



NEWSLETTER

July 1967

Urbana, Illinois

VOLUME I

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Academy of Rehabilitative Audiology

OFFICERS

President	Herbert L. Oyer
Pres. Elect	L. Deno Reed
Secy-Treasurer	Francis X. Blair

EDITOR-NEWSLETTER

Francis L. Masca
Speech & Hearing Clinic
University of Illinois
Champaign, Illinois

PROLOGUE

John J. O'Neill

United Flight 130 on its way from San Francisco to Chicago on November 24th, 1964, was the site for the first discussion concerning an Academy of Rehabilitative Audiology. Three audiologists returning from the ASHA convention in San Francisco, started to discuss the convention. They were concerned about the lack of interest exhibited in rehabilitative audiology during the convention. One reoccurring suggestion was the formation of a group of individuals who had an

interest in rehabilitative audiology. As the "two angry young men" and the one "old dyspeptic man" deplaned in Chicago they said in parting, "let's do something about it". The "Old Spartan," Herb Oyer did something about it! He circulated a letter among the original three-some asking for names of persons who might be interested in forming a group. As a result of this letter and the cooperation of the local arrangements committee, the founding eleven met in the Moby Dick Room at the Sherman Hotel during the 1965 ASHA convention. All participants agreed that they wished to go ahead with the development of an Academy. The participants also decided that direct services to individuals should be the focus of the proposed Academy. Also, the group decided to schedule a two day meeting to review the present status and needs in aural rehabilitation.

A grant request was submitted to the Vocational Rehabilitation Administration; was approved, and a conference was held at Michigan State University, March 24-25, 1966. At the conclusion of the conference, a meeting was held to formalize the Academy of Rehabilitative Audiology. The following officers were elected: President, Herbert J. Oyer; Program Chairman, D. Robert Frisina, and Secretary-Treasurer, Francis X. Blair. Also, it was agreed that academy meetings would be held each year at that time of, and in the city where the convention of the American Speech and Hearing Association was being held. Programs would be public and would be aimed at stimulating practical and research interest in the realm of both habilitation and rehabilitation of auditory problems. A printed copy of the proceedings has been distributed to members of the academy. The first official meeting of the academy was held November 19, 1966, in Washington, D.C.

The meeting which was held in the Hall Memorial Building at Gallaudet College was attended by 60 invitees. Dr. Raymond Carhart presented a very provocative paper which was followed by lengthy and spirited participation by the audience.

the board let after the general meeting and agreed that the original slate of officers should retain their positions through 1967.

Dr. L. Deno Reed was chosen by ballot to serve as President-Elect, effective January 1, 1968. Dr. Mary Rose Costello was elected as Chairman of the Program Committee for 1967; Dr. Freeman McConnell is Chairman of the By-Laws Committee and Dr. John J. O'Neill is Chairman of the Membership Committee.

There was general agreement that membership should be on an invitational basis and there should be one class of membership.

PRESIDENTIAL GREETING

Dr. Herbert Oyer and Dr. D. Robert Frisina welcomed the participants to the meeting. Dr. Oyer's address is reproduced below.

PRESIDENT'S MESSAGE

ACADEMY OF REHABILITATIVE AUDIOLOGY

Gallaudet College

Washington, D. C.

11-18-66

Introductory Remarks

On behalf of those responsible for the establishment of the Academy of Rehabilitative Audiology, I wish to extend a most cordial welcome to you who have responded to the invitation to attend this meeting of the Academy as its guests. It is our sincere hope that for each of you this will be but the first of many thought provoking and stimulating meetings that will be sponsored by this group. We are indeed pleased that you are here this evening.

It was well over 100 years ago that a young man by the name

of Alexis de Tocqueville, visiting America in the aftermath of the French Revolution, commented upon the tendency of Americans to form associations of all kinds. He defined this characteristic as an essential part of the new democratic society he found developing on this continent. He referred to it as the "deep-rooted sense of social responsibility and social initiative." "It involved," as he said, "the art of pursuing in common the object of their common desires."

I guess no one would deny the fact that the formation of the Academy of Rehabilitative Audiology is one more vivid example of persons exercising the right to organize within our democratic society. I am somewhat puzzled by the fact that such a group as this has not been organized before 1966, particularly as one looks back into the history of the acoustically handicapped over the past several hundreds of years and notes that until recently, the primary focus has been on rehabilitation and education. Although many fine programs have developed in the area of rehabilitation of the acoustically handicapped, I feel that many would agree that too little has taken place by way of rigorous study and research of the rehabilitative process.

