An Oral History of the Ball State University Speech, Language, and Hearing Clinic

An Honors Thesis (HONRS 499)

by

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April, 1994

Expected Date of Graduation: July, 1994

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Acknowledgments

Special thanks goes out to all of the people who assisted with the research and formulation of this senior honors thesis. Dr. Richard Artes and Mrs. Martha Reed provided enlightening oral history interviews which will preserve a personal account of the history of the Ball State University Speech, Language, and Hearing Clinic for many years. Great appreciation is extended to Mrs. Melanie Houk, clinical supervisor in the Speech Pathology and Audiology Department, for her patience and expertise as the faculty advisor for this project. Also, Mrs. Sue Heady, Clinic Coordinator; Dr. Richard Hoops, Department Chairperson of Speech Pathology and Audiology; and Dr. Mary Jo Germani, Speech Pathology professor, provided information and assistance that aided in gathering research. Finally, thanks goes out to Mrs. Joanne Edmonds and everyone at the Honors College who make this senior honors thesis an enjoyable, worthwhile, and successful project.

prepared by Susan Casto
April 1994
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Abstract

This paper discusses the history of the Ball State University Speech, Language, and Hearing Clinic from its very beginnings, as well as the development of Speech Pathology and Audiology as a major at Ball State University. It includes a discussion of the beginnings of the field of Speech Pathology and Audiology in the state of Indiana. Transcripts from two oral history interviews are an integral part of the thesis. A partial biography of the interviewees: Dr. Richard Artes and Mrs. Martha Reed, former faculty of the Ball State University Speech, Language, and Hearing Clinic, precedes the transcripts.
The Beginnings of Speech Pathology and Audiology in Indiana

The professions of Speech Pathology and Audiology in the state of Indiana grew out of comprehensive speech education programs found at many of the schools. This was sometimes called an Auditorium Program because it integrated teaching with performances of poetry reading, choral reading, or drama for the whole school. These disciplines were known as the "speech arts", and the early interest in speech corrections came from teachers of these programs, as well as from high school speech teachers. The first steps into speech therapy were initiated by a 1927 state law that "...made it possible for local schools to be reimbursed for the cost of establishing programs for physically handicapped children" (Indiana Speech, Language, and Hearing Association [ISHA], 1987, p. 4). Under this legislation, speech and hearing programs were begun. Because of this, until 1959 or 1960, a statement from a physician was required before a child could begin speech therapy (ISHA, 1987).

Jayne Shover, who held a master's degree from the University of Iowa, initiated the first school speech correction program in 1930 in the East Chicago Public Schools. In January of 1936, Thelma Knudson, a high school speech teacher, began a volunteer group stuttering program in South Bend, which became a full-time program in 1941. Louise Padou, a lipreading teacher, began a hearing testing and lipreading program in 1938 in the
Indianapolis schools that was expanded into a full speech correction program by Esther Glaspey, who also had a master's degree in Speech Pathology from the University of Iowa. In this program, classroom teachers worked with the children in their own school, supervised by a speech correctionist. A similar progression of development was accomplished at Evansville by Margaret Rowe, a speech correctionist, in 1936 and 1938. Schools with other early known programs were located in Vincennes, Gary, Goshen, Kokomo, Marion, Monticello, Vanderburgh County, Peru, Richmond, Vigo County, and Fort Wayne (ISHA).

Early Indiana records show that speech and hearing therapy services were first initiated in the state in institutions other than the public schools during World War II at the Cerebral Palsy Clinic and the Cleft Palate Clinic at the Indiana University Medical Center. Rehabilitation services for people with cerebral palsy and cleft palates were provided by Dr. Milisen and his students. Later, this program included the Hearing Clinic which was run by an Indiana University faculty member, George Shaffer. In 1943, Evan Jordan, a full-time speech pathologist, was employed at the Medical Center (ISHA).

