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 *Central Institute
for the Deaf*

ST. LOUIS, MISSOURI

**TEACHER TRAINING
AND PROFESSIONAL
COURSES BULLETIN
1954**

HISTORICAL STATEMENT

From its founding in 1914, Central Institute has conducted a program of training for teachers and other professional personnel in the field of speech and hearing disorders. The Institute was a pioneer in this area of specialized professional education and played a major role in developing educational techniques and standards.

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

In September, 1936, the Board of Graduate Studies of Washington University approved a program leading to the degree of Master of Science in Education for qualified students through the School of Graduate Studies. Subsequently, a combination of course offerings was established to lead to the degrees of Master of Science in Speech and Hearing and Master of Arts in Speech and Hearing.

In September, 1947, the curriculum for the Ph.D. in Audiology was established. Audiology is an interdepartmental area which utilizes courses relevant to speech and hearing that are offered by the Departments of Anatomy, Education, Electrical Engineering, Otolaryngology, Neuropsychiatry, Physics, Physiology, Psychology, and Zoology. The chief subdivisions within the area of Audiology, one or more of which will form the core of a student's program of study, are Physical Acoustics, Electroacoustics, Auditory Biophysics, Neurophysiology of Audition, Psychoacoustics, Education of the Deaf, and Speech Pathology.

Desirable preparatory courses vary, depending on the student's interests within the area of Audiology, but at least elementary courses in Biology, Physics, Psychology, and Mathematics are required for all candidates. A knowledge of the principles of inorganic and organic chemistry, including practice in the elements of volumetric analysis, will be expected of students who wish to specialize in auditory biophysics or neurophysiology.

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, lip-reading, 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 hearing conservation and to consult in the selection of hearing aids. Comprehensive preparation in speech correction qualifies the student to engage in the correction of speech defects in children and adults. The integration of work in speech correction 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 far exceeds the supply and the opportunities for constructive service are practically unlimited. Graduates of the Teachers Training College of Central Institute for the Deaf are practicing their profession in public and private residential and day schools for the deaf, in school systems, in universities and in hospitals throughout the United States and in other parts of the world.

The degree in Audiology prepares students for high level clinical and research responsibilities.

THE STUDENT BODY

The students of the Teachers Training College are a group of 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 Argentina, Australia, Canada, China, England, French Morocco, Honduras, Israel, Jamaica, Mexico, Norway, Philippines and South Africa have had their share of representation. The influence of the College is, therefore, truly international.

THE FACULTY

The faculty of the Teacher 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.

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 various departments of Washington University, the answers to many challenging questions are sought. The research program is described in more detail in the comprehensive brochure of the Institute.

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 practicum that particular branch of work for which he shows preference and aptitude.

The availability on the premises of a functioning school for the deaf, for the hard-of-hearing and for speech impaired individuals, 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 clinicians 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. Frequent conferences are scheduled for the guidance and counselling of individual students.

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

Room and board is available to college students at the rate of \$660.00 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 \$100.00 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 Max A. Goldstein 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.

* If the student withdraws from the course before four weeks of the semester have elapsed tuition will be refunded on a prorata 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.

Opportunities for self-help through remunerative employment on the premises of the Institute are available. This employment usually consists of counselling with the children after school hours, study hall and clerical duties.

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 of World War II and the Korean War.

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 easy disposal of the student. The park also contains an outstanding zoo and an excellent 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 and discipline.

ENTRANCE REQUIREMENTS

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

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

¹American Literature does not satisfy this requirement.

²This 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.

³Biology, Physiology, or Zoology under biological science, and Physics under physical science are desirable.

⁴Educational Sociology is acceptable.

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.

Applicants over 36 years of age are not encouraged to enroll except in special circumstances.

