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CENTRAL INSTITUTE FOR THE DEAF

BULLETIN

Volume XV

September 1, 1946

Number 1

TEACHERS TRAINING COLLEGE



affiliated with

University College and the School of Graduate Studies

of

WASHINGTON UNIVERSITY

SAINT LOUIS

MISSOURI

HISTORICAL STATEMENT

Central Institute for the Deaf was founded in September, 1914, by Dr. Max A. Goldstein, an eminent otologist interested in the oral education of the deaf. Many deaf children could not benefit from medical treatment and the school made social and educational rehabilitation a reality. Within one year the enrollment increased from three pupils and two teachers to fourteen pupils and three teachers, with four student teachers in the Training Class. Lack of space necessitated a change of quarters from the apartment over Dr. Goldstein's office to the present site, chosen in the fall of 1916.

The Teachers Training College of Central Institute for the Deaf was officially affiliated with University College of Washington University on February 16, 1931. By virtue of this affiliation the degree of Bachelor of Science in Education is granted to fully qualified graduates of the Teachers Training College of Central Institute for the Deaf who meet the requirements established by the Advisory Board.

In the fall of 1936 the Board of Graduate Studies of Washington University approved a program leading to the degree of Master of Science in Education for properly qualified students through the School of Graduate Studies.

PURPOSE

The purpose of the Teachers Training College is to prepare students to meet the variety of problems presented by deaf, hard-of-hearing, and speech impaired individuals. The graduate is qualified to carry out an oral (speech, lipreading, and auditory training) educational program for deaf and hard-of-hearing children and adults. In addition the student is prepared to administer hearing tests, to carry on work in deafness prevention, and to consult in the selection of hearing aids. Comprehensive preparation in speech pathology qualifies the student to engage in the correction of speech defects in children and adults. The integration of work in speech pathology with the program for the deaf and hard-of-hearing is essential since both fields are mutually related. The desirability of integrated training in both fields has been recognized by school and clinic authorities who are increasingly stipulating the combined preparation as a qualification for professional appointment.

The demand for qualified graduates in the post war years far exceeds the supply and the opportunities for constructive service are practically unlimited.

BUILDINGS

The original building constructed on the northeast corner of Kingshighway and Papin is of English-Georgian architecture. In 1923, the

increasing demands for housing and teaching space necessitated the acquisition of a three-story apartment building on the southeast corner of Kingshighway and Papin. This building was used for the Department of Speech Correction, the Department of Lipreading, with housing accommodations for some resident pupils and student teachers. This Annex was remodeled in 1930 to house the Teachers Training College. It contains lecture rooms, living room and dormitories for the teaching staff and college students, and the Lipreading Department.

In June, 1929, the new buildings added to the original school unit were dedicated and occupy the entire frontage on Kingshighway from Clayton to Papin Street. This complete structure is arranged in three units: (1) The school unit composed of forty classrooms; (2) the residential units of dormitories with capacity for 150; and (3) the research unit with laboratories for neuro-otology, phonetics, electro-acoustics, psychology, hearing clinics, and a reference library for college students and research workers. There is also an infirmary, an auditorium-gymnasium, a dining room for resident pupils equipped to serve 150, quarters for speech and lipreading clinics, and a spacious open-air playroof.

In 1936, the City of St. Louis ceded to Central Institute for the Deaf a tract of land including eight two-story brick buildings which afford room for the expansion of the Institute. One of these houses has been remodeled and equipped as a recreation center. Two playgrounds on this strip of land have been fenced in for the safety of the children of various age levels. These are provided with modern play equipment.

Plans have been made for a program of expansion which includes the construction of a new dormitory to house older deaf children and students of the Teachers Training College, and a new building devoted exclusively to clinics and research laboratories.

THE STUDENT BODY

The students of the Teachers Training College are a group of young men and women carefully selected on the basis of academic, physical, and psychological qualifications. There is a wide geographic distribution of points of origin of members of the group. Not only have most of the states of the Union been represented at some time or other, but foreign countries including the Philippines, England, South Africa, Australia, China, Mexico, Jamaica, and Honduras have had their share of representation. The influence of the College is, therefore, truly international.

THE FACULTY

The faculty of the Teachers Training College is comprised of highly

qualified individuals, each of whom is a specialist in his own field. Originating in academic institutions all over the nation, the faculty constitutes an educationally and scientifically cosmopolitan group. Although members of the faculty are specialists in different fields, they are ever sensitive to the broad purposes of Central Institute and all of their work is motivated thereby.

The college faculty also directs its attention to vital problems of research in the classrooms, laboratories, and clinics of the Institute. With the assistance of training students who gain valuable experience therein and, in some instances, in cooperation with the School of Medicine of Washington University, the answers to many challenging questions are sought. During World War II the Institute engaged in an extensive government sponsored research program to assist the armed forces in coping with problems of service incurred hearing impairments.

