

prepared by
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As early as 1950, there was interest in providing academic and clinical preparation for future professionals interested in working with children and/or adults who have speech and hearing problems. Both academic and clinical practicum preparation were provided at the undergraduate level in the Division of Speech Arts. The clinic was located on the third floor of College Hall and served college students as well as clients from the local area. The curriculum appropriate for speech correction and hearing could be combined with curriculum appropriate for those seeking a Bachelor of Science or Bachelor of Arts degree and preparing to work with exceptional children, and/or those seeking elementary or secondary level education certification. Specialized curriculum included courses in the following areas: phonetics, introduction to speech correction, voice science, introduction to audiology, auditory training, clinical observation, and clinical practicum. Those courses provided 32 quarter hours of credit as part of the total credit hours required for an undergraduate degree in special education or elementary/secondary education.

Between 1950 and 1953, J. Dale Welsch, Ed.D., served as chairman of the Division of Speech Arts. Other faculty included John William Wills, Jane N. Magruder, Marvel McMillan, Frank T.

McCann, and Sylvester Q. Beard.

Between 1953 and 1955, additional faculty members were added, including John B. Winfrey, Ph.D., Mary Lou Gehring, Ph.D., Philip A. McComber, John B. Mullin, and Frances F. Rush.

In September 1953, Loyal M. Bearss became director of the Speech and Hearing Clinic and _____ was Chairman of the Division of Speech Arts. In September 1954, this program moved from College Hall to Army Barracks.

In the academic year of 1954-55, Paul D. Brandes, Ph.D., became chairman. Loyal M. Bearss was director of the Speech and Hearing Clinic. Needs for curriculum changes were recognized and some changes and additions were made. The additional curriculum included: applied speech correction, stuttering and related problems, cerebral palsy speech, cleft palate speech, articulation, delayed speech, aphasia, voice problems, and methods in speech correction and hearing.

In 1956, Robert W. Peters, Ph.D., Gilbert Hartwig, Ph.D., John Mader, M.S., Thomas Long, and Frank T. Lewis joined the faculty as replacements. By the following year, additional faculty were obtained, including Robert Treser, Marilyn Brown, and Robert L. McCroskey, Ph.D. By the 1957-58 academic year, there was sufficient need, curriculum, and faculty to establish a graduate level program leading to the Master of Science degree. The option of obtaining a double major, combining speech correction and hearing with elementary education, remained.

Peters, Brown, and McCroskey comprised the Speech and Hearing faculty. McCroskey became assistant director of the Speech and Hearing Clinic, with Robert W. Peters as the director.

Faculty changes led to additions in subsequent years. In 1960-61, Gilbert F. Hartwig, Ph.D., became chairman of the Division of Speech Arts. Nova Corley, Walter E. Simonson, and Donald George, Ph.D. were also on the faculty by that time.

By 1961, the growing profession referred to as Speech Pathology-Audiology led to additional curriculum changes, expansions, and reorganization. Two divisions of specialization emerged: audiology and speech pathology. Curriculum for audiology included special courses in clinical experiments in audiology, auditory training, clinical audiology, speech reading, preschool deaf child, audiological instrumentation, education of the deaf, problems in audiology, advanced problems in hearing, and psychoacoustics.

Curriculum for speech pathology included speech laboratory, a non-credit course for college students needing to improve their speech skills, and introduction to speech therapy, phonetics, psychology of speech, advanced phonetics, clinical experiences in speech therapy, principles of speech therapy, stuttering and related problems, cerebral palsy, cleft palate, delayed speech and aphasia, voice and articulation, problems in speech therapy, advanced speech therapy, advanced experimental phonetics, and designs of experiments in speech therapy.

The curriculum cited above in conjunction with core curriculum, including selected academic courses in education, made it possible for the student to obtain either a Bachelor of Arts, Bachelor of Science, or respective graduate degrees with emphasis in audiology or speech pathology, or a combination of the two areas.

During the 1950-60 decade, limited clinical services were available to clients with special needs for hearing evaluations, speech correction, and speech reading. The specified services were available Monday through Friday, afternoons only.

