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Program in Audiology and Communication Sciences
Washington University School of Medicine

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*Central Institute
for the Deaf*

ST. LOUIS, MISSOURI

**TEACHER EDUCATION
AND PROFESSIONAL
COURSES BULLETIN**

1964-1965

50th ANNIVERSARY YEAR

From its founding in 1914, Central Institute has conducted a program of preparation for teachers and other professional personnel in the field of speech, hearing and language 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 Teachers 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. The latter is now offered as Master of Arts in Audiology.

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 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 and rehabilitation program for deaf and hard-of-hearing children and adults. In addition the student may be prepared to administer hearing tests, to carry on work

in hearing conservation and to consult in the selection of hearing aids. Preparation in speech correction qualifies the student to engage in the correction of speech defects in children and adults. The Institute has an intensive and active program dealing with aphasic children and children with compound language learning disorders. 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 course and practicum sequence in Speech Pathology and Audiology qualifies students for clinical practice in these fields.

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

The demand for qualified graduates far exceeds the supply and the opportunities for constructive service are practically unlimited. Graduates of the College 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 STUDENT BODY

The students in the program 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, Chile, China, Colombia, Denmark, El Salvador, England, Finland, Formosa, French Morocco, Guatemala, Honduras, India, Israel, Jamaica, Japan, Mexico, Norway, Philippines, South Africa and Venezuela have had their share of representation. The influence of the College is, therefore, truly international.

Students enrolled at Washington University may take selected courses at the Institute. Professional workers already in the field interested in advanced or refresher work are encouraged to consult the Registrar about courses that may meet their needs.

THE FACULTY

The faculty of the 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 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 and in the annual report of the Research Department.

Visiting lecturers from other divisions of Washington University working in fields related to speech and hearing frequently address the students.

AFFILIATION WITH WASHINGTON UNIVERSITY

An advisory board composed of members of the staff of Washington University in cooperation with administrative officers of the Teachers 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 and language handicapped individuals, and associated clinics makes possible a desirable balance between theory and practice. In preliminary stages of preparation 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 service 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 Clinic where his practice is constructively criticized by the clinicians in charge.

Students 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.

The Institute houses one of the outstanding libraries in the nation devoted to speech and hearing and related fields. In the Clinic and Research building are the significant Max A. Goldstein collections that include specimens showing the evolution of the non-electrical hearing aid and early editions of books dealing with Speech and Hearing.

FEES AND EXPENSES

An *application fee* of \$10.00 is required upon filing. A *matriculation fee* of \$5.00 is required upon registration. *Tuition* for each year is \$750.00, payable as follows, beginning September 1964: \$50.00 initial payment upon acceptance for admission, \$325.00 at the opening of the first semester, and \$375.00 at the beginning of each subsequent semester.*

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

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

* 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.

An outlay of \$125.00 for *books and supplies* is sufficient to carry the student for the entire course.

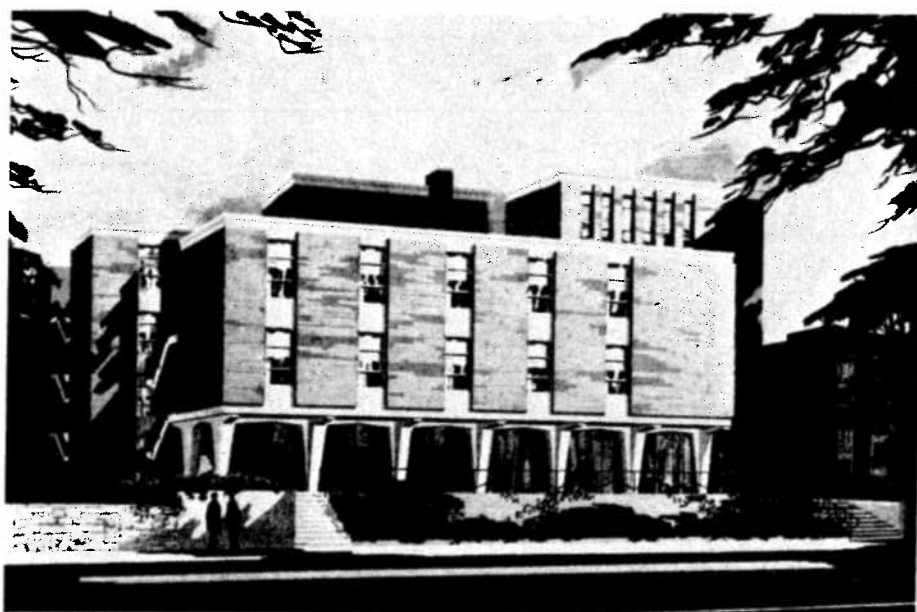
An *annual health service fee* of \$2.00 is required in advance.