AFFILIATION WITH WASHINGTON UNIVERSITY

An advisory board composed of members of the staff of Washington University in cooperation with administrative officers of the Teachers Training College supervises the relationship between the University and the Institute. Requirements for admission, comprehensive examinations and appointments to the college faculty fall within the jurisdiction of the Advisory Board.

GENERAL PLAN OF INSTRUCTION

The program is broad in scope and after the student has acquired basic fundamentals he is encouraged to follow in his practice teaching that particular branch of work for which he shows preference and propensity.

The availability on the premises of a functioning school for the deaf, hard-of-hearing, and speech defectives, and associated clinics makes possible a happy balance between theory and practice. In preliminary stages of training the student is assigned to observe special groups and the schedule is so rotated that he is exposed to every phase of the Institute's program. The student is then given an opportunity to put into practice under competent supervision what he has observed and studied. For example, after a period of lectures in speech pathology the student is assigned to the Speech Correction Clinic where his practice is constructively criticized by the teacher in charge.

Students in training are often called upon to assist in counselling and directing children during out-of-school hours. Since the Institute is also a residential establishment an important function devolves upon the counsellors. They play a vital role in directing the child's individual

and social development through games, hobbies, athletic contests, dances, trips, scout work, and other similar experiences. In this way the child is encouraged to implement outside the schoolroom what he has learned in it and the student teacher gains invaluable experience in assisting him.

FEEES AND EXPENSES

A *matriculation fee* of \$5.00 is required upon registration.

Tuition for each year is \$300.00 payable as follows: \$25.00 initial payment upon acceptance for admission, \$125.00 at opening of first semester, and \$150.00 at the beginning of each subsequent semester.*

A *comprehensive examination fee* of \$3.00 is payable in the senior year prior to examination by the Advisory Board.

A *diploma fee* of \$3.00 is payable prior to graduation.

Room and board is available to college students at the rate of \$500.00 per academic year payable monthly in advance. Students are not accepted for room or board separately. Commitment must be made for both services.

A *laboratory fee* of \$10.00 is payable in those graduate courses requiring the use of animal material.

An outlay of \$25.00 for *books and supplies* is sufficient to carry the student for the entire course.

An *annual health service fee* of \$2.00 is required in advance.

SCHOLARSHIPS AND SELF HELP

THE ALUMNI SCHOLARSHIP—This scholarship is derived from annual contributions of the alumni of the Teachers Training College and provides tuition fees for one year. Award is made to a student in the senior year upon recommendation of the college faculty.

Other scholarships are available to qualified students upon entrance.

Opportunities for self-help through remunerative employment on the premises of the Institute are available.

Students are also permitted to sign promissory notes to meet tuition obligations.

Application for scholarships, employment, and loans should be addressed to the Registrar.

VETERANS

The College is accredited to accept veterans under the provisions of the G.I. Bill of Rights.

*If the student withdraws from the course before four weeks of the semester have elapsed tuition will be refunded on a pro-rata basis. No refunds will be made for subsequent withdrawal except for reason of poor health or other extenuating circumstances; the decision as to amount of refund in the latter case to rest with administrative officers of the college.

RECREATION

The City of St. Louis affords excellent opportunities for recreation and cultural activities. The location of the Institute across from Forest Park places facilities for walking, boating, tennis, golf, and riding at the disposal of the student. The park also contains an outstanding zoo and a fine art museum.

DISMISSALS

The administrative officers reserve the right to dismiss a student who fails to show professional promise or who is guilty of infraction of rules of discipline.

ENTRANCE REQUIREMENTS

ACADEMIC

Graduation from a fully accredited first class High School meeting the entrance requirements of the College of Liberal Arts of Washington University, as outlined in its bulletin.

Successful completion in the College of Liberal Arts or University College of Washington University or in any other University or accredited Junior College of the pre-professional curriculum outlined below. A total of 64 units must be completed.

	Units
English Composition	6
English Literature	6
Foreign Language (two years) ¹	12
Two Natural Sciences	12
(preferably 6 units in a biological and 6 units in a physical science) ²	
Sociology ³	6
Education	6
(Educational Psychology 3, Principles, Introduction, History, or Philosophy of Education 3)	
Physical Education	4
(Mathematics, 6 units, though not required, is strongly urged.)	

PHYSICAL

All applicants must have perfect hearing, speech, and vision (or corrected with glasses), and a well-shaped mouth, as these are important in the teaching of speech and lipreading.

No applicant over thirty-six years of age will be accepted.

¹This may be waived if equivalent courses were completed in high school, the equivalent to be two years of high school language for each 6 units of college language. Students presenting two years of one language may satisfy the requirement by completing one year of an advanced course in the same language.

