

UTAH

SCHOOLS

FOR

THE

DEAF

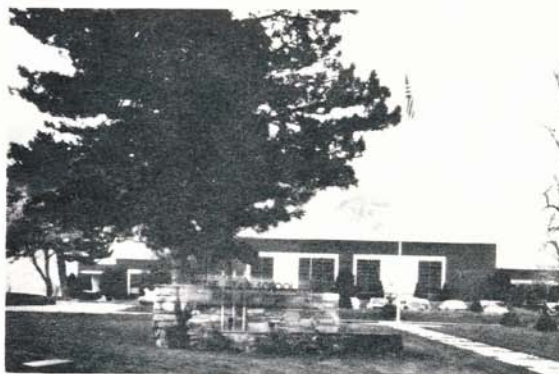


AND

THE

BLIND

UTAH SCHOOL FOR THE DEAF



**846 Twentieth Street
Ogden, Utah 84401**

**Historical and
Program Summary**

HISTORY

The Utah pioneers, a deeply religious people who showed great courage and industry in making an epic trek across plains and mountains to settle in an isolated and frightening desert, believed that the welfare of their children depended upon teaching them to evaluate the myriad choices which exist in the world and then to choose those experiences which would be spiritually strengthening and broadening. The judgment and fortitude required to make such choices demanded knowledge. This pioneer zeal for knowledge, along with a widespread interest throughout the United States in educating the deaf, led to the establishment of the Institute of Deaf-Mutes in 1884, twelve years before Utah achieved statehood.

The United States census of 1880 reported that 188 persons in the Utah Territory were aurally handicapped. Joseph Beck, the father of three deaf sons, 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, whose deaf daughter was attending Colorado School for the Deaf, learned of Mr. Beck's efforts and joined him in petitioning the Legislature for the establishment of a school for the deaf. Governor Eli Murray became interested in the cause, and in his message to the Legislature in 1884, called attention to the condition of the deaf in the territory and the need for a school where they could be properly educated. The petition met with favorable consideration, and in 1884, \$4,000 (\$2,000 per annum) was approved for the purpose of teaching a class of deaf-mutes at the University of Deseret, later to become the University of Utah.

The school opened August 26, 1884, at the university in Salt Lake City, the business and political capital of Utah. Professor Henry C. White of Boston, a graduate of the Columbia Institution for the Deaf and Dumb in Washington, D.C. (now Gallaudet College), was appointed the first teacher. He later served as the school's first principal. Mr. White was effective in establishing a common home for deaf children residing outside the Salt Lake City area. The total enrollment for the first year was fourteen; the second year it increased to eighteen.

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 Institute of Deaf-Mutes. The name of the institution was later changed to the School for the Deaf and Dumb and finally to the Utah School for the Deaf. For eleven years the Institution of Deaf-Mutes continued as a part of the University of Deseret, the highest educational

institution in the territory. It was the only school for the deaf in the United States connected with a university. This connection made the school a part of the public school system of the territory, a birth-right which has been of lasting benefit.

In 1889, the enrollment of the school increased from 18 to 37 pupils. In the spring of that year, work was begun on a building to be used by the institution; and the estimated cost was \$50,000.

Frank W. Metcalf, a former teacher at the Kansas Institution for the Deaf and Dumb, was appointed principal of the school in 1889. He was later made the school's first superintendent, a position he maintained until 1901. While he was superintendent, the school was separated from the University of Deseret. Classes in speech and lip reading were added to the curriculum. Trade classes offered instruction in carpentry, printing and shoemaking. A small paper, "The Deseret Eagle", was published twice monthly by the school's printing department. The paper has continued to be published uninterruptedly in a variety of forms and is known now as "The Utah Eagle," the school's official monthly publication.

Since the administration of Mr. Metcalf, five men have served as superintendent. Dr. Frank M. Driggs, L.H.D., was superintendent from 1901 to 1941. Serving for only one and one-half years was Dr. G. Oscar Russell, 1941 to 1942. From 1942 to 1954, Dr. Boyd E. Nelson was the superintendent. Mr. Harold W. Green was superintendent from 1954 until his untimely death in 1959 at which time Robert W. Tegeder became the chief administrator of the Schools for the Deaf and the Blind.