Room and board is available to college students at the rate of \$800.00 per academic year, payable \$400.00 (*in advance*) for each semester. Students are not accepted for room or board separately. Commitment must be made for both services.

Failure to pay bills on due dates or to make arrangements for them is cause for immediate dismissal.

There is no provision for serving specially prepared food in the dining room, and cooking in the residence hall is not permitted.

HOUSING



Residence Hall for College Students

Housing for approximately 80 men and women college students and older deaf children is provided in a building of modern design on the north side of Clayton avenue across the street from the main school building at 818 S. Euclid. In general, there are 2 students in each room.

SCHOLARSHIPS AND SELF HELP

The Institute has a grant from the Office of Vocational Rehabilitation of the Department of Health, Education and Welfare of the United States Government that provides a limited number of traineeships for graduate study.

It is likely that Federal Scholarships under Public Law 88-164 will be available.

Other scholarships and some grants-in-aid are available to qualified students. In recent years scholarships and grants-in-aid have been received

by the College from the Parent Teachers Association of Central Institute for the Deaf, W. T. Grant Foundation, The Quota Club of St. Louis, The District Quota Club, Lionettes, Danforth Foundation, Delta Theta Tau Sorority (Iota Nu Chapter), Mr. and Mrs. Lloyd Farquhar, Johnnie Ray Foundation and others.

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.

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. Activity cards entitling students to the use of the facilities of Washington University are available.

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
(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 Psychology*	6
Physical Education	4
(Mathematics, though not required, is strongly urged.)	

Physical

All applicants must have perfect hearing, speech, and vision (or cor-

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. A course in Physical Science, Basic or General, and in Biological Science, Basic or General, will satisfy the requirements in the Natural Sciences.

⁴Educational Sociology is acceptable.

*In 1965-66, 3 units in Child Development will be required. This will substitute for 3 units of the 6 unit Psychology requirement.

rected 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 ^a
First Semester		
Physics of Sound		1
Anatomy and Physiology of Speech and Hearing		2
Introduction to Phonetics for the Deaf and Speech Handicapped		3
Child Development		3
Principles of Aural Rehabilitation—Lip Reading		2
Observation†		0
Language for the Deaf		2
Speech Correction and Pathology		2
Education of Preschool Deaf Children		2
	Total	17
Second Semester		
Physics of Sound		2
Pathology of Speech and Hearing		2
History and Administration of Education of the Deaf and Speech Handicapped		1
Speech for the Deaf		2
Psychological Tests and Measurements for the Deaf and Speech Handicapped		2
Principles of Aural Rehabilitation—Auditory Training		1
Observation		1
Language for the Deaf		3
Speech Correction and Speech Pathology		3
	Total	17
SENIOR YEAR		
First Semester		
The Assessment and Teaching of Children with Compound Language Deficiencies		3
Speech Clinic		2
Practice Teaching		2
Practice in Aural Rehabilitation		1
Audiometry and Hearing Aids		2
Speech for the Deaf		2
Abnormal Psychology		3
Reading for the Deaf		2
	Total	17
Second Semester		
The Assessment and Teaching of Children with Compound Language Deficiencies		3
Speech Clinic		2
Practice Teaching		6
Practice and Observation in Audiometry and Psychometry		2
Principles of Teaching Elementary School Subjects		3
Practice in Aural Rehabilitation		1
	Total	17

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

^aA unit of credit is equivalent to one semester hour.

†Related to lectures in other courses.

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

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

Candidates for the degree of Master of Science in Speech and Hearing must present 33 units of graduate credit. At least 12 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 Audiology 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.

Concentration in Speech Pathology and Audiology is available only to graduate students. Appropriate sequence of courses and practicum is arranged for each student electing this area of concentration. In addition to opportunities for practice in the clinics and classrooms of the Institute, the clinics of MacMillan Hospital (Otolaryngology), the Irene Johnson Rehabilitation Institute, and the Jewish Hospital of St. Louis are open to students.

