

REPORT
OF THE
SPECIAL LEGISLATIVE COMMITTEE
ON
Educational Facilities for the
Deaf in California

As Authorized by
SENATE CONCURRENT RESOLUTION No. 25
By the Forty-seventh Session of the Legislature of California



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INTRODUCTION

To the forty-eighth Session of the Legislature of California:

The undersigned respectfully submit to the Legislature a report authorized and provided for by Senate Concurrent Resolution No. 25, approved by both houses of the forty-seventh session (1927) of the Legislature of California. The resolution found on pages 2402 and 2403, Statutes of California, 1927, is as follows:

CHAPTER 85

Senate Concurrent Resolution No. 25—Relative to an investigation and report upon educational facilities for the instruction of the deaf.

(Filed with Secretary of State April 29, 1927.)

WHEREAS it is necessary and desirable that a thorough investigation be made of the various educational facilities, public and private, state and local, now provided for the deaf, of the number and distribution of deaf people in this state and of the adequacy and suitability of the California School for the Deaf located at Berkeley, Alameda county, in order that the Legislature may have available adequate information to enable it to fix and determine the policy that should be adopted in this regard, now, therefore, be it

Resolved by the Senate, the Assembly concurring, That three members of the Senate shall be appointed by the president of the Senate and three members of the Assembly by the speaker of the Assembly, who shall constitute a committee whose duty it shall be to investigate the matters mentioned or contained in these resolutions and to report their findings in full to the Legislature at the forty-eighth session thereof and to make such recommendations in connections therewith as they deem of permanent benefit to the state; and be it further

Resolved, That the said committee shall proceed at once to organize by the election of one of its members as chairman and by the selection of a secretary and to proceed forthwith with said investigation in the manner to be determined by said committee; and be it further

Resolved, That the committee shall have power to employ such assistance as may be necessary and that the expenses incurred in such investigation, not to exceed the sum of one thousand dollars, shall be paid equally by the Senate and Assembly out of their respective contingent funds; and be it further

Resolved, That said committee is hereby authorized and empowered to do any and all things necessary to make a full and complete investigation of the matters and objects hereinbefore referred to, and is hereby authorized and empowered to require the production of persons, books, agreements, documents, records and papers of every kind; to issue subpoenas and to take all necessary means to compel the attendance of witnesses, and to procure testimony and the members of said committee are and each of them is hereby authorized to administer oaths; and all the provisions of article VIII of chapter II, title I, part III of the Political Code of the state relative to the attendance and assemblage of witnesses before the Legislature and committees thereof, shall apply to the committee appointed under this resolution; also said committee is hereby given leave to sit during the sessions of the Legislature, during the recess thereof, and during the interval between sessions thereof, either at the capitol, or at such other place, or places as said committee shall from time to time designate.

In pursuance of this resolution the president of the Senate appointed:

Senator Arthur H. Breed, of Alameda County,
Senator Thomas A. Maloney, of San Francisco County,
Senator Herbert W. Slater, of Sonoma County;

and the speaker of the Assembly appointed:

Assemblyman Robert B. Fry, of San Francisco County,
Assemblyman Harry L. Parkman, of San Mateo County,
Assemblyman Eugene W. Roland, of Alameda County.

Pursuant to the request of Senator Arthur H. Breed, author of Senate Concurrent Resolution No. 25, the committee was summoned to meet in the office of the State Director of Education in the State building, San Francisco, September 22, 1927, at 10 a.m.

Senator Breed called the meeting to order and all members of the committee were present except Senator Slater, whose unavoidable absence was explained by Senator Breed. The committee organized by electing Senator Slater, chairman; Senator Breed, vice chairman, and Assemblyman Parkman, secretary. The tentative order of business presented by the Director of Education was accepted and Mrs. Stella P. Trussell of the staff of the State Department of Education was elected to serve as assistant secretary to the committee and also its official stenographer. William John Cooper, the State Director of Education, was requested to serve as the executive officer of the committee. At this meeting plans for the work of the committee were discussed and the following requests were made: (1) That the Director of Education prepare a statement of the number and distribution of deaf minors in the State of California in so far as it could be compiled from the returns of the census of October, 1927; (2) that the Director of Education report what public schools were offering educational opportunities to deaf children; (3) that the principal of the State School for the Deaf at Berkeley make a report on enrollments in the school for each year during the preceding ten years; (4) that the Director of Public Works of the State of California study the physical plant of the school, setting forth its present condition and the probable life of the various buildings; (5) that the Director of Public Health report on the sanitary conditions of buildings and grounds together with any recommendations he might care to make; (6) that the Director of Education prepare a brief report on the history of the state school at Berkeley. An invitation was extended to the members of the faculty of the state school, and other interested persons to communicate with the commission and its members at any time. The second meeting was fixed for San Francisco, November 10, 1927.

Second Meeting.

The second meeting of the committee was called to order by Vice Chairman Breed, November 10, 1927, at eight o'clock p.m. Numerous communications were received and ordered filed. Reports were received from Mr. George Berry, acting principal of the state school; Dr. Walter M. Dickie, State Director of Public Health, and William John Cooper, State Director of Education. It was unanimously decided to hold the next meeting of the committee at the School for the Deaf, in Berkeley, Saturday, December 3, 1927, at 10 a.m.

Third Meeting.

On December 3, 1927, the following members of the committee, Senators Breed and Maloney and Assemblymen Parkman, Roland and

Fry, met at the school in Berkeley and made a thorough inspection. The committee found conditions at the institution unsatisfactory from the point of view of its upkeep, maintenance and management, as follows:

(a) There appeared to be no responsible executive or administrative head to the institution due to the triple management.

(b) The morale of the employees and the spirit of the pupils was bad.

(c) The sanitary conditions were deplorable.

(d) The housing and schoolroom conditions were over-crowded and poorly lighted.

(e) Play and recreational areas existing in the grounds were dangerous.

(f) Sidewalks and roadways, especially those to the hospital, were in disrepair and unsafe particularly for the blind children.

(g) There was no night watchman in any building and only one outside night watchman for the whole school.

These and other matters needed immediate attention and the committee recommended that the Department of Education spend the funds provided in the biennial budget for repairs and upkeep, on the more pressing improvements recommended in the report of the State Director of Public Works.

Fourth Meeting.

The fourth meeting of the committee was held in the offices of the State Department of Education, Los Angeles, March 21, 1928, at 10 a.m. After a brief conference with Miss Elizabeth Bates, assistant superintendent of Los Angeles city schools in charge of classes for the deaf, the committee proceeded to the Seventeenth street school inspecting several classes of elementary and junior high school grade and thence to the Polytechnic high school where one class of senior high school grade was seen. At 2 o'clock the committee met in formal session in the offices of the State Department of Education and listened to discussions participated in by Assistant Superintendent Elizabeth Bates, Miss Irene Short, supervisor of classes for the deaf; Miss Louise A. Williams, principal of the Seventeenth street school, and Mr. Roberts, coordinating officer for Los Angeles schools for the employment of physically handicapped persons. Through Miss Jean Conway, interpreter, the committee listened to discussion participated in by Mrs. Howard L. Terry, vice president California Association for the Deaf; Mrs. Clarence H. Doane and Mrs. James Conway. Communications were received and ordered filed. The committee discussed methods of teaching the deaf, the importance of training additional teachers for California and accepted a report on repairs made on the state school at Berkeley submitted by Mr. W. K. Damels, deputy chief, Division of Architecture.*

Fifth Meeting.

This meeting, held in the State Building at San Francisco, October 16, 1928, was called to order at 8 p.m. by Secretary Parkman in the

* Done in accordance with the recommendation made by the committee at its meeting December 3, 1927 See Appendix A

absence of the chairman and vice chairman. Senator Maloney was elected chairman pro tem. Mr. Elwood A. Stevenson, the new principal for the State School for the Deaf, was present, discussed the condition of the buildings, and explained changes he had made in the personnel of the school and his reasons therefor. After a discussion of all the factors concerned it was decided by unanimous vote to recommend to the Legislature that the State School for the Deaf remain on its present site in Berkeley. A discussion of the building program necessary to modernize the school followed. It was requested that Mr. Stevenson, Mr. Hill, the Chief of the Division of Schoolhouse Planning, and State Architect McDougall study the site and submit to this committee a rough ground plan of buildings that should be built during the next ten years. Secretary Parkman made a report on conditions at the school as they appeared to the committee which had, without giving notice, visited the school the previous day.

Sixth Meeting.

The sixth meeting was held in Sacramento, January 9, 1929. The meeting was called to order by Senator Slater, chairman, with the following members present: Senators Breed, Maloney and Slater; Assemblymen Parkman and Roland. The executive officer, W. J. Cooper, submitted a brief outline of the form of a report to be made to the Legislature which was accepted. Mr. Cooper was requested to prepare the report in four chapters as follows: Chapter I, Deaf children in California; Chapter II, Facilities provided by the state for the education of deaf children; Chapter III, Facilities provided by the public schools for the education of deaf children; Chapter IV, A plan for developing the state school at Berkeley. The report requested from a committee consisting of Mr. George B. McDougall, State Architect; Mr. Andrew P. Hill, Jr., chief, Division of Schoolhouse Planning in the State Department of Education, and Mr. Elwood A. Stevenson, principal of the State School for the Deaf, was received and discussed. State Director of Finance Alexander R. Heron was asked for criticism and suggestions. It was the belief of Director Heron that requests for the biennium 1929-1931, if not in excess of \$300,000, could be incorporated in the executive budget; that the needed replacements should be extended through the four following biennial periods and should be adequate to replace buildings rapidly enough to make the California school adequate for its needs and modern in its buildings and equipment by 1939. With such directions to the subcommittee, the committee adjourned requesting the subcommittee to be ready to report again on January 16th.

Seventh Meeting.

The committee met pursuant to call on January 16, 1929, in Sacramento with all members present. All members of the subcommittee, Mr. McDougall, Mr. Hill and Mr. Stevenson, were present with a revised report which was presented by State Architect McDougall. Mr. Heron, Director of Finance, discussed the report and approved the subcommittee's request for \$300,000 to be incorporated in the executive budget for the next biennium. Deputy Director of Educa-

tion Sam H. Cohn represented Mr. Cooper, who was unable to be present. The report of the sub-committee was adopted as Chapter IV of the report of the legislative committee.

Eighth Meeting.

The eighth meeting of the committee was held in the State Building, San Francisco, February 4, 1929, at 4 p m., with the following members present: Senators Breed and Maloney, Assemblymen Parkman, Roland and Fry. Director of Education Wm. John Cooper was also present. Vice Chairman Breed officiated in the chair. The tentative report of the committee to the forty-eighth session of the Legislature was presented, discussed and adopted. The secretary was instructed to have printed one thousand copies for the use of the Legislature, certain libraries in the state and others interested. Senator Slater was requested to present the findings of the report to the Senate, and Assemblyman Roland to present the findings to the Assembly. There being no further business the committee adjourned sine die.

Respectfully submitted.

HERBERT W. SLATER, Senator, Chairman;
A. H. BREED, Senator, Vice Chairman;
THOMAS A. MALONEY, Senator;
ROBT. B. FRY, Assemblyman;
EUGENE W. ROLAND, Assemblyman;
H. L. PARKMAN, Assemblyman, Secretary.

February 4, 1929.

CHAPTER I

DEAF CHILDREN IN CALIFORNIA

It is an exceedingly difficult matter to ascertain how many deaf children there are in California. Experts in the field have established a ratio of one deaf person to every 2350 of the population. Assuming that there are five and one-half million people in the state at the present time we should expect to find between twenty-three hundred and twenty-four hundred deaf persons of whom seven or eight hundred might reasonably be expected to be children of school age.