LOCATION OF THE SCHOOL

With the school's separation from the University of Deseret in 1896, the question of a suitable permanent location arose. Members of the Constitutional Convention decided that Ogden, then a city with a population of 20,000 and some forty miles from Salt Lake City, offered the greatest advantages and voted to locate the school there. It was housed in the old Territorial Reform School and shared facilities in its initial days in Ogden, with the newly created School for the Blind. The schools occupied what is now the campus of the Utah School for the Deaf.

Ogden, the second largest city in Utah, proved to be an excellent location for the schools. All lines of railroads in Utah and adjoining states centered there. From nearly every point in Utah, Idaho and Nevada it could be reached without a change of railcars, an important consideration in the case of deaf children. Electric street cars connected all parts of the city at that time and came within two blocks of the schools' main campus.

Of the 57-acre tract of land awarded to the schools, ten acres were reserved for school buildings,

lawns and other recreational facilities. A large fruit orchard containing over 100 trees covered several acres. About ten acres were cultivated. Another ten acres were planted in alfalfa. A tract of 17 acres contained tall poplar trees which gave the campus a striking and stately appearance. The school has retained 32 acres of the original 57-acre tract.

The School for the Deaf was first housed in two buildings. The main building was a brick and stone structure with a metal roof. This building had a frontage of 142 feet with 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 was located at the rear of the main building. This was known as the Annex Building and later as the "Blind Building". In this building were the main dining hall and the assembly room. The upper floor was used for the industrial arts classes. The kitchen, pantries and a small dining room were in an addition to the building.

CONSTRUCTION

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. In 1913, however, the sum was approved and the new hospital was completed that year. The old hospital resembling a very large house, was remodeled and refurnished. It provided quarters for the domestic science and arts departments and a home for the older girls.

Funds in the amount of \$37,000 for the construction of a new school building were 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 known as Primary Hall. It was a handsome, fireproof building of reinforced concrete and red brick. It contained five classrooms, a reception room, four rooms for dormitory counselors, two play rooms, a reception room, a dining room, a kitchen, a sewing room and sleeping porches. This same building serves today as the Food Services building.

The State Legislature appropriated a sum of \$100,000 as a special building fund for construction of a girls' dormitory in 1929. In December of that year, a contract was awarded to Whitmeyer and Sons and work was begun on the structure. The fire-proof red brick, caststone, and cement structure was completed the following year. It is located on the west edge of the school grounds, facing east. The first floor has two living rooms, eight dormitory rooms accommodating three beds in each, bathrooms, showers, cloak rooms, linen closets, storage and janitor closets and two rooms for dormitory counselors. It once housed a fully equipped domestic

science department. The second floor is a duplicate of the first floor. The building can house approximately sixty-four girls and is so arranged as to provide for complete separation of two, three or four groups. The Board of Trustees named the girls' dormitory, "Driggs Hall," in honor of Superintendent Frank M. Driggs, who served the school as executive officer for 40 years. The building is still in use and is considered a fine dormitory for girls.

In 1934, a Works Progress Administration grant for approximately \$100,000 was given to the school for the construction of a boys' dormitory. A contract was let, and work began on the building during the summer months of that year. The building was completed and ready for occupancy by March 1935. The two-story building is located on the south edge of the school grounds and faces north toward the center of the campus. It is constructed of red brick with tile trim. The building contains thirty-two bedrooms, four reception rooms, four living rooms and four rooms for dormitory counselors. A full basement contains large play rooms and several smaller rooms. The building has accommodations for approximately seventy-five boys.

In 1944, Superintendent Boyd E. Nelson and the faculty of the school requested permission from the Board of Trustees to name the boys' dormitory in honor of Mr. Max W. Woodbury, who had served the school and the 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."

The State Legislature in 1953, appropriated the sum of \$500,000 for the construction of a new administration-classroom building. The building contains modern classrooms, a fine media center, audiometric testing rooms, a gymnasium-auditorium and administrative offices. The building was originally shared with the School for the Blind.

The 1959 State Legislature appropriated the sum of \$300,000 for the construction of a classroom unit for the School for the Blind, which shared the campus with the School for the Deaf from 1896 until 1969. The classroom unit was completed in time for the opening of the 1962-63 school year. Included in the building were classrooms, arts and crafts rooms, music rooms, a library, a combination auditorium-activity room, administrative office and teacher preparation rooms. This building became the Primary Classroom Building of the School for the Deaf in January 1969 when new facilities for the School for the Blind were completed on another campus.

