested with the power to make policies and conduct the business of the institution.



An advisory council, consisting of five members, two of which must be women, was also formed. The duties of the council are to give advice and make recommendations to the Board of Trustees. The Board is not bound in any way to enact the suggestions and recommendations of the Advisory Council. The council is appointed by the Governor from the State at large. The legislature must approve the appointments.

The Board of Trustees must appoint a superintendent, who is charged with the administration of the school. He may be removed from office by a two-thirds majority vote of the Board.(1)

**Superintendent Boyd E. Nelson.** January 1, 1943, Mr. Boyd E. Nelson became the superintendent of the school. A native of Pleasant Grove, Utah, he was exceptionally well qualified for the position. He was graduated from the Brigham Young University in 1932 and was Instructor of Public Speaking and Debating at Brigham Young University High School during the 1931-32 school year. He attended Columbia University and was awarded his masters' degree in the "*Education of the Exceptional Child*" in 1941. He was a student at Central Institute for the Deaf Teachers' Training College at St. Louis from 1934 to 1936. Before assuming his duties as superintendent of the Utah School he had been a teacher and speech clinician at the New Jersey School for the Deaf for six years.

He has done extensive graduate work in a number of large universities throughout the nation and holds several responsible positions in professional and civic organizations. He is well-known for his numerous and scholarly contributions to professional magazines and periodicals.

**Organization of the School.** The school is divided into three departments; primary, advanced, and vocational with a head teacher or director in charge of each department. The work of all three of the departments is closely coordinated.

**Primary Hall.** For the first five years the small deaf children are kept in a unit separate and apart from the rest of the school. These children live, sleep and carry on their classwork in a separate building. Their play activities are also segregated from that of the older students. All their instruction is carried on through the medium of speech and lip-reading. In order to establish speech as a means of communication, signs and finger spelling are discouraged among them as much as possible. The building in which the children live is called *Primary Hall*. It has its own kitchen staff and housemothers. Its teaching program is determined by its separate faculty. These teachers are presided over by a head teacher, or supervisor, and they work under the direction of the Principal Teacher.

Each classroom is equipped with a splendid hearing aid and every possible use is made of any hearing the children have. The first three years are preparatory. They leave the primary department after the second grade.

**The Intermediate and Advanced Departments.** All children in three to twelve are included in the intermediate and advanced departments. All instruction in the academic work is by the use of lip-reading and spoken and written language. Spoken and written language forms are emphasized in all classwork.



The pupils are given the same studies as those given in public schools, with the additional classes in speech and lip-reading.

Group hearing aids are used in all intermediate grades.

**Vocational Department.** At the beginning of the 1943-44 school year a vocational department, with a special director, was established at the school. A number of students who apparently would not continue their education to regular high school graduation were designated as vocational students. While they take courses in language, mathematics and science, in addition to their shop training, special attention is given to the vocational aspects of these studies.

Courses are given in carpentry, printing, linotyping, upholstery, shoe repairing, barbering, agriculture, sewing and dressmaking, domestic science, drafting and home mechanics, bookkeeping, typing, photography, hotel service, and arts and craft which includes pottery and leather handicrafts.

The State Department of Vocational Rehabilitation cooperates very closely with the school. A guidance program for each student who completes his formal schooling is planned by the officers of the two departments. Frequent interviews and regular reports from pupils and directors result in continuous and active pupil guidance. This cooperation also extends to placement and follow-up of former pupils.

A significant part of the vocational program during the past few years has been given at Weber College. Machine shop studies were given to the boys and a power operation course was given to the girls.

The Utah State School for the Deaf, the State Department of Vocational Rehabilitation, and Weber College are all under direct supervision of the State Board of Education which has encouraged and approved policies of cooperation between the three organizations.