PROFESSIONAL CURRICULUM

JUNIOR YEAR

	Units of Credit ²
First Semester	
Physics of Sound	1
Introduction to Phonetics for the Deaf	3
Tests and Measurements	2
Anatomy and Physiology of Speech and Hearing.....	2
Education of the Preschool Deaf Child	2
Principles of Lip Reading	2
Principles of Speech Correction	2
Observation of Teaching	2
Total	16
Second Semester	
Physics of Sound	1
Introduction to Phonetics for the Deaf	1
Psychophysics of Hearing	3
Anatomy and Physiology of Speech and Hearing	2
History and Administration of Education of the Deaf	2
Auditory Training	1
Language and Reading for the Deaf	3
Principles of Speech Correction	2
Observation of Teaching	1
Total	16

SENIOR YEAR

First Semester	
Physics of Sound	1
Pathology of Speech and Hearing	2
Child Psychology	3
Speech Development for the Deaf	2
Auditory Training	1
Practice Teaching of Lipreading	1
Speech Correction Clinic	2
Language and Reading for the Deaf	2
Practice Teaching	2
Total	16
Second Semester	
Physics of Sound	1
Pathology of Speech and Hearing	2
Abnormal Psychology	3
Audiometry and Hearing Aids	2
Practice Teaching of Lipreading	1
Speech Correction Clinic	2
Principles of Elementary School Subjects	2
Practice Teaching	3
Total	16

²A unit of credit is equivalent to one semester hour.

COURSES FOR GRADUATE STUDENTS

Entrance Requirements

The professional curriculum or its equivalent is a pre-requisite for the professional degree of Master of Science in Speech and Hearing.

For certain specially qualified students this requirement may be waived, subject to the approval of the officers of the Teachers Training College and the Dean of the Graduate School of Arts and Sciences.

*Requirements for the Degrees of Master of Science
and Master of Arts in Speech and Hearing*

Candidates for the degree of Master of Science in Speech and Hearing must present 33 units of graduate credit. At least 16 units of credit must be elected from courses open only to graduate students. In one of these courses the candidate is expected to do some individual work, not necessarily of an experimental nature. A preliminary and a final oral examination must be passed by those desiring to qualify for the degree.

Candidates for the degree of Master of Arts in Speech and Hearing must present 24 units of graduate credit. At least 12 units of credit must be elected from the courses open only to graduate students. The student must present a dissertation and must pass a final oral examination.

The following courses carry graduate credit for students with adequate preparation.

	Units of Credit
Anatomy and Physiology of Speech and Hearing	4
Pathology of Speech and Hearing	4
Tests and Measurements of the Deaf	2
Psychophysics of Hearing	3
Child Psychology	3
Abnormal Psychology	3
Audiometry and Hearing Aids	3

The following courses are open only to graduate students:

Seminar in Physiology of Hearing	3
Research in Physiology of Hearing	3
Seminar in Psychology of the Deaf and the Speech Impaired	3
Seminar in Psychoacoustics.....	Credit to be arranged
Research Seminar in Audiology.....	Credit to be arranged
Electroacoustics	6
Research in Electroacoustics	Credit to be arranged
Applied Audiology	6
Aphasia and Related Disorders of Speech	3
Stuttering	3
Journal Club	3
Research in Training of Deaf and Speech Defectives	Credit to be arranged.

Related courses available to graduate students can be found in the bulletin of the Graduate School of Arts and Sciences of Washington University.

For detailed information concerning the Ph.D. degree in Audiology, consult the bulletin of the Graduate School of Arts and Sciences, which may be obtained by writing to the Dean of the Graduate School of Arts and Sciences, Washington University, St. Louis 5, Missouri.

DESCRIPTION OF COURSES

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

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)

Psychophysics of Hearing. Measurement and control of sounds, experimental procedures and results in psychoacoustics. Acoustic and phonetic analysis of speech. Principles of perception of speech and other complex sounds. Elementary analysis of the information content of different language units. (Hirsh)

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

Child Psychology. A study of the child from birth to adolescence; his sensory mechanism, 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 mechanism; 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 and Goldstein)

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. (Davis and Goldstein)

Education of Preschool Deaf Children. 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 nursery school procedures 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 pupil types and speech conservation. (Simmons)

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

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

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. (Simmons)

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

Principles of Speech Correction. 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 mus-

cular 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 and Kleffner)

Speech Correction Clinic. The operation of a speech clinic; diagnosis, observation and practice with various types of speech defects. (McGinnis, Kleffner and Staff)

