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THE DEVELOPMENT OF A COMPREHENSIVE LONG RANGE PLAN
TO DETERMINE THE FINANCIAL, FACILITY, AND PROGRAM NEEDS
FOR THE IOWA SCHOOL FOR THE DEAF
COUNCIL BLUFFS, IOWA

Presented to the

Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist in Education

University of Nebraska at Omaha

by

Norman Keith Devine

December, 1976

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	
Chapter	
1 INTRODUCTION.	1
STATEMENT OF THE PROBLEM.	1
THE IMPORTANCE OF THE STUDY	1
LIMITATION OF THE STUDY	2
ORGANIZATION OF THE STUDY	3
2 REVIEW OF RELATED LITERATURE.	5
3 HISTORICAL REVIEW OF THE	
IOWA SCHOOL FOR THE DEAF.	11
4 ENROLLMENT TRENDS AND PROJECTIONS,	
IOWA SCHOOL FOR THE DEAF.	23
5 PROBABLE EDUCATIONAL CHARACTERISTICS	
OF CLIENTELE SERVED BY THE	
IOWA SCHOOL FOR THE DEAF.	29
Intelligence.	29
Educational Achievement	30
Early Childhood Education	31
Curriculum Change in Elementary Education	32
6 PHYSICAL FACILITIES AT THE	
IOWA SCHOOL FOR THE DEAF.	37
Main Administrative and Dormitory Building.	38

Chapter	Page
Recondition woodwork around windows	40
New elevator (replacement).	40
Fluorescent lighting in dormitory rooms	40
Bookcases built in all dorm rooms	40
Luggage storage space in every dormitory room.	40
Individual safe or protective shelf for valuables	40
Lift or elevator.	41
Air condition central area of first floor main building	41
Employee's lounge	41
Laundry chute	41
Girls Dormitory	41
Primary Hall Dormitory.	42
Elementary School Building.	42
High School Building.	43
Vocational-Technical Building	43
Laundry Building.	45
Infirmary	46
Recreational Barn	47
Powerhouse.	47
Garage: Bus, Truck, and Employees	47
Staff Residences.	48
Superintendent's Residence.	48

Chapter	Page
Apartment	48
High school principal's, business manager's and engineer's residence.	48
Dean of Student's Residence	49
Library and Learning Resource Center.	49
Multipurpose Student Union (Recreation Center)	50
X 7 ANALYSIS OF FINANCIAL SUPPORT FOR IOWA SCHOOL FOR THE DEAF.	52
X ESTIMATED GENERAL FUND EXPENDITURES	53
8 SUMMARY AND RECOMMENDATIONS	55
The Iowa School for the Deaf.	55
Enrollments	55
Educational Characteristics	56
Facilities.	56
X General Fund.	57
RECOMMENDATIONS	57
General Statement	57
Recommendations	58

LIST OF TABLES

Table	Page
1 Enrollments in the Iowa School for the Deaf 1965-66 to 1974-75	23
2 Projected Enrollments For The Iowa School for the Deaf 1975-76 to 1984-85.	28
3 Theoretical Distribution of Intellectual Capacities of 387 Students Enrolled in The Iowa School for the Deaf in 1974-75.	29
4 Educational Achievement of Eighteen-Year-Old Deaf Students As Measured by Average Grade Levels on Paragraph Meaning (Reading) and Arithmetic Computation Subtests of the Stanford Achievement Test, 1964 Edition United States, Spring 1971	31
5 General Fund Expenditures.	52
6 Estimated General Fund Expenditures.	53

Chapter 1

INTRODUCTION

Everyone concerned, including parents of deaf children, educators of the deaf, board members, legislators, and eventually the deaf person himself wants the same thing. That is the best possible education for each deaf child. In order to provide programs that will insure this end, there is a need for a well thought out long-range plan of action.

Traditionally, long-range planning by schools has been concerned with certain quantitative aspects of operation: enrollment projections, facility needs, current income, current expenditures, and variations of these quantities. The emphasis in this study was that resource planning dominated attention.

STATEMENT OF THE PROBLEM

The purpose of this study was to develop a comprehensive long-range plan to determine the financial, facility, and program needs for the Iowa School for the Deaf.

THE IMPORTANCE OF THE STUDY

As schools recognize the utility of long-range plans and value of the planning process for the viability of the school itself, greater attention will be given to the planning activity.

The organization of educational programs for deaf children is undergoing change in many states. Iowa is one of these states. Fundamentally this change is one characterized by the philosophy that education should be carried on by the local community, ultimately phasing out the residential school for the deaf or utilizing that school only for the deaf child who has additional severe handicapping conditions. A long-range plan deals with conditions and factors that may reasonably be expected to occur during the time span of the plan. By planning now in the early stages of a period of transition, provisions for the educational needs of the children of the Iowa School for the Deaf can be made in an orderly way without the severe pressures that often accompany a transitional period.

LIMITATION OF THE STUDY

Projecting into the future is, at best, an uncertain business and, in light of the current social, political, and economic unstable conditions, it is probably more perilous now than at any time in recent history. Planning does not end with the completion of a plan. Planning is a continuous process of assisting administrators in their decision making. The formal plan is a useful framework for guiding decision making, but the plan itself is ever subject to modification as new circumstances arise and new decisions must be made. From time to time these changes warrant comprehensive formu-

lation of a new plan for further modification with the events of time.

The stringent demands of long-range planning require more data than the investigator has on the deaf school population particularly with respect to trends.

A note of caution is urged in the use of estimates and projections contained in this study. Schools do not grow in evenly measured steps. Periods of dynamic growth may be followed by periods of relatively little growth. The estimates were extrapolated between five and ten year periods and while five and ten year estimates are considered to be reasonably accurate, the intermediate years may well be affected by conditions beyond the writer's control.

ORGANIZATION OF THE STUDY

Chapter 1 of this study presents the introduction and purpose of the study.

Chapter 2 presents a review of selected related literature concerning the problem.

Chapter 3 presents a comprehensive description of the historical development of the Iowa School for the Deaf program.

Chapter 4 presents the consideration leading to projections of the enrollment base, in this case limited to pre-school and school age children. Consideration was given to the effects of the proliferation of local programs for the

hearing impaired on the enrollment in the residential program.

In Chapter 5, the probable educational characteristics of this population are developed.

Chapter 6 deals with the school plant facilities, particularly with respect to needs.

Chapter 7 presents the general fund expenditure for the Iowa School for the Deaf with estimated expenditures for the next ten years.

The final chapter brings all of the preceding discussion to bear on the probable effect of the various factors on school facilities, resources and programs.

Chapter 2

REVIEW OF RELATED LITERATURE

The motivation for planning may arise from particular administrative leaders or from particular circumstances.¹ Often the threat or reality of financial deficits prompts a new interest in planning. Enrollment changes suggest a need to plan. In this instance, external pressures requiring each school district in the state of Iowa to make provisions for special education encouraged new attention to the development of a comprehensive long-range plan.