The elaborate Industrial Arts Building, constructed at a cost of \$569,000 was completed in August 1966. It provides facilities for instruction in barbering, commercial subjects, data processing, home-living skills, tailoring and dry cleaning, graphic arts,

leather repair, autobody and sheet metal, upholstery, drafting, elementary painting and finishing, elementary electronics, elementary plumbing, arts and crafts, auto trim and beauty culture. In addition to a lecture room, there is an office for the Division of Rehabilitation Services and an evaluation room, plus an administrative office.

During the summer of 1968, six second floor dormitory and living rooms, two dining rooms and the main kitchen, all located in what was formerly Primary Hall, were remodeled. This provided a modern two-floor dining facility. A grant of \$23,000 from the Elementary-Secondary Education Act, Title I, plus a \$65,000 state appropriation provided for the remodeling and renovation. Great care was taken to create a home-like atmosphere in an effort to "de-institutionalize" the dining areas.

June of 1971 saw the completion of remodeling of the Primary Classroom Building. One wing of the "L" shaped building was remodeled to provide dormitory space for the younger children at the School for the Deaf. The Utah State Legislature appropriated a sum of \$45,000 for this project.

A long awaited dual facility was completed and first used in 1976. This addition to the Maintenance Shop consists of a Vehicle Maintenance Center coupled with a Central Receiving Center at a total cost of \$72,000.

The aforementioned addition results in much greater efficiency in the care and maintenance of all motorized vehicles. A central receiving point for supplies and equipment coming to the Schools, enables the accounting division to maintain accounts with suppliers on a significantly more current basis. Receiving supplies and equipment in a central location also enables the accounting division to greatly increase its ability to maintain and manage an ever enlarging inventory.

The final building facility was added to the campus in the spring of 1976 at which time an athletic field house was donated to the School and moved to the campus. The all-metal building which formerly served as a service station is to be developed into dressing, locker and shower rooms with accompanying toilets to accommodate athletes using our outdoor athletic fields.

PROGRAM

The primary objective of this school is to provide a comprehensive educational program for all deaf children in the State of Utah. All deaf children ages two and one-half and over but who have not graduated from high school are eligible for admission as students at the school. Every effort is made to educate all students enrolled.

PHILOSOPHY

It is the belief of the Utah School for the Deaf that educable children can acquire functional language.

age if given the proper opportunity. The school's curriculum is designed to aid teachers in giving children that opportunity. The curriculum used by the State Board of Education is modified and adapted from 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 result 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 and 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 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.

ELIGIBILITY OF CHILDREN

The school's audiologist keeps up-to-date information on all known deaf children in the state. He makes personal visits to homes, maintaining contact with the families until their children reach school age. Any child beyond the age of two and one-half who is a Utah resident and is unable to make satisfactory progress at his appropriate educational level in the public schools due to an aural handicap is eligible for admission to the Utah School for the Deaf, or its satellite programs, providing he is able both mentally and physically to profit from the instruction offered.

Pre-admission tests are made by the audiologist-psychologist. Audiometric tests are continued yearly during the student's first five years of schooling and bi-annually thereafter. Psychological, mental ability and general aptitude tests are administered at designated intervals throughout the student's stay at the school in cooperation with the State Office of Rehabilitation Services.

PARENT-INFANT PROGRAM

On April 30, 1972, the Utah School for the Deaf was awarded a federal grant of \$260,000.00 to launch a pilot program for the detection of hearing losses in babies and for the improvement of the use of language in hearing impaired infants.

The Parent Infant Program is a statewide program aimed at identifying children with hearing impairments at the earliest possible age, birth to five years of age. It also provides guidance for a program of education for them prior to their formal school years to be conducted by their parents.

Once a child is admitted to the program, he receives a full range of services which are prescribed

to fit his needs. Through a system of parent home advisors, a home hearing aid program assists the child to receive maximum benefits from amplification and teaches the parents how to teach their child to use his residual hearing.

Following this auditory program, a home language program teaches the parents to make the home linguistically meaningful to the child. Regularly scheduled staffings review each child's progress and make necessary improvements in his prescribed program.

DUAL TRACK PROGRAM

The Utah School for the Deaf employs an instructional system known as the dual track program. 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 either an oral program or a total communication program. Simply stated, this program provides a full educational experience for children from two and one-half using either the Total Communication approach to instruction or the Oral mode of communication.