Our purpose for meeting this evening is threefold:

- 1) to hear an eminent audiologist speak on a topic of common concern
- 2) to review the purposes of the Academy of Rehabilitative Audiology
- 3) to provide an opportunity to you to express your interest in becoming a member of this Academy

In just a few moments Dr. Frisina will present our speaker but before he does I would like to review briefly the purposes of the Academy and by so doing say what

likewise say what it is not.

As I wrote to each of you some time ago, this Academy was established in recognition of the fact that there was need for a greater emphasis on rehabilitative audiology, and that a forum should exist that provides for exchange of information concerning problems, procedures, research, etc, in aural rehabilitation. Its purposes are:

- 1) to provide for exchange of information and viewpoints important to rehabilitative audiology concerning such things as:
 - a) the relationships of diagnostic findings to aural rehabilitation
 - b) research findings in aural rehabilitation
 - c) current clinical and educational procedures
 - d) case finding problems and methods
 - e) programs for auditorially handicapped
 - f) kinds of professional relationships with allied workers that serve to support the rehabilitative process
 - g) etc.

The Academy of Rehabilitative Audiology is in no way a splinter group of ASHA. It will not deal with professional matters that are rightfully the responsibility of our professional association. It will not detract from the annual convention program of ASHA, but conversely, it should bolster the convention program by generating a greater interest in an area that has been sorely neglected. It will neither seek to compete with any existing lay or professional groups whose principal interests are in the areas of hearing or deafness, nor will it provide a platform or forum for those who wish to promote parochial interests in such groups.

if I am at all sensitive to the intent of those responsible for the founding of this Academy, I believe that the desire is that this group be unencumbered by the burdens, concerns, and complexities that characterize professional associations, but rather that it be characterized by simplicity of structure and program - in which virtually 100% of any member's time is devoted directly to the problems of rehabilitative audiology.

The group of people responsible for the establishment of this Academy has met on several occasions throughout the past two years. At the most recent meeting, last March, each person presented a prepared paper followed by a discussion by the others in the group. These papers and discussions have been published as a report and are available to you if you wish to pick up a copy following this meeting.

You, who have come as guests this evening, will be given the opportunity to join the Academy. Those who are interested in a copy of the initial report and membership applications, may obtain these from Dr. Frank Blair.

Again, I say welcome, to this occasion of the first full meeting of the Academy of Rehabilitative Audiology. And on behalf of all of us I wish to express our gratitude to you, Dr. Frisina and Gallaudet College for playing host to this group.

At this time I wish to turn over the meeting to Dr. Frisina who has arranged for the program.

Biographical Sketches

Charlotte B. Avery
John Tracy Clinic
806 W. Adams Boulevard
Los Angeles, California 90007

EDUCATIONAL HISTORY

University of Wisconsin at Milwaukee, 1943, B.S. in Education of the Deaf
Northwestern University, 1947, M.A. in Audiology, School of Speech
Non-degree courses in Statistics and College Teaching at the University of Pittsburgh
Summer School Course in Association Methods for Teaching Aphasic Children (CID), Washington University, 1959.

PROFESSIONAL EXPERIENCE

1943-1946 - Principal of day classes for the deaf, Oshkosh, Wisconsin, Public Schools.
1947-1948 - Critic Teacher, Eastern Michigan State University, Horace Rackham School of Special Education.
Summer -
1948 - Demonstration Teacher, Northwestern University.
1948-1964 - Associate Professor, School of Medicine, Department of Otolaryngology, University of Pittsburgh.
1948-1964 - Assistant Director, Department of Audiology, Eye and Ear Hospital, Pittsburgh.
1952-1957 - Director of Raub Nursery School for the Deaf, Pittsburgh. (Part-time)
1950-1960 - Director of Education for the Deaf, Harmony Hall Hearing Program,

Pennsylvania Section for Crippled Children for the Deaf (two-week work shop for parents and preschool deaf children).
Summers.

1957-1958 - Visiting Audiologist, John Tracy Clinic.

1964 to present - Coordinator, John Tracy Clinic.

PUBLICATIONS

Articles in: Penna Speech Annual; Secondary Principals Journal; Volta Review.

CHAPTERS IN:

"Education of Hearing Impaired Children," in Cruickshand and Johnson (eds), Rev. Ed., Education of Exceptional Children and Youth, Prentice Hall, Englewood Cliffs, 1967.