²Biology, Physiology, or Zoology under biological science, and Physics under physical science are desirable.

³Educational Sociology is acceptable.

PROFESSIONAL CURRICULUM FOR TEACHERS OF THE
DEAF AND TEACHERS OF SPEECH CORRECTION

JUNIOR YEAR

FIRST SEMESTER

Physics of Sound	1 unit
Introduction to Phonetics for the Deaf	3 units
General Psychology	3 units
Anatomy and Physiology of Speech and Hearing	2 units
Preschool Deaf	2 units
Principles of Lipreading	1 unit
Auditory Training	1 unit
Principles of Speech Correction	2 units
Observation of Teaching	1 unit

Total 16 units

SECOND SEMESTER

Physics of Sound	1 unit
Introduction to Phonetics for the Deaf	1 unit
Tests and Measurements	2 units
Anatomy and Physiology of Speech and Hearing	2 units
History and Administration of Education of the Deaf	2 units
Principles of Lipreading	1 unit
Language and Reading for the Deaf	3 units
Principles of Speech Correction	2 units
Observation of Teaching	2 units

Total 16 units

SENIOR YEAR

FIRST SEMESTER

Physics of Sound	1 unit
Pathology of Speech and Hearing	2 units
Child Psychology	3 units
Speech Development for the Deaf	2 units
Auditory Training	$\frac{1}{2}$ unit
Practice Teaching of Lipreading	1 unit
Speech Correction Clinic	2 units
Language and Reading for the Deaf	2 units
Practice Teaching	2 units

Total $15\frac{1}{2}$ units

SECOND SEMESTER

Physics of Sound	1 unit
Pathology of Speech and Hearing	2 units
Abnormal Psychology	3 units
Audiometry and Hearing Aids	2 units
Auditory Training	$\frac{1}{2}$ unit

Practice Teaching of Lipreading	1 unit
Speech Correction Clinic	2 units
Principles of Elementary School Subjects	2 units
Practice Teaching	3 units
	—
Total	16½ units

COURSE FOR GRADUATE STUDENTS

ENTRANCE REQUIREMENTS

A degree from an accredited university or college, approximating the preprofessional requirements as outlined for B.S. in Education.

The professional curriculum or its equivalent is a prerequisite.

REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATION:

Candidates must present 24 units of graduate credit and a dissertation. At least 12 units of credit must be elected from the courses open only to graduate students. A final oral examination must be passed by those desiring to qualify for the degree.

The following courses carry graduate credits for students with adequate preparation:

Anatomy and Physiology of Speech and Hearing	5 units
Pathology of Speech and Hearing	4 units
Audiometry and Hearing Aids	2 units
Tests and Measurements	2 units
Child Psychology	3 units
Abnormal Psychology	3 units

The following courses are open only to graduate students:

Seminar in Physiology of Speech and Hearing	6 units
Psychology of Deafness and Speech Impairment	3 units
Speech Pathology	3 units
Clinical Acoustics	6 units
Journal Club	3 units
Research in Deafness and Speech Pathology—	

credit to be arranged

DESCRIPTION OF COURSES

Physics of Sound. Principles of the physics of sound of special interest to the teacher of the deaf and of speech correction. Wave motion, elasticity and vibration, reflection and refraction, interference, resonance, phonograph and telephone; tuning forks, amplifiers, audiometers, hearing aids, noise generators, and other electro-acoustic devices. (Harrison)

Introduction to Phonetics for the Deaf. The formation and development of elementary English sounds; Bell symbols, international alphabet; the principles and science of speech; voice building and voice analysis; diagnosis and remedial techniques. (Silverman)

General Psychology. A survey of the principles of human behavior with emphasis on problems of audition and speech development; the effect of sensory and motor impairment on learning and behavior. (Lane)

Tests and Measurements. A study of the tests used to measure the intelligence and school achievement of normal children; history of testing the deaf child; application of standardized tests to deaf and speech defective children; practice in the administration and scoring of these tests. (Lane)

Child Psychology. A study of the normal child from birth to adolescence; his sensory equipment, behavior at birth, habit formation, complex learning, language development and social behavior. (Lane)

Abnormal Psychology. A descriptive and explanatory survey of organic and functional disorders of the sensory, motor and association equipment; mental deficiency; psychoneuroses; psychoses; psychotherapy. (Lane)

Anatomy and Physiology of Speech and Hearing. A survey of anatomical, physiological and biological subject matter bearing on special fields of hearing and speech; functional tests of hearing, determination of nystagmus reactions; comprehensive sketch of auditory and speech fields in the brain. (Davis)

Pathology of Speech and Hearing. Pathology of the speech organs, ear, and labyrinth; differentiation of types of deafness, causes of congenital deafness, physical abnormalities related to speech; special demonstrations; attendance at deafness prevention clinic. (Davis)