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

	Units of Credit
Anatomy and Physiology of Speech and Hearing	2
Pathology of Speech and Hearing	2
Psychological Tests and Measurements for the Deaf and Speech Handicapped	2
Psychophysics of Hearing	3
Child Development	3
Abnormal Psychology	3
Audiometry and Hearing Aids	2
Auditory Tests and Their Application	3
Assessment and Teaching of Children with Compound Language Deficiencies	6

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 Handicapped	3
Seminar in Psychoacoustics.....	Credit to be arranged
Research Seminar in Audiology	Credit to be arranged
Communication Engineering and Signal Analysis	3
Electroacoustics	3
Research in Electroacoustics.....	Credit to be arranged
Applied Audiology	6
Aphasia and Related Disorders of Speech	3
Seminar in Speech Pathology	3
Journal Club	3
Research and Independent Study in Training of Deaf and Speech Handicapped.....	Credit to be arranged
Curriculum Development and Supervision in the Education of the Deaf.....	3
Audiology for Education and Rehabilitation.....	3
Early Education of Hearing-Handicapped Children.....	3

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 acoustics and electricity basic to the understanding of auditory stimuli, speech production, and instruments used by workers with the deaf and speech handicapped, the use of tuning forks, audiometers, individual and group hearing aids, and other electro-acoustic devices. (Eldredge)

Introduction to Phonetics for the Deaf and Speech Handicapped. Systems of orthography, including International Phonetic Alphabet; study of factors influencing intelligibility of speech of hearing impaired children. (Silverman)

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

Psychological Tests and Measurements for the Deaf and Speech Handicapped. 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; demonstrations of the administration and scoring of these tests; uses and interpretation of test results. (Lane)

Child Development. A study of the development of the child from birth through adolescence, his sensory mechanism, motor skills, learning, language growth, emotional and social behavior. (Lane)

Abnormal Psychology. A survey of organic and functional disorders of the sensory, motor and association mechanism; mental deficiency; psychoneuroses; psychoses; mental hygiene and therapy. (Lane)

Anatomy and Physiology of Speech and Hearing. A condensed course on the anatomy and physiology of the organs of speech and of the ear. (Davis, Eldredge)

Pathology of Speech and Hearing. A review of the pathology of hearing with special attention to middle ear infection, otosclerosis, congenital defects, presbycusis and other forms of cochlear and central impairments of hearing; a neurophysiological approach to the problems of sensory and motor aphasia. (Davis, Eldredge)

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 preschool procedures to the teaching of the deaf. (Templeman)

Principles of Aural Rehabilitation—(Lip Reading). A presentation and interpretation of systems of instruction for use in the teaching of lip reading to the hard of hearing child and adult. Special consideration is given to pupil types and speech conservation. (Simmons)

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

Practice of Aural Rehabilitation. Application of methods under super-

vision in Aural Rehabilitation for children and adults; preparation of supplementary graded material. (Simmons)

Language for the Deaf. Principles and Methods of Developing Language in Deaf Children. Demonstrations and Observations of Methods. (Woodward)

Reading for the Deaf. Principles and methods of teaching reading to deaf children; demonstrations and observations of methods. (Simmons)

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

Speech Correction and Pathology. Study of manifestations, causes and treatment of defects of speech and voice. Basic evaluative and therapeutic procedures for voice disorders, articulatory defects, stuttering, cleft palate, cerebral palsy and adult aphasia, including comparison of various corrective procedures in current use. Lectures, reading, demonstrations and supervised practice in the Speech Clinic. (Kleffner, Britton, Schwankhaus)

The Assessment and Teaching of Children with Compound Language Deficiencies (including Aphasic Children). Study of the identification, classification, and educational treatment of children for whom the learning of language appears more delayed or more frustrated than might ordinarily be expected from observations of auditory, intellectual, and social responses. Particular consideration is given to analysis of gross language deficiencies as derived from composite interactions among sensory and motor capabilities, intellectual potential, general environmental experience and specific experience in learning and communicating. Procedures for assessing and teaching children with marked language deficiencies are presented in detail with rationale developed from study of language and learning. Lectures, demonstrations, observation, and supervised practice. (Kleffner)

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

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

Audiometry and Hearing Aids. Principles and practice of tests of auditory functions; pure tone and speech audiometry; diagnostic and prognostic significance of tests; clinical selection of hearing aids for children and adults. (Hirsh and Shore)

Auditory Tests and Their Application. Consideration of additional tests of hearing and their application to such problems as diagnosis and selection of the use of hearing aids. (Hirsh)

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

Practice. Systematic training in the technique of teaching deaf and speech handicapped children; classroom procedure; clinical practice; 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 and Eldredge)

Research in Physiology of Hearing. (Davis and Eldredge)

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

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

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

Communication Engineering and Signal Analysis. Fundamental concepts of electrical communication engineering, representation of sinusoidal signals by phasors, impedance, electric circuit analysis, vacuum tube and transistor amplifiers, oscillators, Fourier transformer pairs, analysis of random signals, including power spectra and autocorrelation functions. (Niemoeller) (Prerequisite: College Algebra)