D. Robert Frisina, Director National Technical Institute for the Deaf
Vice President Rochester Institute of Technology
Rochester, New York

EDUCATIONAL HISTORY

Westminster College in Missouri, B.A., 1949, Biology, Psychology and Education
Gallaudet College, M.A., 1950, Education of Deaf
Northwestern University, Ph.D. 1955, Audiology Psychology

PROFESSIONAL EXPERIENCE

1947-1949 - Missouri School for the Deaf, Fulton, Missouri, Supervisor

1950-1951 - Missouri School for the Deaf, Fulton, Missouri, Instructor

1951-1952 - Kendall School for the Deaf, Washington, D.C., Instructor

Northwestern University
Evanston, Illinois

1952-1953 - Graduate Assistant, Children's Hearing and Aphasia Clinic

1953-1955 - Chief Clinician, Children's Hearing and Aphasia Clinic

1955-1956 - Assistant Professor of Audiology

1955-1956 - Chief Clinician and Research Associate, Institute for Language Disorders in Children (Formerly Hearing and Aphasia Clinic)

Gallaudet College, Washington, D.C.

1951-1952 - Instructor

1956-1967 - Professor of Audiology

1956-1967 - Director, Hearing and Speech Center

Nov. 1962
to
Jan. 1963 - UNESCO Expert: Special Assignment to Department of Education, Hong Kong

1964-1967 - Dean, Graduate School

1967- - Vice President; Director, National Technical Institute for the Deaf

PUBLICATIONS

Articles in: Health, Physical Education and Recreation Review for Educators of the Deaf, Gallaudet College Bulletin; American Annals of the Deaf; Volta Review; Children; The California News

CHAPTERS IN:

"Auditory Training" Proceedings of the Third Annual Convention of the New York State Association of Educators of the Deaf, St. Mary's School for the Deaf, Buffalo, New York, October 1958.

"Clinical Approach to Speech and Language Therapy at Preschool Levels" in Language Disorders in Brain-Injured Children, (ed.) William Daley. Washington: The Catholic University of America Press, 1962, 80-86.

"Differential Diagnosis of Auditory Disorders in Children" in Language Disorders in Brain-Injured Children, (ed.) William Daley. Washington: The Catholic University of America Press, 1962, 43-79.

"Hearing Aids and Deaf Children" in Communication with the Deaf, (ed.) P. V. Doctor. Lancaster, Pa.: Intelligencer Printing Company, 1963, 35-43.

"Importance of Early Assessment of Preschool Deaf Children" in the Report of the Proceedings of the 42nd Meeting of the Convention of American Instructors of the Deaf. Washington, D.C.: Government Printing Office, 1966, 352-368.

"Speech Problems Accompanying Hearing Impairment" in Speech Therapy, (ed.) W. T. Daley and E. M. Pritchett. Washington: The Catholic University of American Press, 1959, 92-100

"Speechreading" in the Report of the Proceedings of the International Congress on Education of the Deaf. Washington, D.C.: Government Printing Office, 1964, 191-207.

TEXTBOOK CHAPTERS

Measurement of Hearing in Children. In Modern Advances in Audiology. (ed.) J. D. Jerger. New York: Academic Press, 1963.

Audiology. In Disease of the Nose, Throat and Ear. (eds.) H. C. Ballenger and J. J. Ballenger. Philadelphia: Lee and Febiger, Eleventh Edition (in press, Spring 1967). (with J. Jerger).

Disorders of Reception (Hearing).
In Methods in Special Education.
(ed.) R. Schiefelbusch and N.
Haring. New York: McGraw-Hill.
(in press, Spring 1967).

BOOKS & MONOGRAPHS

Institutionalization and Psycho-
Educational Development of Deaf
Children. CEC Research Mono-
graph, Series A, No. 3, August
1961, (with S. P. Quigley).

New Methods of Language Develop-
ment for Deaf Children. 1964
(with H. L. Roy and J. D.
Schein), Research Grant No.
1333, U. S. Office of Education.

The Audiologic Assessment of the
Mentally Retarded. Co-Edited
with L. L. Lloyd. University
of Kansas Bureau of Child Re-
search, 1965.

A Nonverbal Hearing Test for
Children with Deafness. 1966
(with D. D. Johnson). Research
Grant No. 5-0962-4-11-3, U.S.
Office of Education.

