

The following notes and summaries have been collected by Mrs. Mabel Farrington Gifford, who has accepted the responsibility of editing the historical record of Speech Correction in the West. The first historical summaries appeared in the January issue. Additional notes should be sent to Mrs. Gifford, c/o Department of Education, 502 California Building, 515 Van Ness Avenue, San Francisco 2.

SPEECH CORRECTION IN THE WEST

THE PROGRAM AT STANFORD

VIRGIL A. ANDERSON

Professional instruction in speech correction at Stanford dates from the establishment of the first speech clinic work in the autumn of 1932. Thirteen cases were enrolled that quarter, and by the end of that school year twenty-eight persons, all of them Stanford students, had been given individual instruction for various types of speech defects. There was no equipment, and the total clinical facilities consisted of one small poorly lighted and inadequately ventilated office. All of the work was done by the clinic director, Virgil A. Anderson, purely as an extracurricular activity in addition to a regular teaching load.

Actual instruction in this field did not begin until more than a year later, in the spring of 1933, when two students registered for independent study in speech correction. Instruction was largely on an individual basis for the next three or four years in this particular subject, although a formal course in voice science was offered for the first time in the winter quarter of 1935. A year later a course in phonetics and diction was organized as a part of the developing program in the general area of speech sciences-reeducation. The first course to carry the formal label of speech correction was offered in the winter of 1938, although a Master's

thesis dealing with a phase of the problem of stuttering had been completed as early as 1935.

Since that time courses have been added in this general field and the program has been expanded until at present the Department of Speech and Drama, in close cooperation with other schools and departments of the University, especially Education and Psychology, offers as one of its programs of professional training, work leading to (1) an A. B. degree with a special concentration in speech correction, (2) a special credential in this field, (3) a Master's degree, and (4) a Ph. D. degree both in speech correction and in the related areas of speech science, phonetics, and the psychology of speech. About 1942 or 1943 the services of the speech clinic were extended to include cases not directly connected with the University. Since that time the out-patient department of the clinic has grown until at present approximately half of the clinic cases come from outside of the University, a large number of them being children of pre-school and kindergarten age.

With the coming of Dr. Hayes Newby to join the staff two years ago, the formal course work and clinical training in audiology began,

which now includes instruction in the teaching of lip reading as well as in the other phases of the work with the deaf and hard of hearing. The clinic offers facilities not only in audiometry but in the testing of hearing-aid performance as well. At the present time a group pure-tone audiometer is in the process of construction. Beginning with spring quarter a pure-tone screening test will be given to each entering Stanford student routinely as a part of his general health examination.

The Stanford speech correction program usually sponsors each year some special type of "extracurricular" activity in addition to the

clinic and the regular courses. Outstanding among these have been the year-long experiment in the adaptation and application of psychodrama techniques to the treatment of speech and personality disorders, and the seminar-symposium of two years ago which a large number of the Bay area speech correction teachers attended as guests of the University. The special activity for the current year is a class for adult stutterers in which a number of group-therapy techniques are being developed for purposes of training and experimentation.

THE PROGRAM AT UNIVERSITY OF SOUTHERN CALIFORNIA

CONRAD F. WEDBERG

At the University of Southern California the first speech correction program was directed by Eugene Hahn, under the guidance of Dean Ray K. Immel of the Speech Department, in (approx.) 1935. Classes were set up for adult stutterers, teacher training in phonetics and speech correction, and a few students were used as clinic patients.

In 1938, Dr. Lee Edward Travis, from the University of Iowa, assumed leadership of the speech correction program. His program included scientific research with an emphasis upon the psychological aspects of speech defects. In 1941, Dr. Travis joined the armed forces. Dr. Immel, Dr. Alta B. Hall, and Dr. Grafton P. Tanquary, carried on a partial program until 1944. In 1944, Dr. Immel employed Conrad

F. Wedberg, half-time, to direct the speech correction program, clinic, and teacher training. In 1946, Dr. Travis returned and took over the headship of the speech department upon the death of Dr. Immel.