The history of special education can be viewed from the beginning of the education of the deaf within special schools. While the first permanent residential school for deaf children was established in this country in 1817 at Hartford, Connecticut, the first day school for deaf children was not established until 1869 in Boston. In 1900, 90 per cent of the deaf children in this country were still being educated in public residential schools, but by 1961 this had dropped to about 50 per cent. By 1973 the proportions were 43 per cent in public residential schools and 57 per cent in

¹Ladd, D. R., Change in Educational Policy, McGraw Hill, 1970, p. 5.

day schools and day class programs.² There are a number of forces moving in our society today which indicate that handicapped children will be educated within the "mainstream" of our educational system.

The Council for Exceptional Children endorsed mainstreaming as part of its policy. This organization stated:

Under suitable conditions education within the mainstream can provide optimal opportunities for many exceptional children. Consequently, the system for the delivery of special education must enable the incorporation of special help and opportunity for them in mainstreaming settings Children should spend only as much time outside learning variables that are critical to the achievement of specific learning goals.³

Recent Federal legislation, Public Law 93-390, contains requirements for the states to follow in the utilization of federal funds for services to handicapped children. This legislation mandates that the states must:

Develop procedures to insure that, to the maximum extent appropriate, handicapped children including children in public or private institutions or other care facilities, are educated with children who are not handicapped and that special classes, special school or other removal of handicapped children from the regular education environment occurs only when the nature or severity of the handicap is such that education in regular classes

²Recommended Organizational Policies in the Education of the Deaf. Prepared by an ad hoc committee of the Conference of Executives of American Schools for the Deaf, Inc. Washington, D.C. 1973, p. 7.

³Hehir, Richard, Mainstreaming and Continuum of Education Services for the Hearing Impaired, Report of the Convention of American Instructors of the Deaf, 1975, p. 97.

with the use of supplementary aids and services cannot be achieved satisfactorily.⁴

In New York State the Regents issued a statement entitled "The Education of Children with Handicapping Conditions," which enumerates several philosophical policy statements. The Regents state that:

The primary and basic responsibility for such a program rests with the local school district, that it must be an integral part of public education.

They further state that:

The quality of many publicly operated and supported educational programs is related to the degree to which children with handicapping conditions are grouped or otherwise combined effectively with other children in the mainstreaming of our society.⁵

The courts, in recent years, have increasingly emphasized the rights of a handicapped child to a free public education. The PARC and Mills decisions particularly affirm this right and also insist that lack of funds is not acceptable for the local school not to provide a program.⁶

Such court decisions have had an effect upon state legislatures which have enacted laws which speak to a priority placement of the handicapped child with regular class first and special school and institution last. Iowa's state legislature has enacted such a law which speaks to placement

⁴Ibid.

⁵Ibid., p. 98.

⁶Alan Abeson, "Movement and Momentum," Exceptional Children, September, 1972. p. 65.

in regular class as preferable to special class or institution.⁷

Bellefleur cautioned against programming for deaf children on an emotional basis. He suggested developing a long-range program for all hearing impaired youngsters which would insure that the deaf child receives an adequate program according to his needs.⁸

Many planning commentators have expressed the opinion that the process of creating a plan can be more important to a school than the plan itself.⁹ The individuals involved in preparing a plan become alert to various concerns to which previously they have been indifferent or of which they have been ignorant.

A basic question in any institutional plan is the extent to which the institution is responsive to external circumstances and the degree to which the institution can independently determine its response to those circumstances. In Ewing's discussion of the concept of outside-inside planning, he stated that if an institution is to be responsive to external needs and expectations, then these must be clearly

⁷Senate File 1163, Government Document 1974, p. 49.

⁸Bellefleur, P. A., "An Open Letter to My Colleagues", American Annals of the Deaf, February, 1974, pp. 29-33.

⁹Ewing, D. W., The Human Side of Planning, McMillan: New York, 1969, p. 14.

identified and specified.¹⁰

Parents, professional educational organizations, the courts, and the federal and state governments through their policy and funding arrangements, are supporting the integration of all handicapped children in the schools. Whether this trend will continue over a long term or revise itself in the next few years is a matter of considerable debate. The National Advisory Council on Education Professions Development warned recently that "mainstreaming" classrooms could result in poor education for both normal and handicapped children unless there is a major effort to help classroom teachers cope with these special children. What's needed the Council says, is increased federal support for training and support services for daily classroom teachers.¹¹

Edward C. Merrill Jr., president of Gallaudet College, which is the only liberal arts college in the United States for deaf students contends that the mainstreaming concept is fine for some students and ineffective for others. He also contends that many mainstream programs don't provide the services needed.¹²

One thing is quite clear; long range plans for all

¹⁰Ibid.

¹¹Smith, Ann Z., Education Recaps, Educational Testing Service, Princeton, New Jersey, September, 1976, p. 9.

¹²Ricklefs, Roger, "Silent Learning", The Wall Street Journal, May 13, 1976, p. 18.

hearing impaired children should be developed to insure the best possible education for each deaf child.

Chapter 3

HISTORICAL REVIEW OF THE IOWA SCHOOL FOR THE DEAF

It is well to look at the historical development of the education of the deaf of Iowa and the reasons for which it developed in order to obtain a perspective for the consideration of the Iowa School for the Deaf's long-range plan. The reason for the development of a fundamental pattern for the education of deaf children in special schools was because these children required an entirely different kind of education than did any other child. The relatively low incidence of deafness meant that there were insufficient numbers of deaf children in other than large metropolitan areas to justify the establishment of effective local programs. Hence the states, as natural political subdivisions, felt early an obligation to establish educational programs to meet the needs of their young deaf citizens.

The campus of the Iowa School for the Deaf lies in a triangle comprising about one hundred acres in the southeast section of Council Bluffs, Iowa. The school has been located on its suburban site since 1870 and is highly regarded by educators of the hearing impaired for its many exemplary programs.

The education of the deaf in Iowa had its beginning

however, in pre-statehood days when, in 1846, the territorial legislature appropriated money to send several deaf children to the school for the deaf in Illinois. Prominent in this effort was Edmund Booth, a deaf man educated by Thomas Hopkins Gallaudet, who came from Connecticut to the Iowa Territory.¹³

Seven years later a small private school was opened in Iowa City, Iowa by the Reverend W. J. Ijams formerly an instructor at the Illinois school. In 1885 the Iowa State Legislature passed a bill creating "The Institution for the Education of the Deaf and Dumb," and the little school was taken over by the state with its founder continuing to serve as principal.¹⁴ Thus the Iowa School for the Deaf became the second of its kind to be established west of the Mississippi River.

Each year brought an increasing number of pupils despite the restrictive influence of the Civil War, and soon the existing facilities were wholly inadequate. In 1866, the legislature approved moving the school to its present location, and an appropriation of \$125,000 was made for a central building and an industrial building. These were completed in

¹³Shirley D. Hicks and Pearl Myklebust, The Deaf Heritage, 1974, Chapter VII.

¹⁴Homer H. Field and Honorable James R. Reed, The History of Pottawattamie County, Iowa, From the Earliest Historic Times to 1907, Volume 1, p. 147.

time for the pupils to be transferred to the new campus in the fall of 1870.¹⁵

In 1876 provision was made for erecting an additional wing on the central building. Before the new construction was completed, however, a fire on February 25, 1877, nearly destroyed the older portion. Erection of the west wing was carried forward but disaster struck a second time when a tornado destroyed a portion of the new building. Only a limited number of pupils could be admitted the following year.¹⁶

After several changes in leadership, H. C. Hammond became superintendent in 1882. An experienced educator, he added two years to the course of study, created an "academic department" and inaugurated rotation of classes.¹⁷ The Class of '84 was the first to graduate, and out of its eleven members, seven entered Gallaudet College.