The first University training programs were established at Indiana University by Dr. Robert Milisen and at Purdue University by Dr. M.D. Steere, both of whom had received their doctoral degrees in Speech Pathology from the University of
Iowa. In 1938, Dr. Delyte Morris began the program at Indiana State University; then, in 1940 or 1941, Dr. Gordon Peterson began the program at Ball State University, which was at that time known as Ball State Teacher's College (ISHA).
A Brief History of the Ball State University Speech, Language, and Hearing Clinic

According to the 1966 Ball State University Speech and Hearing Clinic Student Handbook by Anne Diener, Dr. Gordon Peterson, a professor in the English Department, began the speech therapy program at the Ball State Teacher's College and at the Burris Laboratory School in 1939. Dr. Alan Huckleberry took over in 1945 and was the first head of what was then called the "speech area." This area included Speech Education, Theatre, Journalism, and Speech and Hearing Therapy. At this time, Mrs. Roma (Hayworth) Thiry taught most of the speech therapy classes. (Dr. Richard Artes, personal communication, April 5, 1994).

The first clinic was located in what is now Room 100 of the Arts building which is one large room where classes and therapy sessions were both held (Diener, 1966).

In the summer of 1946, the first five week boarding clinic was sponsored jointly by Ball State and by the Psi Iota Xi Sorority. Mrs. Roma (Hayworth) Thiry was the supervisor of ten children who lived at Ball State during the week and received intensive speech and hearing therapy. In 1947, two of these summer boarding clinics were held. (Diener) Mrs. Martha Reed was the house mother of the children for these two summer sessions. The children lived with Martha and another house mother in the Home Management House (Mrs. Martha Reed, personal
communication, April 8, 1994). This was a gray stucco house that stood where the west end of the Student Center is now located. This house had previously been the residence of the President of Ball State and at this time, was being used as a fraternity house during the school year (Dr. Richard Artes, personal communication, April 5, 1994). Two groups of ten children between the ages of eight to twelve who were "...not too seriously defective..." ("Speech, hearing clinic," 1947) in speech and hearing abilities attended this clinic for one five-week summer session each. In addition to the two individual speech therapy sessions and the one group speech therapy session they received each day, the children also participated in special reading, physical education, and swimming lessons. These other lessons were given by students in the Education Department ("Speech, hearing clinic," 1947). Today, this program is called the Summer Residential Clinic and is similarly structured. Only one set of ten children attend for one five week session, however, and they participate in more activities, such as Arts and Crafts and Music. The children that attend the Summer Residential Clinic now generally have more serious etiologies than those that attended when the program first began, and they receive three individual therapy sessions each day. The Psi Iota Xi Sorority continues to sponsor these children (Mrs. Sue Heady, personal communication, April 29, 1994).
In 1947, Ball State granted its first two bachelor's degrees in Speech and Hearing Therapy to Marjorie Janice Stafford and Mary Isabelle Starkey, and in 1948, the College began awarding master's degrees in this field (Diener). As the program began to grow, more space was needed than was available in the Arts Building. Therefore, buildings that had previously been used as air force barracks were erected on Riverside where the Cooper Science building now stands. The speech and hearing clinic took up residency there, along with the other departments in the "speech area" (Dr. Richard Artes, personal communication, April 5, 1994). This was called the Speech Annex. The clinic remained there from 1949 to 1959, when it was moved to the lower east section of the English building. In February of 1965, Ball State was granted official University status by the Indiana State legislature, and the Department of Speech and Hearing Therapy was moved from the Education Department to the Speech and Mass Communications Department. This was a new department that also included Speech Education, Journalism, Theatre, Radio and Television (Diener). That same year, the graduate program split into two different majors; a student could receive a master's degree in Speech Pathology or a master's degree in Audiology. The undergraduate program continued to be known as Speech and Hearing Therapy until 1976 when its title was officially changed to Speech Pathology and Audiology (Dr. Richard
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Hoops, personal communication, April 28, 1994).

As the University grew, the Mass Communications Department was broken up into separate programs. Because of this, the Speech and Hearing Therapy program became a part of Teacher and Special Education for a year or two before it was given its own departmental status. Deaf Education, which had previously been a part of the Speech Department, was integrated into the Special Education Department (Dr. Richard Artes, personal communication, April 5, 1994).