In 1961, Robert Grange, Ph.D., was added as associate professor of speech pathology. By 1961, also, the need for more intensive services for certain young children in the geographic region was becoming apparent. Needs of young children with severe communication problems were not being met. The population consisted of preschool age children with severe hearing impairments, communication disorders related to acquired aphasia, and severe communication disorders of unknown etiologies. In addition, rubella epidemics had resulted in an increased number of such children so that by September of 1962, through the cooperative efforts of the University of Southern Mississippi and the local United Way, the School for Preschool Deaf and Aphasic Children was established under the direction of Etoile DuBard, M.A. The program of clinical service for children and counseling for their parents was financed through United Way, and fees

charged for services. University support included physical space, personnel, and a variety of "in kind" services.

In 1962, Henry B. Creech, Ph.D., was added to the faculty as an audiologist. The curriculum related to speech pathology and audiology remained essentially unchanged for several years. A total of 41 quarter hours of academic courses was available in speech pathology, and 44 hours were available in audiology. Core curriculum for the Bachelor of Arts degree and Bachelor of Science degrees, with majors in the respective special areas, was obtained in various other departments of the University. In addition to clinical practicum available through the University-based Speech and Hearing Clinic, one quarter of clinical internships was established at the V.A. Hospital, Biloxi, Mississippi, or the Mississippi School for Cerebral Palsied Children in Jackson, Mississippi.

The professional growth of the areas of speech, hearing, communicative disorders and speech sciences was almost explosive in the 1960s. The body of knowledge of the respective areas increased extensively. The need for additional services was an ever present one. In light of these facts, the need to divide the areas of interests addressed through the Department of Speech was recognized and during the 1963-64 academic year, preparation was made through the leadership of Robert W. Peters, director of the Speech and Hearing Clinic, Claude E. Fike, Dean of Arts and Sciences, John M. Allen, Dean of the University, and William D.

was concerned specifically with diagnostic evaluations and teaching of children with hearing, speech and language disorders, and Jean Gardner, M.A., joined the staff. Otherwise, the 1965-67 period saw only minor changes and/or additions in personnel. The faculty, in 1967, consisted of Robert Peters as chairman, Julia Davis, Etoile DuBard, Mildred Giles, Amelia Hudson, Bruce Mahaffey, and Sue Webb.

In 1967, Bruce Mahaffey became department chairman and remained in that position until he left the University in 1971. The School for Deaf and Aphasic Children underwent a name change and became the School for Children with Language Disorders. During the 1967-71 years, efforts were made within the department to strengthen and/or make such changes that could lead to obtaining approval of the department's academic and clinical programs in speech pathology and audiology from the Education and Training Board (ETB) through the Board of Examiners of Speech Pathology and Audiology of the American Speech and Hearing Association. Through the concerted and cooperative efforts of Mahaffey, chairman of the department, Robert C. Rhodes, and the faculty and staff, the first ETB approval was granted in 1971. Subsequent periodic reviews of the department's performance, and site visits, have resulted in continued approvals by the Education and Training Board.

During the early years of the department's existence, various physical locations provided a minimal amount of needed

McCain, President, to seek approval for establishing an autonomous Department of Speech and Hearing Sciences. The Board of Trustees of the Institutions of Higher Learning of Mississippi granted the necessary permission, Robert W. Peters was named chairman of the department and served with Henry Creech, Don George, and Robert Grange as the departmental faculty.

As part of the request to establish the Department of Speech and Hearing Sciences, major curriculum changes were submitted and additional courses developed. The curriculum offerings were organized so as to prepare for expanding the department easily when the needs arose. The curriculum included academic courses of the 1950s but added courses related to and essential for placing emphasis on preparing professionals to work in speech pathology, audiology, language disorders, and education of the deaf. Thus, in the 1964-65 academic year, the Department of Speech and Hearing Sciences was granted authority to offer programs leading to the Master of Arts, Master of Science, Master of Education, and Doctor of Philosophy degrees. The principle areas of emphasis at the Master's level included (1) speech and hearing sciences, (2) audiology, (3) speech pathology, and (4) language disorders. The program at the doctoral level was established in (1) speech and hearing sciences, (2) audiology, and, (3) speech pathology.