At present there are fourteen clinical assistants, handling approximately 85 cases of speech defects weekly, complete courses of training for the M.A. and Ph.D. degrees in speech pathology, and all teacher training courses for the State credentials in speech and hearing. Dr. Joseph Johnston is head of the Speech-Hearing Clinic, Dr. Travis is head of the research and administrative program in speech pathology, and C. F. Wedberg directs the teacher training program.

THE PROGRAM AT UNIVERSITY OF DENVER

RUTH M. CLARK

The public school system in Denver has had two speech correction teachers for a number of years. The University started its speech correction work by offering special services and courses during the summer sessions. The present clinical setup stems from Dr. Edna Hill-Young and Dr. Robert Harrington. In the spring of 1942, Mrs. Young started a speech school in Denver. This was later taken over by the University and is now the Children's Speech Clinic. This setup is unique in that the children receive help in the skill subjects as well as in their speech.

We have an ungraded room, and a pre-school and kindergarten room where activities appropriate to these rooms are carried on. In the ungraded room, reading, beginning number work, and spelling are stressed. In the pre-school room, routines, rhythm work, and socialization receive attention. Each child, in addition to his regular school work, is given an individual speech lesson and a group speech lesson every day. In addition to this, the cleft palate children have a muscle training lesson, and the hard of hearing children have a lip-reading lesson. The children also have handicraft activities.

A personal interview is necessary before a child can be accepted. Before that time it is desirable to have a report from the doctor giving the results of the last physical examination and any other medical information that is pertinent to the case. If any psychological examinations are given, twenty scholarships to teachers from out-lying districts of the state. These scholarships will enable recipients to participate in a speech correction workshop at the spent with the cerebral palsied.

At the present time the Children's Hospital in Denver employs

University of Denver. This is a big step in furthering speech correction services in Colorado. This nations have been administered we would like a copy of the results of such tests. However, we can arrange for a battery of tests to be administered at the Psychological Service for Children of the University of Denver. The findings of such tests help in the therapy as well as the prognosis of the case. Before a child can enter we have to have a report showing that he has had immunizations for smallpox, diphtheria, whooping cough, and tetanus within the past three to five years. This is a protection for every child who enters and is a requirement of the State Department of Health for schools of this type.

The small children attend school from 9:00 to 11:30 and the older children have the same hours as the public school system. All the children attend the clinic five days a week, and our schedule is the same as that of the University; i.e., fall, winter, spring, and summer quarters.

Another division of the Speech Clinic of the University of Denver is the Adult and Intermediate Speech and Hearing Clinic. At the present time many veterans are receiving help in this clinic, besides University students and Denver residents. This past term a sound-proof room has been completed and courses in audiology and training in fitting hearing aids is now a regular part of the curriculum.

This summer, for the third time, the Colorado Society for Crippled Children and Adults is offering society employs speech therapists and a great deal of their time is two speech therapists. Pueblo has a speech correction teacher in the public schools.

No history of speech correction would be complete without a brief record of some of the contributors to the establishment of speech correction as an integral part of education in western states. It is a pleasure to acknowledge in this issue the contributions of three outstanding personalities.

SARAH T. BARROWS

Sarah T. Barrows, one of the outstanding people in the field of education and a nationally recognized authority on phonetics, began work in California at the San Francisco State College in 1920. She first trained kindergarten-primary teachers, many of whom had foreign-speaking children in their classes, in techniques of speech improvement and devised games and exercises for them.

Since that time, Miss Barrows has taught speech improvement, phonetics, and methods of articulatory speech correction in several teacher-training institutions, including the University of California in Berkeley and in Los Angeles, University of Iowa, University of Southern California, San Jose State College, and Fresno State College. She has lectured at innumerable teachers'

institutes and conducted seminars. Several county speech surveys were made under her direction and she served as speech supervisor in several California school systems.

