interest in rehabilitative audiology. and the one "old dyspeptic man" declared in Chicago they said in narrating, "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 Roby 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 rural 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, W. Robert Fritsma; 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. Proceedings would be public and would be aimed at stimulating practical and research interest in the fields 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 101 invitees. Dr. Raymond Garhart presented a very provocative paper which was followed by lengthy and spirited participation by the audience.
Dr. L. Deno Reed was chosen by ballot to serve as President-Elect, effective January 1, 1963. Dr. Mary Jane Costello was elected as Chairman of the Program Committee for 1967; Dr. Freeman McConnell is Chairman of the Bylaws 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 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 Roqueville, 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
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 audiotorially 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.

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 S. Ivery
John Tracy Clinic
806 N. Adams Boulevard
Los Angeles, California 90007

EDUCATIONAL HISTORY

University of Wisconsin at Milwaukee, 1943, B.S. in Education of the Deaf
Northeastern 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.
1953-1957 - Director of Naub Nursery School for the Deaf, Pittsburgh. (Part-time)
1957-1958 - Visiting Audiologist, John Tracy Clinic.
1954 to present - Coordinator, John Tracy Clinic.

PUBLICATIONS

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

CHAPTERS IN:


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, A.B., 1949, Biology, Psychology and Education
Gallaudet College, M.A., 1950, Education of Deaf
Northeastern 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
1956-1957 - Professor of Audiology
1956-1967 - Director, Hearing and Speech Center
Nov. 1962 to
Jan. 1967 - UNESCO Expert: Special Assignment to Department of Education, Hong Kong
1964-1967 - Dean, Graduate School of Speech, 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 III:


TEXTBOOK CHAPTERS


Disorders of Reception (Hearing).
In Methods in Special Education.
(ed.) H. Schriftbusch and H.

BOOKS & MONOGRAPHS

Institutional and Psycho-
Educational Development of Deaf
Children. CEC Research Mono-
graphe, Series A, No. 9, August

New Methods of Language Develop-
ment for Deaf Children. 1954
(with H. L. Roy and J. D.
Schein), Research Grant No.
1953, 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. 5-0562-4-11-3, U.S.
Office of Education.

Richard F. Krug
University of Colorado
Boulder, Colorado

EDUCATIONAL HISTORY

B.S. in Special Education; IHlinois State Normal Universi-
ty, 1949, Teaching the Deaf,
Speech Therapy, Elementary Edu-
cation
N.A. in Audiology, Northwestern
University, 1951
Ph.D. in Speech Science, Univer-
sity of Oklahoma, 1950

PROFESSIONAL EXPERIENCE

1957-1993 - Graduate Assistant-
University of Oklahoma
1958-1959 - Supervisor, Demon-
stration School for the
Deaf, University of
Oklahoma
1959-1963 - Director, Dallas Pi-
lot Institute for the
Deaf
1933- - 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 5177, 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 Enzyklopädischen
Haccuracy car Sonderpädaogik,
at the request of Carl Andpold
Verlagsbuchhandlung, Berlin
(Nest), A short biography for
inclusion in this handbook, 1964.

Report: "Programmed Instruction-
al Materials of Job Corps Rural
Training Centers and Their Po-
tential with Young Deaf Adults.",
Submitted to National Associa-
tion of the Deaf and U.S. Office
of Economic Opportunity, April, 1969, 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.


June Miller
University of Kansas
Medical College
Kansas City, Kansas

EDUCATIONAL HISTORY

University of Kansas, 1939-1948
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
1950- - Teacher in Preschool
1949-1950 - Associate Professor
1950- - Professor
1949- - Educational Director

PUBLICATIONS


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.


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

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

1950-1953 - 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
1950-1953 - Professor and Head, Department of Audiology and Speech Pathology, University of Tennessee, Knoxville, Tennessee

PUBLICATIONS
Articles in: Archives of Otolaryngology; Polya Phoniatrics; Journal Speech & Hearing Disorders; Laryngoscope

UNPUBLISHED STUDIES
Abstracts of unpublished studies, etc.
U.S. Office of Education Demonstration Project, 1956-59, 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, 1959-67
National Institute of Neurological Disease and Blindness Research Grant, Experimental Studies in Nontastate Deafness, 1968-70

Herbert J. Uyer, 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
1944-1947 - Margareta High School, Castalia, Ohio, Teacher
1947-1949 - Bowling Green State University, Graduate Assistant
1949-1953 - Bowling Green State University, Instructor and Asst. Professor
1954-1955 - The Ohio State University Research Assistant
1955-1960 - The Ohio State University, Assistant Professor
1957-1961 - Michigan State University, Associate Professor, Director, Speech & Hearing Clinic
1961- - 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.J.A. Archives of Otolaryngology; Central States Speech Journal; Western Speech Journal; Cerebral Palsy Journal; Journal of the Acoustical Society of America; Journal Speech & Hearing Research; Southern Speech Journal; Ohio's Health

BOOKS & MONOGRAPHS
The present status of speech reading, auditory rehabilitation in adults. Proceedings of a seminar held at Cleveland Hearing and Speech Center and Western Reserve University, 1956.


The relationship of phonetic structure to the intelligibility of words simultaneously recorded at ear and lip. AFGNC T/H 53-54, Ad-1924G, 1958.


Selection of items for testing skill in visual recognition of one-syllable words. (The Ohio State University Development Fund Project Number 5812), 1960.


L. Deno Reed Vocational Rehabilitation Administration Department of H.E.W., Washington, D.C. 20020.

Educational History


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; Rehabilitation Record.

Studies in Progress

Charlotte B. Avery John Tracy Clinic

Miss Avery is engaged in preparing audio and audio-visual material 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.
Dr. Krug is Project Director of three year ($54,000) U.S.O.E. Demonstration Grant to explore ways of teaching syntax to preschool 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 relationship 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 made 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 19 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 of .20. The correlation was not high enough for predictive purposes.

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

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

Joyce Cutting

FREDRICK McCONNELL
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 accent 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 may not avail without a previous medical examination and provide no therapy without having one 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.

Richard Strean of this staff a member of the faculty of Rehabilitative Audiology, has just inaugurated a project to the Public Health Service to carry 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 routines 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 untrained 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 signed 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
Michiran 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 the 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 educational 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 28, 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
In Heidelberg, Germany, Herb Oyer observed some diagnostic work in hearing with very young children suffering from dysmelia, as a result of mothers taking thalidomide.

###

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, philosophical, and/or historical nature.

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

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February 28, 1957

BY-LAWS for the ACADEMY OF REHABILITATIVE AUDIOLOGY

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ARTICLE I

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 rehabilitative and rehabilitative aspects of audiology.

b. To foster and stimulate professional education, research and interest in rehabilitative 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 shall 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.
Section A. 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 chairmen 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. The remainder 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.

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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.