Electroacoustics. Fundamentals of practical acoustics, terminology, and applications to room acoustics and noise problems, electroacoustic transducers and systems. Applications to hearing aids, audiometers, amplifying and recording systems. (Niemoeller) (Prerequisite: Communication Engineering and Signal Analysis)

Research in Electroacoustics. (Niemoeller)

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. (Goldstein and Shore)

Aphasia and Related Disorders of Speech. 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, apraxia, and aphasia; rationale of diagnostic tests, systems of classification, and methods of therapy. Lectures, readings, reports, case presentations and demonstrations. (Kleffner)

Seminar in Speech Pathology. Study and discussion of problems in speech pathology; surveys of historical and contemporary literature, major theories, etiology, and research. Subject emphasis may change from year to year. (Kleffner, Wilson)

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

Research and Independent Study in Training of Deaf and Speech Handicapped. (Staff)

Practice and Observation in Audiology and Psychometry. Observation in various clinics of the Institute and in the Audiology section of McMillan Hospital, Washington University; opportunities to assist senior clinicians. (Staff)

Curriculum Development and Supervision in the Education of the Deaf. The course will cut across traditional subject divisions to consider total educational programs for the various levels from primary through the eighth grade. Particular emphasis on goals and standards for each level, and classroom activities effective in promoting them. Groups of children will be demonstrated. (Woodward)

Audiology for Education and Rehabilitation. The course will aim to relate audiology to education and rehabilitation of deaf and hard of hearing children and adults. Includes principles of audiometer, hearing tests, testing procedures, interpretation of test results, hearing aids—physical characteristics and what can and cannot be expected of them—audiological recommendations and reasons for them. There will be an opportunity to observe hearing evaluations of children and adults. (Shore)

Early Education of Hearing-Handicapped Children. An examination of instructional materials, learning experiences, language needs and counseling procedures appropriate to the education of parents and their young child. An analysis of pre-nursery and nursery practices based upon the child's developmental needs. Opportunities provided for observation and laboratory experience. (Simmons)

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

ADVISORY BOARD

Lynn Eley, Ph.D., Chairman.....Dean, University College
Robert M. Schmitz, Ph.D.....Professor of English
Judson T. Shaplin, 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., D.Litt., L.H.D.....Director
Helen S. Lane, Ph.D.....Principal

ADMINISTRATIVE OFFICERS

Lynn Eley, Ph.D.....Dean of University College, Washington University
S. Richard Silverman, Ph.D., D.Litt., L.H.D.....Director of Central Institute
Helen S. Lane, Ph.D.....Principal of Central Institute

FACULTY

Virginia Armbruster, B.S.....Lecturer in Speech Pathology
William S. Brandhorst, D.D.S., M.S.....Lecturer in Clinical Orthodontics (Visiting)
Dorothy Britton, M.A.....Lecturer in Speech Pathology
Jerome R. Cox, Sc.D.....Professor of Electrical Engineering (Visiting)
Harold Cutler, M.D.....Instructor in Clinical Otolaryngology
Hallowell Davis, M.D., Sc.D.....Research Professor of Otolaryngology, Professor of Physiology
Donald Eldredge, M.D.....Research Professor of Otolaryngology, Lecturer in Physics of Sound
Robert Goldstein, Ph.D.....Associate Professor of Audiology (Visiting)
Ira J. Hirsh, Ph.D.....Research Associate in Audiology, Professor of Psychology
Frank R. Kleffner, Ph.D.....Professor of Speech
Helen S. Lane, Ph.D.....Professor of Education
James D. Miller, Ph.D.....Assistant Professor of Psychology
Arthur F. Niemoeller, Sc.D.....Assistant Professor of Electrical Engineering
L. Woodrow O'Brien, D.D.S.....Associate Professor of Clinical Prosthesis (Visiting)
June Schwankhaus, M.A.....Lecturer in Speech Pathology
Irvin Shore, M.A.....Assistant Professor of Audiology
S. Richard Silverman, Ph.D., D.Litt., L.H.D.....Professor of Audiology
Miss Audrey Ann Simmons, Ed.D.....Assistant Professor in Education of the Deaf
Miss May Templeman, B.S.....Lecturer in Pre-School Methods
Frank B. Wilson, Ph.D.....Lecturer in Speech Pathology (Visiting)
Miss Helen M. E. Woodward, M.A.....Instructor in Education of the Deaf