In the early years, the clinic had served almost exclusively a population of school-aged children with articulation problems, including those with cleft palates (Mrs. Martha Reed, personal communication, April 8, 1994), and most of the jobs for Speech Pathologists were in the school systems. This curriculum change reflected the new realization that multiple dimensions existed within the field of Speech Pathology. Through the years, "...the graduate program began to assume major status..." (Dr. Richard Artes, personal communication, April 5, 1994), and in the early seventies, the curriculum was expanded to include not only training in public school therapy, but also in hospitals, private practice, clinics, etc. (Dr. Richard Artes, personal communication, April 5, 1994).

Today, the Ball State University Speech, Language, and Hearing Clinic stands in the lower east section of the Arts
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and Communications building, previously known as the English building. Clients of all ages, displaying a wide variety of speech and hearing problems, are now served in the clinic. The Speech Pathology and Audiology Department offers high quality undergraduate and graduate student training programs that are accredited by the American Speech-Language-Hearing Association (Ball State University, 1992), and the requirements for these programs are much more prescriptive than they were in the past. Students are now required to have six to seven semesters of clinical experience where they plan and execute therapy for clients who exhibit a wide variety of speech, language, and hearing disorders. This therapy must be supervised by a Speech-Language Pathologist or Audiologist who holds a Certificate of Clinical Competence from the American Speech-Language-Hearing Association. In addition, master's students are required to do two internships in a therapy setting outside of Ball State. They may choose to complete their internships in a hospital, rehabilitation center, private practice, nursing home, community speech and hearing center, or in a school setting. They are also required to pass the American Speech-Language-Hearing examination in order to receive their master's degree in Speech Pathology or in Audiology. (Mrs. Melanie Houk, personal communication, May 6, 1994). A person who earns a master's degree and completes a school
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internship through this program is eligible for a school services certification license. All students who complete the requirements for this master's degree program are eligible to apply for state professional licensure and national certification (Ball State University, 1992).
An Oral History of the Ball State University Speech, Language, and Hearing Clinic

The story of the beginnings and development of the Ball State University Speech, Language, and Hearing Clinic is both exciting and fascinating. The people who made this happen were remarkable and have made their mark on history through the Clinic and its accomplishments. So much can be learned through the pictures, the newspaper clippings, and the writings from history, but nothing can compare to listening to a person who actually lived that history reminisce about it. What follows are transcripts of interviews of two former faculty members who were instrumental in the development of the Clinic: Dr. Richard Artes and Mrs. Martha Reed.

Dr. Richard Artes was on faculty at Ball State University from about 1956 until his retirement in 1989. He received his doctorate in Speech Pathology from the University of Iowa and had his first position at Ball State at the Burris Laboratory School. He became a full-time faculty member in the Ball State Speech and Hearing Clinic in 1965 or 1966, where he eventually became a full professor and served as the clinic coordinator. In the interim, he was a supervisor in the Summer Boarding Clinic and taught the Organic Speech and Language Disorders Class. Dr. Artes' main interests in the field of Speech Pathology are in organic disorders and neurogenic speech pathology.
problems. Dr. Artes continues to reside in Muncie, where he currently does volunteer work (Dr. Richard Artes, personal communication, April 5, 1994).

Mrs. Martha Reed received her bachelor's degree in Elementary Education from Ball State. She became a teacher in a public elementary school, but discovered that she was not satisfied. Because she had become interested in Speech Pathology through an undergraduate elective, Mrs. Reed accepted an assistantship from the Ball State Speech and Hearing Therapy Department and became the house mother for the Speech and Hearing Boarding Clinic children for two summers. Following further study, she received her master's degree in Speech Therapy from Ball State. After graduation, Mrs. Reed continued to supervise in the clinic for several summers, beginning in 1950. With Mrs. Roma Thiry as her mentor, Mrs. Reed began a speech and hearing therapy program in the public school system in Anderson, Indiana, where she remained for nine years. She then began the program in the Muncie School System, remaining there for the rest of her career. Finally, Mrs. Reed retired from the public schools, and following her husband's death, returned to supervise in the clinic at Ball State for three quarters in the early eighties. Mrs. Reed is now retired and lives in Pendleton, Indiana, where she does volunteer work (Mrs. Martha Reed, personal communication, April 8, 1994).
Artes: Well, all you have to do is ask a question to start with and we can get started from there.

