

The cover shows the main building which was completed in 1954. It is very attractively situated upon a thirty-two acre tract of land against the majestic peeks of the magnificant Wasatch Range of the Rocky Mountains. These peeks lose their white cover for only a brief period during the pleasant summer months.

## Acknowledgment

We are grateful for the high quality photos appearing in this brochure which were made available to us by the Utah Travel Council, Council Halls, Capitol Hill, Salt Lake City, Utah. The cover photo was made available by Collins-Morris, Ogden's foremost commercial photographers. Other photographs were provided by the students of the graphic arts classes.

The entire production of this brochure was completed by the boys in the graphic arts classes of the Utah School for the Deaf under the direction of Mr. Kenneth C. Burdett, head instructor and Mr. William F. Richins, assistant. Art layout was under the auspices of Mr. Robert Fletcher, Curriculum Coordinator of the Vocational Department. Edited by Mr. Blaine L. Seamons.




## POPULATION

(Estimates or Estimated as of July 1)

Utah's population is growing at a high rate, and all sources indicate that the state will continue growing above the national average rate of increase. The increase from 1960 to mid-1969 was $16.1 \%$ - one-third greater than the national average of $12.6 \%$. Between 1950 and 1960, Utah's population increased 29.3\%. Estimates show that Utah's population will increase by about $28.3 \%$ between 1960 and 1975.

## INCOME

In 1969, the total personal income of Utah's residents reached an estimated $\$ 3,060,000,000$ - a record, but still in keeping with the steady increase for the past 25 years.

The total state and local tax collections in Utah for the fiscal year ending June 30, 1969, totaled $\$ 360,586,087$.

The State income from taxation is derived from a wellbalanced, equitable tax structure.

## EDUCATION

Utah has more students in college, per capita, than any other state in the Nation. Of its nine fully accredited colleges and universities, six are within 100 miles of Salt Lake City. Three of these maintain excellent post graduate schools. The excellence of instruction in medicine, engineering and arts brings a world-wide representation to Utah's campuses.

Utah's average daily attendance at public schools was 285,118 , and $\$ 292,065,470$ was expended in 1969 to accommodate the constant increase.

According to the 1960 census, some $55.8 \%$ of Utah's population over 25 years of age had completed high school. The national average in 1960 was $41.1 \%$ The average number of grades completed by Utahns over 25 years of age in 1960 was 12.2 compared with the national average of 10.6 .


19651966196719681969197019711972197319741975
TAX STRUCTURE — FISCAL YEAR

1968-69
PROPERTY TAX
GENERAL SALES
INCOME TAXES (Individual and Corporate Franchise)
TAXES ON HIGHWAY USERS
TAXES ON ALCOHOLIC BEVERAGES
OTHER SALES AND EXCISE TAXES
OTHER LICENSE TAXES (Including AII
Miscellaneous Non-Assigned)
TOTAL



## History of the School for the Deaf

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.

The Utah pioneers believed that the spiritual welfare of their children was dependent upon their ability to obtain knowledge. 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 a School for the Deaf at Colorado Springs, Colorado.

The United States census of 1880 had reported 188 persons in the territory who were aurally handicapped. 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 50 children. He and Mr. Wood worked together collecting statistics on the status of the deaf in Utah, and then decided to petition the Legislature for the establishment of a school. Governor Eli Murray presented the matter to the Legislature in 1884; it met with favorable consideration, and $\$ 4,000$ ( $\$ 2,000$ per annum) was approved for the purpose of teaching a class of deaf-mutes.

The school opened August 26, 1884, in a room in the University of Deseret. The total enrollment for the first year was 14 ; for the second year, 18. During these first years, several petitions were presented to the Legislature, requesting monies to support the school, but the appropriation bill was vetoed by the Governor. The Regents of the University, however, assumed the responsibility of conducting the school until, in 1888, the Legislative Assembly enacted a law to establish and maintain as a branch of the University a department to be known as the Institution of Deaf-Mutes; and Frank W. Metcalf was appointed principal of the school.

Because the school grew and progressed so rapidly, it was later separated from the University; and on September 15, 1896, what had previously been the Territorial Reform School became the permanent home of the Utah School for the Deaf in Ogden. None of the original buildings remain.

## Entrance Requirements

Any student between the age of two and one-half and twenty-one who is a Utah resident but is unable to make satisfactory progress in a regular school due to an aural handicap, is eligible for enrollment.

## Cost of an Education

The state provides board, room and tuition for its students. The parents provide clothing, transportation, major medical costs and spending money. In addition, a minimal emergency fee of $\$ 15$ is required. The annual educational cost per capita approximates \$3,200.

## Graduation

Students graduating with a diploma from Utah School for the Deaf are required to achieve an average grade score of 7.5 on a standardized achievement test. Achievement at a higher level will result in a student's being awarded an Honors diploma or a High Honors diploma. Achievement at a lower level results in a student's being awarded a certificate of completion of work. A student may choose to remain at the school until he is twenty-one years of age or until graduation.