Richard F. Krug
University of Colorado
Boulder, Colorado

EDUCATIONAL HISTORY

B.S. in Special Education;
Illinois State Normal Universi-
ty, 1949, Teaching the Deaf,
Speech Therapy, Elementary Edu-
cation

M.A. in Audiology, Northwestern
University, 1951

Ph.D. in Speech Science, Univer-
sity of Oklahoma, 1960

PROFESSIONAL EXPERIENCE

1949-1951 - Graduate Assistant,
Northwestern Uni-
versity

1951-1953 - Clinical Audiologist,
Bill Wilkerson Hear-
ing and Speech Center

1953-1957 - Consultant in Speech
and Hearing, Oklahoma
Commission for Crip-
pled Children

1957-1958 - Graduate Assistant,
University of Okla-
homa

1958-1959 - Supervisor, Demon-
stration School for
the Deaf, University
of Oklahoma

1959-1963 - Director, Dallas Pi-
lot Institute for the
Deaf

1963- - Associate Professor,
University of Colorado

PUBLICATIONS

Articles in: American Annals of
the Deaf

BOOKS & MONOGRAPHS

The Oklahoma Conservation of Hear-
ing Program: A Manual of Opera-
tions. Oklahoma State Dept. of
Health, Oklahoma City, 1955.

The Oklahoma Conservation of Hear-
ing Program: (An information
booklet). Oklahoma State Dept.
of Health, Oklahoma City, 1956

"The Effective Use and Inter-
action of Visual and Auditory
Cues in Oral Communication."
Final Report, Project 499, Con-
tract SAE 3177, Dept. HEW

Co-editor: A Report on the Sum-
mer Workshop for Vocational Re-
habilitation Counsellors, Under-
standing the Deaf Client, Univ.
of Colorado 1964, 210 p.

Contributor: Speech Correction
in Colorado Public Schools, Colo.
State Department of Education,
1964, 44 p.

Abstract: "Alexander Graham Bell
Bell:" for the Enzyklopadischen
Handbuches der Sonderpädagogik,
at the request of Carl Harhold
Verlagsbuchhandlung, Berlin
(West). A short biography for
inclusion in this handbook. 1964.

Report: "Programmed Instructional
Materials of Job Corps Rural
Training Centers and Their Po-
tential with Young Deaf Adults."
Submitted to National Associ-
ation of the Deaf and U.S. Office

of Economic Opportunity, April, 1965, 32 p.

"An Approach to Teaching Language to Young Deaf Children," Symposium on Research and Utilization of Educational Media for Teaching the Hearing Impaired. Nebraska Center for Continuing Education, University of Nebraska, Lincoln.

"An Approach to Teaching Language to Young Deaf Children," An Experimental Teaching Manual, University of Colorado, 1966, 55 p.

June Miller
University of Kansas
Medical Center
Kansas City, Kansas

EDUCATIONAL HISTORY

University of Kansas, 1936-1938
Washington University (Central Institute for the Deaf), B.S., 1940, Education
Columbia University, M.S., 1948, Deaf Education
Columbia University, Ed.D., 1958, Audiology

PROFESSIONAL EXPERIENCE

1940-1947 - Day School for the Deaf, Kansas City, Missouri, Teacher
1947-1948 - Lexington School for the Deaf, New York, Teacher
1948-1949 - University of Oklahoma Medical Center, Oklahoma City, Oklahoma, Demonstration Teacher in Preschool, Assistant Professor of Hearing and Speech
University of Kansas Medical Center, Kansas City, Kansas
1960- - Teacher in Preschool
1949-1960 - Associate Professor
1960- - Professor
1949- - Educational Director

PUBLICATIONS

Articles in: American Annals of the Deaf; Exceptional Children; Journal of Speech and Hearing Disorders; Journal of Kansas Medical Society; and Volta Review. Recent publications: Pediatrics,

BOOKS & MONOGRAPHS

Preschool for the Deaf, Booklet Mimeographed. University of Kansas Medical Center, 1949.

Preschool for the Deaf at the University of Kansas Medical Center, Mimeographed. 1953.

How Infants Respond to Sound. Report of the Proceedings of the International Congress on Education of the Deaf and of the 41st Meeting of the Convention of American Instructors of the Deaf. Gallaudet College, Washington, D.C. 1963, pp. 581-593.

Proceedings of Screening for Communication Problems. Workshop held January 15, 1965, reported September 1, 1965, KUNC.