In 1965, the School for Deaf and Aphasic Children became a part of the overall University Speech and Hearing services and

space. In 1971, classes were still held in a variety of University buildings. The clinic facilities which had been housed in temporary buildings of the World War II era were finally consolidated in the Honor House. The School for Children with Language Disorders was housed in the George Hurst Building. Additional faculty-consultants were added to the department. Drs. Larry Day, Larry Hammett, and James Harris, all otolaryngologists of the area provided lectures and medically oriented experience to students. New faculty included Donna Crowley, a speech pathologist, Julia Davis, audiologist, Roger Winger, audiologist, Karlene Beckham, and Robert C. Rhodes as additions and/or replacements. Robert C. Rhodes became department chairman in 1971.

As student enrollment grew, as knowledge and research in the profession increased and as needs for additional clinical services developed, the faculty was expanded to provide additional clinical services and adequate supervision of students in clinical practicum. In 1972-73, the faculty reflected additions and changes including Mary Marshall, speech pathologist, Larry Feth, researcher in speech science, and Robert C. Thomas, audiologist. Numerous working agreements were arranged with several off-campus clinical facilities around the state for clinical practicum experience. Academic courses were modified to meet the needs of students in their clinical practicum. Unless special arrangements were made, all students

were required to pursue a program meeting the academic and clinical practicum in either speech pathology or audiology for the Certificate of Clinical Competence (CCC) through the American Speech and Hearing Association. Mary Schaub, Evelyn Albritton, and James Fitch, Ph.D. joined the department faculty in 1973. Interest in and awareness of communication problems of preschool children led Mary Schaub to establish an additional program which would provide clinical services needed and additional clinical practicum experiences for the University students in the department. The Preschool Language Program was developed in the fall of 1974, despite limited physical facilities, with funding from Developmental Disabilities and the State Department of Mental Health. The program was designed to treat children from the ages of 3 years to 6 years who had significant speech and/or language problems that warranted intensive daily treatment. The children were seen in small groups of two to five and also received individual therapy as needed. A strong emphasis was placed on the training for the parents. Fifteen children were enrolled in the first group. The staff consisted of two speech pathologists.

The Education of the Deaf teacher training program was established in 1966 as part of the Department of Speech and Hearing Sciences. Under the direction of Dr. Etoile Dubard, the program graduated several teachers each year. In 1974, the Council on Education of the Deaf revised national certification,

for serving the needs of the academic program and the various clinical programs. Throughout those years, major efforts were underway to obtain legislative funding for a building sufficient to meet the needs of the department. These efforts resulted in the Speech, Reading, and Special Education Building being completed in 1976. All programs of the Department of Speech and Hearing Sciences were in one physical setting for the first time. Careful planning, along with financial support from the Mississippi legislature and other agencies, resulted in the creation of one of the finest physical facilities in the Southeast, making possible the expansion of all areas of clinical services and student training.

The School for Children with Language Disorders was expanded considerably. At the present time, it is just short of the maximum enrollment projected at the beginning in 1962. Twenty-two children are enrolled on a full time basis. Instruction is provided by three full-time language-speech pathologists. Two hold Certificates of Clinical Competence in Language-Speech Pathology granted by the American Speech-Language and Hearing Association; they are certified teachers of the deaf, and hold certification in learning disabilities and/or reading. One full-time teacher is completing the clinical fellowship year required for the ASHA certification in language-speech pathology. The part-time teacher has completed her academic degree requirements for the certification. All full-time teachers are licensed

making requirements more extensive. The academic and student teaching aspects of the training program were expanded to meet the new criteria and Mr. Noel Lehrer became director of the program. In 1977, the Education of the Deaf training program was approved by the National Council for the Accreditation of Teacher Education. Instructors included Mr. Lehrer, Ms. Kate Bonnickson, and Ms. Kate Grosman. The program is to be reviewed for reaccreditation in the fall of 1982.