## Purpose of the School

The primary objective of this school is to provide an education in its broadest sense for all deaf children from the State of Utah. Deaf children between the approximate ages of two and one-half and twenty-one who are not incapacitated by physical, mental, or moral infirmity for useful instruction shall be considered eligible for admission as pupils to this school.

All suitable children will be admitted and every effort made to instruct and train them, but should any prove either mentally deficient, physically incapable, or disobedient in conduct, their parents or guardians will be notified to remove them from the school.

## Philosophy

It is the belief of the Utah School for the Deaf that educable deaf children can acquire functional language if given the proper opportunity. The school's curriculum is designed to aid teachers in giving children this opportunity. It is approved by the State Board of Education and modifies and adapts the state's public school curriculum to the special needs of deaf children. Its major purpose is to present a program which has been systematically organized to help students develop their communication skills so that they may overcome the social, emotional, and vocational handicaps which results from a limited and faulty use of language and speech. It is anticipated that once this purpose has been achieved, the deaf may join their hearing peers as responsible, contributing members of society. The ultimate goal of the curriculum is to change the communicative behavior of the deaf children-to replace their limited usage of language and speech with functional skills. This change of behavior can be conceived of both in the narrow sense of correct usage and in the broad sense of modifying and enhancing the entire personality of the deaf child by developing his ability to use language and speech as effective social tools.

Admissions - Testing


Hearing aids are immediately analyzed and returned to the child


Hearing losses can be accurately assessed and education initiated at an early age

An up-to-date record of all known deaf children in the State is kept, a personal visit made, and contact is maintained with the parents until school age is reached. Where information pertaining to deaf children is referred to the school, files are kept on the individual child. As soon as personal visits are made to the homes of known pre-school deaf children, the school offers any service to the parents that is available.

Pre-admission tests are made where possible. After the child enters school, mental ability tests are administered and periodic audiometric tests given. Audiometric tests are continued yearly during the students' first five years in school and biannually thereafter. Additional tests are administered when the occasion warrants it or when it is requested by the parents.


## Preschool Program

The preschool program at the Utah School for the Deaf provides deaf children with happy and wholesome activities designed to foster their physical, intellectual and social development. All of the activities assist the children in acquiring speech and language skills in a relaxed and satisfying, yet systematic, manner. These activities provide the foundation for extensive speech and language instruction which the children will be given in subsequent years of schooling.

A trained nursery teacher supervises activities in which the children learn to make choices and assume responsibilities. The children learn to discipline themselves both in group and private endeavors. The nursery teacher correlates her activities with the instruction given by the teacher of the deaf, who will tutor students individually in speech, speech reading, language, auditory training, visual perception, eye-hand coordination, motor development, and sense training.

Participants in the preschool program must be at least $2 \frac{1}{2}$ years old at the beginning of the semester in which they plan to enroll and have a significant hearing loss which prohibits the natural development of communicative skills. Each child must also be toilet trained and have had a medical, otological, and audiological examination.

Parents of preschool deaf children participate in school activities and attend evening meetings which provide them with an understanding of the unique problems of deafness.


Recreation is a vital part of school activity


## Primary Classes

The Utah School for the Deaf, in August 1962, implemented a new educational program. Upon entrance, the first six years finds the child being placed in the Primary Classes and being instructed through the oral approach with exclusive use of speech, speech-reading, and amplified sound. At the primary level, the curriculum is so geared as to place prime emphasis upon sense training, the development of speech, speech-reading and basic language. This includes the use of oral and written language as well as the rudiments of reading. Proper stress is also placed on the "socialization" of the child to enable him to adjust to life situations. The objective of each teacher is to give the deaf child what he needs and can use in the outside world to help him become a law-abiding and useful member of society. The same program is offered to children in the Extension Division in Salt Lake City.


Associating picture to word through the use of the Association Method


Associating written symbol to spoken word through the use of the Association Method



Usable hearing is developed, and music is enjoyed


Rhythm is part of the school program


Arts and Crafts, a key to a well rounded educational program


Speech assembly is the climax to a month of speech efforts


Where in the world is it?

Our group viewing of the microscope stimulates an investigation


Student initiated projects stimulate group activity



Caring for pets is great fun and helps in teaching responsibility as well as science

## Dual Track Program

After each child has spent two years in preschool, one year in kindergarten, and six years in the Primary Division, the parents determine where he is to be placed. The program at this level is divided into two channels. The Simultaneous Division instructs through the use of the manual alphabet, signs, speech, speech reading, and amplified sound. The Oral Division maintains a complete oral atmosphere and instructs through speech, speech reading, and amplified sound. In order to provide for maximum development of their particular communicative skills, each division has its own dormitory facilities, academic program, and co-curricular activities.