**The Staff.** The staff of the school consists of the superintendent, the principal, head teacher, director of vocational education and primary supervisor, a secretary and treasurer, a physician and surgeon, an eye, ear, nose and throat specialist, a dentist, a dietitian, a nurse, a farm director and instructor, and fourteen teachers. Of these fourteen, four are part-time teachers, with duties in other departments of the school. Seven house-mothers, or supervisors are employed. The teachers have formed their own professional association and hold regular meetings to discuss their problems. A number of lectures are given each year by prominent educational leaders of the State. Their high professional standard is evidenced by the fact that every teacher is a member of the Utah Educational Association, and in addition, holds membership in at least one of the following organizations: National Education Association, American Association to Promote Speech to the Deaf, or the American Instructors of the Deaf.

Faculty and Department meetings are held regularly.

**Causes of Deafness.** A survey of the causes of deafness among the children enrolled results in a lengthy list of diseases of which meningitis, scarlet fever, influenza, whooping cough, and measles are most frequent. Hereditary causes account for about five percent; in a great many cases the cause is unknown. It is frequently difficult to determine the actual cause of deafness or to establish the age at which deafness occurred. How-



ever, it can be assumed, from the evidence that is reliable, that at least two-thirds of the pupils are adventitiously deaf—that is, they were born with normal hearing but the sense of hearing became non-functional later through illness or accident.

**Examinations and Tests.** Physical examinations are made at the opening of school by the school physician. Any needed corrections are reported to the parents. The children are weighed and measured annually by the school nurse. Periodical dental examinations are given. This year chest X-rays were made of all pupils and employees. Vaccination and immunization precautions are taken. Careful charts and records are kept by the nurse of all physical examinations and illnesses of the children.

Individual audiometer tests are given during the first school year and periodically thereafter. These are used to aid in determining placement and instructional method given the child.

Group intelligence tests are a regular part of the school testing program. In isolated instances individual performance tests are administered.

Standardized reading tests are given in the primary department at the close of the school year. The intermediate and advanced departments give standardized achievement tests.

**Religious Training.** Students of various faiths are encouraged to participate in their church activities. The Latter-Day Saint Church has a separate chapel for the deaf in Ogden. A majority of the older deaf pupils attend services there Sunday mornings and evenings. Mutual Improvement Association meetings (a young people's organization) are held Tuesday evenings. The younger pupils of the school begin each school day with a short prayer and a Sunday School class is given on the campus each Sunday afternoon by a regular member of the teaching staff of the primary department.

**Social Development.** There are three principal clubs on the campus. The Park Literary Society was named in honor of John R. Park, President of the University of Deseret, at the time the school for the deaf was a department of the University. This society, is the oldest club on the campus having been founded soon after the establishment of the school. Its meetings are held every two weeks throughout the school year. The society's purpose is two-fold: To encourage creative activities; e.g., dramatics and writing among the pupils, and to deepen their appreciation of good literature.

The Arthur Wenger Athletic Association, a club for the older boys, was founded by and named for one of the school's outstanding graduates. It has been in existence for nearly thirty years. Its purpose is to promote social development and good fellowship among the boys through participation in athletic activities.

The Spur Club, a new organization for older girls, is active in sponsoring school activities and good will.

A formal banquet is held annually to honor students whose service to the school has been exceptional.

Troops of Boy Scouts and Girl Scouts carry on their respective programs and activities.



Regularly scheduled movies, matinee dances and parties sponsored by the teachers, aid in giving necessary social training.

School athletics and programs give the pupils frequent opportunity to mingle socially both at school and with others in the community.

**Teacher Training.** In connection with the University of Utah Extension Division, teachers in Ogden, may take accredited courses in special education. These courses are approved by the state committee on certification of teachers. In the past few years courses have been given in Principles and Pedagogy of Lip-Reading and Guidance of Exceptional Children.

**Other Services.** The Utah School for the Deaf offers a number of services to the community and state in addition to its regular school program. For the past two years a course in lip-reading has been given at the school for adults who have impaired hearing. Classes have been held each Monday night of the school year. This course has been taught by members of the school's teaching staff.

A large number of audiometer tests have been given to children and adults throughout the state. In Ogden this has been in cooperation with the Department of Public Health. In other communities it has been a program of the local school districts and the State Office of Rehabilitation.