The Total Communication Division instructs through the use of the manual alphabet, signs, speech, speech reading and amplified sound. The Oral Division maintains an oral atmosphere and instructs through speech, speech reading and amplified sound.

The dual track program provides certain advantages that a single program cannot offer. One of the major advantages is that parents together with the professional staff are able to select the type of educational approach for the child that will best meet his total needs. In a series of staffings, the professional personnel and the parents review all of the child's medical, psychological, academic, vocational and audiological records. Following the review, recommendations are made for the most appropriate placement.

PRESCHOOL PROGRAM

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

A 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 individual situations. The nursery teacher correlates her activities with the instruction given by the teacher of the deaf who works with students individually or in groups in

speech, speech reading, language, listening skills, visual perception, eye-hand coordination, motor development, and sense training integrated with and appropriate to each child's level of cognitive operation.

Participants in the preschool program must be at least two and one-half 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 medical, otological and audiological examinations.

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. The same program is offered to students in the Extension Division.

ACADEMIC PROGRAM

Students who do not wish to pursue intensified industrial training may elect to follow an academically oriented course of study leading to college entrance. This involves one or two hours per day of industrial training plus academic classes. Students who follow the academic course of study generally continue their schooling at a college or industrial training center upon their graduation from high school.

Students who are academically oriented often are placed in classes in the public schools. This program is much like the one in the Extension Division, but it includes both day and residential students. While in the public schools, students are encouraged to practice their communication skills with other students who are not hearing impaired.

CAREER EDUCATION DIVISION

The purpose of the Career Education Division is to provide the student who is deaf with an overview of industrial occupations and to equip him with the background necessary to pursue specialized training in the area which is most attractive to him and to which he is suited. Every effort is made to provide the student with attitudes and approaches which will enable him to meet the demands of a complex and dynamic society and to anticipate and adapt to the changes that occur in daily living.

The pre-vocational program is organized to prepare students for the more complex demands of vocational preparation. This program is basically exploratory in nature and consists of exposing students to general occupational areas and homemaking skills. Fundamental work concepts and initial experiences in working with different materials, coupled with vocational field trips, movies, slides, guest speakers from among the successfully employed deaf and non-deaf, are all part of this program.

The vocational program is as comprehensive as the needs of the students demand and the limited resources of the school permit. Students are given

a maximum amount of training and job-readiness skills along with their academic studies. Cooperative education programs with schools in our locality such as Weber State College, Stevens Henager College, and beauty schools and on the job training programs which may fit the needs of some students are utilized where they enhance the progress and training of the individual student.

Post-graduate work may be provided for special students who are unable to profit from training at other schools because of communication difficulties or other limitations. Arrangements for candidates in this program are made on an individual basis and must be approved by the superintendent.

EXTENSION DIVISION

In order to provide a day program for aurally handicapped children in more heavily populated areas, an Extension Division of the Utah School for the Deaf was established in September of 1959. Since its beginning, the Extension Division has grown from a single class to more than 20 classes. 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.

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 into the regular classroom. Some classes integrate as a whole with normal classes for activities such as physical education and there is some partial integration on an individual basis for one or more periods.

The instructional program, administered by the Utah School for the Deaf, in cooperation with the local school district, is offered for deaf children without cost to their parents. The program is financed by the state and classroom space is rented from the local school district.

SPECIAL INSTRUCTION

A carefully structured multi-sensory approach is employed in special classes for multiply handicapped deaf children. This method of teaching requires the student to follow a series of definite steps at each stage of learning language. The teaching is structured so that only one new bit of information is introduced at a time in successively more difficult steps. As each new step is added, that previously learned continues to be reviewed and expanded.

In addition to structuring the language, behavior is also structured to help the child concentrate and keep his attention on the task at hand. Students may be asked to stand on a line while speaking. They may be called upon one at a time to move about the room. Many activities are done according

to a set pattern. As students develop self-control and the ability to function adequately, the structure and control are gradually relaxed. Striking improvements are made by many students who are trained in this matter.

SERVICES PROVIDED BY SUPPORTIVE STAFF

The Utah School for the Deaf provides a media specialist, an audiological and psychological specialist, a learning disabilities programming specialist, a career, vocational and technical education specialist, a eurythmics specialist, a speech specialist in addition to the personnel in the listening skills program to support the efforts of the classroom teacher.