Mr. Henry W. Rothery, a man of considerable experience in public affairs and possessing much sympathy for the deaf, since one of his two sons was deaf, was appointed superintendent in 1887. He provided strong leadership for the school throughout his thirty-two year administration and brought about many changes. One of his first undertakings was to adopt a name more appropriate to the character of the

¹⁵Hicks and Myklebust, loc. cit.

¹⁶Field and Reed, op. cit., p. 148.

¹⁷Ibid., p. 149.

school, and in 1888 he secured the enactment of a bill changing the name to the Iowa School for the Deaf.¹⁸

In 1902 a devastating fire struck again, completely destroying the main building. Some of the younger pupils were sent home, but as many students as possible were accommodated in make-shift quarters in part of the remaining school building and in the old industrial building. A temporary school building was hurriedly put up during the summer, and school opened in the fall with full attendance.¹⁹

During the ensuing year the legislature appropriated \$275,000 for the erection of a main building with two wings and an auditorium and a separate hospital building. The latter was completed and furnished the same year at a cost of \$50,000.²⁰ It has since had wings added to each end and is now known as Primary Hall, the dormitory for the lower elementary children.

The new main building was dedicated in 1906, and this same building with its red-tiled roof still houses administrative offices and some dormitory facilities, its sturdy construction having withstood the years very well.

A significant change occurred in 1919 when the State

¹⁸Hicks and Myklebust, loc. cit.

¹⁹Field and Reed, op. cit., p. 149-150.

²⁰Ibid.

Board of Education, now designated the Board of Regents, became the governing body of the school.²¹ Prior to this time the school had been considered an eleemosynary institution and was under the Iowa Board of Control. This change and the appointment of Elbert A. Gruver as superintendent during the same year may be said to mark the beginning of the modern era at the school.

A complete reorganization was accomplished under E. A. Gruver's administration. Leadership of the academic department was entrusted to J. Schuyler Long, M. A., Litt. D., a member of the first graduating class at the Iowa School for the Deaf, who served as principal since 1902 and who continued in this capacity for more than three decades.²²

Tom L. Anderson, a remarkable deaf man, headed the industrial department. New shop classes were introduced, new equipment was purchased, and the department was correlated with the academic department.

Following Mr. Gruver's resignation in 1925, O. L. McIntyre was appointed to the superintendency. During his administration funds in the amount of \$210,000 were secured from the Forty-third General Assembly of the State of Iowa for a new school building, gymnasium, and swimming pool. Three years were added to the curriculum, and the first class

²¹F. A. Welch, *Midland Schools*, December 1930, p. 138.

²²Hicks and Myklebust, *op. cit.*, Chapter VIII.

to graduate after the new building was completed and the curriculum expanded was the class of '32.²³

Mr. McIntyre was succeeded in 1936 by Lloyd E. Berg, who served the second longest tenure as Iowa School for the Deaf's superintendent, twenty-eight years. When he took over the leadership of the school, it was in a predominantly rural setting with 226 acres of farm property, a registered Holstein dairy herd, and a greenhouse.²⁴ Shifts in economics, the labor shortages experienced during World War II, and the changes that came with the passing years eroded the agricultural aspects of the school's operation.

After fire destroyed the main dairy barn in 1944, the remaining calf barn proved inadequate for the dairy operation, and the herd was sold at auction in the summer of 1946.²⁵ Much of the farm land was sold, and the eighty acres remaining were leased to a neighboring farmer. The trend toward urbanization was culminated when the campus proper was declared within the city limits of Council Bluffs in 1970.²⁶

²³"ISD Admitted to School Association", Council Bluffs, Nonpareil, March 23, 1932.

²⁴"Superintendent-elect of ISD Has Had 14 Years of Teaching Experience", Council Bluffs, Nonpareil, March 20, 1936.

²⁵Florence Swihart, "New 'Playhouse' at School for the Deaf", Council Bluffs, Nonpareil, March 26, 1949.

²⁶"Annexation Plan Eyed by ISD, Lewis Central", Council Bluffs, Nonpareil, January, 1970.

Expansion of the physical plant was a prominent feature of Mr. Berg's administration. The first building project to be undertaken was a new infirmary. Although the Iowa General Assembly had approved a grant of \$31,500 with a supplemental PWA grant of \$25,750 prior to Mr. Berg's appointment, actual construction did not begin until after he became superintendent. Ground was broken in December, 1936, and the building was completed in 1938.²⁷ In 1941 a force of WPA workers tore down the old garage building and constructed a new thirty-car garage on the north edge of the campus.

The calf barn, unused after the sale of the dairy herd, was remodeled in 1949 to serve as a recreation unit.²⁸ Its external appearance is unchanged, however, and large white block letters across the front still read "The Barn."

Residences for a principal and the chief engineer were constructed in 1948 and 1949. The business manager's residence, built by the vocational department with the assistance of staff members and employees, was completed in 1954. A four-unit apartment building for key employees was the next addition to campus facilities and was first occupied in 1956.

A much needed vocational-technical building to house

²⁷"Schools for the Deaf to Open New Infirmary Monday", Council Bluffs, Nonpareil, December 26, 1937.

²⁸Swihart, loc. cit.

the greatly expanded vocational technical department was completed late in 1959 and put into use the second semester of that school year. The cost of this building was \$157,000.²⁹

Overcrowded conditions in the old Primary Hall, which had provided both school and dormitory space for the elementary department, necessitated the construction of an elementary school building. This addition to the physical plant was ready for use with the start of the 1959 school term.³⁰ Primary Hall subsequently underwent extensive remodeling to convert it to an all-dormitory facility.

The last building erected during Mr. Berg's tenure was a new girls' dormitory. This structure was first used in the fall of 1963.

After Mr. Berg's retirement in 1964, Dr. C. J. Giangreco, who had been assistant superintendent, assumed the leadership of the school and is the present superintendent.³¹ Primarily an educator, he has been instrumental in the reorganization and expansion of the curriculum and in numerous innovative undertakings. Teaching requirements have been upgraded and at present a large proportion of the staff

²⁹"New Vocational Building Similar to Factory", Council Bluffs, Nonpareil, September 20, 1951.

³⁰"New \$300,000 Building is Ready at ISD", Council Bluffs, Nonpareil, August, 1958.

³¹"Giangreco Named Head of ISD; To Succeed Berg, August 1, 1964", Council Bluffs, Nonpareil, December 13, 1963.

carried both state and Conference of the American Instructors of the Deaf certification.

Natural attrition and the pressure of increased enrollment, largely due to the rubella epidemic of 1964 and 1965, have necessitated some recent building and remodeling.

An engineering survey in 1965 showed conclusively that the power plant would soon be completely inadequate to serve the needs of the school.³² The old power house, built in 1906, and the outdated equipment it houses were replaced by an all new installation in 1969.