The School for Children with Impaired Hearing began in 1973 as an informal program for preschool hearing impaired children in the Hattiesburg area. During the next several years the program functioned as a preschool program and offered services of a diagnostic/educational nature. A major limitation was that of adequate and appropriate space and facilities.

In addition to the three highly specialized programs cited above, the department also provided audiological services: hearing evaluations, hearing aid evaluations, auditory training, speech reading, and aural rehabilitation for adults and children. Speech Pathology faculty and students in clinical practicum courses provided speech evaluations, group therapy, and individual therapy for disorders of stuttering, voice, cleft palate, articulation, and adult aphasia on an out-clinic basis to persons from the geographic area of south Mississippi. The Department of Speech and Hearing Sciences experienced major problems in terms of limited, inadequate, and inappropriate space

speech pathologists for Mississippi, or are completing requirements for same. The program receives financial support from the Minimum Foundation Program of the State Department of Education, United Way of Forrest and Lamar Counties, and through an annual grant from the P.L. 89-313 funds, the latter of which makes it possible to operate an eleven-month instructional program for children who are ruled eligible for the program. The geographic range served has been one of up to a 100 mile radius. Dr. Etoile DuBard has remained director of the program since its inception in 1962. Students in the Department of Speech and Hearing Sciences may complete part of their requirements in clinical practicum in the school under the direct supervision of the school's staff.

In 1978, in the new building, the Preschool Language Development Program became a multifunded program including support from the Minimum Foundation Program of the State Department of Education, Easter Seal Agencies, and Forrest and Lamar Counties United Way. The program was expanded to include twenty-four children. An additional staff member who specialized in providing individual therapy to the children in the group was obtained. A social worker and a psychologist have been available as consultants to the program. The present staff consists of two speech pathologists with M.A. degrees who are certified by ASHA and licensed by Mississippi, and one speech pathologist with a Ph.D. who is certified by ASHA and licensed by Mississippi.

In January of 1980, the program was again expanded to include infants. The Preschool Infant Program treats infants from the ages of birth to three years, and works in conjunction with the Preschool Language Program. The staff consists of an ASHA certified speech pathologist who serves as coordinator, and a part-time special education teacher with an M.A. who is experienced in infant education and is licensed by Mississippi. A physical therapist serves as a consultant to the program. This program treats approximately twenty infants a year who are considered "at risk" for developing communication problems, or who already demonstrate difficulty in communicating.

When the current facility was put into use in 1976, the services for children with hearing impairments were expanded. Also, with the advent of federal legislation mandating appropriate education for handicapped children, services of the School for Impaired Hearing were expanded to include school age children as well as preschool. The geographic area served has been on a thirty to forty mile radius. Funding was obtained through the Minimum Foundation Program of the State Department of Education, at which time the program officially became the School for Children with Impaired Hearing. Federal funding has been available from P.L. 89-313 since 1978. Many of the children served in the school for the hearing impaired have been mainstreamed into regular classes.

The services provided in the University Speech and Hearing

Clinic were expanded considerably upon occupancy of the new building. Audiological staff consisted of R.C. Thomas, Ph.D., and Del McClelland, Ph.D. Linda Magee, M.A. assumed responsibilities of coordinating services in language and speech pathology, with faculty members functioning as additional supervisors of therapy and diagnostic evaluations. In 1976, also, Thomas Scanio, Ph.D., and Larry Adams, Ph.D., joined the faculty in speech pathology and research.

In 1979, upon the resignation of R.C. Rhodes as department chairman, R.C. Thomas was named chairman, a post he retained until he re-entered private business in 1981. Debbie Boyer, M.S. was added to the staff of the audiology clinic in 1979 on a part time basis.

Upon resignation of Tom Scanio in 1980, Richard Saniga, Ph.D. joined the speech pathology faculty as did Ms. Kate Bonnickson in the deaf education division of the department. During the spring of 1981, Doris P. Bradley, Ph.D. was selected and appointed as department chairperson. Stephen Oshrin, Ph.D. and Margaret Carlin, Ph.D. joined the faculty as replacements in the audiology faculty.