Casto: Okay. Well, the first thing is just... I'd like to have your full name and your title and all that.

Artes: My name is Richard Artes and I came to Ball State in 1952 and originally worked at Burris in the speech program there.... and began working here in the clinic .... during the summers.... probably, I'm trying to think now exactly when, probably in the summer of '56 because in the summers of '53, '54, and '55 I went back each summer to Northwestern and took some graduate work at Northwestern University during those three summers. Then in the summer of '56 [I] began working in the residential clinic and a few years later I began teaching an Organics class while I was still at Burris. I came over here and taught the 418 class--518 class--and then pursued--took a leave, I was on sabbatical--and went back to the University of Iowa and finished a doctorate. I think, I can't be sure exactly of the date.... I was assigned full-time to the clinic here, probably in '66--'65, '66, somewhere in there and continued working in the clinic then until my retirement several years ago. I worked my way through assistant professorship and associate professorship and full professorship and served as clinic coordinator. [I] had a particular interest in organic disorders and more specifically in neurogenic speech path. [Speech Pathology] problems.
Casta: Yeah, that's really a big field.

Artes: So I came to the University before Dr. [Richard] Hoops.

Casta: Oh really?

Artes: When I came in '52, there was a lady by the name of Roma Thiry.

Casta: Yeah, I've read about her.

Artes: Mrs. Thiry was teaching most of the classes. Dr. [Alan] Huckleberry taught Phonetics, but Roma did most of the coursework. At the same time that I came, there was another girl that came and her name was Mary Jager. Ms. Jager was an outpatient clinician and she worked in the clinic with students as therapists, or clinicians, and she may have taught introductory, beginning class. Mrs. Thiry's interest was primarily in Deaf Education. She had been a public school teacher and took her graduate, her master's work at Northwestern. She worked with Dr. Carhart who was an Audiologist, and she was interested in Deaf Education, specifically. At that time, Speech and Hearing was a part of a group that had just been taken out of the English Department. At one time it was all part of the English Department, and it stood on its own as the Department of Speech and Theatre and Speech Pathology--and Journalism--were all in the same department. Dr. Huckleberry was head of that.

Casta: Oh, he was head of the whole thing?

Artes: He was head of the whole thing.

Casta: Wow.

Artes: Speech Education, Debate, Theatre, Commun--Speech Path.--and Journalism were all being taught in the same area. Gradually, as the program grew, after that first year, '52, Mary Jager was here
I think '52, '53, and possibly.... that was that first year. Then she left, and another person came and his name was Jerry Tobias. Dr. Tobias went on from Ball State and finished a doctorate I think at Ohio State, I'm not sure where, and he got into technical aspects of communication. He really didn't stay in Speech Path. itself, but was in Speech Science, Acoustics particularly. Then Dr. Hoops came, and that must have been probably.... must've been '55 or '56. [The] program grew--initially [the] program was over in the Arts building in just one room over there, they had set aside for Speech Pathology and they had classes and their clinic and everything was all in that one big room. Then, probably in '50 or '51, the University brought in some temporary buildings, and those buildings were trucked in from, I think, down near Columbus. There was a military base down there that was deactivated after the war. These wooden barracks that had been housing for military personnel were brought up and there were three buildings along Riverside that were standing where Cooper Science is right now. At that time the circle drive came out past Ball Gymnasium and came out to Riverside, approximately at the east end of Cooper Science Complex. There was a building--two one-story buildings, and in the middle was a two-story building and that was designated for Speech Communication and Theatre and Radio and Television. Public Address had the first floor of that small building and the second floor was designated for Speech Pathology. So, Mrs. Thiry and Mary Jager had offices in that building. Clinic was on the second floor up an old outdoor wooden stairs; you had to climb to that. The cubicles for therapy were smaller that this room [a present therapy room], if you can believe it.