Projections based on the number of children thought to be deafened by rubella brought about extensive remodeling in the basements of the infirmary and main building in order to provide needed classrooms. As anticipated, enrollment exceeded 400 for the first time in the history of the school during the 1971-72 academic year.

With dormitory facilities for older children at saturation point, an addition to the girls' dormitory was constructed. The new wing will accommodate the large number of younger children who will be advancing into the middle grades.

The Iowa School for the Deaf now offers a thirteen year course. A two-track organizational plan is followed

³²Wetherall, Harrison, and Wagner, Architectural Survey, 1965.

gressing toward an academic or vocational diploma according to their capabilities and interests. Academic achievement is emphasized, but flexible scheduling makes it possible to increase vocational time when this is advantageous to the pupil.

Students, both boys and girls may choose from the following course offerings: printing, photography, food classes, metals, sewing, drafting and design, ceramics, crafts, woodworking, body and fender, electronics, upholstery, office skills including typing, filing, key punch operation and business methods.

Some students whose interests and personal skills allow it, are provided with job opportunities in the community.

In the late '60's the rapidly accelerated trend toward greater automation made advisable a shift in emphasis. The training offered in the vocational-technical department was now considered more pre-vocational in nature with the majority of the graduates going into some type of post-secondary school or to an on-the-job situation. Follow-up records indicated that about 25 per cent of the graduates qualify for admission to Gallaudet College, a liberal arts college exclusively for the hearing impaired.

All children in the second year of school, and above, take art and learn to work in a variety of media. They also have scheduled physical education classes beginning on this

level.

Driver training is available to high school students, and almost every student completes the course and earns a driver's license.

Students at the Iowa School for the Deaf spend their out-of-school hours in numerous activities. These include athletics, both varsity and intramural; a full program of scouting for girls and boys, swimming, organized games, parties, and other special events arranged by the recreation staff; and a choice of crafts.

The Iowa School for the Deaf was a pioneer among residential schools in inaugurating a bonafide dating program. Students may date at age sixteen with parental permission. Boys call for the girls, go to town to movies or other events without chaperones, and return to the campus by a stated time. This effort to parallel the social experiences of the students' hearing peers has been popular, as anticipated, and has also exerted a positive influence in developing social competence.

There are numerous other events and activities important on campus. In the fall the students elect a Football Queen who reigns at Homecoming events. At Christmas time the academic departments, in turn, stage a pageant or play. The Junior National Association of the Deaf, a high school organization, has produced several three-act plays.

The biennial Eastern States Educational Tour, ini-

tiated in 1948, takes place during spring vacation. Open to juniors and seniors the trip includes points of interest in Chicago, Washington, D.C. and New York City.

School personnel recognize that a great part of the total psychological and social development of deaf students, and the development of the student's own self-image, comes, to a great extent, as a result of the opportunity to participate in the kinds of activities aforementioned.

Chapter 4

ENROLLMENT TRENDS AND PROJECTIONS, IOWA SCHOOL FOR THE DEAF

Enrollments in the past ten years in the Iowa School for the Deaf have increased by approximately twenty-three per cent, from 314 pupils in 1965 to 387 in 1974-75. An analysis of the recent enrollment data in Table I shows that the enrollment in the lower elementary grades increased substantially from 1965-66 to 1971-72. The lower elementary enrollments have declined significantly since 1972-73 while enrollments in the upper elementary grades 5-8 have shown a marked increase in the same period.

The 1974-75 lower elementary enrollments show de-

Table I

Enrollments in the Iowa School for the Deaf
1965 - 66 to 1974 - 75

Year	Pre-school - 4	5 - 8	9 - 12	Total
1965-66	116	125	73	314
1966-67	121	110	96	327
1967-68	128	113	97	338
1968-69	125	99	106	330
1969-70	136	123	126	385
1970-71	161	109	122	392
1971-72	169	121	116	406
1972-73	151	119	104	374
1973-74	140	117	129	386
1974-75	111	152	124	387

crease of five students or a little less than five percent as compared to the 1965-66 enrollments. At the same time upper elementary enrollments increased by twenty-seven or a little less than twenty-two per cent. Senior high school enrollment in the same period increased by fifty-one students or nearly seventy per cent.

The bulge in enrollments now at the fifth and sixth grade level in the upper elementary school will continue to move through the senior high school grades over the next few years. In the 1980's the students who were enrolled as a result of the rubella epidemic will begin to graduate. Following the bulge there will be a decrease in the upper elementary and senior high grades. It is anticipated that the Iowa School for the Deaf's enrollment will remain somewhat unevenly balanced between the elementary and the upper elementary - high school levels.

There are essentially three elements which have had a decided influence on the distribution of school enrollments in the local area as well as state-wide and nationally.

The effect of the declining birthrate which became apparent in about 1970 has resulted in the decrease shown in the elementary enrollment in the Iowa School for the Deaf. Whether this declining birthrate will continue over a long term or revise itself in the next few years is a matter of considerable debate among demographers.

The efforts to meet and solve the rubella, commonly

known as "German measles", problem since the 1964-65 epidemic have been exhaustive. The estimate of 20,000 handicapped children from the epidemic of rubella that swept through the United States during 1963, 1964, and 1965 is probably a conservative estimate. Presently only fifteen per cent of children are immune by the age of school entry, but at the time of adolescence the rate is seventy-four per cent and during the adult years, the immunity rate reaches a plateau of ninety per cent.³³ Further outbreaks of the rubella disease, at least in epidemic proportions, will probably be prevented.

Finally, the Sixty-fifth General Assembly of the State of Iowa passed into law Senate File 1163 which mandated that school districts:

. . . . make provisions, as an integral part of public education, for special education opportunities sufficient to meet the needs and maximize the capabilities of children requiring special education when such children can benefit from all or part of the education program as offered by the local school district. To maximum extent possible, children requiring special education shall attend regular classes and be educated with children who do not require special education.³⁴

The elementary enrollment at the Iowa School for the Deaf indicates that the proliferation of programs for the hearing impaired has had a decided influence on enrollment.

³³Report on Rubella and Handicapped Children, Government Document, 1969, p. 2.

³⁴Senate File 1163, Government Document, 1974, p. 49.

More parents advocate this "mainstreaming", believing their children can receive a full education during the day and then return home in the evening. While acknowledging the potential success from "mainstreaming" for some phases of special education, deaf students receive greater benefits from the residential curriculum. The Iowa School for the Deaf employs the same text books as ordinary schools, offers all phases of athletic and intramural programs as well as most other extracurricular activities found in today's learning environment. Most of the students live in dormitories and attend classes Monday through Friday, returning home a minimum of two weekends a month.

In the short term, the Area Education Agencies' programs will have a definite effect on the Iowa School for the Deaf's enrollment, particularly at the elementary level. Residential schools are faced with limited intake population. The deaf children who will be admitted to the special school programs will be essentially pre-lingually deaf, with severe to profound hearing losses and frequently will have multiple handicaps.

The "mainstreaming" concept is not new to special education. The state of Ohio first experimented with "mainstreaming" in 1940, and as a result the state school for the deaf became an asylum for the deaf mentally retarded. Ohio revised its regional centers until they were established only near heavily populated areas that could furnish enough stu-

dents for a significant center.