The school has come to be a focal point for many of the fraternal activities of the adult deaf of this region.

**A Look to the Future.** In the past ten years there has been a decided drop in the total enrollment of the deaf pupils in schools throughout the nation. This has been brought about through immunization and prevention of the diseases which in the past have caused deafness. Better care and treatment when the diseases have been contracted have further lowered the number of cases of deafness. The research and experimentation with penicillin and the sulfa drugs would indicate that through their proper administration adventitious deafness will be further reduced. In view of these facts, it is likely that the enrollment of schools for the deaf will become progressively smaller.

Great strides in transportation by railroads, airplanes, and automobiles have brought remote regions much closer together. In view of these facts, steps have been taken to consolidate schools for the deaf into regional rather than state institutions. On February 15th and 16th, 1946, meetings of the National Committee on Interstate Cooperation were held in Salt Lake City. These meetings were for the purpose of discussing the consolidation of all state institutions. The possibility of educating the deaf students of high school age in one centrally located school was given careful consideration.

At a meeting held in April, 1946, a committee on Interstate Institutions made the following recommendations:

1. There should be established in some western college a training center for educators in all special institutions, special classes and social services and that the states adopt minimum standards for workers and administrators in specialized services.

2. Special classes for the deaf, whether established in connection with public schools or otherwise should be under the direct supervision of



the head of the State School or special department for the deaf in order to insure minimum standards.

\*3. That existing schools for the deaf concentrate on the education of deaf children on the pre-vocational level in each state and that the western states cooperate in establishing centers with adequate academic vocational and social facilities for the training of advanced pupils. At present it is impossible for any one state to provide diversified training needed by older deaf children.

In effectuating the above program that the state in which an institution is located shall have charge of and be responsible for the government of said institution. In cases where states have by compact entered into regional cooperation for institutional care each shall be entitled to representation on a regional advisory council for such institution.(2)

While it is yet too early to predict the final outcome of this movement, it is not improbable that the next few years will bring drastic changes in the organization of the Utah School for the Deaf.

#### References:

- (1) *Laws of the State of Utah*, 1941 Special Session, Chapter 4, 85-3-32, Vol. 5, Utah Code Annotated.
- (2) Minutes of the Meeting of the Committee on Interstate Cooperation on institutional Care, April 12, 1946.

\*NOTE: Item 3 has been revised to conform to the finding of the Committee at the August 15, 1946 meeting.



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

For sixty-two years the Utah School for the Deaf has served the children of Utah, Arizona, Idaho and Wyoming, who were handicapped by deafness. Some of the outstanding events in the history of the school are:

1. It was founded as a department of the University of Deseret in 1884.

2. After twelve years as a department of the University it was established as an independent institution in 1896.

3. It was moved to Ogden in 1896 and occupied the grounds and buildings formerly used by the Territorial Reform School.

4. Speech and lip-reading were established as part of the curriculum in 1891 and are still being stressed in the school.

5. The smaller children were provided a separate building in 1916 in order that speech and lip-reading could be more firmly established.

6. Vocational work has received added emphasis the past few years.

7. Four men have served as superintendents of the school: Frank W. Metcalf, Frank M. Driggs, G. Oscar Russell, and Boyd E. Nelson.

8. The school has always been governed by a Board of Trustees, although the laws concerning this body have been amended and changed several times.

9. It is not improbable that the next few years will bring marked changes in organization and administrative policies.

10. The Utah School for the Deaf has tried continuously to provide an education for those under its care which would enable them to become happy, self-supporting, useful citizens in their own communities.