The census taken in October, 1927, provided for the reporting to the State Department of Education the age of physically handicapped minors. All seven years of age or less (which is under the compulsory school age) were reported as one group. Others were reported for the year of age. The tabulation is as follows:

7 years or less.....	156
8 years.....	89
9 years.....	104
10 years.....	93
11 years.....	73
12 years.....	90
13 years.....	105
14 years.....	100
15 years.....	85
16 years.....	82
17 years.....	55
No age given.....	4
Total	1,036

As respects geographic location these deaf children are found in forty-five counties in the state. The distribution is shown by the following table:

<i>Counties</i>	<i>Deaf</i>	<i>Counties</i>	<i>Deaf</i>
Alameda	182	Nevada	1
Butte	7	Orange	14
Colusa	2	Plumas	1
Contra Costa.....	7	Riverside	16
El Dorado.....	3	Sacramento	27
Fresno	29	San Benito.....	2
Glenn	1	San Bernardino.....	23
Humboldt	7	San Diego.....	69
Imperial	3	San Francisco.....	92
Inyo	3	San Joaquin.....	7
Kern	11	San Luis Obispo.....	4
Kings	7	San Mateo.....	6
Lake	2	Santa Barbara.....	3
Lassen	1	Santa Clara.....	14
Los Angeles.....	427	Santa Cruz.....	4
Marin	7	Shasta	1
Mendocino	4	Sierra	1
Merced	3	Siskiyou	2
Monterey	8	Solano	6

<i>Counties</i>	<i>Deaf</i>	<i>Counties</i>	<i>Deaf</i>
Sonoma -----	5	Ventura -----	7
Stanislaus -----	3	Yolo -----	4
Sutter -----	1		
Tulare -----	8	Total -----	1,036
Tuolumne -----	1		

It is possible for deaf children to obtain their education (a) from private tutors; (b) in non-public schools; (c) in the state school at Berkeley; (d) in special classes in the public schools. There are no records available to indicate how many children are receiving an education through non-public facilities. The facilities provided by the state and school districts for educating such children are discussed in Chapters II and III.

CHAPTER II

FACILITIES PROVIDED BY THE STATE FOR THE EDUCATION OF DEAF CHILDREN

The first provision made for the education of the deaf came from private initiative. In an article written for the biennial report of the superintendent of public instruction in 1904 Warring Wilkinson, then principal of the state school, wrote

On the 17th of March, 1860, a number of benevolent ladies in San Francisco organized the Society for the Instruction and Maintenance of the Deaf and the Blind, and on the 19th of April following, the Legislature appropriated \$10,000 for the erection of a building for carrying out the purpose of the society. The municipal authorities of San Francisco gave \$7,000 toward the purchase of a hundred-vara lot on the corner of Fifteenth and Mission Streets, which site was donated to the state.¹

Under date of February 1, 1861, the board of managers, a group of twenty-three San Francisco women, of whom Mrs. P. B. Clark was president and Mrs. Jacob Underhill secretary, submitted a report to the Legislature. According to this report, the school opened in a rented house on Tehama street, San Francisco, on the first day of May, 1860, with three pupils and Mr. H. B. Crandall, "an intelligent and well educated deaf mute gentleman as instructor." We are told that during the first month the pupil population increased to eight in number and had at the close of the first six months twenty-two on the rolls.²

The amount received from board and tuition of pupils was insignificant and the institution accordingly was supported largely by private donation.³ The first interest of the state seems to have been an appropriation by the Legislature on April 19, 1860, of \$10,000 for the construction of a building at the corner of Mission and Sparks (Fifteenth) streets, San Francisco.⁴ This site was purchased with money appropriated by the city of San Francisco, \$7,000 in amount. Because of the state's interest, a board of five trustees was appointed. For reasons which are not clear at the present time, the Legislature of 1864 passed a concurrent resolution⁵ providing for a joint committee "to make due and diligent inquiries into the management and the conduct of the affairs of the deaf, dumb, and blind asylum," etc. The committee appointed, consisting of three Senators and three Assemblymen, reported to the next session of the Legislature on conditions at the school and recommended:

(1) That the site and buildings did not provide for future development;

(2) That it seemed desirable to move the school to a new location "in the immediate vicinity of San Francisco";

(3) That the lady managers of the Association desired to withdraw and turn the project over to the state. In regard to the state's responsibility for taking over the school, the report reads as follows: "Your committee needs scarcely add that it deems it a duty incumbent on the

¹ Biennial Report Superintendent of Public Instruction, 1903-04, p. 71.

² First Annual Report of the California Institution for the Instruction of the Deaf, Dumb and Blind, San Francisco, 1861.

³ *Ibid.*, pp. 12, 14-16.

⁴ Statutes of California, 1860, pp. 211-12.

⁵ Statutes of California, 1863-64, pp. 555-6.

state so to do, and that the people expect it at our hands, that the waifs whom God has cast along life's shore at our feet, may be cared for as the children of the state."

(4) That it was found that the incumbent principal was in ill health and desired to retire.⁶

The report of this committee, 115 printed pages in length, brought about directly or indirectly:

(1) A better defined program for dealing with the education of the deaf and blind;

(2) Better support of the institution by the state,

(3) A new site and buildings as needed in Alameda County;

(4) The election of a new principal, Mr. Warring Wilkinson, who was to bring the institution, during his lifetime, to a position of national importance.

That the establishment of the institution in Alameda County attracted much attention is indicated by an account from the "Evening Bulletin" of September 26, 1867. From an extract quoted from this paper and incorporated in the annual report of the institution, the following is quoted:

The ceremonial of laying the cornerstone of the handsome new edifice in course of erection in Alameda County, took place at noon today. A large concourse of ladies and gentlemen were gathered together to take part in the interesting exercises attending the ceremony. Upwards of fifty vehicles of all classes, from private carriages to public omnibusses, from San Francisco and Oakland, brought visitors to the ground—besides a great number, especially ladies, who arrived on horseback. The spectators who took most interest in the performance, and were themselves the most interesting to the other spectators, were a party of boys and girls, about fifty in all, from the Asylum.⁷

Reports indicate that the building was erected under many difficulties, including a scarcity of labor, a wet winter and an earthquake on October 21, 1868, all of which resulted in heavy loss to the contractors and necessitated an additional \$9,000 for repairs caused by earthquake damage.⁸ The report of 1867 lists in addition to the blind pupils, thirty-five deaf boys and twenty-five deaf girls.

On January 17, 1875, the building was totally destroyed by fire. All pupils had been safely removed however and were a few days later sent home, through the generosity of the railroad company in supplying tickets. The Legislature of 1875 appropriated \$27,000 to pay off a bank loan underwritten by the directors, which money had paid for temporary buildings for pupils, who returned to school in April. An appropriation of \$110,000 for the erection of permanent buildings,⁹ was made at the same session.

The directors now sent the principal, Mr. Wilkinson, east to study institutions of similar type and make a report. After much discussion of Mr. Wilkinson's report, the board adopted the plan of segregated buildings. "The plan," writes Mr. Wilkinson, "provides for indefinite expansion. It embraces a central refectory, a schoolhouse, and as many 'homes,' as they are called, as the increase of pupils may from time to

⁶ Report of Joint Committee appointed under Senate Concurrent Resolution No. 14, 1864.

⁷ Seventh Report of the Board of Directors, p. 35.

⁸ Eighth Report of the Board of Directors, pp. 12, 13.

⁹ Twelfth Report of the Board of Directors, p. 5. Statutes of California, 1875-76, pp. 53, 593.

time require. At present two 'homes' are in process of erection, and will be completed in time for inspection by the coming Legislature."¹⁰

In view of the fact that these buildings, and others built according to his plan, are still standing, and in use, Mr. Wilkinson's description of them seems appropriate here.

The construction of the buildings is of the most substantial character. Nothing has been sacrificed to show, but every regard has been paid to comfort, safety and durability. A massive, concrete subfoundation of Portland cement underlies all the walls. The foundations are of stone, granite water table and superstructure of plain brick, with granite sills, galvanized iron cornice, and slate roof. The partition walls throughout are of brick, interlaced and bonded strongly with iron. All the staircases are of stone, and a spiral stone staircase, at the extreme end of the sleeping apartments, renders it impossible for the children to be cut off should fire, by any chance, obtain possession of the middle portion. The exterior walls are lined, and the interior are built with hollow brick, and plastered without the use of lath or furring, so that there is no wooden communication between the different stories. The basement floor is laid three inches thick, with artificial stone. With all these precautions, it is difficult to see how fire can obtain lodgment, and, if it does, the loss will be confined to a single building, the distance between the different 'homes' being ninety feet.¹¹

Considerable damage was done to the school by the earthquake of April, 1906. It is described in one of Mr. Wilkinson's reports as follows:

The most important event of the two years under review, and indeed in the history of the Institution and of California, was the earthquake of April 18, 1906. At 5 13 o'clock on the morning of that eventful day, just before the rising bell was rung, a sharp shock occurred which brought every member of the household to his feet, and caused a rush for the doors. After a few seconds' duration, the tremor died away, and every one breathed freer in the hope that the earthquake was over, but almost immediately a second and much severer shock followed, which lasted something over twenty seconds, and caused great confusion and consternation among officers and pupils, and no little damage to the buildings.¹²

The bill of repairs for the damage was \$9,710.87 exclusive of later repairs made in the tower of the Educational Building at a cost of \$772.¹³

In 1905 the Legislature changed the name of the institution which had been officially known since 1872 as the "Deaf, Dumb and Blind Asylum" to "The California Institution for the Deaf and Blind."¹⁴ Under this name the institution continued until 1921, when the Legislature created the State School for the Blind.¹⁵ That part of the institution which was concerned with the education of the deaf has been from that time known as the California School for the Deaf.¹⁶ At the same time provision for a board of trustees was repealed and both institutions were put under the control of the State Department of Education. The intent of the Legislature was the creation of two separate and independent schools, one for the deaf and one for the

¹⁰ Twelfth Report of the Board of Directors, p 15

¹¹ Ibid, pp 15, 16.

¹² Twenty-seventh Report of the Board of Directors, p 17.

¹³ Twenty-eighth Report of the Board of Directors, pp 23-24.

¹⁴ Statutes of California, 1905, p 488

¹⁵ Statutes 1921, chapter 899, pp 1696-7.

¹⁶ Political Code, section 2236. Statutes 1923, p. 136.

blind, to replace the historic institution which had ministered for so many years to both types of handicapped children.

The first step in the separation was the assigning by the State Board of Control of a certain portion of the grounds to the California School for the Blind. Each Legislature beginning with 1923 has made some appropriation for the development of the State School for the Blind. Before the close of the year 1929 adequate dormitories and school room facilities should be available for all blind students on the site of the School for the Blind.

Until June 30, 1928, however, the two schools had business offices jointly under the control of one business manager. In spite of the fact that it was necessary to use some buildings on the grounds of the School for the Deaf and in spite of the further fact that there is but a single power plant and a single hospital to serve the needs of both schools, arrangements were made for the separation of the business affairs of the two schools on July 1, 1928, and from that date forward each principal has been held accountable to the State Department of Education for both educational and business matters.

The service which the school has rendered to the state is indicated by the following tables which give the enrollments by decades up to 1918 and by years since.

TABLE No. I			
Enrollment of Deaf Pupils by Decades Since 1867			
	Boys	Girls	Total
1867* -----	35	25	60
1877* -----	44	27	71
1888 -----	77	46	123
1898 -----	92	64	156
1908 -----	72	68	140
1918 -----	107	68	175
1928 -----	131	82	213

TABLE No. II			
Enrollment of Deaf Pupils by Years for the Decade Ending June 30, 1928.			
	Boys	Girls	Total
1919 -----	105	79	184
1920 -----	113	73	186
1921 -----	117	71	188
1922 -----	117	69	186
1923 -----	117	69	186
1924 -----	114	70	184
1925 -----	113	78	191
1926 -----	113	79	192
1927 -----	121	85	206
1928 -----	131	82	213

* At this period in the history of the school, reports were being made on the odd-numbered years only

CHAPTER III

FACILITIES PROVIDED BY THE PUBLIC SCHOOLS FOR THE EDUCATION OF DEAF CHILDREN

The establishment of classes for the instruction of the deaf in the public day schools of California was more or less intimately connected with the quarrel among friends of the deaf over methods of instruction. Principal Wilkinson at the state school seems to have been open minded on the subject of method and ready to use that method which was best adapted to the needs of the individual. At the same time, however, his experience had led him to believe that more of his wards could profit by the so-called French, or sign method, than could profit by the German, or oral method. The advocates of the latter method were dissatisfied. Consequently the Legislature in 1903 added a new section to the Political Code, numbered 1618, which reads as follows:

The Board of Education of every city or city and county, or Board of School Trustees of every school district in this state, containing five or more deaf children, or children who from deafness are unable to hear common conversation, between the ages of three and twenty-one years, may in their discretion establish and maintain separate classes in the primary and grammar grades of the public schools, wherein such pupils shall be taught *by the pure oral system for teaching the deaf*" (Italics ours.)