Freeman McConnell
The Bill Wilkerson Hearing and Speech Center
1114 19th Avenue, South
Nashville, Tennessee 37212

EDUCATIONAL HISTORY

University of Illinois, B.S. 1939, M.A., 1946
Northwestern University, Ph.D. 1950

PROFESSIONAL EXPERIENCE

1960-1963 - Director, Bill Wilkerson Hearing and Speech Center, Nashville, Tennessee
1951-1960 - Professor and Chairman, Division of

Audiology and Speech Pathology, Vanderbilt University School of Medicine

1960-1963 - Professor and Head, Department of Audiology and Speech Pathology, University of Tennessee, Knoxville, Tennessee

PUBLICATIONS

Articles in: Archives of Otolaryngology; Folia Phoniatica; Journal Speech & Hearing Disorders; Laryngoscope

UNPUBLISHED STUDIES

Abstracts of unpublished studies, etc.

U.S. Office of Education Demonstration Project, 1966-69, A Home Teaching Program for Parents of Very Young Deaf Children

U.S. Office of Education Demonstration Grant, Sensory-Perceptual Language Training to Prevent School Learning Disabilities in Culturally Deprived Preschool Children, 1965-67

National Institute of Neurological Disease and Blindness Research Grant, Experimental Studies in Hereditary Deafness, 1966-70

Herbert J. Oyer, Chairman
Department of Speech
Michigan State University
Ann Arbor, Michigan

EDUCATIONAL HISTORY

Bluffton College, A.B., 1943
Bowling Green State University
M.S. Ed., 1949
The Ohio State University, Ph.D.
1955

PROFESSIONAL EXPERIENCE

1946-1947 - Margaretta High School, Castalia, Ohio, Teacher
1947-1948 - Bowling Green State University, Graduate Assistant

1948-1953 - Bowling Green State University, Instructor and Asst. Professor

1949-1953 - Sandusky County Schools, Supervisor of Speech & Hearing

1954-1955 - The Ohio State University Research Assistant

1955-1960 - The Ohio State University, Assistant Professor

The Ohio State University Research Foundation, Research Associate

1959-1960 - The Ohio State University College of Medicine, Asst. Professor of Otolaryngology

1960-1961 - Michigan State University, Associate Professor, Director, Speech & Hearing Clinic

1960- - Sparrow Hospital, Director, Hearing and Speech Department

1961- - Michigan State University, Professor, Director, Speech and Hearing Clinic

1964- - Michigan State University, Professor & Chairman, Department of Speech; Director, Speech & Hearing Clinic

PUBLICATIONS

Articles in: A.M.A. Archives of Otolaryngology; Central States Speech Journal; Western Speech Journal; Cerebral Palsy Review; Journal of the Acoustical Society of America; Journal Speech & Hearing Research; Southern Speech Journal; Ohio's Health

BOOKS & MONOGRAPHS

An Experimental Approach to the study of Lipreading, Report of the International Congress on the Deaf and the 41st Meeting of the Convention of the American Instructors of the Deaf, Gallaudet College, Washington,

The Present Status of Speech-reading, Auditory Rehabilitation in Adults, Proceedings of Seminar held at Cleveland Hearing and Speech Center and Western Reserve University, 1966.

Speech Pathology and Audiology in an Emerging County, Report of the Proceedings of the 10th World Congress of the International Society for Rehabilitation of the Disabled (In press), 1967.

The Relationship of Phonetic Structure to the Intelligibility of Words Simultaneously Recorded at Ear and Lips, AFCRC T/N 53-64, Ad-152646, 1958.

Aural Rehabilitation of the Acoustically Handicapped, Contract No. VRA 66-41, August, 1966

Selection of Items for Testing Skill in Visual Recognition of One-Syllable Words, (The Ohio State University Development Fund Project Number 5818), 1960.

Visual Communication: History, Research and Methods, Prentice-Hall Inc., January, 1961.

Applied Audiometry, Dodd-Mead and Co., Inc., 1966.

Auditory Communication For the Hard of Hearing, Prentice-Hall, Inc., 1956.

Language Development. (To be published by Harper & Brothers Publishers, 1967.) 1967.

A chapter in Fundamentals of Speech entitled "Audiology". K. Brooks, Editor, Charles Merrill Publishers (In press), 1967.

L. Deno Reed
Vocational Rehabilitation Administration Department of H.E.W.
Washington, D.C. 200201

EDUCATIONAL HISTORY

The Pennsylvania State University, B.S. degree (Pre-Medicine), 1951
The John Hopkins University, SC.D. degree (Audiology and Speech Pathology), 1959

PROFESSIONAL HISTORY

- Audiologist and Instructor in Surgery-University of North Carolina School of Medicine
- Speech Therapist and Supervisor of Speech Improvement-Baltimore City Schools
- Supervisor Speech and Hearing Programs-Pennsylvania Department of Public Instruction
- Consultant, Speech Pathology and Audiology, Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D.C.