Casto: This is small enough!

Artes: There was no observation facility at all; no sound systems at all; it had one little cupboard that had all of the therapy materials in it; and if you had somebody who couldn't get up the stairs, well then, you took everything downstairs and you worked with them downstairs. It was not accessible; there were steps that even had [to be used] to get onto the first floor--they had three or four steps that . . .

Casto: Wow. Did you have many people in wheelchairs coming in or . . .
Artes: No, not really. It was mostly children then. Speech Path. thirty, thirty-five years ago was almost invariably small kids, and adults: you just didn't work with them. They were there, but nobody paid any attention to them or did any work with them. So, predominantly, the caseloads would have been school-age children because again back at that time, there was no public school speech therapy. So, almost all of your clinical work came in the late afternoon after school when parents brought children to therapy. Four o'clock was the busiest time of the day. Sometimes maybe three, but there was no public school therapy. Now, at that time in Muncie schools, I think they had one Speech Therapist serving the entire school system. There was no therapy in any of the county schools at all. So, if anyone was to receive any help, it would've been after school when they were out of school for the regular time.

That building existed, then, for maybe four, five, six years.... again I've not checked the dates when this building was finished.

Casto: So they were working on this [the present building in which the clinic is housed] while it [the Speech, Language, and Hearing Clinic] was in this . . .

Artes: Yeah, this building came up in rather short order--two years maybe, it was finished, but I would guess that maybe this building was occupied in '63, '64, or '65, somewhere in there. Speech therapy in the summer time--we had a residential clinic--and the residential clinic was in that same old building and because it was so small, almost all the therapy sessions were outdoors. There were chairs under each tree and the clinician took her clients out to the nearest tree and that's where they had therapy. You had to work on trying to keep the youngster from being distracted by the squirrels and the cars and the students walking by. So, if you had a highly distractible youngster, you were in real trouble! We had the residential clinic kids--lived in the presidents old house, and the president's house had been on Riverside, approximately where the west end of the Student Center is. It was an old gray stucco house that the University president had lived in for many years, and when the University acquired a house on Meadow Lane for the president, that house became a fraternity house. You can imagine the condition it was in. It was pretty awful. They [Ball State] didn't spend any money on upkeep knowing that they were abandoning the house
as far as the University was concerned. The fraternity didn't care— the students were there only in the regular year—in the summer, the house stood empty. So, the Speech Clinic had it and we had house parents that came each summer: Mr. and Mrs. Greene. He was a teacher in Texas working on a masters degree at Ball State and would come up and pick up so many hours of graduate work in the summer. To get his thirty hours of graduate work, it took a number of years, so each summer, he and his wife came back with their two little kids. They lived in that house and were house parents for our residential clinic children.

So, the program grew with great rapidity then in the late sixties—'65 to '75, probably—saw a considerable expansion, because about that time, Ball State became a University. Enrollment increased dramatically. When we came to Ball State, I think there were maybe twenty-eight hundred students, something like that, three thousand maybe at the most. The only two permanent dorms were Lucina and Wagoner Hall, and there was a temporary—two wooden temporary structures—that sit now where Teachers College sits. Those were used for student housing. So the campus... today coming in was sort of.... I was thinking of it—when this building was first erected—first occupied—there was a parking lot behind the building that ran all the way from McKinley almost over to New York Avenue where Studebaker is. It was open parking; there was no registration of vehicles. You could park there—students could park there. It was a graveled, stone parking lot; you could get hundreds of cars there. That was at the extent of the campus to the north. So you could park right there and you were right into the clinic, but that obviously changed then, when further building took place.

In the late sixties and into the early seventies, the University grew very rapidly, and the program grew, and as teacher education changed, Deaf Education became a part of Teachers College. And interestingly enough... .