Table No. III shows that there are classes for deaf students in nine cities in California. It also indicates the date when classes were established in these cities and the average daily attendance of pupils on such classes by years for a period of five years

TABLE No. III
Special Classes for Deaf Children

	Date first class established	Average daily attendance					Number classes maintained
		1922-23	1923-24	1924-25	1925-26	1926-27	
Eureka -----	1915	5	5	5	5	5	1
Fresno -----	1925	--	--	11	9	10	1
Long Beach -----	1921	11	17	17	25	27	3
Los Angeles -----	1897	83	101	98	117	120	15
Oakland -----	1899	12*	14*	12*	14*	18	2
Pomona -----	1926	--	--	--	--	5	1
Sacramento -----	1907	11	9	11	9	12	2
San Diego -----	1913	11	9	8	7	8	1
San Francisco ---	1901	--	--	41	40	39	6
Totals -----		133	155	203	226	244	32

* Estimate

It will be observed from this table that three cities had established classes prior to the enactment of section 1618 by the Legislature of 1903. That the principal of the state school was skeptical of the results expected is evidenced by his comments in the 1904 report for the state school. Dr. Wilkinson wrote in part as follows:

So far as I can see the passage of this statute has added nothing to the powers already vested in school boards, but the new section has been looked upon as giving legislative approval to the theory of educating the deaf in small local schools as against the support of a state boarding-school where deaf chil-

" Political Code, section 1618, Statutes 1903, chapter 88, p. 96.

dren may be gathered from all parts of the commonwealth and provided with a temporary home where the advantages of a carefully regulated regimen and of combined experience are so arranged as to give the best results in the object desired, namely: the education of the deaf. I do not think that the passage of the Act had any such purpose, but it has been so interpreted.

The theory of the day school, as presented to parents and to those who are little acquainted with the peculiar needs of the deaf, has some plausible features, largely sentimental, which appeal to the public. The separation of the deaf child from its home and the tender influence of a loving mother is not to be ignored. It seems, and often is, hard; but when I look over my letter-files, and read the many expressions of gratitude from mothers who appreciate what this maternal self-sacrifice has ultimately brought to them in the way of comfort and happiness, I can not help feeling that this hardship is exaggerated. Now and then a parent is found who declines to send his deaf child away from home to be educated, but these instances are very few, and are generally followed by keen regret in after years, when it is too late to make good the loss.

The theory of the day school is not a new thing. In 1815 an essay on the subject was published in the Bavarian "School Friend," and in 1819 Mr. J. P. Arrowsmith of England issued a little book on "The Art of Instructing the Infant Deaf and Dumb," which is based upon his experience with a deaf brother, and in which he advocated the education of deaf and hearing children together in ordinary schools. Since his time repeated efforts have been made, with varying success, to carry into practice this plan of educating the deaf in day schools, sometimes with hearing children and sometimes classed by themselves. The history of our art is strewn with the wrecks of such schools, though many have been developed into boarding-schools supported by the state.

The oldest day school in the United States was established in 1869 by Miss Sarah Fuller, a most estimable woman, who is still at the head of it. During the next twenty-five years, from 1869 to 1894, eight other day schools were opened—two in Chicago and one each in Cincinnati, St. Louis, Detroit, Sheboygan, Cleveland, and Milwaukee. In 1895 the present activity in promoting day schools for the deaf began, and has had its most fruitful field in Illinois and Wisconsin, spreading so rapidly in the latter state as to receive the name of the "Wisconsin system," as though it were a new cult. Seventeen such local schools have been established there. Illinois has seventeen day schools for the deaf, of which twelve are in Chicago. Michigan has eight, Ohio seven, California three, Massachusetts one, Missouri one—a total of fifty-four schools in the United States.

The following statistics, taken from the American Annals for the Deaf, January, 1904, are not without interest. According to these figures there were under instruction on November 10, 1903, at all the schools for the deaf in the United States, 11,225 pupils, of which 9935 were in the various state institutions; 844 were in the day schools, and 446 were in denominational and private schools. Reduced to decimals, these figures show that there were in institutions, 88.50 per cent; in day schools, 7.51 per cent; in denominational and private schools, 3.99 per cent.

Considering that the theory of the day school is so plausible; that it has been before the public in practical operation for thirty-five years, and that for the past ten years it has been pushed with extraordinary vigor by its disciples, one wonders why it has not made greater headway.

The day school is advocated by a few women of executive experience and success as oral teachers, notably Miss Sarah Fuller, referred to above, Miss Mary McCowan, principal of the twelve Chicago schools, and Miss Frances Wettstein, principal of the Milwaukee school. It is also favored by Dr. Alexander D. Bell, the distinguished inventor of the telephone, a man of large wealth, of most pleasing personality, and whose interest in the deaf has been so proven by his generous contributions of money and his many acts of kindness as to win the affectionate esteem of all members of the profession, irrespective of differences of opinion concerning methods of instruction; but I do not think that Dr. Bell will claim to be a *teacher* of the deaf save in an amateurish and experimental way, as in his little school in Washington, D. C., which he supported for a year or two to illustrate certain theories of his in regard to line writing and co-companionship of deaf and hearing children, and his interesting supervisory work with George Sanders, an account of which he wrote and published in the American Annals, vol. 28, pages 124-130. Dr. Bell's belief in the superi-

ority of the oral method of instruction has led him to an exaggerated faith in the advantage of the day school, as set forth in his open letter to the Legislature of Wisconsin in 1885, and which had so large an influence in furthering the passage of a bill at that time. Several of the points in the summary of his letter would be conceded by most teachers, but the arguments for the same in the body of the letter are not justified by facts and are not approved by the great number of those who are best fitted by years of fruitful service, of careful and impartial study, of broad and many-sided investigations to decide which is the better way of educating the deaf and preparing them for useful citizenship—in local day schools or boarding-schools ¹⁸

The legislative committee, as indicated above (page 5) held one of its meetings in Los Angeles for the purpose of studying results obtained in the day schools of that city.

The members of the committee were much pleased with the ability of many pupils to read the lips of the examiners (the class teacher and the State Director of Education) accurately, and with their ready responses. Many of these pupils spoke correctly and in understandable voice tones. In some cases, however, it is evident that speaking voices can not be developed and the committee is convinced that schools should not be held by the Legislature to any one method. The committee was pleased to note that the Legislature of 1927 in amending section 1618 of the Political Code did not continue the requirement in the original act that day school classes be conducted by the pure oral method.

If the Legislature will decide what educational opportunities should be provided for deaf children and make provision for the necessary buildings, equipment and teaching force, it is believed that the educators of California are well qualified to determine the best method to employ in the teaching and in the training of various individuals.

¹⁸ Twenty-sixth Report of the Board of Directors, p 20-22

CHAPTER IV

THE PLAN FOR DEVELOPING THE STATE SCHOOL FOR THE DEAF AT BERKELEY

The plan approved by this Legislative Committee for the future development of educational facilities in California for the deaf of all ages, centers around the development itself of the facilities of the State School for the Deaf at Berkeley, the expansion of its plant and personnel, and the modernization of its curriculum. This plan, fully and accurately set forth in the report of the subcommittee, was approved by your Legislative Committee, unanimously adopted as a part of its report, and is hereby incorporated as follows:

REPORT OF SUBCOMMITTEE

ELWOOD A. STEVENSON, *Principal State School for the Deaf*

G. B. McDOUGALL, *State Architect*

ANDREW P. HILL, JR., *Chief of the Division of Schoolhouse Planning*

Although distinctly specific, this report is intended to furnish suggestive material on Educational Facilities for the Instruction of the Deaf in California. The authors felt a specific statement to be of more value than ambiguous general descriptions. For this reason, one plan has been worked out and developed in detail. In this way a developmental procedure is illustrated, and specific buildings estimated under practical conditions.

I. THE SCOPE OF THE PROBLEM IN CALIFORNIA

Today there are 500 deaf children attending schools for the deaf in the state—215 at the state school at Berkeley and 285 to 300 at the nine or ten special classes and day schools in the state¹⁹. The office records at the state school indicate that there are from 60 to 75 applications on file for immediate admission but which have to be denied because of the absolute inadequacy of our housing and school facilities. Such conditions do not exist elsewhere in the United States. As it is, we are very much hampered and crowded in trying to take care of our present number of 215. The conditions are abnormal and far from adequate for proper and modern educational work with the deaf. The schoolhouse capacity is 180—only 18 classrooms available in each of which not more than ten children should be taught under normal conditions. The additional thirty-five naturally and clearly show the crowded condition of the classrooms.

There is no definite way of determining exactly what the total problem of deaf education in California is because of the rapid increase in population in California each year. The future capacity of the state school at Berkeley will necessarily have to be large enough not only to adequately care and provide for the present and the needs for the next five years, but also be sufficient to care for the various features and needs that will appear fifteen and twenty years from today. The American Annals of the Deaf, Dr. Harry Best in his book, "The Deaf,"

¹⁹American Annals of the Deaf—Organ of the Convention of American Instructors of the Deaf, edited in Washington, D. C., January, 1928

Dr. John Louis Horn in his book, "The Education of the Exceptional Child," afford the information that there is approximately one deaf person in every 2350 of population. Of this number it is roughly estimated that one-third are of school age. Such figuring and estimation depend entirely upon the accuracy of census taking, which with the deaf is only approximate. Likewise there are certain other factors to be considered, namely: (1) The special care given hard-of-hearing children in public schools; (2) progress of preventive medical care; (3) accuracy of census. This naturally would tend to affect these approximate estimates. This ratio, however, is followed by all school men in this special field.

Based on the relation of the increase in average daily attendance in our public schools to the 1910 federal census, the state population in 1924-25 was estimated at 5,102,180 and it may be conservative to say that at present it is 5,575,000. On this basis there are approximately 2450 deaf persons in the state and of this number there are approximately 750 to 800 children of school age. The state at present is educating 500 of this number, which means that there are 250 or more who are not being reached and who are losing a rightful privilege. This clearly shows that the state has been lax in properly studying and meeting the problem of deaf education, and it follows, logically, that any scheme of reorganization must take them, and California's continuing growth, into consideration.

The state school at Berkeley in its new plan should be able to care for 550 to 600 deaf children. As the population increases and the number at the state school becomes greater than 550 or 600 another school should be established. In all events, because of the very nature of the special work, there will always be need for a state school and also reasons for day schools for the deaf. There are special classes for the deaf scattered about the state, varying in size from five to thirty, an arrangement, because of limited numbers and impossibility of grading, that is far from ideal and beneficial. Day schools, like the one at Los Angeles, where the number runs over seventy-five pupils, are better, and as time goes on, such day schools will perhaps care for one-third of the deaf children of the state.

The state school can look for a school population of 550 to 600 within the next ten years and even before that period of time. From this, one can appreciate the serious situation and how necessary it is to meet the problem now and to prepare and plan properly and carefully in every detail. In fact, it is of so serious a nature that steps should be taken in the immediate future by the State Bureau of Education of the Deaf (Division of Special Education) to make a very definite study of the situation and to lay plans to meet and solve the problem both in the larger city day schools and in the state school. It is a matter of importance and can not be put off any longer. In truth, the remedy is now long past due and will be more difficult to arrange than it would have been eight years ago.