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. Systematic training in the technique of teaching deaf and speech handicapped children; classroom procedure; demonstrations and practice following these methods. (Staff)

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

Research in Physiology of Hearing. (Davis)

Seminar in Psychology of the Deaf and the Speech Impaired. 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)

Seminar in Psychoacoustics. A discussion of problems in hearing in which members of the seminar report on various subject matters by surveying the experimental literature. The general subject-matter emphasis will change from year to year. (Hirsh)

Research Seminar in Audiology. Presentations and critical discussion of ongoing research at Central Institute and in peripheral departments of the University. (Research Staff)

Electroacoustics. Fundamentals of acoustics, terminology and applications of room acoustics including noise problems. (Benson)

Electroacoustics. Fundamentals of electronics and electroacoustic transducers. Applications to overall systems including hearing aids, audiometers and amplifying and recording systems. (Benson)

Research in Electroacoustics. (Benson)

Applied Audiology. Discussion and practice of the implementation of the tests of auditory function; principles and techniques of audiological assessment; selection of hearing aids; management of audiology clinic and its relation to the community. (Silverman)

Aphasia and Related Disorders. Survey of historical and contemporary literature dealing with speech and language disorders resulting from cortical lesions. Study and comparison of theories and concepts of major authorities regarding: cortical anatomy and function; agnosia, apraxis, and aphasia; rationale of diagnostic tests, systems of classification, and methods of therapy. Lectures, readings, reports, case presentations and demonstrations. (McGinnis)

Stuttering. Survey of historical and contemporary literature on stuttering; etiology, nature and therapy. Comparison and classification of major authorities and theories; analysis and evaluation of research studies of stutterers and stuttering. Lectures, readings, reports, demonstrations. (Kleffner)

Journal Club. Critical discussions of professional periodicals and current books dealing with speech and hearing disorders and related fields. (Lane and Silverman)

Research in Training of Deaf and Speech Defective. (Staff)

All of the above courses are not offered annually. Course offerings will depend on demand. The officers of the College reserve the right to cancel courses.

ADVISORY BOARD

Willis H. Reals, Ph.D., Chairman.....Dean of University College
Guy A. Cardwell, Ph.D.....Professor of English
Stephen C. Gribble, Ph.D.....Professor of Education
Marion E. Bunch, Ph.D.....Professor of Psychology
Theodore E. Walsh, M.D., M.R.C.S., L.R.C.P....Professor of Otolaryngology
S. Richard Silverman, Ph.D.....Director
Helen S. Lane, Ph.D.....Principal

ADMINISTRATIVE OFFICERS

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

FACULTY

Robert W. Benson, Ph.D., Assistant Professor of Electrical Engineering,
Instructor in Audiology
William S. Brandhorst, D.D.S., M.S., Lecturer in Clinical Orthodontics
Harold Cutler, M.D., Instructor in Clinical Otolaryngology
Hallowell Davis, M.D., Director of Research,
Research Professor of Otolaryngology,
Professor of Physiology

FACULTY—(Continued)

Robert Goldstein, Ph.D., Assistant Professor of Audiology

Ira J. Hirsch, Ph.D., Research Associate in Audiology

Frank R. Kleffner, Ph.D., Assistant Director,
Department of Speech Correction and
Assistant Professor of Speech

Helen S. Lane, Ph.D., Principal, Associate Professor of Psychology

Ruth E. Martin, D.D.S., Professor of Dental Pediatrics

Mildred A. McGinnis, M.A., Director, Department of Speech Correction,
Assistant Professor of Psychology

Lane Woodrow O'Brien, D.D.S., Associate Professor of Clinical Dental
Prosthetics

S. Richard Silverman, Ph.D., Director, Professor of Audiology

Audrey Ann Simmons, M.S., Director, Aural Rehabilitation,
Lecturer in Elementary School Methods
and Lipreading

May C. Templeman, B.S., Director, Preschool Department,
Lecturer in Preschool Methods

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 Birthday and Memorial Day.

The school year is usually concluded during the early part of June.

A detailed calendar is posted at the beginning of each semester.

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 S. Kingshighway

St. Louis 10, Missouri