Table II shows the estimated enrollment from 1975-76 through 1984-85. Data for 1990 have been included to indicate that the enrollment is expected to stabilize at approximately 240 students. Estimated enrollments are based on the assumption that current economic and social conditions will continue into the future with little modification. These estimates are necessary for planning purposes but they must be used with caution and updated periodically in the light of any change in conditions which may occur in the future.

Because of the current unstable economic conditions a high, a low, and a probable estimate were made. Should present conditions continue in about the same way, the probable estimate is considered to be realistic. An economic acceleration or deceleration in the next few years may make either one of the high or low estimates more useable for planning purposes.

It is conservatively estimated that the Iowa School for the Deaf will have, as shown in Table II, approximately 313 students enrolled in the school by 1980 and approximately 230 by 1985. An increased tempo of program development by the area educational agencies of Iowa in the latter years of this decade will decelerate the enrollment in the Iowa School for the Deaf.

Table II

Projected Enrollments For the Iowa School for the Deaf
1975-76 to 1984-85

Year	LOW				PROBABLE				HIGH			
	Pre-school	5-8	9-12	Total	Pre-school-4	5-8	9-12	Total	Pre-school-4	5-8	9-12	Total
1975-76	77	153	131	361	79	156	133	368	80	158	134	372
1976-77	65	143	134	342	69	149	138	356	71	153	140	364
1977-78	60	128	120	308	66	137	126	329	69	143	129	341
1978-79	56	100	139	295	64	112	147	333	68	120	151	339
1979-80	63	62	153	278	73	77	163	313	78	87	158	323
1980-81	62	45	143	250	74	63	155	292	80	75	161	316
1981-82	64	40	128	232	78	61	142	281	85	75	149	309
1982-83	64	41	100	205	80	65	116	261	88	81	124	293
1983-84	65	43	62	170	83	70	80	233	92	88	89	269
1984-85	63	42	45	150	83	72	65	230	93	92	75	270
1990	65	45	50	160	85	80	75	240	95	95	85	275

Chapter 5

PROBABLE EDUCATIONAL CHARACTERISTICS OF CLIENTELE SERVED BY THE IOWA SCHOOL FOR THE DEAF

In developing these projections, two variables have been taken into account: intelligence and educational achievement.

Intelligence

There is ample support for the contention that intelligence, as measured by standardized tests like the Leiter International Performance Scale or the Performance Scale of the Wechsler Adult Intelligence Scale is distributed amongst deaf people as it is in the general population. Table III reflects this conceptualization by utilizing the performance scores of students enrolled at the Iowa School for the Deaf.

Table III

Theoretical Distribution of Intellectual Capacities
of 387 Students Enrolled in the
Iowa School for the Deaf
in 1974-75

Very Superior	Superior	Bright Normal	Average	Dull Normal	Borderline	Mental Defective
6	39	65	178	49	31	19

The scores were obtained in the spring of 1974.³⁵

Educational Achievement

Despite the contention that deaf students are, on the average, as bright as all other students, their typical records of educational achievement are much below par. The most recent large-scale information about educational achievement levels of deaf students comes from the Annual Survey of Hearing Impaired Children and Youth.³⁶ In the spring of 1971, the Stanford Achievement Test as administered to a national sampling of 16,908 students. The grade levels for the eighteen year old group appear in Table IV. These students were given the forms best suited to their educational development, in accordance with procedures set forth by the Annual Survey. Almost one-third of the eighteen year old sample took the Primary I or II forms; twenty-eight per cent the Intermediate I; twenty-one and five tenths per cent Intermediate II, fifteen per cent the Advanced form.

Of those taking the Advanced form, about half reached a 7.5 grade level, the average reading level for entering Gallaudet College students.³⁷

³⁵Psychological Reports, ISD Psychology Department, 1974.

³⁶Annual Survey of Hearing Impaired Children and Youth, National Survey of State Identification Audiometry Programs and Special Education Services for Hearing Impaired Children and Youth, United States, 1972, Washington, D.C., Gallaudet College, 1972, p. 61.

³⁷Ibid.

On the arithmetic subtest of the Stanford Achievement Test, these students, on the average, had a grade level of 9.23.³⁸ It should be noted that mathematics is a typical area of academic strength for deaf students.

Table IV

Educational Achievement of Eighteen-Year-Old Deaf Students
As Measured by Average Grade Levels on Paragraph Meaning
(Reading) and Arithmetic Computation Subtests of the
Stanford Achievement Test, 1964 Edition
United States, Spring 1971

Form	Students		Reading		Arithmetic	
	N	%	Grade	St. Dev.	Grade	St. Dev.
All Forms	1,152	100.00				
Primary I	107	9.29	1.84	N.A.	1.86	N.A.
Primary II	300	26.04	2.84	N.A.	5.09	N.A.
Intermediate I	324	28.12	3.82	.80	6.49	1.68
Intermediate II	248	21.53	5.29	1.00	7.55	2.08
Advanced	173	15.01	7.39	1.80	9.23	2.26
N.A. = not available						

To predict the educational achievement over time, several factors have to be taken into account.

Early Childhood Education

Until the third decade of the Twentieth Century some

³⁸ Ibid.

authorities still insisted that born-deaf children should not enter school until eight years of age. Today many deaf children enter classrooms as soon as they are toilet trained. The attempts at early childhood education in the mid 1960's were probably less effective and certainly reached fewer children than present day programs. The Iowa School for the Deaf, recognizing the critical need for an early childhood program, has worked with hearing impaired children in the local community. These children, ranging in age from eighteen months to four years of age, have been transported to and from school on a daily basis. One girl, a sibling of deaf parents, was integrated into the Council Bluffs School program in the fall of 1976. It is recommended that the Iowa School for the Deaf expand the Early Childhood Development program. If the assumed value of early childhood education to the deaf child is to be realized, a team consisting of a speech therapist and a teacher, specialized in early childhood education, should make home visits for the purpose of working with the child and parents.

Curriculum Change in Elementary Education

Throughout the last decade Captioned Films for the Deaf has distributed large quantities of equipment and materials to improve the education of deaf students. Interest revived in changing communication modes in instruction from complete dependence on oral means to including other means.

Along with changes in means of communication have come other curriculum changes and increased research. The Iowa School for the Deaf has several programs which are considered to be exemplary. Among them is the Apple Tree Language Program which was written by five Iowa School for the Deaf teachers. This language program, written especially for the deaf, has been implemented in public and private schools for the deaf throughout the country and in several foreign countries. It is recommended that grants be made available for continued research in all subject matter areas. These kinds of developments will begin to exert a strong, positive influence in the near future.

Identifying specific contributors to scholastic achievement is far harder than measuring change. Some change seems to have occurred during the decade of the sixties.

While no precise statistic is at hand, a rough indication of change in the education of deaf students comes from a comparison of two studies. In 1959, Wrightstone, Aronow and Moskowitz administered the Metropolitan Achievement Test to about half of all students in schools for deaf children. The average reading grade was 3.5 for the sixteen year old students (N = 1,075) with twelve per cent scoring a grade of 4.9 or above.³⁹ The 1971 study of the Annual Survey used the

³⁹Wrightstone, J. W., Aronow, M. S. and Moskowitz, S., Developing Reading Test Norms for Deaf Children, American Annals of the Deaf, 108, 1963, pp. 311-315.