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Mrs. Carb

Mrs. Katherine Blinn.....Residence Hall Counselor

STUDENTS

Max A. Goldstein Scholar

Linda Cooper Slan

Students Completing Program, June 1964

Beverly Baruchman	Memphis, Tennessee
Mrs. Mary Sue Clark.....	Dallas, Texas
Mrs. Marilyn Epp	St. Louis, Missouri
Harlyn Fein	Little Rock, Arkansas
Carolyn Fredrick	Detroit, Michigan
Susan Glaser	St. Louis, Missouri
Louise Goldsmith	Evanston, Illinois
Mrs. Patricia Jones	Kirkwood, Missouri
Lois Levin	St. Louis, Missouri
Helena Manrique	Bogota, Colombia
Margaret Ann Patton	Morganton, North Carolina
Barbara Pike	Jennings, Missouri
Betty Pollak	Cincinnati, Ohio
Mrs. Jeanette Radford	St. Louis, Missouri
Victoria Romero	St. Louis, Missouri
Mrs. Melody Ruffman	St. Louis, Missouri
Mrs. Barbara Singleton	Houston, Texas
Mrs. Linda Slan	East St. Louis, Illinois
Mrs. Judith Solomon	St. Louis, Missouri
Sallye Steiner	St. Louis, Missouri
Mrs. Sarah Welch	Collierville, Tennessee
Joan Zeffren	Rock Island, Illinois

Seniors and Graduate Students

Alaine Arndt, B.A.....	St. Louis, Missouri
Catherine Collins	Grosse Pointe, Michigan
Mary Janet Erwin, B.A.	St. Louis, Missouri
David C. Fischer, B.A.	Wyoming, Ohio
Harriet Sue Frank, B.S.	Baltimore, Maryland
Sue Ann Freeman, B.A.	St. Louis, Missouri
Dale Galvin	Chicago, Illinois
Jacqueline Hartman, B.A.	St. Louis, Missouri
Carol Kaminsky	St. Louis, Missouri
Therese LePage	St. Louis, Missouri
Alice Luggner	St. Louis, Missouri
Robert Lee Sanders, B.A.	Miami, Florida
Mary Jane Seamans	St. Louis, Missouri
Susan Stewart	Cynthiana, Kentucky
Alane Weiss	St. Louis, Missouri
Linda Williams, B.A.	Elkhart, Indiana
Elizabeth Anne Wood	Kirkwood, Missouri
Karen Bluestein	

Juniors and Graduate Students

Paul B. Belobrajdic, B.A.	St. Louis, Missouri
Roberta Burdick, B.A.	Spokane, Washington
Carol Dee Carson	Kirkwood, Missouri
Linda Crouch	Vancouver, British Columbia
Mary Eller, B.S.	St. Louis, Missouri
Martha Falconer	Houston, Texas
Marcia Fankhauser, B.A.	Everett, Washington
Mrs. Elizabeth Frick, B.A.	Oakland, California
Pearl Gordon, B.S.	Duluth, Minnesota
Antoinette Hall	St. Louis, Missouri
William Bailey Kahl, B.S.	Reisterstown, Maryland
Larri D. Lewis	Kansas City, Missouri
Maxey Lou Mann, B.A.	St. Louis, Missouri
Glenn M. Moon, B.A.	Kirkwood, Missouri
Lisa Moyer, B.A.	St. Louis, Missouri
Lucille McKinney	St. Louis, Missouri
Laurel Newton	San Antonio, Texas
Ethel O'Barr	Atlanta, Georgia
Barbara Palisch	Jackson, Missouri
Barbara Reynolds	Glen Ellyn, Illinois
Ricka Saleson	Chicago, Illinois
Mary Jane Wasserman	St. Louis, Missouri
Judith West	Coral Gables, Florida
Rachel Zehr, B.A.	Normal, Illinois

Doctoral Students

Anne S. Blocker, M.A.	Galveston, Texas
Lloyd Price, M.A.	St. Louis, Missouri
Roy Gengel, M.S.	St. Louis, Missouri

Special Students

Mrs. Barbara Bogue	St. Louis, Missouri
Mrs. Gayle Brennan, B.A.	St. Louis, Missouri
Mrs. Janice Goldenberg, B.A., B.S.	St. Louis, Missouri
Aliza Nissenbaum	Ramat-Aviv, Israel

Graduate Fellow (N.I.H.)

Roy Gengel, M.S.	St. Louis, Missouri
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Staff Members Enrolled for Graduate Study

Mrs. Virginia Armbruster, B.S.	Mrs. Mary Jane Koelkebeck, B.S.
Marcia Faier, B.S.	Mrs. Joan Schaller, B.S.
Mrs. Ruth Lebman Geier, B.S.	

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. Euclid
St. Louis 10, Missouri