Preschool Deaf. A survey of the history of the Nursery School Movement in America and other countries; the development and training of the child from birth to his fifth year; application of the nursery school procedure to the teaching of the deaf. (Templeman)

Principles of Lipreading. A presentation and interpretation of systems of instruction for use in the teaching of lipreading to the hard-of-hearing child and adult. Special consideration is given to the consideration of pupil types and speech conservation. (Olsen)

Auditory Training. Principles and methods of training residual hearing; use of amplifying devices; demonstration and practice. (Hicks)

Practice Teaching of Lipreading. Application of methods under supervision at lipreading clinics for children and adults; preparation of supplementary graded material. (Olsen)

Language and Reading for the Deaf. The development and application of the principles of the English language; their presentation to the deaf child; methods of teaching reading to the deaf. (Pugh)

Principles of Elementary School Subjects. Principles and methods of teaching elementary school subject matter to deaf children; demonstrations and observation of methods. (Pugh)

Principles of Speech Correction. Teaching methods used for the correction of special disabilities such as short memory span, poor auditory, visual and kinaesthetic associations; therapeutic measures used to improve poor muscular coordination; the adjustment of emotional disturbances; — all of which accompany or are contributory to speech defects. The classification and terminology of speech defects; manifestations, underlying emotional disturbances and varying disabilities accompanying each; a survey of contemporary schools; methods of diagnosis and correction of aphasia and other types of speech disorders. (McGinnis)

Speech Correction Clinic. The practical conduct of a speech clinic; obtaining case histories; observation and teaching of the various types of speech defects under supervision. (McGinnis).

History and Administration of the Education of the Deaf. Historical development of present methods; current trends and problems; guidance for the deaf. (Silverman)

Speech Development for the Deaf. Development of speech in deaf children through the multisensory approach; demonstrations and practice. (Silverman)

Audiometry and Hearing Aids. Principles and practice of tests of auditory function; pure tone audiometry and articulation testing; diagnostic and prognostic significance of tests; clinical selection of hearing aids for children and adults; demonstrations and practice in hearing clinics. (Silverman)

Observation of Teaching. Directed classroom observation in all departments. (Staff)

Practice Teaching. A systematic training in the technique of teaching deaf children; classroom procedure; demonstrations and practice teaching following these methods. (Staff)

Seminar in Physiology of Speech and Hearing. Consideration of problems in audition and speech pathology from experimental and theoretical point of view. (Davis)

Psychology of Deafness and Speech Impairment. A study of behavior "problems," their manifestations and treatment; the effect of deafness on educational achievement and personality; adolescence and deafness: adjustments to normal environment; vocational guidance. (Lane)

Speech Pathology. A detailed study of manifestations of speech disorders, emotional disturbances, personality defects, and special disabilities; terminology accepted by the American Speech Correction Society; critique of literature in speech pathology; study of adult and congenital aphasia. (McGinnis)

Clinical Acoustics. Clinical practice in implementation of tests of auditory function. (Silverman)

Journal Club. Critical discussions of scientific periodicals and current books dealing with problems of deafness and speech pathology and related fields. (Staff)

Research in Deafness and Speech Pathology. Directed independent investigation in problems of deafness and speech pathology. (Staff)

ADVISORY BOARD

Willis H. Reals, Ph.D., Chairman *Dean of University College*
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 Frank Lee Wright, A.M., Ed.D. *Professor of Education*
 Theodore E. Walsh, M.D., M.R.C.S., L.R.C.P. . . *Professor of Otolaryngology*
 John Paul Nafe, Ph.D. *Professor of Psychology*
 Helen S. Lane, Ph.D. *Principal*

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Willis H. Reals, Ph.D. *Dean of University College, Washington University*
 Helen S. Lane, Ph.D. *Principal of Central Institute*
 S. Richard Silverman, Ph.D. *Registrar, Teachers Training College*

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 Lecturer in Speech Pathology
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 Lecturer in Nursery School Methods
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 Gladys Pugh, Ph.D. *Lecturer in Elementary School Methods*
 Audrey C. Hicks, M.S. *Lecturer in Methods of Auditory Training*
 Florence Olsen, M.A. *Head of Department of Lipreading;*
 Lecturer in Lipreading

CALENDAR

Classes for the first semester usually commence the latter part of September.
 There are extended recesses for Christmas and Easter.
 The following legal holidays are observed: Thanksgiving, Washington's Birth-
 day, and Memorial Day.
 The school year is usually concluded during the early part of June.
 Students will be furnished a calendar for the current year upon entrance.
 There are no mid-year admissions. Students must enter in the fall.

All inquiries should be addressed to:

REGISTRAR
 CENTRAL INSTITUTE FOR THE DEAF
 818 South Kingshighway
 St. Louis 10, Missouri