Since the autonomous Department of Speech and Hearing Sciences was established in 1965, the department has graduated 423 students in language/speech pathology and/or audiology at the undergraduate level, 246 at the Master's Level, and 16 with doctor of philosophy in speech pathology, audiology, or speech

sciences, or combinations of the three professional areas. Sixty-five of those included in the numbers above were deaf education majors, sixty-four undergraduates and one at the graduate level. Numerous former students and departmental faculty members have become well known nationally and internationally, have functioned in a variety of professional activities, and have held posts of responsibility in public schools, private enterprises, hospitals, universities, and professional organizations.

Throughout the years, there has been a student professional organization. In the early years, it was Sigma Alpha Eta, but since 19__ it has been the National Student Speech-Language and Hearing Association. This group serves to develop student talents and leadership skills. Each year they organize and conduct one or more professional workshops on campus. This brings known professionals to campus for several days to lecture and interact with students. Such workshops benefit the students, the faculty, and professionals in this state and the adjoining states.

Legislation passed in 1979 mandated that those persons graduating from universities or colleges after 1981 must have completed a Master's degree program in speech/language pathology/audiology in order to obtain a State Department of Education certificate to work in public schools of Mississippi. This requirement can be expected to have a positive and

strengthening influence on the overall functioning and performance of the USM Department of Speech and Hearing Sciences. Chairmen of Speech and Hearing Program in Division of Speech Arts

1949 - 1953	J. Dale Weesch
1953 - 1955	Loyld M. Bearss
1956 - 1963	Robert W. Peters

Chair Speech Arts

1949 - 1953	J. Dale Weesch
1954 - 1960	Paul Brandes
1960	
1963 - 1964	Autonomous Department Speech and Hearing Sciences
1963 - 1967	Chairman Robert W. Peters

Location of Speech and Hearing Sciences

1949 - 1954	College Hall
1954 - 1957	Army Barracks
1957 - 1976	Honors House
1976 - present	Special Education, Reading and Speech and Hearing Building

SPEECH AND HEARING FACULTY EMPLOYMENT DATES

Name	From	To
J. Dale Welsch	1949	1953
John William Wills	1948	1954
Jane M. Magruder	1948	1951
Marvel McMillan	1949	1951
Frank T. McCann	1951	1952
Sylvester O. Beard	1952	
John B. Winfrey	1953	
Mary Lou Gehring	1953	1956
Philip A. Macomber	1953	1954
John B. Mulling	1952	1954
Frances F. Rush	1953	1954
Paul D. Brandes	1954	1956
Loyal M. Bearas	1953	1955
Robert W. Peters	1956	1969
Gilbert Hartwig	1956	1978
John Mader	1955	1956
Thomas Long	1956	1956
Frank T. Lewis	1953	1956
Robert Treser	1956	1965
Marilyn Allen Brown	1956	1962
Robert L. McCrosky	1957	1959
Nova Corley	1960	
Walter E. Simson	1960	1962
Donald George	1956	1978
Robert Grange	1961	1966
Etoile DuBard	1962	present
Henry B. Creech	1962	1965
Julia Davis	1966	1970
Mildred Giles	1967	1968
Amelia Hudson	1967	1967
Bruce Mahaffey	1967	1971
Sue Webb	1967	1968
Robert C. Rhodes	1968	present
Donna Crowley	1969	1971
Mary Marshall	1971	1974
Robert Thomas	1971	1981
Mary Schaub	1972	present
Evelyn Albritton	1973	1973
James Fitch	1972	1976
Noel Lehrer	1974	present
Kate Bonnickson	1980	present
Larry Adams	1976	1980
Thomas Scanio	1976	1981
Debbie Boyer	1979	present
Richard Saniga	1980	present
Doris P. Bradley	1981	present

Stephen Oshrin
Margaret Carlin
Leelen Terrio

1981
1981
1975
1982

present
Present
1976
present