Miss Barrows is the author of many magazine articles and books. Her books include: *Introduction to Phonetics Alphabet*, *The Teachers' Book of Phonetics* (with Anna D. Cordts), *Speech Drills for Children* (with Ida Mae Case), *Games and Jingles for Speech Improvement* (with Katherine H. Hall). In 1922, the California State Department of Education published Miss Barrows' bulletin, *English Pronunciation for Foreigners*. This was one of the most popular bulletins ever published for teaching English to foreigners.

Miss Barrows has retired and now lives at Saratoga.

SARA STINCHFIELD HAWK

Sara Stinchfield Hawk, Ph.D. (University of Wisconsin), came to California in 1932 as a lecturer at the University of Southern California, as well as speech worker and associate psychologist in the Los Angeles Guidance Clinic. Dr. Hawk's activities have covered a wide range. She is past president of the American Speech and Hearing Association, former associate professor at Mt. Holyoke College in Massachusetts in charge of speech testing and speech correction in the Psychology Department, and from 1932-44 she was Director of Speech Clinic at Orthopaedic Hospital in Los Angeles. Recently she has been elected to the National Council of

Women Psychologists. She is a member of Pi Lambda Theta National Honorary in Education, Zeta Phi Eta Speech Honorary, and Psi Chi National Psychological Fraternity.

Dr. Hawk is the author of several books, including *Children with Delayed or Defective Speech*, *Motor-Kinesthetic Factors in Their Training*; *The Psychology of Speech*; and *Speech Pathology with Methods of Correction*.

At the present time Dr. Hawk is Visiting Associate Professor in Psychology and Director of Speech Clinic at the Claremont Graduate School.

EDNA HILL YOUNG

In 1929, G. Kelson Young and his wife, Edna Hill Young, moved their residence school from Minneapolis to Los Angeles, bringing their nurse and five resident children with them. In this school, called the "Hill-Young School of Speech," the children all had defective speech. The objective of the residence school was to have children at hand all the time so as to be able to demonstrate the use of the Moto-Kinaesthetic method.

By this method the teacher moves the mouth muscles of the patient through the natural sequences for words, at the same time saying the word or words to be learned, thus bringing about the cooperation of the auditory, visual, and kinaesthetic

senses. In this school of speech, the regular subjects were taught by primary teachers, as in any public school, but help with speech correction was a part of all activities—whether playing on the playground, reading a lesson, or eating a meal.

In 1938, Mr. Young died. After World War II began, Mrs. Young went to Denver to start a similar resident school in connection with the University of Denver. In 1947 she retired from that position and returned to Los Angeles, where she is continuing her interest in speech correction with a limited private practice. She is also demonstrating her method to a few teachers who expect to work with speech handicapped groups of children.

Because of the tragic illness and subsequent death of his wife, Council Member Paul Knoll of Oregon State College was forced to resign from the Council during the summer. In accepting his resignation, the Association wishes to thank Professor Knoll for his service and support, and we also take this opportunity of extending our sympathies to him in his bereavement. Dr. Roy C. McCall, chairman of the Department of Speech at the University of Oregon, has accepted the appointment to fill out Professor Knoll's unexpired term on the Council.

Waldo W. Phelps has accepted a position as Instructor at U.C.L.A., to teach courses in public speaking and speech education. Mr. Phelps served as lecturer at U.S.C. during 1948-49.

Also at U.C.L.A., Elise Stearns Hahn and Donald E. Hargis have been promoted to Assistant Professor of Speech. Professor Wesley Lewis served as Acting Chairman of the English Department during the summer.

The Southern California College Section of The Western Speech Association, and the regional American Educational Theater Association held Fall Conference meetings in Santa Barbara on October 14 and 15. The keynote address for both groups was given by Dr. Paul Perigord, Professor of French Civilization, University of California, Santa Barbara College; and President William C. Jones of Whittier College delivered the main address for the two associations.