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**TABLE I**  
**ENROLLMENT AT THE UTAH STATE SCHOOL FOR THE DEAF**  
**FROM 1884 TO 1945 INCLUSIVE**

YEAR	NUMBER ENROLLED	YEAR	NUMBER ENROLLED
1884	14	1915	133
1885	18	1916	123
1886	18	1917	116
1887	18	1918	115
1888	37	1919	128
1889	41	1920	133
1890	37	1921	124
1891	45	1922	129
1892	44	1923	116
1893	49	1924	124
1894	52	1925	111
1895	55	1926	113
1896	67	1927	109



1897	71	1928	109
1898	77	1929	117
1899	76	1930	122
1900	66	1931	130
1901	69	1932	131
1902	86	1933	148
1903	85	1934	164
1904	84	1935	153
1905	108	1936	143
1906	79	1937	140
1907	87	1938	137
1908	84	1939	131
1909	84	1940	125
1910	91	1941	119
1911	102	1942	123
1912	111	1943	125
1913	125	1944	116
1914	130	1945	105

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TABLE II  
OCCUPATIONS OF THE GRADUATES OF THE UTAH  
SCHOOL FOR THE DEAF

OCCUPATION	NO. ENGAGED	OCCUPATION	NO. ENGAGED
At Home	2	Machinist	2
Baker	3	Mechanic's Helper	1
Barber	1	Miller	1
Beauty Shop	1	Newsboy	2
Bookkeeper	1	Optician	2
Cabinet Maker	1	Painter	1
Carpenter	9	Photographer	3
Carpenter Instructor	2	Poultry Dresser	1
Chemist	3	Presser	4
Civil Engineer	1	Printer	12
Clerk	2	Printing Instructor	2
Designer	1	Rancher	2
Draftsman	4	Seamstress	2
Factory Worker	9	Shoe-Repairer	5
Farmer	14	Statistician	1
Foreman	2	Stockman	1
Housemother	1	Student	3
Housewife	66	Teacher	3
Instructor	7	Truck Driver	1
Janitor	3	Upholsterer	2
Key Punch Operator	2	Unemployed	1
Laborer	33	Wallpaper Hanger	1
Linotype Operator	4		

\*Minor changes have been made to bring the statistics up to date  
at the time of this printing.



**TABLE III**  
**PEOPLE WHO HAVE SERVED ON THE BOARD OF TRUSTEES**  
**FROM 1896 TO 1946**

David Evans	W. H. Reeder
Harriet S. Emmerson	George P. Parker
August W. Carlson	H. H. Cluff
Martha H. Cannon	Dr. L. L. Daines
Edwin Stanford	George S. Eccles
Maud May Babcock	Dr. Robert R. Hampton
John Watson	Rabbi Samuel H. Gordon
E. F. Corey	Joseph Chez
Edward H. Anderson	Mrs. D. R. Wheelwright
Morris L. Ritchie	Dr. George M. Fister
Fred W. Chambers	Charles H. Skidmore
Peter A. Simpkin	Dr. D. W. Henderson
Charles J. Ross	George L. Rees
I. L. Clark	William O. Bentley
John F. Corey	Alice H. Redd
J. W. F. Volker	Harold E. Nelson
A. R. Barnes, <i>ex-officer</i>	Parley T. Richins
Thomas E. McKay	Ray E. Dillman
C. Clarence Neslen	J. E. Parker
John E. Carver	E. Allen Bateman
Robert I. Burton	Ray P. Dyreng
Dan B. Shields	Herbert E. Smith



**TABLE IV**  
**PEOPLE WHO HAVE SERVED ON THE ADVISORY COMMITTEE**  
**OF THE SCHOOL FOR THE DEAF**

NAME	YEARS IN OFFICE
Rabbi Samuel H. Gordon	1941-1943
Irene Jones	1941-1943
Marion Read	1941-1946
Stanley Robbins	1941-
T. Earl Pardoe	1941-
D. J. Thurman	1943-
Ray Wenger	1945-



# TABLE V

## HEAD OFFICIALS OF THE UTAH SCHOOL FOR THE DEAF

NAME	POSITION	YEARS
Henry C. White	Principal	1884-1889 - 5
Frank W. Metcalf	Superintendent	1889-1901 - 12
Frank M. Driggs	Superintendent	1901-1941 - 40
G. Oscar Russell	Superintendent	1941-1942 - 1
Boyd E. Nelson	Superintendent	1943-1954 - 11



FRANK W. METCALF



FRANK M. DRIGGS

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G. OSCAR RUSSELL



BOYD E. NELSON



1946 - Oct.