EXTRA-CURRICULAR ACTIVITIES

The school year is enriched with activities outside the classroom. Parties organized by the student council are enjoyed on numerous occasions. Girl Scout and Boy Scout troops provide for additional growth and training. Students participate in regional and state competition in the pantomime division of drama contests, in the regional high school science fair, in business skills, and in athletic events sponsored by the Utah High School Activities Association.

GRADUATION AND FOLLOW-UP

Upon graduation, students may request assistance in counseling and job placement from the Coordinator of Services to the Deaf in the State Office of Rehabilitation Services. Those who need financial aid to continue their training may request assistance through this same state agency.

TEACHER CERTIFICATION

Teachers in the academic division are required to be certified in the education of the deaf by the Council on Education of the Deaf and/or the Utah State Board of Education. Teachers in the Oral Division must have a background of training in oral education of the deaf while Total Communication teachers must be proficient in the use of total communication skills. In addition each must possess those skills ordinarily required of teachers of the deaf. The state requires thirty-nine quarter hours of specialized training in education of the deaf as well as a degree.

TEACHER EDUCATION PROGRAM

Through the cooperative efforts of the University of Utah and the Utah School for the Deaf, a teacher education program for future teachers of the deaf was established in 1961. The program is administered and supervised by the University of Utah. The School for the Deaf provides internship opportunities and supervision. The five-year program which leads to a master's degree in education of the deaf, exceeds the minimum qualifications for Class A Certification by the Council on Education of the Deaf and also the special education certification requirements of the State of Utah.

UTAH SCHOOL FOR THE BLIND



742 Harrison Boulevard
Ogden, Utah 84404

Historical and Program Summary

HISTORY

In 1894, the Utah State Legislature enacted a law which provided for the establishment of the Utah School for the Blind. By 1896, the school was in operation, sharing the former Territorial Reform School, located in Ogden, with the Utah School for the Deaf. Although the two schools continued to share a common campus until January, 1969, they are legally separate institutions. The schools have always been administered by the same board, however. The same superintendent supervises the schools and the same general laws apply to each school.

In 1898, the Legislature appropriated \$35,000 to build a hospital, since isolation of contagious diseases, a necessity for a residential school, was virtually impossible with the existing facilities. The building, a two-story red brick structure, was completed in 1900. Much of the woodwork in the building was done by students of the carpentry class.

The sum of \$12,000 was appropriated by the State Legislature in 1903 for construction of a shop building for the blind. An additional \$5,000 for a new heating plant was also appropriated. It was found when plans were drawn and estimates given, however, 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. This allowed for sufficient funds to add a gymnasium to the shop building. Superintendent Driggs and John Watson, President of the Board of Trustees, met with the State Board of Examiners and presented the revised plan to them. The alterations in the plan 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 constructed of red sandstone and sand-rolled brick. The west end, which contained the shop, consisted of two stories and a basement. It housed the carpentry, shoe repairing, printing, and barber shops. Dressing rooms were available as well. The east end, which comprised the gymnasium, consisted of a large room 40 feet by 60 feet.

The history of the expansion of facilities of the School for the Blind parallels that of the School for the Deaf from 1911 until 1959. For this reason, the history of building construction, which was given in the History of the School for the Deaf section of this booklet, will not be restated here.

The 1959 State Legislature appropriated the sum of \$300,000 for the construction of an additional classroom unit. This building, which was designed to house the entire School for the Blind, was ready for occupancy in the fall of 1962. It includes class-

rooms, arts and crafts rooms, music rooms, a multi-purpose room, administrative offices, and preparation rooms, including an instructional materials center. Living quarters for student teachers at the School for the Deaf are also provided in the building.

The gymnasium-industrial arts building which was built in 1904 was completely renovated in 1967. The 1965 State Legislature provided a sum of \$44,000 for this purpose.

Because of the work of the Citizens' Advisory Committee, later, known as the Governor's Advisory Council, and recommendations of other study groups, plans were made to separate the campuses of the School for the Deaf and the School for the Blind. Moving in this direction, the 1965 State Legislature appropriated \$507,000 to the schools for a building project. Plans were made for the construction of a classroom-dormitory complex on the land of the State Tuberculosis Hospital, located at Seventh Street and Harrison Boulevard in northeast Ogden. Before plans were solidified, however, the 1967 Legislature, by unanimous resolution of both houses, transferred the entire grounds and facilities of the Hospital from the Department of Welfare to the State Board of Education for use as a new campus for the School for the Blind.