The physical and educational advantages of the normal hearing child are always looked upon as of grave importance, and everything is done to guarantee him the fullest opportunity for proper and normal growth and development. If this is so, such care and provision should be two-fold as far as the deaf child is concerned. He is handicapped and

requires the most expert aid and advice in matters pertaining to his development. Nothing should be left undone that will make his future safe. The State owes this to the deaf child in the same way it owes such to the hearing child. There is no thought of charity here. It is a question of right and privilege. Money expended now is money saved, and lives made useful for the future. The longer the solution is put off, the greater the expense incurred by the state eventually. In addition to the future cost, is the pitiful and tragic thought of so many wasted and blighted lives that would have been productive assets, instead of sad and hopeless liabilities. This plea for just and prompt consideration is supported by thousands of "voiceless" voices of deaf children who happen to have now, and in the future, California as their mother state. Heed it and do something constructive and humanitarian.

THE FUTURE EDUCATIONAL POLICY AND PLAN

Plans should be formulated at once to afford every deaf child in the state the same opportunities at least as those offered in practically every other state. Better still, these opportunities should be of a higher type so as to give the deaf child more if possible. Remember, every deaf child is a potential future citizen of the state, either an asset or liability, largely determined by the degree of opportunity offered during the formative years between five and twenty-one. "As the twig is bent, so grows the tree" is very true here, and it behooves us to give the matter serious thought. Here is an opportunity of giving the deaf child the fullest possible development and at the same time give the state the chance to take a leading place in the special work with the deaf. This is good constructive work for the Division of Special Education and the director at the State School for the Deaf at Berkeley to work out.

There are and always will be a certain number of deaf children educated at the day schools in the state. The number of years allowed and the nature of the training in such schools are somewhat limited. The future policy, for the good of such children, is to provide arrangements at the state school to afford these children further education and training upon completion of the work at their respective day schools. The average normal deaf child is not below the normal hearing child mentally, but because of his lack of hearing is naturally below and behind in expression. Because of this great lack of language comprehension and expression, the deaf child is from three to five years behind the hearing child. Therefore, the deaf child requires a longer period of schooling and education. The day school allows eight years, which is altogether insufficient. The state schools provide from twelve to fifteen years. All are agreeing to make the school period fifteen years so as to carry the deaf child through the high school curriculum. This is as it should be. Accordingly, the state school plans to accommodate all graduates of the day schools and so give them as full an education and as complete a training at a trade as is possible. Without this further education, the average deaf child is at a woeful disadvantage with his hearing brothers and sisters. The state school is best suited for this higher training and education. All necessary facilities for this plan should be made possible. The state school should be looked upon as the

Mother School for all deaf children in the state. Prejudices and petty differences should be put aside and the factors faced squarely and the deaf child salvaged for the future. Furthermore, there should be provisions made to care for the deafened adult in the way of adjusting himself through lip reading and trade education. This is serious and is in need of attention.

In the new plan, great and proper stress is to be placed on adequate trade teaching. It is the solution of the future success of the deaf child. The best trades suited to the deaf and found proper in the state, are to be introduced and skilled and capable teachers are to be employed. The industrial department is to be on an equal plane with that of the academic. The state school will be better able to afford this and arrange for it in every detail. It can not be done in the special classes or day schools in the cities. Attempts are made to be sure, but they are merely attempts and do not fill or answer the true needs. Eventually, after careful study has been made and justifiable school population had, the large day schools might be able to do a little trade teaching.

Shortly a very essential and important position is to be established. It spells a very great day for the deaf in California. It is a matter that is vital. The position is that of field agent and placement officer. This official is employed directly by the state school and aids in educating the parent as to the need of education for the deaf child, arranges for proper admission in the day school, or the state school, and follows up all such cases. Likewise he is to arrange to find places of employment for the graduates of the school through contact with the outside. Detailed explanation of the work is not necessary at this particular time. The name of the position should be sufficient.

Experience has impressed us with the great need of proper and necessary provision for the high school boy and girl recently losing hearing and without necessary preparation to meet the new state of affairs. As far as schooling is concerned, they are fairly prepared. They need speech reading, or lip reading, and a training in a trade. There are many of this class that must be cared for. The new plan hopes to make this necessary provision. This is part of the thought expressed above as the problem of the deafened adult.

Part of the new policy is to make arrangements to afford training for young college men and women who desire to take up the work with the deaf. A year of special training at the expense of the state is to be provided so as to induce the proper type of young people into the work. This is very essential and would assure a future teaching staff for the state school.

Under the new plan it is desired to follow the most modern methods of housing. There should be a sharp and distinct separation of the primary and academic units in classification, age, and buildings. However, grade governs the beginning and the end of each unit. In the primary unit all children between five and twelve years of age are to be housed and taught. Subject to grade, those between twelve and twenty-one years of age are to be in the academic unit. The following arrangement of classes and ages gives a comparison of the time needed to educate the normal and the deaf child:

NORMAL CHILD		DEAF CHILD	
Primary Unit—		Primary Unit—	
Kindergarten -----	5 years	Beginning class -----	5 years
First grade -----	6 years	Advanced beginning class -----	6 years
Second grade -----	7 years	First year -----	7 years
Third grade -----	8 years	Second year -----	8 years
Intermediate Unit—		Third year -----	9 years
Fourth grade -----	9 years	Fourth year -----	10 years
Fifth grade -----	10 years	Fifth year -----	11 years
Sixth grade -----	11 years	Intermediate Unit—	
Junior High Unit—		Sixth grade -----	12 years
Seventh grade -----	12 years	Seventh grade -----	13 years
Eighth grade -----	13 years	Eighth grade -----	14 years
Ninth grade -----	14 years	Ninth grade -----	15 years
Senior High Unit—		Academic Unit—	
Tenth grade -----	15 years	Tenth grade -----	16 years
Eleventh grade -----	16 years	Eleventh grade -----	17 years
Twelfth grade -----	17 years	Twelfth grade -----	18 years
		Thirteenth grade -----	19 years

The viciousness of attempting to educate deaf children along with normal ones is apparent from this schedule. If it takes two years additional time, when trained instructors and special facilities are at hand, what a colossal failure it must be under normal circumstances.

This means that the average deaf child, receiving fifteen years' schooling and entering at the age of five years, will be twenty upon graduation. He would have seven years in the primary unit and eight years in the academic. The academic would include the intermediate classes, from the sixth to the ninth grades.

The average normal class should not contain more than ten (10) children. Under ordinary conditions and basing estimates naturally upon state population, there can be expected two classes of children to each grade. In addition, there are always two to three classes of special children. Because of our abnormal situation with so many throughout the state without schooling, it can be readily seen that our school population will quickly reach the maximum. Considering all possible factors, we can base our estimates on the following:

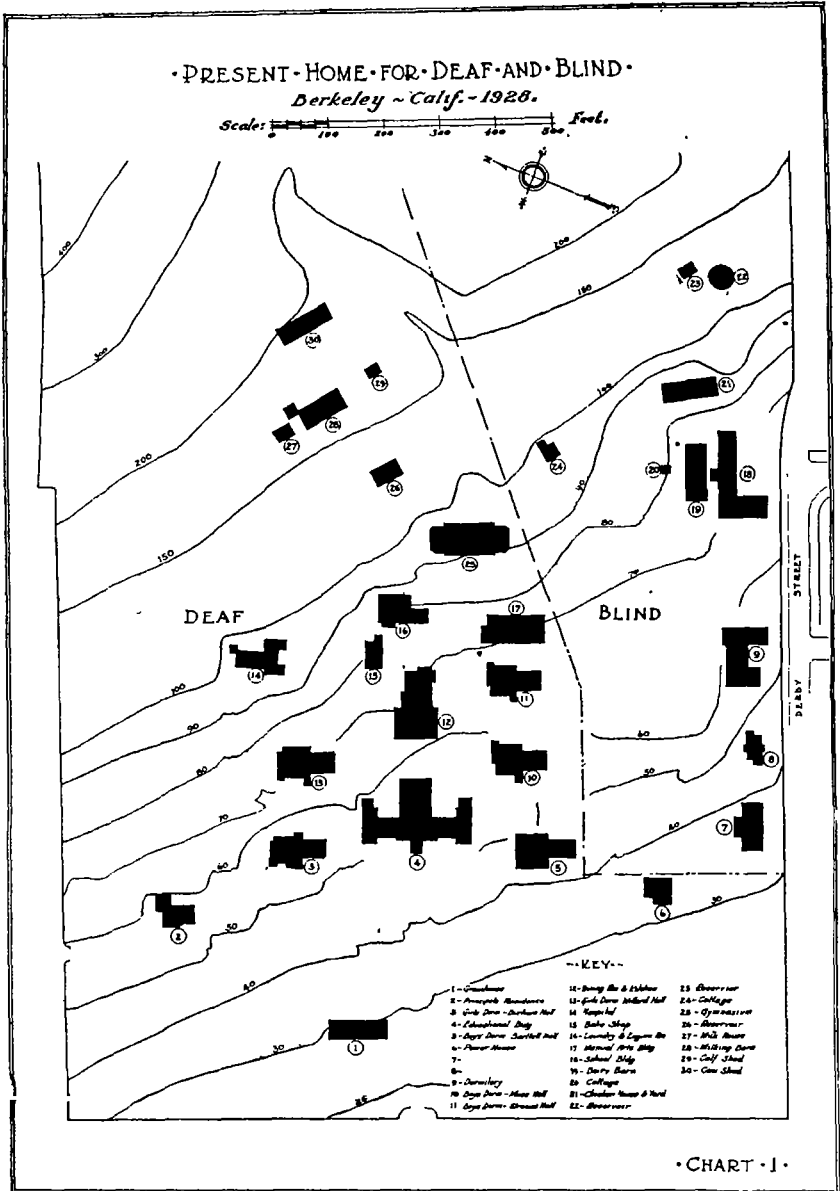
The Primary Unit—210 pupils (ages five to eleven years), seven grades with three ten-pupil classes to a grade.

The Academic Unit—400 pupils (ages twelve to nineteen years), eight grades with five ten-pupil classes to a grade.

REASONS FOR INDEPENDENT AND SEPARATE UNITS IN SCHOOL FOR THE DEAF

All present day authorities on deaf education and the results and findings of a recent survey made by the National Research Council,²⁰ support and advocate the plan and policy of separate and complete units for the smaller and older children. All recent new buildings for the deaf throughout the country have been erected according to this policy. For ordinary reasons it is logical to house smaller and larger children in separate units. The modern school for the deaf today consists of the primary unit and the academic unit. Each is independent of the other and functions alone. The distinct separation is for various and obvious reasons: educational, moral, disciplinary and administrative. This calls for a complete separation in school life, social life, and policy. Through such separation, which must be complete in every respect, there is opportunity for different arrangement of school time

²⁰ American Annals of the Deaf.



and schedule, which is very essential. Instead of rising at 6 a. m., as do the older pupils, the younger children can rise at 7:15 a. m., and report to school at a normal time. In preparing and serving food, these children can receive food prepared for their growing needs. It is impossible to feed a large number of pupils of varying ages and needs in the same dining rooms, from the same kitchen, and with different types of food according to group needs, and all at the same meal time. This is made possible in different and separate units as herein explained. In this way the physical side of the child's life, as well as his moral side, can be well taken care of, and a great amount of criticism avoided.

In this segregation in early years, each deaf child is given every opportunity to obtain a thorough and unlimited training in the reading of lips, and the use of speech, if he has the ability to attain such. Should he fail, it would be due to his native and inherent inability.

It must be clearly understood that the complete primary unit must function as one. This means that in the construction, each and every part of the unit must be erected at the same time and ready for use immediately. It is essential and vitally important that this be done. If such plan is not followed and merely one or two buildings of the primary unit erected, the solution is not met and the present serious conditions will still exist with increased difficulties of greater distances to travel, and unsegregated dining quarters. If the entire primary unit can not be constructed as one, it would be better not to do anything and admit the state's inability to financially solve this serious situation.