Stanford Achievement Test on which the mean reading level was approximately 4.0 (N = 1,314), with about twenty per cent scoring 4.9 or above.⁴⁰ Too much cannot be made of such a comparison, since the results of the two tests are not directly comparable - treating the grade equivalents as standard scores is not justified without at least compensation for the different variances. But the 0.5 higher grade level and the eight per cent greater number of students reaching or exceeding 4.9 grade level do offer some evidence for the felt improvement in the educational preparation of deaf students.

A potentially important factor which is not given weight in the predictions is the changing trend away from the residential schools to the local school districts. The effect of these changes has not been assessed nor does any particular guess at the effect on educational achievement recommend itself. It is possible that a phenomenon of natural selection takes place, such that students best served by one facility over another tend to move into the better place. This would be more likely if the Iowa School for the Deaf was centrally located in the state. It is possible that the the setting produces an effect only to the extent that it

⁴⁰Annual Survey of Hearing Impaired Children and Youth, National Survey of State Identification Audiometry Programs and Special Education Services for Hearing Impaired Children and Youth, United States, 1972, Washington, D.C., Gallaudet College, 1972, p. 61.

reflects the quality of the instructional staff and curriculum. In this regard, the Iowa School for the Deaf, in an effort to maintain the highest standards for quality education, is seeking both state and conference certification. Another factor that will have an influence on the residential program deals with the kinds of students who will be enrolled in that program. This is particularly true of children who were born between 1963 and 1965 when there was a rubella epidemic in this country and which resulted in many multihandicapped children being born, many of whom had deafness or severe hearing impairment as just one of the handicapping conditions. Another possible cause of the increase in incidence of the multihandicapped deaf child is the factor of more premature children being saved through incubation. There is some evidence that when a child is not full-term certain sensory factors did not develop completely before the time of birth and failed to develop after birth even though the child lives. A recent survey by Melda Alber, Director of Education at the Iowa School for the Deaf, indicated that of the students enrolled in the residential program, forty-three per cent had at least one handicapping condition in addition to a hearing impairment.⁴¹

There is some evidence that the mentally retarded

⁴¹Alber, Melda E., Survey of Multiply Handicapped Children In the Iowa School for the Deaf, School Document, 1972.

deaf and the severely multiple handicapped deaf may be referred to the residential programs in increasing numbers. The local school districts with special programs will serve more hard of hearing children who were formerly accepted in schools for the deaf more or less by default.

Although the Iowa School for the Deaf is liberal in terms of its entrance policies, the school does not have the staff nor the facilities to provide a quality education for the deaf mentally retarded or the severely multiple handicapped deaf. If these kinds of children are referred and accepted in substantial numbers, provisions should be made for complete and separate residences and educational complex.

Chapter 6

PHYSICAL FACILITIES AT THE IOWA SCHOOL FOR THE DEAF

School plant facilities in the Iowa School for the Deaf system consist of the following buildings:

1. Main Administration and Dormitory Building
2. Girls' Dormitory
3. Primary Hall Dormitory
4. Elementary School Building
5. High School Building
6. Vocational - Technical Building
7. Laundry Building
8. Infirmary
9. Recreational Barn
10. Powerhouse
11. Garage: Bus, Truck, and Employees
12. Superintendent's Residence
13. Staff Residence - Apartments
14. High School Principal's Residence
15. Business Manager's Residence
16. Engineer's Residence
17. Dean of Students' Residence

Main Administrative and Dormitory Building

The main administration and dormitory building houses the administrative offices, special guest rooms, and room facilities for staff and senior students. The east and west wings of the building house upper elementary and high school students. A total of one hundred forty-five boys and twenty-three girls are housed in seventy-two rooms, lounges, bath facilities, and recreation areas. The interior of this building, particularly the students' living quarters, has received much attention during the last ten years. Major remodeling has resulted in producing student living areas which are most conducive to growth and development. The basement of the administration building has been renovated to provide additional classroom space. It is well maintained and well designed for the educational program it houses.

A top priority project is to renovate and upgrade the exterior of the administration and dormitory building particularly with respect to securing the cornices which span the top of the entire building. The cornices are loose and could conceivably fall to the ground. Because of the potential danger that exists, the immediate area has been fenced off, disallowing anyone from walking in close proximity of the building.

Another top priority project is the need to expand the food service area. Outside firms have been asked to evaluate the dietary department; they have confirmed the fact

that the operation is neither sanitary or efficient.

In 1960, J. C. Schilletter, Director of Residence at the Iowa State University, and Jay Miller conducted an inspection of the food services area and concluded:⁴²

1. The present set-up for preparation and serving of meals is extremely inefficient.
2. The present arrangement does not allow for proper sanitary conditions.
3. It would be unwise to spend money in an attempt to remodel the present kitchens and basement areas for food service.

The Architectural firm of Wetherall, Harrison, and Wagner reported essentially the same conditions as found by Schilletter and Miller.⁴³ They recommended an addition to the present building to provide the space and facilities needed.

This project was nearly funded by the Sixty-fifth General Assembly of the State of Iowa. It is highly recommended that this capital project be funded for the 1975 - 1977 biennium.

⁴²J. C. Schilletter and Jay Miller, Survey of Food Services at the Iowa School for the Deaf, 1960.

⁴³Wetherall, Harrison and Wagner, Architectural Survey, 1965.

Recondition woodwork around windows. The existing woodwork including the windows, sash and frames are in need of reconditioning. The screens also need to be repaired and replaced.

New elevator (replacement). The existing freight elevator is old and needs replacement. This would include the elevator electrical control board as well as the freight elevator.

Fluorescent lighting in dormitory rooms. Replace existing incandescent lighting in all dormitory rooms.

Bookcases built in all dorm rooms. At the present time there is no place for books and magazines except for the student's study desk. It is recommended that space be provided in each student's residence.

Luggage storage space in every dormitory room. Luggage storage space is needed in every room so that student's suitcases and other personal belongings can be stored in the room with them, rather than in a central storage room in the basement.

Individual safe or protective shelf for valuables. There should be a safe, secure place for each student to keep his personal belongings of value.

Lift or elevator. A lift is needed for baggage, laundry, and supplies.

Air condition central area of first floor main building. One central unit to control temperature of the offices including the Superintendent's Office, the Business Offices, the Reception Rooms, the Personnel Office, the Dean of Students' Offices and the Conference Room. This would eliminate nine window air conditioners, would reduce the noise and would be more efficient in maintaining the proper room temperature.

Employee's lounge. A rest and recreational area for non-academic employees where they can take their breaks is needed. This area would also have an area for snacks and coffee.

Laundry chute. The dormitories consist of four floors. Laundry for the floor residents has to be sent to the school laundry daily. It is now necessary to hand carry the laundry bags or transport them on the freight elevator. If clothes chutes were provided to accommodate the laundry bags, the procedure would be much more efficient.

Girls Dormitory

The girl's dormitory is a two story cement and brick building and houses upper elementary and high school girls. The original part of the building was built in 1964 and a

major addition was completed in 1974. The building has two rooms for housemothers. A multi-purpose room, kitchen, laundry facilities, and storage area are in the basement. The building is in excellent condition, is well maintained, and well designed.