The original appropriation was then approved by the State Board of Education for construction of a classroom and physical education unit. Construction was completed in January 1969, at which time it was occupied. In addition to the new classroom-physical education building, the former hospital facilities were altered to provide suitable quarters for residential students, an activity center, and a home economics house. The 1967 State Legislature provided funds for these alterations as well as funds to convert the old coal-fed high pressure boilers to an automatic gas-fired low pressure heating plant.

With the transfer of the School for the Blind to its new campus, the building which had housed its educational programs became part of the facilities of the School for the Deaf. The School for the Deaf and the School for the Blind, after having shared a common campus for sixty-two years, have now realized a long term dream of separate physical facilities as well as separate academic and vocational programs.

The 1972 Legislature appropriated \$120,000 to build a four classroom and activity room primary school addition. This building would be adjacent to the main school building. Bids were opened in February of 1973 and it was found that insufficient funds were available to build the building. The Budget Session of the 1974 State Legislature appropriated a supplemental amount of \$62,000 which enabled the additional Primary unit to be constructed for a total of \$182,000. The unit was completed

and first used just prior to the conclusion of the 1974-75 school year.

PROGRAM

The program of the Utah School for the Blind parallels that of the public schools. However, special methods of instruction, special equipment, and special materials are used.

ACADEMIC

Students entering the Primary Division begin a readiness for education program. A rich environmental experience program is provided for young blind students. This program enables them to learn from the study of concrete examples and real-life situations. The experiences gained in the environment are translated into action, speech, and written activities.

The students are also given training in large motor activities, mobility, and orientation. To develop tactile senses, training which emphasizes the distinguishing of shapes, sizes, textures, and the location of objects, is provided. As students' tactual sensing ability develops, objects of decreasing sizes are presented. Development of tactual discrimination brings recognition of the structure of the braille cell and braille characters. Teacher-prepared materials are used to enrich the teaching and in the meeting of individual student needs.

As students progress through their school years, a general education program similar to the public schools' is available to them. Instructions are given in language arts, social studies, science, mathematics, health and physical education.

Typing instruction is begun at the Middle School level. It is continued each year that a student is enrolled at the school. Typing is a valuable communication skill for students in specialized and public school education.

Braille reading and writing is intensified through the school years. Students with any residual vision are taught to use this vision and to read large type printed materials to the extent that their vision permits.

The physical education program includes many activities such as the public school physical education program. The physical education curriculum is coordinated from kindergarten through high school to insure that boys and girls become physically fit and mentally alert. Emphasis is placed on individual physical fitness rather than team sports, although the students learn about baseball, basketball, and football so that they can converse intelligently about these sports. Skill in gymnastics, tumbling, swimming, and wrestling is stressed. Folk, square and ballroom dancing is begun in early grades and continued through the program.

The music program for our students begins with integrated singing and rhythm activities in the classes of younger students. As the pupils become older, group choral singing is offered along with beginning and advanced band. Boys and girls may take private lessons on piano, organ, and band instruments. The students are given many opportunities to use their musical skills and this becomes an important part of our school curriculum.

Handicrafts are introduced to boys and girls early in their educational career to provide additional training in dexterity and manual control. For the older boys, there is a program of industrial arts, including basic experiences in woodworking, metal work, electricity, ceramics, home repairs. Both boys and girls enjoy training in skills of daily living, including cooking and basic sewing.

All areas of learning are coordinated through each grade level by a curriculum coordinator. Teachers are kept aware of the complete program so that their part in the total educational picture is clear and boys and girls are guaranteed a quality educational program.

STUDENTS INTEGRATED INTO THE PUBLIC SCHOOL

The goal of the educational program at the Utah School for the Blind is to prepare students to perform adequately in the public schools. To accomplish this goal, several years ago a number of residential school students began attending part time in Ogden junior and senior high schools. A teacher at the school was given the responsibility of placing the students in the public school educational program. This teacher selected classes best suited to the academic needs and desires of the student.

Time is scheduled in the school day for attendance in classes outside the residential school. The integrating teacher consults with the public school teachers. Time spent in integrated classes is gradually increased to at least half-time. This part-time program helps the students gain the confidence necessary to eventually function full-time in the public school. This program allows the students to have wider social contact with sighted peers and also the support of the residential school when needed. This support is mainly in the form of instructional media and an integrating teacher.