II. THE EVALUATION OF THE PRESENT PLANT

General description of property. The State Schools for the Deaf and for the Blind are situated in Berkeley on property bounded by Derby, Dwight way and Warring streets. The total area is 130 acres. This and the present buildings are shown in Chart I.

The use made of the facilities. The two institutions have lived on this area for years, using many of the facilities there in common. Thus, the heating plant has served both schools, and the gymnasium, shop and play field have done common duty. The original conception of the school was undoubtedly that of a single institution. The old dormitories are all gathered about the central administration building and the dining facilities.

Time, however, has developed the fact that there is nothing in common in the education of the deaf and the blind. The school for the blind, at this writing, is about to become a unit complete in itself, with its own administrative force, school building, dormitories and dining accommodations. The development of the school for the deaf is tied up with the completion of the separation of the two institutions, and the reasons for this separation we shall now consider.

Separating the two schools. Schools are for children. When the state invests money in education it expects to get a full value in return. That value is always relative, and predicated on two factors—how good the pupil product is, and what the cost has been. Cost is often too obvious. It is so easy to measure! And as a result, it often dictates to the educational program to such an extent, that the result the state expected to buy, is partially nullified by too much attention to cost. A good educational product at a reasonable cost is our goal.

Since the completion of the separation of the two institutions will undoubtedly be more costly, we must first evaluate the good to be gained, and second organize to minimize the cost. The present situation may be summarized, as follows:

In favor of a single plant—

1. A central heating plant costs less in equipment, personnel and upkeep.
2. A common gymnasium costs less than two, in building, supervision and upkeep.
3. A common dining room costs less than separate ones.
4. Common bakeries and laundries cost less than separate ones.
5. One play area costs less than two.
6. One hospital costs less than two in housing and personnel.
7. One institution could get along with less garden and garden upkeep.
8. One administrative head costs less than separate principals for each.
9. Bookkeeping, purchasing, auditing and checking will cost less.

Against it.

1. A central heating plant leaves no one in control and institutes a double headed system issuing conflicting orders to the engineer and his repair men.
 - a. This makes it impossible to hold these men responsible to anyone and each principal often suspects service is being denied him, while less important matters are attended to at the other school.
 - b. Separate heating systems would cost more but allow principals to place responsibility definitely.
2. The blind have very little use for a gymnasium. Facilities are being provided for them in their dormitories as their actions need close supervision. The deaf do need a gymnasium. They can use the present one to advantage by keeping after-school play clothes and equipment in the dressing rooms, as well as gymnasium equipment.
3. A common dining room is not feasible now. The blind have facilities for boys and girls in their new dormitories. Eating hours are not common to the two schools. Pupils do not mix well together. Pupils working in the dining room are best trained in small groups. For social and biological reasons, it is desirable to separate the primary and academic groups within the deaf school itself.
4. A common bake shop assumes the promiscuous training of handicapped children, a mixing of accounts and a double headed authority.
5. The deaf and blind can not play together. They can not play the same games. As their play hours are practically identical, separate areas are essential.
6. The recent flu epidemic showed the futility of one hospital. A hospital for each school, preferably attached to a dormitory is desirable. In case of epidemic, the wards can be pushed back into the dormitory space, without disturbing supplies, facilities or supervision.
7. Each institution needs its own garden space. Each is developed and managed differently. The blind enjoy a small garden area near home, to wander in. The deaf may be taught gardening as a vocation.

There seems to be every educational reason for separating the schools. Omitting heat, this biennium's building program will just about complete the blind school's ability to function alone. The properties can then be separated by fencing, and each institution will then be responsible for its own children in social, moral and culture fields. At present, with the duplicate use of buildings, the blind create continual disciplinary problems, which occur in and about buildings largely used by the deaf. Whom they are to obey, particularly when they are given conflicting orders, is an incessant problem.

Two separate heating plants would be very expensive. The present plant, when properly developed might be put under the supervision of Dr. Stevenson (principal of the Deaf School), with an arrangement whereby he would sell steam to the Blind School, and the Blind School would be entirely responsible for the repair of its system after it left the main plant.

The size of school sites. The boundary lines for the schools when separated, seem to take care of themselves in an easy way. The dotted lines on Chart I, show a division sensible to the property, and acceptable to the present institution heads. This gives the blind school about 10 acres of land and the school for the deaf the balance. The blind fall heir to most of the present play area. This contemplates the development of a new physical education field for the deaf.

The present site development. The present site is developed on a separate building unit basis, with an attempt at a symmetrical plan on a site that was unsymmetrical. As buildings to the rear were developed, the futility of maintaining a symmetry became obvious, and the later buildings, do not complete the original scheme. The set back of the buildings, about 500 feet from the street, made necessary the upkeep of an extensive garden front and a large amount of roadway. A new scheme should cut down the garden front and discard the symmetrical plan. Both should result in a distinct future saving. The present facilities are badly scattered and poorly related. The administrative suite is inadequate, but all that can be spared at present. The workers in the business departments are subject to interruption by anyone coming to the institution. The business office is far from the commissary and storage, and a custodian, who has no knowledge of the original order, accepts goods for quality. In such a scattered plant, the executive force wastes valuable time in getting about, and the children are out and into the buildings so many times as to keep the corridors continually dirty, and increase floor, door and mat wear. A complete new scheme is needed, which separates the children by age (school group), and sex, and keeps the whole compact and easy to supervise.

The gymnasium is so far from the dormitories that play clothes, showers and play equipment are kept in each dormitory basement, thus doubling shower and play equipment. The new scheme should develop so the gymnasium dressing rooms alone serve this need.

On November 5, 1928, the State Architect's Office rendered a report on minimum repairs needed to keep these old buildings in usable shape, as follows:

Tentative Estimate of Repairs, California School for the Deaf, Berkeley, California

Repairs to gymnasium (as originally estimated)-----		\$2,370 00	
Manual Arts Building, strengthen floors, etc.-----		5,000 00	
Strauss Hall, to be razed within one year-----			
Hospital, to be replaced as soon as possible-----			
Laundry Building, clean up employees' quarters and remove lean-to -----			500 00
Durham Hall—Willard Hall—Bartlett Hall—Moss Hall—			
To be replaced at an early stage-----			
Patch plaster -----	\$1,000 00		
Touch up paint -----	1,000 00		
Miscellaneous -----	1,000 00		3,000 00
Educational Building—			
New concrete floors in toilets @ \$200-----			400 00
Miscellaneous repairs and paint -----			1,000 00
Greenhouse -----			1,000 00
Farm buildings -----			1,000 00
Refrigeration plant -----			8,500 00
New dishwashing suite -----			400 00
Plumbing—			
Hot water to basin in three halls-----	\$700 00		
Domestic science, bakeshop and living quarters-----	540 00		1,240 00
Heating—Renewal of fixtures and repairs-----			500 00
Electrical work—Renewal of fixtures and repairs-----			1,000 00
Repairing steam traps and leaky mains-----			1,100 00
			<hr/>
			\$27,010 00
Contingent and supervision -----			<hr/>
			2,990 00
			<hr/>
Estimated total cost-----			\$30,000 00

These repairs are of a stop-gap nature. They do not contemplate remodeling in any way. Practically all these buildings are out of date at this writing, and remodeling is not practical.

They can not, of course, be replaced at once, but their nature in general is such as to negate the educational program at every turn. They are tall, mostly three-story, and would be dangerous in an earthquake. They are inartistic and institutional in appearance. Inside they are bare and clammy looking. The halls are unheated. The wards are bare and jail-like. The plumbing fixtures are inconveniently located and inadequate. There has been poor planning as to pupil lockers, janitor space, linen care and storage, etc. Outside the clothes he or she wears, there is no arrangement by which a child may have a personal belonging, unless it is locked up in his basement locker. The living quarters (living rooms) are bare in appearance and furnished like a poorhouse or a jail. The entire atmosphere is forbidding and depressing. As housing for a handicapped group that is inclined to be over-sensitive, this environment is designed to increase their sensitiveness instead of alleviate it.

Some time ago Dr. Stevenson evaluated the present plant for the Division of Schoolhouse Planning. His estimate of the worth of the various units follows:

The value of the present buildings.

School Building and Administration.

True capacity—18 classrooms for 180 children
Caring for 215 children in the 18 rooms. Overcrowded.
No office for supervising teacher
No arrangement for school supply room.
No room for musical rhythm or activity room.
No opportunity for special speech corrective work.
No opportunity for sloyd work for young children.
Nothing of a modern nature in any way.
Several rooms small and ill adapted to our work.

Several rooms poorly lighted and arranged

Toilet facilities in every way inadequate and insanitary

No arrangement to care for children in building during recess in bad weather.

Prevents further enrollment of waiting children.

Prevents the carrying on of school work in the modern and standardized manner.

Checks and retards normal progress and advancement.

Location of offices in relation to other features of plant very poor. Lack of concentration.

Building is out of date and complicates matters

Building has seen service since 1880, or, in other words, has served almost fifty years. It has served its purpose and its period of use is long since past.

Dormitories.

All are physically poor and have called for constant repair. They are ill-adapted to sanitary and healthful housing and care of children. Buildings are old and date back to 1878, having seen service for fifty years. Conditions and planning of accommodations for children have changed in this period of time. They are difficult to keep warm and comfortable. The arrangements and accommodations are very poor. Much of our illness and epidemics comes from the inadequate and faulty housing. They have a bad influence on discipline and the care of property. Such conditions affect normal progress and actions of children. Buildings are located too close to one another. Toilet facilities are very poor and inadequate. No hot water lines are available in most of the buildings. There is no suitable place for play and recreation. Each is of the old style, running three stories high and poorly equipped. Each is a fire hazard and dangerous. Bathing facilities and toilet accommodations are abominable and far from answering the needs. The housing capacity has been reached in all the buildings excepting one. Can not accommodate new pupils

Refectory Building.

This building is in very poor condition. It is true that a coat of paint will make any place look clean, but it can not cover up the multitude of sins that are evident because of the inadequacy of the arrangements and physical conditions. Prevents sane and wholesome management. It is very inefficient. Causes much unnecessary grief and responsibility. It is one of the oldest buildings on the grounds. The conditions are disgraceful. Causes additional and extra labor and time and is very expensive in management. It is very poorly arranged and calls for constant repair. It is far from answering the requirements

Bakery and Laundry Building.

Part of this is used for sleeping quarters for the employees. One of the oldest buildings and in very poor shape. It is inadequate and unsanitary and is out of the question. The sooner new quarters can be found for these features the better.

Hospital.

This building has already been condemned. It apparently looks safe and clean but is made so from constant labor and because it is a hospital. However, it is not safe. In the next place, it is far from adequate to answer the purposes of a hospital for our numbers.

In epidemics it is necessary to scatter cases in the various buildings wherever there is available space, thus dividing the care and attention and trebling the expense and labor. This is far from efficiency. By using the same hospital, each school innocently exposes the other school to possible contagion, which in turn causes unnecessary quarantine and loss of time. All is expensive and unnecessary.

Trades and Gymnasium Buildings.

There is one modern usable building on the present campus of the deaf school—the new gymnasium. The shop building, next in age, is not suitable for its present usage, for the following reasons:

1. It has a ceiling height too low, suitable for an office or small classroom building
2. It has insufficient light. Where lips are to be read, light is essential.
3. The spans are short, and numerous posts necessary in the shops.
4. Three-story buildings are an unnecessary earthquake hazard.
5. The type of industrial work contemplated will demand heavy machinery, for which the present plant was not designed. Reconstruction to accommodate it will be costly, and leave a botch job in the end. This building, therefore, is best used for

some of the trades like weaving and cobbling, and waste space on the upper floors converted into temporary living quarters for the help.

Engine Room.