Primary Hall Dormitory

The Primary Hall Dormitory is a three story building which houses the youngsters (grade K - 4) who attend the Lower Elementary school. There are six open dormitories for the younger students, with lounges and bath facilities. There are also six rooms for the counselors and staff, including an apartment for the houseparent in charge of the dormitory. The building also includes a student dining room and kitchen.

Some remodeling is needed in the food services area.

Elementary School Building

The elementary school building is a two story cement and brick building. The building has eighteen classrooms housing pre-school through the fourth grades. A small auditorium and the offices of the lower elementary principal and staff are centrally located on the first floor of the building.

The elementary school is a modern educational plant. It is fully carpeted, is well maintained and the built-in flexibility of the building will serve the educational pro-

gram well for many years. Allowing thirty square feet per student in each classroom, which is the generally accepted standard for elementary schools, the capacity of the building is about one hundred pupils with about eighty students currently enrolled.

High School Building

The three story brick building contains thirty-three classrooms for two hundred eighty students from upper elementary through high school. The building also has a library, special rooms for supportive staff including speech and hearing, psychology, media, guidance, and the offices of the academic administration. The gymnasium and the swimming pool are attached to this building.

General maintenance will be needed to keep the building in good condition. In addition, the girls' dressing room is in need of remodeling to meet the current demands of the girls' physical education program. The lighting in the gymnasium needs to be up-graded and replacement of the gym floor is badly needed.

Vocational-Technical Building

This two story brick, cement and tile building was erected as a "factory type" building in 1954. It houses the vocational program for junior and senior high students.

There are eight classrooms for instruction and about one hundred ninety students taking pre-vocational and voca-

tional classes. One way of measuring pupil capacity in a school building is by the "student stations" available in each classroom or laboratory in the building. A "student station" is the amount of space required for each pupil in the classroom or laboratory. These space requirements vary, for example, in industrial arts as much as seventy-five square feet per pupil is needed for each student station. Using this generally accepted standard, the student capacity of the vocational-technical building is about one hundred twenty-five students.

The facilities are, therefore, limited and should be expanded. The building should be enlarged to meet the requirements of the trades in which the students will seek employment. The lighting system needs to be up-graded and revised to deliver the proper lighting to each piece of equipment. The electrical system will not accommodate the modernization and change over to more and larger electrical equipment.

It is recommended that the expansion and up-grading of the vocational-technical building be given top priority consideration. With just less than one hundred students at the fifth and sixth grade level, the need for more course offerings and a larger facility will be of paramount importance within the next three or four years.

It is recommended that consideration be given to the provision of a modernized paint booth as well as a mainten-

ance area for instruction in vehicle maintenance.

Laundry Building

The laundry building is a two story brick and wood building housing the school's laundry on the first floor and linen storage and sewing rooms on the second floor. The basement is used to store supplies for the physical plant department.

An architectural survey concluded that the building is structurally unsound. The heating system is inadequate; the steam and hot water pipes are badly worn. The sanitary facilities need to be modernized.⁴⁴

The building should be phased out of use as soon as other facilities can be provided. While no detailed cost estimates have been made for renovating and up-grading the building, it is generally considered poor economy to put much money into renovating and remodeling an almost sixty year old building which is already obsolete by modern standards. The cost of remodeling and renovating this building would far exceed the value of the building.

It is recommended that a facility be constructed that will serve the usual purposes of the laundry, as well as a central stores area to handle supplies, and a "laundromat" for the older students. The junior and senior high

⁴⁴Wetherall, Harrison and Wagner, Architectural Survey, 1965.

students, both boys and girls, are assuming more responsibility for the care of their clothes. Boys are being integrated into sewing classes and are learning how to produce articles of clothing and to mend those which are in need of repair. These are "life skills" and could be further enhanced with the provision of an area where the students could launder, iron, and mend their clothes during their leisure time.

Infirmary

The infirmary, built in 1937, consists of two floors and a basement. The basement is an art studio for lower and upper elementary students. The infirmary is also a student hospital including a treatment room for the doctor, first aid room for the nurse, two wards of fourteen beds each, an isolation room with two beds, and the nurses quarters. The basement is used for an art classroom due to shortage of classroom space in the vocational-technical building.

School officials have recommended that a tunnel, connecting the primary hall dormitory to the infirmary and the lower elementary school building, be constructed for use by the youngsters during inclement weather. It is also recommended that the infirmary be remodeled to provide for recreation area for groups of primary hall students at some

time subsequent to the realization of the vocational-technical building expansion project.

Recreational Barn

The recreational barn is a two story building of cement and tile construction. The sanitary facilities and the lighting system need to be modernized. The second floor is used for recreation; it has a basketball court and other athletic equipment for use by the intramural groups. The interior of the roof is in need of insulation and repair. The shingles on the exterior roof need to be reconditioned. Storage space for athletic equipment on the second floor is limited and should be expanded.

Powerhouse

Built in 1968, the powerhouse building is a two story cement and brick building housing the heating and generating equipment. Office space is also provided for the chief engineer, the maintenance crew, and for the storage of supplies.

Garage: Bus, Truck, and Employees

The garage is a one story building, all wood frame in construction, with an attic which is used to store out of season equipment and supplies or salvaged parts of equipment. The garage units are too small to accommodate the larger cars now owned by the school. The doors and locking systems need

to be replaced. The doors are the folding type and must be changed to accommodate the longer cars now being housed. The key and lock system is old, worn, and badly in need of replacement.

Staff Residences

Superintendent's Residence. The superintendent's residence is a two story frame building used to house the school superintendent and his family. This "multi-purpose" home is also used for official functions of the school, for entertaining faculty, visitors from other schools throughout the United States, members of the Board of Regents, members of the Legislature, and other important state and national dignitaries.

The superintendent's residence is structurally sound, however, it will require general maintenance during the next ten years.

Apartment. The apartment building is a two story building of frame construction with brick veneer and consists of four, two bedroom apartments. Built in 1956, the building is used to house four members of the staff and their families. The building is in good condition; it will require the usual amount of maintenance during the next ten years.

High school principal's, business manager's and engineer's residence. The respective residences for school

officials are two story frame buildings. Built in 1948, 1954 and 1949 respectively, the homes are in need of modernized heating and cooling systems. Each of the homes will require the usual amount of maintenance over the ten year period.

Dean of Student's Residence. This residence is a two story frame house which was purchased in 1967 for the dean of students and his family. This residence is an older home and will require some remodeling and general maintenance.

Library and Learning Resource Center

The library, which serves both upper elementary and high school students, is very small by acceptable standards. Expansion of the site does appear to be feasible.

It is recommended the Board proceed as soon as possible to construct a library and learning resource center as an addition to the high school building. It is suggested that the site be in the area adjacent to the high school building and extending toward the lower elementary school. Location on the site should provide zones to avoid intermingling the elementary grades and the upper elementary/high school grades. This approach provides flexibility in that the building can readily be used by students from every area with minimum disruption to the educational process. The addition should include basic central facilities to accommodate a total enrollment of about two hundred forty students.