Most students exposed to this gradual public school placement program have gone on to finish their high school education in their local school districts. Some have had the support of an itinerant teacher and some have not. Evaluation of the program indicates that this program is helping residential school blind students achieve the goal of full-time public school placement.

PRESCHOOL PARENT COUNSELOR

The Utah School for the Blind extends services to preschool blind and visually handicapped children throughout the state of Utah. On a statewide basis, services include: case finding; agency referral and coordination; parent home counseling and training; placement and in-service work in early childhood programs and nurseries; placement and consultant help for public school headstart and kindergarten programs; plus placement and consultive help at the residential school.

Included in the case load are multiply handicapped blind children who are older but need special placement and other services. Where no proper programs exist for a particular child, existing resources are used to create a program.

ELIGIBILITY OF STUDENTS

In order for students to be considered as candidates for the Utah School for the Blind, they must fall into one of the following categories:

- (1) Have visual acuity in the better eye, after the best possible correction, of 20/200;
- (2) Have a peripheral visual field contracted to such an extent that the widest diameter subtends an angle of no greater than 20 degrees;
- (3) Have a visual problem which shows an equally handicapping effect; or
- (4) Have been diagnosed by an eye or vision specialist as being blind or having a condition leading to early blindness.

Students needing more individualized instruction or development of particular skill areas are admitted to the residential school. Upon attainment of these skills and when it is felt that it is possible for them to be successful in the public school, they are transferred back to their own local public school. Evaluation of the students' progress is discussed each year. It is felt that Utah can best serve the individual needs of its visually handicapped students through this flexible placement program.

ORIENTATION AND MOBILITY

Orientation and mobility are among the most important skills to be acquired by a visually handicapped person. A person's ability to move about and to travel is a key factor in his emotional and social development. Mobility training is begun at the very earliest age possible.

As skills are developed, this training becomes increasingly sophisticated and complex. All teachers are involved in orientation and mobility training. Continuing in-service and assistance in this training is provided to teachers by a specially trained and certified orientation and mobility specialist.

Independence in mobility brings confidence to a student. It is valuable in making the students feel

that they are competent and able to take their places in the world. Mobility aids the blind student greatly in overcoming such psychological problems as manipulating others, rejecting help, becoming anxious, depressed, hostile or aggressive. Mobility skills are also essential from a safety standpoint.

PHYSICAL EDUCATION

Physical Education is an important part of the educational and dormitory program at the School for the Blind. To aid this program, equipment for playground use, physical education instruction, and recreational activities have been and continues to be purchased. Play materials for the dormitory program are provided to assist the dormitory counselors in helping to keep the students active and constructively occupied during the after-school hours. A number of local service groups have assisted the School for the Blind in providing this equipment.

SWIMMING

Certified Red Cross volunteers have continued to operate a swimming program at the School. Several hundred hours of instruction are provided for the students in this area. All students swim at least once a week. Students learn beginning, intermediate, and advanced swimming skills. They advance in swimming by passing certain tests. This program is an excellent one and the volunteer service is invaluable and much appreciated.

MULTIPLY HANDICAPPED CHILDREN

Medical science is continuing to save an increasing number of premature children. Many of these children have multiple handicapping conditions. Present birth trends indicate that the population of multiply handicapped children will steadily increase.

In recent years, the school has enrolled many multiply handicapped children. The School for the Blind has experienced a challenge in providing an adequate educational program for these children. At the primary school level, students are grouped together. A team teaching approach is used to help meet the needs of all students. Much individual instruction is given. As students gain learning skills, the multiply handicapped are grouped separately. This is done so strengths of each child may be emphasized and areas of weakness can be improved. Whenever possible, the multiply handicapped student is placed in the regular academic program. Non-academic areas, such as physical education, living skills, and social living are emphasized with these children.

EQUIPMENT AND MATERIALS

A variety of specialized equipment is used in the educational program of the visually handicapped student. Among the specialized equipment are

Talking Book machines, tape recorders, cassette players, closed circuit television, braille writers, typewriters, slates and styli, raised line drawing boards, geometric tools, tracing guides, relief maps and abacus which are helpful in the teaching of visually handicapped people.