Each school should have its own engine room and crew of workers. Again the thought should be that the schools, although side by side, are miles apart and should function in an independent manner. Theoretically, an engine room, with proper capacity to answer the needs and the proper number of men should be able to answer the requirements of both schools. However, in actuality such dual use of the same unit does not work out in an efficient manner. It is too loose, and detrimental to efficient management. The dual use of any unit or group of employees is bad. There is no definite way of checking materials, time of labor and actual cost of operation of each school. One school may consume and use more material, time, and labor than its prorated share. Likewise, men are in a position to play off one school on the other and shirk their true responsibilities. It is far from satisfactory and checks progress. The present poor physical conditions of the buildings are a result of this dual practice. It hampers good supervision of work and the accomplishment of a program. The only satisfactory arrangement to relieve such bad conditions and to be able to keep the physical conditions of buildings in good shape is to have two separate plants. The present plant may be used for a while, but eventually each unit should have its own.

From this report, it is evident that the plant for the deaf at Berkeley is, in general, out of condition, inconvenient and obsolete.

III. THE NEW SCHOOL'S SPECIFIC NEEDS

General Statement. The needs of the institution may be enumerated as follows:

The primary unit should contain the following buildings and features

Schoolhouse.

Separate cottages for boys and girls.

Service building or refectory.

Sufficient separate play areas for both boys and girls.

The academic unit should contain:

Schoolhouse and administration.

Separate cottages for boys and girls.

Service building and refectory.

Gymnasium.

Trades building.

Athletic field.

Separate play areas for boys and girls.

For both units there should be a common hospital and a common power plant.

Administrative facilities.

The establishment of an independent school.

The gathering together of various administrative duties.

The assignment of special supervisory duties and location of supervisor's quarters.

The proper relation of buildings and departments for ease of supervision.

Housing problems.

Housing the pupils.

Housing the instructors and executives.

Housing the help.

Mechanical service.

Heat.

Electricity.

Water.

Sewage.

The institutional service.

Hospital.

Dining and cooking.

Laundry.

Greenhouse and garden.

THE PRIMARY UNIT

Specifications and facilities of the Primary Unit buildings.

The Schoolhouse. Immediate construction is needed to care for an initial 150 in dormitory space, in two dormitory cottages, capacity of each being 75 children. As conditions warrant other cottages are to be erected. The schoolhouse, however, is to be erected complete to care for 210 pupils. It is set at 210 and it is on this basis that the following statements are made:

The school building is to contain 24 rooms—21 for actual classrooms to care for 210 pupils averaging 10 to a room. One room is to be devoted to musical rhythm where certain phases of speech teaching and correction are to be carried on. Another room is to be devoted to activities and action. Another room is to be devoted to lectures, special coaching of individual pupils, and demonstration work for new teachers and for those taking training. These constitute the 24 classrooms to be had in the new school building. Each classroom is to average 20 feet by 18 feet and is to contain a teacher's closet and a small cloakroom for the children. The rooms throughout are to contain sufficient slate, with some arrangement whereby permanent drill work can remain on certain slates. A central revolving slate would answer this purpose. Likewise, each room is to have a border of cork above and below the slates for the use of posters, pictures and such. In the first two classes or grades, provisions for small individual kindergarten tables and chairs are to be had in addition to the semi-circle of chairs used in lessons in lip reading and speech. Likewise, in these two grades as well as the next grade (first three) there are to be sand tables and clay bins. Each class throughout is to have a mirror on a standard for speech work. The first three grades will also have a small suitable wash basin for cleaning purposes. All grades above the advanced beginners, or second year, will have the individual desk and also the semicircle of chairs.

The school building will contain an office for the supervising teacher in charge. There will also be a supply room in which are kept materials, books, etc., to be used in the various classrooms. A small but suitable library for children's use in connection with their school work. This is a combination library and reading room, but not arranged along the same lines as one for the hearing. There should be a reception room or parlor where parents and visitors can call, wait, and visit their children and teacher. There should be an assembly room, large enough to contain 210 children for school programs, plays and entertainments.

Throughout there should be adequate toilet facilities for both sexes and separate areas where each group can go during recess period on rainy days. There should be arrangements for a Sloyd room or Primary Industrial room which will hold 12 children. There should also be an arrangement to have a miniature gymnasium or room for calisthenics for the Primary group. The large gymnasium in the Academic Unit will be for the older students only. For the younger girls there should be a sewing room where they can begin the rudiments of sewing and be prepared to take advanced sewing when they go to the Academic Unit. There should be space for storage purposes so that material and furniture can be carefully checked and cared for at all times.

Cottages or Dormitory Cottages. There should be two dormitories to accommodate approximately 75 children, boys in one cottage and girls in another. A third, arranged to accommodate 50 of the youngest boys and girls housed in separate wings, would bring the number to 210. The children should be housed three or four to a room but not more. As to specific detail as to size and arrangements of rooms, such will be determined by the architect. As to the mechanical arrangements, these can also be left to the architect, giving consideration of course to certain features that call for special attention and advice from the head of the school in planning. In addition to rooms for the children, there necessarily must be quarters for those who are in charge of the children outside school hours. There should be quarters for the chief housemother who is in charge of all children. She is assisted by three housemothers in each cottage. One housemother should not have more than 25 children to care for. In fact, 20 is better than 25. The chief housemother must be free to attend to all matters, meet parents and to do relief duty whenever necessary. Quarters must be arranged for these officers. Likewise there should be quarters for at least four teachers to live in and to perform certain night duties or evening duties. Other features of the cottages, such as reading and study hall, play room, reception rooms for teachers and officers, storerooms, sorting rooms, etc., are detail for the architect and have no place here. This, however, affords an idea of the general outline of a cottage.

The Service or Refectory Building. This should contain a dining room large enough to accommodate 210 children. Homelike atmosphere should be had at every opportunity. Small round tables with perhaps five at a table should be arranged. Space should be ample. Serving room should be ample. Kitchen and matron's office and supply room should be well arranged. A pantry is of great value. Officers' dining room to care for housemothers and teachers, and an employees' dining room are necessary. There should be a secondary storeroom to the general storeroom (Academic and Administration Unit), where necessary supplies for a week's duration can be kept. All necessary refrigeration chambers for the needs of the unit should be supplied.

THE ACADEMIC UNIT

Specifications and Facilities of Academic Unit Buildings. The eventual population of the Academic Unit will be 400 and consequently when the time comes for constructing this unit plans should be made to follow this number. It will be noted that the general outline of build-

ings is practically the same for both units with the exception that the Academic Unit has a gymnasium and a trades building in addition.

School Building. This will be considered the main building of the entire plant, as it will be the largest. It will contain the principal's office, public space or reception room and business offices. According to the number, there will be 40 classrooms. In general scheme, it will follow out the plan of the Primary Unit school building as far as rooms are concerned and auditorium or assembly room. Again the detail and laying out of necessary features will be for the architect.

Dormitory Cottages. It is hoped to arrange it so that each cottage will accommodate 50 pupils. The housing arrangements as to number to a room and the number of quarters for counsellors and supervisors and teachers will follow closely those of the Primary Unit. Naturally, because of difference in age, there will be different features necessary in many respects. On the basis of 50 to a cottage and with 400 as full capacity, it will mean eight dormitory cottages, four for older girls and four for older boys. Suitable and separate play areas must be provided.

Service and Refectory Building. Again, this would be along similar lines as that of the Primary Unit, only on a larger scale. The general storeroom and commissary department should be in this building. In this building, there should be three dining rooms, one for the pupils, one for the officers and one for the employees.

Gymnasium. At present there is a gymnasium already on the grounds. It is practically a new building and is in fair physical shape, although in its dual usage has not received the best of care. With certain repairs and alterations it is felt that it can be made to answer the purposes very nicely and will be found adequate for 400 pupils. There may be need of a few additions and alterations in a mechanical service way, but the building will admirably answer the conditions.

IV. THE IMPORTANCE OF TEACHING TRADES

One of the most important and vital departments of a well-organized school for the deaf is the Trades Department, or Industrial Department. In fact, a school for the deaf without an efficient department of trades teaching is not answering its full duty and responsibility to the deaf pupils. It is utterly a failure in its mission. It is here that the average deaf child's future happiness and success in life is determined. A deaf child without adequate trade knowledge is in a sorry plight indeed. Without an understanding of a trade, he is helpless and dependent. This feature of deaf education can not be over emphasized. California, in its new plan, should give ready recognition to this important phase and do everything possible to afford the deaf child the great opportunity of taking his place with his hearing brothers and sisters, and of being an independent and self-supporting citizen. It is only through proper and efficient trade teaching that this can be done. We must not deceive ourselves into thinking otherwise. Because of handicap, the deaf child has no opportunity to enter the so-called white-collared jobs, and is very much limited in the way of earning a livelihood.

The learning of proper trades at schools is the open sesame for the deaf child and the sooner we face and appreciate this wholesome truth,

the better prepared the deaf child will be to meet outside conditions upon graduation. This fact should be indelibly impressed upon our minds and nothing left undone that will give the deaf this necessary foundation.

Remember the opportunities for him are very limited; that he can not find entrance into all lines of endeavor; that his only hope is in the trades; that even in trades he is limited to a certain number; that in trades, he must overcome certain false prejudices and misunderstanding; that he must compete with his hearing brothers who have all the advantage; that because of these factors, we must provide him with the best and suitable trades, with the best type of instructors and with the best possible equipment. All states are thinking in terms of affording the handicapped child the best, so that there will be no handicapped adults. Let California now grasp the opportunity of planning a trades department that will answer the crying need and prayer of the deaf pupil.

We are teaching certain trades at present, but not in the way that we should. There is vast opportunity for improvement. The trades taught at present are: printing and linotype operating, cabinet-making, shoemaking and barbering (part-time). This is inadequate. There is really very little in a constructive way being done for the girls. They learn a little of domestic science and sewing, but very little. We can not truthfully say that we are teaching these trades because present existing conditions prevent such teaching.

Under the new plan and with a new building, we desire to arrange a group of suitable trades, to have regular courses of study outlined, and to make a close connection with similar trades carried on on the outside. The following are the trades we suggest be established:

FOR THE BOYS

It is understood that in the Primary Unit, arrangements are possible in Primary Industrial or Sloyd where the younger boys are taught the rudimentary manipulations, the handling of tools, and the habits of industry. It is a sort of "try-out" or "selection" shop where the instructor is able, after three years, to determine to a degree, just what type of trade a certain boy would be best suited for. When he is transferred to the Academic Unit, he can be properly placed in a trade.

Printing and linotype operating.

Cabinet-making, finishing, carpentry, glazing, mill work.

Tailoring (cleaning and pressing).

Baking.

Barbering.

Painting (sign painting).

Shoemaking.

Machinist's trade.

FOR THE GIRLS

Domestic science.

Sewing — operation of power machines—shirt-making.

Beauty culture work.

Novelty work.

Typing.

Filing.

Adding machine operating and the operating of other similar machines.

Comptometry.

This department should receive the same consideration and support as the educational side of the school. There should be a supervisor of trades, to look after the work in the same way that there is a principal supervising academic instruction. All teachers of trades should be on the same plane with teachers of classes.

It is desired to work in cooperation with the state authorities in this particular field and to emphasize this department. It is also further planned to arrange to connect with local industries in the respective trades taught, and in this manner have practical work and part-time cooperative instruction.

Hospital. Each school should have its own separate hospital and should be considered as though each were 100 miles apart. One doctor could answer the needs of both independent hospitals. It would merely mean the services of one more nurse and a maid for the hospital or infirmary for the blind. However, such arrangement would spell better and more efficient management of hospital, more definite accounting and recording work and service, due respect from employee, a clearer understanding of responsibility and better and uninterrupted care of the children. Each principal would then be directly responsible in every way for his hospital and would be able to hold his employees to strict account for everything transpiring in the hospital. By all means a separate and independent hospital directly under the charge of the head of the school. If this can not be accomplished, it would be far better to arrange for infirmary wards in each of the new cottages for the children. This would be more expensive in upkeep and an antiquated practice, yet would be far better than continuing the dual use of one place. There are many factors that are difficult to explain in this dual arrangement. Furthermore, in the erection of this separate hospital, it should be placed in an accessible location to both primary and academic units. It should be easily and quickly reached. There are children who must visit the hospital three times a day and this calls for time. Distances, therefore, should be short.