It is suggested the Board explore the possibilities

for use of the addition as a central administrative facility including supervisory offices, psychology, speech and hearing, media, and guidance. The addition will alleviate the overcrowding condition in the high school building and bridge the transition period.

Multipurpose Student Union (Recreation Center)

The various extracurricular activities which include the opportunity to participate in student government, interscholastic and intramural athletics, dramatic presentations, hobby clubs, and participation in Boy Scout and Girl Scout activities, are all of great importance. Being a member of a committee that actively plans and implements projects such as school parties and dances, or being an active member of a Girl Scout Club are important parts of the learning experience.

About ninety percent of the Iowa School for the Deaf's faculty are engaged in sponsorship of various organizations and extracurricular activities and are doing so on a volunteer basis.

The multipurpose student union is urgently needed to provide areas for these groups to meet. Provision for a snack bar, a place for informal get togethers, and for special parties and dances is recommended. It is recommended that provisions for bowling lanes and a full size olympic swimming pool be included. There should be more and more

emphasis placed on leisure time activities; activities in which the student will be engaged after they graduate. This facility is considered to be a top priority project.

Chapter 7

ANALYSIS OF FINANCIAL SUPPORT FOR IOWA SCHOOL FOR THE DEAF

General fund expenditures are the monies spent on the operation and maintenance of the school, exclusive of capital fund expenditures.

Table V shows the general fund expenditures of the Iowa School for the Deaf from 1965-66 to 1974-75. The effect

Table V
General Fund Expenditures

Year	Annual Cost of Operation and Maintenance	Annual Increase	Per cent of Annual Increase
1965-66	\$ 935,897		
1966-67	1,114,641	178,744	19.1
1967-68	1,146,565	31,924	28.6
1968-69	1,190,225	43,660	3.81
1969-70	1,425,685	235,460	19.79
1970-71	1,584,023	158,338	11.1
1971-72	1,636,000	51,977	3.28
1972-73	1,696,904	60,904	3.72
1973-74	1,883,408	186,504	10.99
1974-75	2,127,405	243,997	12.96

of inflation is apparent in the annual increases shown. While some increased cost may be attributed to an increase in enrollments the major increase has resulted from conditions over which the Board of Regents has little or no control.

ESTIMATED GENERAL FUND EXPENDITURES

Table VI shows the estimated general fund expenditures which may be expected in the Iowa School for the Deaf to 1984-85. These calculations take into account the de-

Table VI
Estimated General Fund Expenditures

Year	Low	Probable	High
1975-76	\$2,477,200	\$2,477,200	\$2,477,200
1976-77	2,675,300	2,727,200	2,848,700
1977-78	2,889,300	2,999,900	3,276,000
1978-79	3,120,400	3,299,800	3,768,100
1979-80	3,370,000	3,629,700	4,335,300
1980-81	3,639,600	4,992,600	4,768,800
1981-82	3,930,700	4,391,800	5,245,600
1982-83	4,245,100	4,830,900	5,770,100
1983-84	4,584,700	5,313,900	6,340,100
1984-85	4,950,400	5,854,800	6,974,100

creased enrollments, the inflation factor which is generally expected to continue and an inclination that Title I monies will become decreasingly available. These estimates are considered to be conservative. The probable estimate is the one used for planning purposes in this report. While an estimate of \$5,845,800 in 1984 may seem high in 1975, it is not unrealistic in light of the increased costs which have occurred in the past ten years.

Chapter 8

SUMMARY AND RECOMMENDATIONS

Realizing the potential for rapid growth in the public schools' special education programs as a result of Iowa House File 1163 and the decreased enrollments in the Iowa School for the Deaf, officials at the Iowa School for the Deaf were asked to prepare a long-range plan to determine the financial, facility, and program needs of the school. This chapter summarizes the highlights of the study.

The Iowa School for the Deaf

The Iowa School for the Deaf is recognized as one of the best residential schools in the country. Having served hearing impaired children of Iowa for well over a century, many of its programs are considered exemplary and are being implemented by other schools for the deaf throughout the country.

Enrollments

Since 1965-66, school enrollments have grown from 314 to almost 390 pupils in 1974-75. By 1984-85, however, it is estimated conservatively that enrollment will be about 230 and by 1990 will have stabilized at about 240 children.

Educational Characteristics

Students at the Iowa School for the Deaf range from "superior" to "retarded" in terms of intelligence. There is some evidence that more and more of the severely handicapped deaf students may be referred to the Iowa School for the Deaf during the next ten years. Some of the shift will be due to the fact that many more hard of hearing children will be served by local school systems with special programs.

The typical records of educational achievement of deaf children do not compare favorably with their hearing counterparts. In order to raise their standards, the Iowa school for the Deaf should take the leadership in providing early childhood training to deaf children of preschool age. Grants should be provided to encourage and finance research and curriculum development. The Iowa School for the Deaf will have to maintain and improve its high standards in order to attract hearing impaired children from all over the state.

Facilities

Officials at the Iowa School for the Deaf are faced with some real problems with respect to capital projects. There are four major projects which should be funded as soon as possible. These projects are listed in terms of priority:

1. Rennovate and upgrade the exterior of the main administration and dormitory building. Secure

cornices.

2. Expand the food services area.
3. Expand and upgrade the careers center building.
4. Provide multipurpose student union for recreational activities.

General Fund

The annual cost of operation of the Iowa School for the Deaf has increased from a little more than \$935,000 in 1965-66 to well over \$2,475,000 in 1975-76. Although the enrollments are expected to decrease, the annual cost of operation will be about \$5,800,000 by 1985.

RECOMMENDATIONS

General Statement

For the next five or six year period enrollments in the junior and senior high school grades are expected to increase more rapidly than at the elementary level. By 1977 this will result in overcrowding in the existing high school building which is now at about recommended capacity. A plan to alleviate the overcrowding and to bridge this transition period is suggested. The plan is to place at least temporarily the fifth grade in the lower elementary building to relieve the overcrowded condition in the high school. This, in effect, is what is generally called a K - 5 - 3 - 4 plan of organization. The plan is sound and educationally defen-

sible without reference to a building problem.

The following recommendations are presented for the Board's consideration.

Recommendations

1. It is recommended that the Board of Regents provide a mobile classroom for the purpose of providing an Early Childhood Education program to parents and children throughout the state.
2. It is recommended that the Board appropriate a sufficient amount of funds to encourage and finance continued research in all areas relative to the education of the hearing impaired.
3. It is recommended that the Board proceed to adopt a policy which will prevent the Iowa School for the Deaf from becoming an asylum for the deaf mentally retarded and/or the multiply handicapped deaf.

The alternative would be to provide a complete and separate facility to meet the needs of this population.

4. It is recommended that the Board provide emergency funds to rennovate and upgrade the cornices on the administration building.
5. It is recommended that the Board plan to construct an addition to the food services area to

provide the space and facilities needed.

6. It is recommended that the Board construct by approximately 1978 an addition to the careers center building to alleviate overcrowded conditions in that building.
7. It is recommended that the Board phase out of operation the laundry building as soon as new facilities can be provided to house central stores, a laundromat, and the school's laundry services.
8. It is recommended that by 1980 the Board plan to construct a library and Learning Resource Center.
9. It is recommended that the Board construct a multipurpose student union to provide students with facilities for leisure time activities.

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