Reading in a circle brings about the opportunity for oral exchange



Learning about the community develops better citizens

The dual track program provides many advantages that a single program cannot offer. One of the major advantages is that parents are able to select the type of education for their child that will best meet his total needs. With the initiation of the dual track program, the Utah School for the Deaf became one of the few state residential schools to offer deaf students an entirely oral program in addition to a simultaneous program.




The school year is enriched with activities outside the classrooms. Parties are enjoyed on various occasions. Roller skating and skiing are enjoyed by a number of our students. Our Girl and Boy Scouts have worthwhile programs complete with outdoor camping. The boys' athletic teams participate in the Utah High School Activities Association. The girls' basketball team also plays a number of games with outside competition. Football has recently been added to our athletic program. Track has proven to be a sport which lends itself to a small school such as ours. Everyone in the school is aware that the team approach is essential for any notable accomplishment. Students in extra-curricular activities and in the dormitories are provided with separate facilities whenever feasible, in order to provide for maximum development of speech and speech-reading. Likewise, children in the Oral and Simultaneous Classes are placed in separate facilities to develop to the fullest proper manual and oral communication skills.


Offset Printing


Barbering


Auto Mechanics

## Industrial Arts Classes

A pre-vocational program which begins at the junior high level functions to provide students with an overview of industrial occupations and to equip them with the background necessary to pursue specialized training in the area which is attractive to them and to which they are suited. When students reach the senior high level, they participate in a two-hour per day program with elective evening classes.

In addition to the required home living courses and general business classes, the female students may elect to take classes in dry cleaning and tailoring, steam pressing, power sewing, key punch, or cosmetology. Male students may receive training in such areas as graphic arts, woodworking, mechanical drawing, sheet metal and welding, barbering, upholstery, plastics, auto body and auto mechanics, shoe repair, photography, and electricity.



Beauty Culture Power Sewing


Key Punch



# Industrial Arts Building 

BARBER SHOP
TYPING AND DATA PROCESSING FOODS, LAUNDRY, FAMILY AND DINING ROOMS CLOTHING LABORATORY
TAILORING AND DRY CLEANING GRAPHIC ARTS
LEATHER REPAIR
AUTO BODY AND SHEET METAL
GENERAL SHOP AREA

## Facilities

UPHOLSTERY
DRAFTING
ELEMENTARY PAINT AND FINISH SHOP
ELEMENTARY ELECTRIC SHOP
ELEMENTARY PLUMBING
ARTS AND CRAFTS
LECTURE ROOM
VOCATIONAL REHABILITATION EVALUATION ROOM BEAUTY CULTURE ROOM

## Construction Details

Director of Utah State Building Board . . . . . Glen R. Swenson Architect ................. Mr. Kenneth W. Jones - Ogden Contractor . ........... Anderson Construction Co. - Ogden

Construction Started
Building Occupied
March 1, 1965
...................... . . September 1, 1966
Building and Equipment Cost . . . . . . . . . . . . . . . . . . \$577,700

## Extension Division

In order to provide a day program for aurally handicapped children in heavily populated areas, an Extension Division of the Utah School for the Deaf was established in September, 1959. Since its beginning, the Extension Division has grown from a single class to its present substantial scope. The staff includes teachers of the deaf, nursery teachers, teacher aides, consultants, volunteers, and a curriculum coordinator. Classes are taught at the preschool, kindergarten, elementary, junior high school, and senior high school levels. A special program is also provided for multiply involved deaf children. With the exception of the preschool program, all classes for the deaf are housed in public schools. The deaf children are integrated with hearing children on the playground and at lunch well before an attempt is made to integrate them in the classroom.

The Extension Division preschool program, first made possible by funds provided through the Elementary-Secondary Education Act, Title I, was added to the Extension Division in November 1966. The instructional program, administered by the Utah School for the Deaf, is offered for deaf children without cost to their parents.


School can be challenging

Pupil-teacher interaction stimulates learning


Reading is an important activity for a hearing impaired child

Everyone is interested in Science today


## Extension Division Locations



St. Marks Episcopal Cathedral Preschool Classes


Emerson Elementary School


Uintah Elementary School


Glendale Junior High School


Dilworth Elementary School


South High School


## Teacher Training Program

Through the cooperative efforts of the University of Utah and the Utah School for the Deaf a program for future teachers was established in 1961. The program is centered in, administered and supervised by the University of Utah. The School for the Deaf provides the internship, student teaching facilities and daily supervision.
This program exceeds the qualifications for Class A Certificates issued by the Conference of Executives of American Schools for the Deaf and exceeds markedly the certification requirements of the State of Utah.
A group of five to eight student teachers are annually enrolled in the program on a graduate level and receive their degrees from the university. A director of internship is in charge of the students during their one year stay at the school. The coordinator of the Institute of Special Education at the University of Utah is administratively in control of the overall program.