PUBLICATIONS

Articles in: Journal of Speech & Hearing Disorders; American Journal of Nursing; Asha; Rehabilitation Record

STUDIES IN PROGRESS

CHARLOTTE B. AVERY
John Tracy Clinic

Miss Avery is engaged in preparing audio and audio-visual materials for teachers of the deaf-in-training. At the Clinic she is involved with making motion pictures on teaching speech to the profoundly deaf. They are getting on film the approach and techniques used by the staff there under the supervision of one of the country's great speech teachers, Miss Marguerite Stoner.

RICHARD F. KRUG, Ph.D.,
University of Colorado

Dr. Krug is Project Director of three year (\$54,000) U.S.O.E. Demonstration Grant to explore ways of teaching syntax to pre-school deaf children under the institutional supervision of the University of Colorado. The project is in its final year and will result in the creation of a teaching manual and a series of video tapes.

ELIZABETH BENNETT
University of Kansas

An Investigation of the Relationship of Speech Reading Ability to Visual Perception and Delayed Visual Retention

JOYCE CUTTING
University of Kansas

The Relationship of Certain Visual Perception Tasks to Speech Reading Ability

THESIS ABSTRACT

The present study was initiated to learn more about the relation of speech reading to visual perception.

The survey of literature shows that several factors may be related to speech reading, but there is not a consensus of opinion as to what the factors are and the degree of relationship. Variations in samples, different measurements of speech reading used, and the dissimilar procedures followed make comparisons of studies difficult.

It would appear that learning more about the relationship between visual perception and speech reading is necessary for a fuller understanding of the ability to speech read. The question is asked: What is the correlation between speech reading and visual perception?

Fifty students randomly selected from the Ottawa, Kansas, High School speech classes served as subjects. The group consisted of 18 boys and 32 girls with an age range from 14 to 18 and a mean age of 14.5. The subjects were screened for normal hearing, for no previous training in speech reading, and for no extreme vision problems.

The measurement for assessing speech reading ability was the Utley film, "How Well Can You Read Lips?" Only the sentence portion of the test, Form A, was used in the present study. The Gottschaldt Test, a timed test using geometric figures, was one of the measures of visual perceptual ability. The second test used for this purpose was the Object Span Test, a tachistoscopic presentation of photographic slides.

After the initial screening period, the selected subjects were given the Utley film test and the Gottschaldt Test, these two occurring on the same day. The Object Span Test was given the following day. Instructions for all three tests were kept constant for each group.

In all correlational analyses the dependent variable was the score on the Utley test; the four independent variables were the scores on Gottschaldt A, Gottschaldt B, Gottschaldt Total, and the Object Span Test. The scores on all variables appeared to be normally distributed. The means and standard deviations found on all the variables used compared favorably with those found in previous studies.

Only one of the four independent variables, Part A of the Gottschaldt, showed a significant correlation was .28. The correlation was not high enough for predictive purposes.

When multiple correlations were computed, a significant correlation .36 was found between

dependent variables, Gottschaldt, Part A, and Gottschaldt, Part B.

It was suggested that future research is necessary in order to provide more complete information concerning the factors related to speech reading.

Joyce Cutting

FREEMAN MCGONNELL
The Bill Wilkerson Hearing and
Speech Center

The Bill Wilkerson Hearing and Speech Center has for the past three years been carrying on a pilot project to reach the geriatric hearing handicapped population. To offset the difficulty in getting the elderly citizen to avail himself of the clinical services in the community, the audiology staff of the Bill Wilkerson Center has been taking services to the Senior Citizens. In cooperation with Senior Citizens, Inc., a mental health agency of Nashville, staff members and graduate students in training have been going to the Senior Citizens Center one morning a week to provide a course in Communication Skills. Emphasis is on both lipreading and better listening habits for those who feel they have any difficulty in communication essentially of an auditory nature. As the course progresses and the older person begins to be better acquainted with the nature of his problem, he is then more able to accept evaluation of his hearing and his suitability for a hearing aid in a clinical situation.

A substantial number have been aided through the project in this manner. While a policy has long been enforced that we see no patient without a previous medical examination and provide no therapy without having done a diagnostic examination, we have found this method of taking the instruction or therapy to the elderly person first and gradually persuading him to avail himself of other clinical services

has been considered. Richard Stream of this staff a member of the Academy of Rehabilitative Audiology, has just submitted a project to the Public Health Service to carry this on on a more intensive basis and with a greater number of staff personnel for the next two years under the auspices of a demonstration grant.