The new hospital for a school population of 550 to 600 should have a capacity of at least twenty-five beds with two separate wards for possible contagion. This is on the basis of providing for 5 per cent of the school population. In case of a severe epidemic, the hospital, if erected in connection with one or two of the dormitories, could have the overflow of cases cared for in the dormitory cottage. If this hospital connected to a cottage for each sex, the situation would be ideal.

Engine Room. The new heating plant ought to be located on the lowest portion of the land used, to allow the natural condensation to the boilers. The present plant is usable during the reconstruction period. Eventually, however, it ought to be remodeled to suit blind school needs, or entirely abandoned in favor of a new plant, under Dr. Stevenson's management, which would sell steam to the School for the Blind. Separate heat plants allow each school to develop heat and plumbing repair crews. Often such crews can take care of all the general repair work about the campus.

Water. If there is water on our grounds for drilling purposes, it would be more economical to have our own water supply, because of the large amount necessary to carry on our work. As it is, we have a

water bill of something like \$3,500 to \$3,800 a year and this calls for a very careful use of water at this cost. This cost is for drinking, cooking, housing, and ground purposes only. The present arrangement is very poor. All water consumed by both schools goes through one meter and is so charged. There is no method of actually gauging the water consumption of each school, thus preventing any opportunity for checking up and warding off excessive and wasteful use of water. This is not a logical or businesslike arrangement and does not give chance for efficient management and check. Then again, one school should not carry the expense of water consumption in its budget for both schools. If the bills are in excess of the allocated amount in the budget, the school that bears this burden suffers. Any dual use of any building, commodity, employee, and article is not good business and is very difficult of proper and efficient accounting. It complicates matters and results in inefficiency and greater expense. If, in the new planning, water must be bought, it is suggested that all piping be separate. Water lines going to the School for the Blind should be accounted for on separate meters and should come out of the budget for the blind. All piping and water going to the buildings of the School for the Deaf should be separate, and metered and paid for out of its budget. This, then, places responsibility directly on the shoulders of each principal and affords an opportunity for efficient and economical handling of such.

Electricity. Each school should be served independent of the other and each should be responsible for its own consumption and the costs of the same. As to the manufacturing of our own current, state engineers would be in a better position to advise. At present we pay about two cents a kilowatt. In some states, perhaps it would be cheaper to manufacture current. It has been manufactured as low as one-half cent a kilowatt, where heat had to be produced. The current could be generated since we have to produce heat for our buildings. It would be well to study the matter, since the School for the Deaf will soon become a large school, housing 600 pupils, with a dozen or more buildings. If the larger schools have good reasons for purchasing current, we could be governed accordingly.

Laundry. At present laundry work is done by outside contract at a cost of \$7,200 for 370 persons, 325 of whom are here only nine months. Collection and washing is done once a week. It would be clearer to say that the contract is \$600 a month or \$7,200 a year for one washing a week for 370 persons. Any number over 370 is to be charged \$1.60 per individual additional each month. Regardless of the fact that the children (325) are at home for the three summer months, the charge of \$600 is effective. Any washing that is out of the ordinary, such as hospital wash caused by epidemics, is additional charge. During the holidays when the children are at home for two weeks at Christmas, the charge remains the same. This may seem cheap, but with the proper equipment and proper workers, the school could do its own laundry work at less cost; if not less, at least at the same cost, and also be able to do the emergency washing and have it ready when needed. A laundry of our own would permit of teaching a certain type of deaf girl and a boy a trade, as we can send them to the laundry during the shop time to assist in the work and to learn the various operations.

Greenhouse. The present greenhouse is larger than our needs. In fact, our grounds are too large for one man. A smaller greenhouse will answer our purposes. Sufficient landscape work with the shrubbery and limited planting to make good appearances around buildings will be satisfactory. One man and a helper could take care of this. There could be more road and play areas to be cared for by yardmen. The new greenhouse should be located out of the way of the main buildings and adjacent to the agricultural areas.

V. HOUSING PROBLEMS AND NEEDS

Principal's Cottage and Home. The principal or head of the school, because of the nature of his work and position (*in loco parentis*), must live on the grounds. This arrangement is common in all such schools. The present cottage dates back to 1880 and is in very poor physical condition. The supports and timbers are rotted and the entire place damp, musty and bad. It is far from adequate, although attempts have been made to paint and dress it up. It has seen its service and could be razed any time without the state feeling that it was a loss or an expense. In locating the new cottage, thought must be given to the fact that the principal and his family sacrifice a great part of their private family life by living on the grounds and within sight and call twenty-four hours of the day. The cottage should be given some privacy and should also face the street as a residence. At the same time it should be accessible for immediate call.

Assistant to Principal's (Steward or Business Manager) Cottage. It is customary to arrange for living quarters on the grounds for the assistant to the principal or steward who cares for the business and physical side of the school. He should be within call at all times to be on duty in the absence of the head, and to be on hand if necessary with reference to emergency deliveries and work pertaining to commissary and general stores. This spells greater efficiency. He should be responsible in general for the Academic and Service buildings after working hours.

Bookkeeper and Assistant Steward's Cottage. In a large school, the same arrangement is followed as above. In our new plan of school management, the assistant steward should be responsible for the Primary Unit, during off hours, and live near it.

Engineer's Cottage. This refers to the chief engineer and building superintendent. There is no need of going into detail as to why this employee should be on the grounds and close at hand at all times. The very nature of his responsibility would demand that he be housed on the grounds. Many times throughout the year he is called upon for emergency work which, if not done at the time, might prove very destructive and expensive in the end.

Quarters for Faculty, Housemothers and Officers. This is a condition that needs no explaining. The people who care for the children outside of school and who live with them must be provided for. Such provisions are made in the respective cottages where the children are located. Certain teachers are employed with the understanding that they live at the school. Teachers of sewing, cooking, physical culture, supervising teachers and such usually follow this understanding.

Lower salaries can be paid in this way. This is customary in all schools for the deaf.

Employees' Cottages. (Separate for sexes.) This is customary and size depends naturally on number of help. One cottage should care for 12 to 15 employees. Roughly speaking, the Primary Unit would have 15 employees and the Academic about 30 employees. These are help such as cooks, janitors, yardmen, etc.

VI. REASONS FOR COMPLETE AND FULL SEPARATION OF SCHOOLS

This thought had been started back in 1920 and has been slowly carried out. This year sees the complete and full separation as far as financial operation is concerned and as far as student housing, care and schooling are concerned. Further steps should be taken and the two schools should operate without any dependence upon the other. There should be no dual use of any building, fund, unit or group of employees. It was with this clear understanding that the principal of the School for the Deaf willingly accepted the offer to come to California. Each school should be distinctly individual and independent, and there should be no overlapping in any way. No two schools so diametrically opposite in work and purposes, in personnel, in spirit, and for economical and efficient management, can operate in a dual nature or have units subject to the use and control of both. It can not be done and to expect such is humanly impossible and very unfair to those in charge. It is detrimental to all harmony and progress. The past conditions and experiences of the two schools are common knowledge to the profession in this special work. Likewise, the difficulties and troubles are common knowledge to state officials. Why continue them? Why not a solution and a remedy? If there is true desire to have a well-organized school with a wholesome and progressive future, the state should consider each school as a separate unit and make it possible for each to operate alone.

VII. SUGGESTED AREAS FOR EACH SCHOOL

Since it is definitely decided that both are to remain on the same general site, distinct demarcation and boundary lines should be made, as shown on Chart 1.

VIII. REASONS FOR IMMEDIATE CONSTRUCTION OF PRIMARY UNIT

a. Present school and housing facilities are inadequate for small children.

b. Small children at present are not receiving full opportunity for school and mental attainment.

c. Classrooms are dark, crowded and ill-adapted to work and progress of small children.

d. There is no additional space for new children.

e. There is no available space for modern means of special teaching, such as musical rhythm, play room and action room.

f. By arranging to have smaller children cared for in a new building, the older children will have better conditions in the old school building for a time.

g. Because of lack of room, children are crowded in classrooms, sometimes placed out of their grade.

h. There is no suitable play area or lavatory facilities for smaller children in connection with schoolhouse.

i. Housing arrangements in every way are detrimental to proper care and development. They are too close to the older children. The facilities are poor and inadequate. There is no opportunity for wholesome and full growth.

j. Small children must rise at the same hour as older children. They must eat at the same time, eat the same food as prepared for older children, and must follow the routine as set for all pupils.

k. Present conditions prevent education reaching all deaf children entitled to it in the state.

IX. THE PROBLEMS OF A NEW PLANT

The problems of a new plant development are threefold:

1. The general order of obsolescence of the existing buildings.
2. The major planning objectives of any new scheme.
3. The relative cost of such a scheme.

These topics can be developed *only* by adopting a scheme and tracing it through a period of growth, to final completion. This we purpose to do now, and we are assuming a program that completely re-houses the institution.

The Obsolescence of Buildings. The buildings with their erection dates, their general order of obsolescence, and the particular years in which they must be razed respectively to permit of the execution of the tentative ten-year new building construction program, are listed below:

1. **Strauss Hall**, constructed in 1878; brick and wood construction; to be razed in August, 1929, when the blind boys now using it will have moved to a new building now under construction at the State School for the Blind.

2. **Moss Hall**, constructed in 1878; brick and wood construction; to be razed in 1934 when a dormitory for girls in the academic unit will have been constructed with proposed 1933 appropriation.

3. **Greenhouse**, constructed in 1892; wood and glass; to be razed at a future time to clear a site for the completion of the academic unit school building which is to be constructed at a future time beyond the coming ten-year period.

4. **Bartlett Hall**, constructed in 1894; brick and wood construction; to be razed in 1931 to clear site for academic unit dining room to be built with proposed 1931 appropriation.

5. **Willard Hall**, constructed in 1881; brick and wood construction; to be razed at a future time beyond the coming ten-year period when provision is made for athletic field.

6. **Principal's Residence**, constructed in 1880; wood frame construction; to be razed at a future time to clear site for two girls' dormitory buildings in academic unit to be erected at a future time beyond the coming ten-year period; the new residence for the principal having been erected with proposed 1935 appropriation.

7. **Education Building**, constructed in 1881; brick and wood construction; to be razed at a future time to clear site for completion

of Hospital Building and for academic unit boys' dormitory building which are to be erected at a future time beyond the coming ten-year period.

8. **Hospital Building**, constructed in 1902; wood frame construction with brick filling between posts; to be razed at a future time, when provision is made for athletic field. The major portion of the new hospital building is to be constructed with proposed 1937 appropriation.

9. **Refectory Building**, constructed in 1880; brick and wood construction; to be razed at a future time beyond the coming ten-year period when provision is made for athletic field.

10. **Laundry and Help's Quarters Building**, constructed in 1888; brick and wood construction; to be razed at a future time beyond the coming ten-year period when provision is made for athletic field.

11. **Bakery and Help's Quarters Building**, constructed in 1879; brick and wood construction; to be razed at a future time beyond the coming ten-year period when provision is made for athletic field.

12. **Durham Hall**, constructed in 1890; brick and wood construction; to be razed at a future time beyond the coming ten-year period when two academic unit girls' dormitory buildings, to be erected at a future time beyond the coming ten-year period, have been completed.

REPAIRS NECESSARY TO OLD BUILDINGS

The plan we are to develop will cut down the repairs needed on old buildings. The list from the State Architect's office, shown on page 26, totaling \$30,000, can be cut to the following list, totaling \$15,000.

Repairs needed to keep old buildings in usable condition until replacement.