Casto: Oh, so Deaf Ed. [Deaf Education] used to be here?

Artes: Deaf Ed. was here and over across the hall, I'm not sure what room number that is, 101 maybe; no, 103 or 105, that was a preschool class for the deaf. There's a cork floor in there and the room was suspended so it could have.... it was sound treated and kids used high amplification. There was no signing; it was all oral, and there
was a preschool of maybe six or eight little deaf children that were in there all day long. There was an observation room with a big window where parents could observe.

But education and the University's politic changed, and probably.... I'm not sure exactly again the dates when this occurred, but Speech Pathology was taken out of this broad speech part as it was broken up into Theatre and Journalism, Public Address, and so on. Speech Pathology was put in Teacher Education and Special Ed. [Special Education]; it became a division of Special Ed. for maybe a year or two, I can't remember exactly how long that existed before Speech Path. was given its own departmental status. But Deaf Ed had been a part of this program and the faculty.... Dr. Twining was a member of this faculty, he and his wife. Then, when Special Education was established as a department with departmental status within Teachers College, Deaf Ed. went that way.

So there were lots of changes, and then the graduate program began to assume major status, and the curriculum was expanded; there were a number of new course offerings. Emphasis was beginning to shift from purely public school therapy because at that time, all jobs were in the public school. If you thought you'd get employment in Speech Pathology, it would be in the public schools. So, it was essentially a teacher curriculum, and you had to have coursework in education along with your Speech Path. But, in the seventies, now, the beginning seventies, people began recognizing that there were multiple dimensions to Speech Pathology, and jobs began opening in hospitals, private practice, clinics, and so the curriculum expanded and course offerings began to serve those populations.

So, that's sort of the story.

Casto: A lot of stuff I didn't know!

Artes: Well, this is the way you find out. You sort of assume these things just as if they happen, but they've evolved.

Casto: Well, now the programs getting so big, we're....

Artes: This program at Ball State was one of the early
programs. A program had been started in the state [of Indiana] in the early thirties, about '35, I guess, almost at the same time at Purdue and at Indiana University. The heads of those two departments—Dr. [M. D.] Steere and Dr. [Robert] Milisen—Mrs. Thiry had worked with Dr. Milisen in Speech Path. here in this area. They had a mobile clinic that came out of Bloomington. Again, there were probably no more than a handful of people with any kind of background in Special Ed., Speech Path., or in Deaf Education in the state. Back in the early thirties, this was a specialty that was just beginning to exist because programs in Speech Pathology did not really get started in this country until in the twenties. Milisen and Steere were the first two... amongst the first class doctoral students at the University of Iowa. So they came and began programs at Purdue and Indiana University. Ball State's program got started in the forties—early forties—and Dr. Huckleberry had his doctorate from Louisiana State University. His background was more in Phonetics. He was a generalist in speech, but had a particular interest in Phonetics, not Phonology, but Phonetics. He had a very limited background in Speech Pathology. He had taken a few limited courses from, I think, Lou Kennedy. Lou Kennedy was at Louisiana State University, LSU, where Dr. Huckleberry did his doctoral work. He'd had some background and experience from Dr. Kennedy. But, there were relatively few people in the area of Speech Pathology. Ball State had one of the early masters [degree] programs in the country. As far as a clinic is concerned, Ball State opted, because of its background in teacher education, to go the route of clinical application. Programs at Purdue and at Indiana University tended to be more research-oriented and put more of an emphasis upon research...

Casto: I think they still do.

Artes: ... on writing.... but as a consequence, we've had, I think a better record, and we've graduated more students who've stayed within the clinical aspects of Speech Path. Right from the very beginning, we put a very heavy emphasis upon practical application; getting people involved in clinic early. This was always an argument with our colleagues at Purdue and Indiana University where they felt students shouldn't have any contact with clients until they were at the graduate level, and it'd be very limited. Maybe you'd see one client once every couple weeks. The gamut between practicality and theory was pretty wide, and they put a great
big emphasis on theory. We tended to emphasize on-hands approach, trying to get a feel—to decide if this was the area that you wanted. If you waded through eight or ten lecture courses and then had your first clinic and found out this wasn't for you, it was sort of late in your program.