A Home Teaching Program
for Parents of
Very Young Deaf Children

The purpose of this project is to demonstrate and assess the values of an intensive home teaching program for parents of very young preschool deaf children (under three). To be conducted in a model home setting, this parent oriented program will include demonstration and practice of activities designed to enhance the development of communication skills as they may be incorporated into the routine of everyday living in the home, the natural milieu of the young child.

A home adjacent to the Bill Wilkerson Center will be converted into a model home in which two trained teachers of the deaf will instruct and demonstrate to parents of very young deaf children, scheduled individually at least once weekly, techniques beneficial to the development of speech, speech reading and auditory skills which may be carried out intensively at home.

Evaluation of the results of the project will be achieved through periodic application of scales designed to measure development of spoken, heard and speechread language and their prerequisites. In addition, tests of parent attitudes and information will be utilized. Refinement of procedures of educational management and evaluation will be achieved through close communication with other agencies engaged collaboratively in similar kinds of programs.

Experimental Studies
in
Hereditary Deafness

This project is a long-term multi-discipline investigation of many facets of hereditary deafness involving the collaboration of specialists in medicine, genetics, neurology, otolaryngology, radiology, audiology and psychology. Families of patients with genetically determined hearing loss will be identified and subjected to systematic clinical and experimental analysis. The broad objective is the delineation of new genetic disease entities involving hearing loss. This may lead to new insight into the pathophysiology of deafness. It would permit rational counseling and possibly lead to more specific treatment.

Herbert J. Oyer
Michigan State University

Abstracts of
Unpublished Studies

At the present time we are attempting to quantify the visible component of the spoken code. This study is being done in conjunction with our physiology laboratory, and is concerned with measurement of muscle movement during speech by use of strain gauges.- This approach is replacing an earlier one involving the filming of subjects as they speak and doing a frame by frame analysis of facial movements.

NEWS NOTES

Dr. D. Robert Frisina, dean of the Graduate School at Gallaudet College, Washington, D.C., has been selected to head the National Technical Institute for Deaf, Arthur L. Stern, chairman of the Rochester Institute of Technology Board of Trustees, announced on January 13, 1967.

He will hold the title of RIT vice president for the NTID.

NTID will broaden the post-secondary educational opportunities for the deaf and complement the liberal arts program of Gallaudet College, presently the only college for the deaf in the United States.

Students in the NTID program will have opportunities to pursue degree programs in all areas of study presently offered by RIT. These include RIT's well-known programs in photography, printing, fine and applied arts, sciences and business.

It is expected that NTID will also provide the impetus for the development of new programs.

NTID is sponsored by the Federal Government through the Department of Health, Education and Welfare. Its programs, are free to deaf students who qualify for admission. The first class is expected to be admitted in September, 1969.

Dr. Frisina, as head of NTID, will be responsible for recruitment and training of staff, design and coordination of the education programs, and advisement in the construction of facilities.

Announcement of RIT's selection as the site for the institution was made last November after a study was made of the facilities of 28 U.S. colleges and universities which sought the NTID.

At that time, federal officials said RIT was selected because of its position as a leader in the area of technological education.

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The Academy of Rehabilitative Audiology has been incorporated as of March 23, 1967 -- by the Michigan Department of Treasury.

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Herbert J. Oyer has returned from a trip to India traveling as a Consultant for the Children's

Bureau, Department of Health, Education and Welfare. While in India, he observed work taking place in five different institutions. At this point in time, there are two training programs underway in that country. One is located in Mysore in the All India Institute of Speech and Hearing. The other is at Bombay in the School for Speech Therapy within the Medical College there.

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In Heidelberg, Germany, Herb Oyer observed some diagnostic work in hearing with very young children suffering from dysmelia, as a result of mothers taking thalidimide.

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This first issue of a newsletter is the start of what is intended to be a publication offering with at least three issues a year. We hope that it will serve as a medium for exchange of ideas and information in the area of rehabilitative audiology. Many of you have forwarded some excellent material. This material will be included in the next issue--which we hope to have ready by this summer. It will also contain information about the next meeting of the academy.

The success of the Newsletter will depend upon the members of the Academy. We will welcome material in the following areas; Studies in Progress, News Notes, and brief items of theoretical, physiological and/or historical nature.

Materials should be sent to Dr. Francis L. Nasca, Speech and Hearing Clinic, University of Illinois, 601 E. John Street, Champaign, Illinois.

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February 28, 1967

BY-LAWS
for the
ACADEMY OF
REHABILITATIVE AUDIOLOGY

NAME

The name of this organization shall be the Academy of Rehabilitative Audiology.