## **SCHOOL FOR DEAF**

### **Group I**

#### **9th 10th & 11th**

Bess, Ronald J.  
Brown, Marion  
Christensen, Barbara  
McArthur, Geraldine  
Morlock, Cleo  
Mortensen, David  
West, LaVearl  
Wilson, Arthur

### **Group II**

#### **8th 9th 10th & 11th**

Gavros, Mary  
Ivie, Betty  
Lewis, Edwin  
Loveless, Oma Lee  
Richins, Fred  
Wilson, Walter

#### **7th Grade**

Barker, Kleda  
Garfield, Darlene  
Garfield, Geraldine  
Moulding, Colleene  
Rockwell, Frances  
Thatcher, Edwin  
Westberg, Jerry

#### **6th Grade**

Andreozzi, Delmo  
Bean, Leola  
Bosshardt, Lila  
Burton, Clarence  
Gavros, George  
Leonard, Betty Jean  
Wardell, Don

#### **5th Grade**

Bosshardt, Clara  
Christensen, Shanna  
Crapo, Merlin  
Debenham, Steve  
Deelstra, Gerald  
Green, Peter  
Kinner, Kay  
Kinner, Kenneth  
O'Brien, Robert  
Selzle, Carola

#### **4th Grade**

Dekker, Donna Mae  
Gavros, Irene  
Harvey, Bruce  
Jones, Von

McTee, Carol  
Nielson, Renae  
Shimoda, Sally  
Solt, Donna Lee  
Vasquez, Ramona

#### **3rd Grade**

Bonnell, Robert  
Bosshardt, Myron  
Collins, Boyd  
Crapo, Ray  
Frye, Robert  
Hardy, Max  
Lewis, Thomas  
Smith, Alden

## **PRIMARY HALL**

#### **Fifth Year**

Askerlund, Gary  
Campbell, Donna  
Cook, Sherry Ann  
Eppley, Gene  
Fehlman, Ronald  
Goodwin, Joan  
Larsen, Dixie Lee  
Sprouse Elaine  
Forrish, Ronald  
Tracy, Patty

#### **Fourth Year**

Dimond, Dick  
Francis, Colleen  
Green, Darlene  
Imhoff, Jackie  
Jones, Rollin  
Mankin, Elmo  
Nielson, Carol  
Olson, LaVell  
Stewart, Bobby

#### **Third Year**

Allredge, Betty Jo  
Brown, Virginia  
Johnston, Ronald  
Mortenson, Gary  
Potter, Robert  
Shill, Katherine  
Squire, Beverly  
Stewart, Keith  
Wessman, Sue

#### **Second Year**

Christensen, Lloyd  
Coles, Ilene  
Marlowe, Gayle  
Moore, Leland  
White, Edith

#### **First Year**

Christensen, Jay  
Franklin, Sharon  
Jensen, Ruby Jean  
Petersen, Carl Jr.  
Van Noy, Mauna  
Waldron, Jackie

## **SCHOOL FOR BLIND**

#### **12th Grade**

Hopkins, Lorice  
Tonko, Mike  
Wilkerson, Maxine

#### **10th Grade**

Bills, David  
Cate, Eleta

#### **7th Grade**

Grames, Lorna  
Johnson, Cleta  
Orester, William  
Wheeler, Gaynard

#### **6th Grade**

Baugh, Joyce  
Bennett, Idonna

#### **5th Grade**

Brande, Max  
Garrett, Sharrol  
Heyborne, Ernest  
Jackson, Norman

#### **4th Grade**

Grames, Roy  
Martinez, Benny  
Martinez, Candido  
Shay, Marvin  
Trimble, Ray  
Hall, Dennis

#### **Primary**

Banks, Ellen  
Parkinson, Alice  
Tait, Joan  
Porter, Donna  
Goodrich, Betty  
Johnson, Sharon

#### **Special**

Bosshardt, Nyal  
Grames, Gerald  
Robb, Howard  
Wiggs, George  
Higler, Lanae  
Wardle, Garth