1. Bartlett Hall—Willard Hall—Durham Hall—	
Plaster patching, touching up paint work and miscellaneous repairs..	\$3,000 00
2. Hospital Building—	
Miscellaneous repairs.....	500 00
3 Laundry Building—Bakery Building—	
Remove lean-to and clean up employees' quarters.....	500 00
4. Education Building—	
New concrete floors in toilets, miscellaneous repairs and painting---	1,400 00
5. Plumbing—	
Run hot water to basins in Bartlett, Willard and Durham	
Halls	\$700 00
Repairs in domestic science and employees' quarters.....	540 00
	<hr/>
	1,240 00
6. Heating—	
Renewal of fixtures and repairs.....	500 00
7. Electrical work—	
Renewal of fixtures and repairs.....	1,000 00
8 Repairing steam traps and leaking mains.....	1,100 00
9. New dish washing sink in Refectory Building.....	400 00
10 Movable refrigerator for Refectory Building.....	400 00
11. Repairs to Gymnasium Building.....	2,370 00
12 For supervision and unforeseen contingencies.....	2,590 00
	<hr/>
Total.....	\$15,000 00

MAJOR PLANNING OBJECTIVES

Under this heading we attempt to collect the major aspects of data developed in this report, that a new building plan must meet. These are listed under the three headings—administrative needs, educational and moral needs and economic aims.

Administrative needs.

1. Complete separation of Deaf and Blind Schools.
2. Destroy old buildings in general order of obsolescence.
3. Destroy old buildings and erect new ones, so the school population can grow.
4. Develop into a compact plant that is:
 - a. Easy to get about for general supervision.
 - b. Connected together, so children can remain under cover during the school day.
 - c. Do not use dormitory halls for cross plant circulation.
5. Provide living quarters for:
 - a. President.
 - b. Steward (business manager) where he can have general supervision of academic unit.
 - c. Assistant Steward, where he is available for emergency call.
 - d. Engineer, where he is available for emergency call.
 - e. House help (in various dormitories) needed for plant supervision.
 - f. House other help, separated by sex, on the site.
6. Gather administrative offices near together.
7. Have chief house mother central to each dormitory group, and have.
 - a. Parent reception rooms common to the group.
 - b. Trunk rooms in common.
 - c. Mending rooms in common.
8. Hospital, central to the general group, and.
 - a. Served by utility drive.
 - b. Connected to a dormitory of each sex.
9. Have one central commissary serving:
 - a. A kitchen or kitchens for school groups.
 - b. Dining facilities for school groups, faculty, and help.
10. Have one steam plant for both schools, with provision whereby steam may be sold the Blind School.
 - a. Engineer responsible to Dr. Stevenson alone.
 - b. Engineer living nearby, for emergency call.
11. Properly relate green-house to agricultural areas.
12. Have main auditorium connected to school but usable by public. with necessities available

13. Have garage storage for school bus, residents' autos, etc., and service roads to assembly hall stage, primary school assembly, all play areas, gymnasium stage, all residences, trunk rooms, vocational rooms, mending rooms (for laundry delivery) hospital, main entrance, boiler house, commissary, stewards' store room, etc.

Educational and moral needs.

1. Plan for an eventual plant of about 600 capacity; 210 primary, and 400 academic.
2. Preserve classroom and shop space for adult instruction.
3. Separate primary and academic groups completely.
4. Separate primary and academic dormitories by sex.
5. Contemplate immediate construction of the primary unit.
6. See that employees' quarters are well separated from pupils' dormitories.
7. Develop play areas adjacent to each dormitory group:
 - a. Use the athletic field for boys.
 - b. Use gymnasium for academic boys and girls.
 - c. Develop a new playing field for the deaf.
8. Plan a new vocational unit with:
 - a. One story, wide space, construction.
 - b. Face away from school plant, but connect to it.
 - c. Have service road and drive to it.
 - d. Plan for vocational instruction in kitchens, laundry, bake shop, agricultural fields, etc.

Economic aims.

1. Have a single steam plant, and sell to the blind
2. Use a smaller front set-back from street.
3. Use a common commissary.
4. Less roadway.
5. Keep repairs of old buildings down to a limit.
6. Develop a comprehensive scheme to care for growth.
7. Check all plans carefully to assure:
 - a. Sound administrative values.
 - b. Inexpensive permanent architectural construction and style
 - c. Proper functional diagnosis.

X. A SUGGESTED TENTATIVE TEN-YEAR BUILDING AND REORGANIZATION PLAN

We now submit one plan which will meet the above requirements and is illustrated in Chart 2.

The development in successive bienniums is listed on Chart 2. This development for the next five bienniums would proceed somewhat as follows:

<i>Build</i>	<i>Cost</i>	<i>Raze</i>
Biennium 1929-1931—		
Total capacity 1929: 215		
Primary Unit—		
1 Boys' dormitory, capacity 68; girls' dormitory, capacity 68. Construction and furnishings -----	\$200,000	Strauss Hall (in temporary use for blind boys).
2 Dining room, kitchen and commissary building. Construction and furnishings -----	80,000	Lean-to between bakery and laundry.
3. New boiler, service connections, improvements to grounds and chain link fence -----	20,000	
Total for biennium-----	\$300,000	
Biennium 1931-1933—		
Total capacity July 1, 1931. 215—60+68+68=291.		
Academic Unit—		
4 Dining room. Construction and furnishings -----	\$50,000	Bartlett Hall (capacity 60).
Primary Unit—		
5 School and assembly. Construction and furnishings -----	165,000	
Total for biennium-----	\$215,000	
Biennium 1933-1935—		
Total capacity July 1, 1933: 291.		
Academic Unit—		
6 Two dormitories, one for girls and one for boys (capacity 136). Construction and furnishings -----	\$200,000	Moss Hall (capacity 50). To be razed in 1934 after new girls' dormitory has been completed.
Total for biennium-----	\$200,000	
Biennium 1935-1937—		
Total capacity July 1, 1935: 291+68—50+68=377.		
7 Administration and a portion of central school unit Construction and furnishings -----	\$150,000	
8 New boiler and permanent building to house boiler plant -----	35,000	
9 Principal's residence. Construction and furnishings -----	25,000	
Total for biennium-----	\$210,000	
Biennium 1937-1939—		
Total capacity July 1, 1937 377		
10 Boys' dormitory (capacity 68). Construction and furnishings-----	\$100,000	
Academic Unit—		
11. Shop building. Construction and equipment -----	25,000	
12 Hospital. Construction and equipment -----	50,000	
Total for biennium-----	\$175,000	
Grand total for five bienniums-----	\$1,100,000	
Total capacity July 1, 1939: 377+68=445		

XI. CONCLUSION

Under the above program, partial reconstruction of the plant as indicated by the program itself and as shown on Chart 2, will have been accomplished at the end of the biennium 1937-1939. The cost of the full completion of the reconstruction would be accomplished during succeeding bienniums. The cost of the reconstruction of this plant may seem high. The reader is reminded, however, that other state institutions demanding similar facilities are costing this much or more. Since the situation at the State School for the Deaf in Berkeley is critical, it seems reasonable to plan for the largest biennial expenditure during the biennium 1929-1931.

The foregoing report of the subcommittee, to our minds, so fully and yet so succinctly sets forth the vital needs of the State School for the Deaf at Berkeley from an institutional, administrative and educational viewpoint, that your legislative committee feels that it could not have done better than to have set it forth at length herein. Years of inattention, and even neglect, have resulted, as inevitably would be the case, in dilapidated conditions of the antiquated structures now on the school grounds; most of them built approximately a half-century ago. The triple-headed government of the employees of the State School for the Deaf and the State School for the Blind, which up until the last biennium were both governed together, has undermined the discipline and presented a situation making efficiency and economy impossible. Your committee believes that this unfortunate condition has been greatly improved by the division of the two schools into separate units, with separate grounds, buildings and recreational facilities. We feel that the entire separation of the two institutions will complete the work now well begun.

We are firmly convinced that the new plant for the Deaf School, the plans and program for which are incorporated herein and recommended for fulfilment to the legislative and administrative departments of our state, combined with the skilled and conscientious work of the expert teaching staff, will place California's State School for the Deaf on a par with, if indeed not superior to, any similar state institution.

HERBERT W. SLATER, Senator, Chairman;
A. H. BREED, Senator, Vice Chairman;
THOMAS A. MALONEY, Senator;
ROBT. B. FRY, Assemblyman;
EUGENE W. ROLAND, Assemblyman;
H. L. PARKMAN, Assemblyman, Secretary.

APPENDIX "A"

Following are the work orders issued by the Division of Architecture for repair work at the State School for the Deaf done during the last biennium and made available out of repairs, improvements and equipment appropriation of \$22,000; chapter 142, Statutes 1927.

Work Order No. 83—\$2,000. (Entire amount used. All work coming under this work order was in connection with the blind section of the school.)

1. Concrete work, including steps and concrete gutters.
2. Stone wall, including new wall and addition to existing wall.
3. Grading and filling.
4. Pipe railing.
5. Flag pole.
6. Gravel and oil on roadways.

Work Order No. 115—\$6,000. (When this work was completed there remained a balance of some \$2,700 which was then turned with work order No. 119 which was for repairs.)

1. Removing tower and continuing roof of chapel Educational Building.

Work Order No. 119—\$13,263 92, plus \$2,730 from work order No. 115, making a total of \$15,993 92.

Educational Building:

1. Keldon lighting units in classrooms.
2. Painting woodwork in the classrooms to match those which were done last summer.
3. Painting woodwork, walls and ceilings on the lower floor of Educational Building.
4. Painting woodwork and walls, upper corridor.
5. Painting plaster walls of auditorium and dressing rooms.

Durham Hall:

1. Painting first floor walls, ceilings and woodwork.
2. Repainting radiators and piping.
3. Repairs to metal ceilings on third floor and painting same.
4. Repainting all painted floors.
5. Repainting porch and outside steps.
6. New outside door on east porch.

Willard Hall:

1. Painting walls, ceilings and woodwork first floor.
2. Repairing roof where timbers have rotted.
3. Repainting wooden floors.
4. Study room lighting fixtures same as in Bartlett and Durham halls.
5. Repairs to gutters and downspouts.
6. Repairing and painting porch and steps.

Bartlett Hall:

1. Painting walls, ceiling and woodwork first floor.
2. Painting woodwork, walls and ceilings throughout the building.
3. Painting radiators and piping.
4. Replacement of certain doors and repairing plastering.
5. Six new toilets and four new lavatories and installing hot water system to fixtures in toilet rooms on all floors.

Moss Hall:

1. Painting first floor walls, ceiling and woodwork.
2. New cement floor in locker room.

Strauss Hall:

1. Painting first floor walls, ceiling and woodwork.

Gymnasium :

- 1 Two doors south entrance to swimming pool replaced
- 2 Painting the walls and ceiling in the swimming pool and walls, ceilings and floors of two adjoining rooms. Refinishing and revarnishing gymnasium floor. Repairs to stage front. Painting halls and stairs.

Kitchen Building :

1. Painting walls, ceiling and woodwork of pupils' dining room and corridors, and cleaning and varnishing furniture and treating linoleum floor.

Hospital :

1. Enclosing sterilizer and installing cupboard space in connection with it.
2. Repainting woodwork inside and out.
3. Building cupboard space in pantry.
4. New window screens throughout.
5. New window shades.
- 6 Enlarging back porch and enclosing and installing Frigidaire.

Miscellaneous :

1. Removing upper portion of tower and chimney and replacing rotted porch beams of Willard Hall.
- 2 Removing alcoves in all the dormitories.
- 3 Purchasing of Frigidaire for the hospital.
4. Installing extension to the existing fire alarm system.
5. Repairs and painting of existing buildings except Strauss Hall, as far as practicable.

Superintendent's Residence :

1. Painting and papering woodwork, walls and ceilings of important rooms and halls.
2. Painting exterior.

Bakery Building :

1. Painting domestic science room.

Trades Building :

1. Painting barber shop.
- 2 Painting shoe shop