ARTICLE II

PURPOSES

The purpose of this organization shall be:

- a. To provide a forum for the exchange of ideas on, knowledge of, and experiences with habilitative and rehabilitative aspects of audiology.
- b. To foster and stimulate professional education, research and interest in habilitative programs for hearing handicapped persons.
- c. To correlate all aspects of this endeavor for the welfare of those so handicapped.
- d. To receive, use, hold and apply gifts, bequests and endowments in carrying forward such purposes.

ARTICLE III

MEMBERSHIP

- Section A. There shall be one class of membership, and membership will be by invitation only.
- Section B. Members shall have the right to vote, to attend meetings, and to hold office in the Academy.
- Section C. Members shall possess as minimum requirements the following:
- a. the graduate degree in audiology, language

pathology, education of the deaf or allied fields, demonstrated professional leadership in the field, and a special recommendation from the Committee on Membership to be approved by the Executive Committee.

- b. demonstrated interest and background of at least five years experience in or closely related to habilitative, rehabilitative or educational programs for the acoustically impaired.

Section D. The maximum number of members in a given year will be that number stipulated by the Executive Committee.

ARTICLE IV

OFFICERS

The officers of the association shall be president, the president-elect, the secretary-treasurer, each of whom shall be elected to serve for one year, the parliamentarian and the membership chairman, who shall be appointed each year by the president and approved by the Executive Committee./ Editor of the Newsletter.

ARTICLE V

DUTIES OF THE OFFICERS

The duties of the officers shall be as follows:

- a. The president of this organization shall act as presiding officer at regular and called meetings, shall appoint committees when necessary, shall be an ex-officio member of all committees, and shall carry out all other duties usually performed by a president.
- b. The president-elect shall serve as presiding officer in the absence of the president. The president-elect shall also act as chairman of the Committee on Program.
- c. The secretary-treasurer shall take careful minutes at all meetings and carry on correspondence deemed necessary by the president. He shall receive all money from any source which shall belong to the organization. He shall make a report of the same to the Executive Committee.
- d. The parliamentarian shall be an advisory officer to the president.

ARTICLE VI

DUES

Annual membership dues shall be amounts to be determined by the Executive Committee.

ARTICLE VII

EXECUTIVE COMMITTEE

Section A. The Executive Committee shall be composed of the eleven charter members until 1970, after which it shall be composed of the elected officers and the three most recently retired presidents of the Academy,

each of the latter serving for three years beginning on his retirement from office.

Section B. All officers except the parliamentarian and the membership chairman shall be nominated by the Nominating Committee. Additional nominations may be offered from the floor.

Section C. The general management of the Academy shall be vested in the Executive Committee during intervals between meetings of the membership. The Executive Committee shall perform regularly the ordinary duties of a Board of Directors and an Executive Committee of a non-profit corporation.

Section D. A regular meeting of the Executive Committee shall be held each year immediately before the annual meeting of the membership of the Academy. Special meetings may be held upon call of the president or upon petition of the majority of the Executive Committee.

ARTICLE VIII

COMMITTEES

Section A. Appointments. The president shall appoint from time to time with the approval of the Executive Committee such committees and committee chairman as he may deem necessary with such

powers and for such purposes as may be designated by the Executive Committee. It shall be the duty of the president to outline these powers and purposes to this committee.

Section B. Program Committee. The president-elect shall serve as chairman. Additional members may be appointed to the Program Committee for a term of one year at the discretion of the president.

Section C. Nominations. The Nominating Committee shall be composed of three members: two designated by the president and approved by the Executive Committee. No member may serve on the Nominating Committee for two consecutive years.

Section D. Membership. The Committee on Membership shall continue for three years with one new member being appointed each year. The membership committee will evaluate nominations for membership according to rules and regulations established by the Committee on Membership and approved by the Executive Committee.

ARTICLE IX

ELECTIONS

Officers shall be elected at the regular annual meeting by the majority vote of members present. Elected officers shall take office on January 1 following the date of the annual meeting.

ARTICLE X

MEETINGS

The annual meeting of the Academy shall take place at the time of the annual meeting of the American Speech and Hearing Association. Special meetings of the members shall be upon call of the president or upon request of the majority of the Executive Committee.

ARTICLE XI

AMENDMENTS

A proposed amendment to the By-laws may be submitted to the membership by the Executive Committee or by any member in good standing. Amendments submitted at any business meeting will be voted upon by mail within a two months period and returned within three months. A simple majority of those ballots returned will be required to pass an amendment.