Many tactual aids are utilized in teaching visually handicapped students tactual awareness. In some instances, handmade materials for individual students are sometimes more helpful in the instructional program than commercially available materials. Both types of instructional materials have their place in the educational program. To enhance and enrich the academic program, a large amount of braille, large type and recorded materials are necessary.

RESIDENT SERVICES

More than two-thirds of the students live on the campus because their homes are beyond daily commuting distance. A dormitory program that endeavors to supplement the home and prepare them in non-academic areas such as social living and daily living skills is offered. This program attempts to prepare the students to be competent adults. A full-time living skills teacher presents daily instruction in the dormitory. Instruction is on an individual or group basis. Training is given in eating skills, table manners, personal hygiene, clothes care, room care, sex education, and some work experience is also provided. Dormitory counselors reinforce the living skills instruction. The dormitory counselors assist the students in the study hour with their homework. They provide recreational activities during the after-school and evening hours.

Meals are cooked and served under the supervision of a dietician. The dietician's responsibility is to provide nutritious and attractive meals to the resident students. Students are seated at assigned tables with an adult host or hostess at each meal. Food is served family style and students are expected to serve themselves. Students assist in clearing the tables, setting them for the next meal and also in operating the dishwasher. An effort is made to make residential living as similar to a family situation as possible.

Health care is available twenty-four hours a day at the school infirmary. A registered nurse is in charge of the operation of the infirmary. Medication is given when necessary, and minor health needs are met. A local physician attends children who are in need of professional medical help. Local hospitals are used in cases involving more serious or emergency medical matters.

SQUARE DANCING

An Ogden square dance caller has given students square dance instruction at the school for three

years. He has been very successful in instructing the students. They have given many exhibitions. The BG's, as they are known, have three different colorful costumes for dancing. They were invited to participate in the National Square Dance Festival at the Salt Palace in Salt Lake City, Utah, in 1973. Subsequently the BG's Square Dancers were invited to dance at the National Square Dance Festival in San Antonio, Texas, during June, 1974. The Utah Lions and several other civic groups raised money to send 16 students and chaperones to the festival. The BG's were well received and a good amount of publicity was given them. Square dance experts rate the BG's dancers as excellent. As far as is known in square dance organizations, the Utah School for the Blind BG's Square Dancers are the only all visually handicapped square dance group in the United States.

VOLUNTEER SERVICE

Volunteer braillists make many materials available to the School for the Blind. During the past year, the new series of Scott Foresman reading books have been brailled for the school by volunteers. Most recently some beginning tactual aid awareness books have been prepared. The library has received many books from braille transcribers. Volunteers have recorded a variety of listening materials on open-reel tape and cassettes. The swimming program for the school is operated by volunteer Red Cross Life Saving Instructors. These instructors come on a weekly basis. This program could not be offered without the generous assistance of these volunteers. Valuable services are provided for the school and dormitory programs by volunteers in many other ways.

SUMMARY

The Utah School for the Blind has as its goal to provide a comprehensive educational program for visually handicapped students. The academic program parallels that of the public schools. This results in quality education for our students. Areas other than academic are important to our students in order to meet their needs. Visually handicapped students are provided a program in physical education, social living, orientation and mobility and daily living skills. The Utah School for the Blind attempts to meet all these general or individual needs and interests through its education and dormitory program.

STUDENT TEACHERS

The Utah School for the Blind has continued to serve as a Student Teaching Placement laboratory for Brigham Young University's Visually Handicapped Teacher Placement Program. Student teachers

observe and do actual teaching in the grade and subject areas of special interest to them. The curriculum coordinator supervises this program.

Utah State University, the University of Utah, and Weber State College schedule regular visits to the school for their Special Education classes. Several students have given volunteer time in working with students either in the academic area or in recreational activities. A sociology intern served a practicum for two quarters from Utah State University. Several students from Weber State College have assisted teachers on a part-time basis to gain experience in working with exceptional children.

CONSULTANT FOR VISUALLY HANDICAPPED

The principal of the school serves as State Consultant for Visually Handicapped, Utah State Board of Education. Responsibilities of the Consultant for the Visually Handicapped are as follows:

- (1) Direction and supervision of Utah's educational program for visually handicapped students.
- (2) Integration of the residential and itinerant program.
- (3) Placement of students in the optimum program for their individual needs.
- (4) Serve as Utah Trustee for the American Printing House for the Blind.

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