Casto: That's what I... because I think they still mostly do that at Purdue and I.U. [Indiana University], and I mean, if you got into clinic and decided that you hated it, then you were... you had to start all over again.

Artes: It would be sort of late wouldn't it?

Casto: Yeah.

Artes: Make up your mind! Change your field!

So that's sort of where we've gone—how the program evolved. I've certainly never regretted any of the experiences that I've had. When I came to Ball State, I came from a public school therapy background. I didn't anticipate that I would be here but maybe a couple of years, but you never know what happens and how we make those choices, and I appreciated every bit of it. It was really a good experience for me.

Casto: That's good. Do you have any memorable moments or anything that... humorous stories, or things that made you think, or favorite clients, maybe?

Artes: Oh, there's lots of experiences that happen—I can think of two clients that I particularly enjoyed. I did therapy with two clients. One of these was a staff, faculty person, who developed a brain tumor. He was operated on in Mayo Clinic in Minnesota, [then] came back to Muncie. He was a delightful person, and we worked probably from late November until probably early fall. He continued to decline, and then the tumor claimed his life, but he gave me lots of insights into objectivity. He plotted his own decline and what was happening to him. His problem was aphasia. He developed... the first initial symptom were an expre—or a receptive problem. Students asked him questions
in class and he couldn't understand them. He began to know that there was something wrong when he had difficulty comprehending conversation. He was able to so objectively describe what was happening to himself. He had hallucinations; he told me, "I hear people talking around this room." He said, "I know there's no one here, but I hear them talking so clearly." He could describe all these bizarre audio symptoms that he was getting. So, I enjoyed that experience. It was a rather sad experience to see it end the way it did.

The other client in particular I recall was a professional person—was a dentist—who again had a stroke and became aphasic. [It] was a fairly young person, in his early forties, late thirties, and he was so eager to... I couldn't give him enough work to keep him busy. He would be back the next day with all of his homework finished, and he made a good recovery over a long period of time, and ultimately was able to go back to his practice. But, again, it was very satisfying working with someone who was as motivated as he was. So those were two particular persons I enjoyed working with very much. I can't recall any particular instances or episodes that stand out in my memory—just a lot of singular events.
Casto: I want you to tell me a little about your background first.

Reed: I had an elementary background in both upper and lower elementary. My licenses covered Kindergarten through eighth grade.

Casto: Teaching?

Reed: Yes. But, in the final year [of her college program], there was a course required called Speech and Dramatics in the Elementary School. Dr. Huckleberry taught it, and I was hooked. Phonetics was a part of it, and I loved it and still do. So, I took another course as a.... Elementary background has precious few electives, but I did take an elective, and I became interested in the whole field [of Speech Pathology]. I started teaching [in elementary education] in 1945 at the end of World War II. I was assigned to twenty-ninth street school in a departmentalized system. I had fourth, fifth, and sixth grades in English and Art, and that was fine. My homeroom was fifth grade, and I still like that age very much. Although, children mature faster than they did at that time; I'm sure of that.

Casto: They're getting into a lot more trouble now?

Reed: Well, you see, that was before television.
I was seeing 160 children a day, and that was more than I bargained for.

Casta: I bet!

Reed: So, I had an aunt who was a Public Health Nurse in Lawrence County, and she was taking a course at I.U. [Indiana University]. She said, "Why don't you come on down on spring vacation and we'll see if you can't get into I.U. for your graduate degree [in Speech Pathology]." I had... still am convinced that it's a good idea to go somewhere else [for your masters degree] if you can. So, I had an appointment, but the person I was supposed to meet was not there. I wound up with Dr. Robert Milisen, whom I have known in the years since then. He gave me to understand that as a graduate of Ball State [University], I was too naive to expect to enter graduate work at I.U.

Casta: Oh my goodness!

Reed: I went around to the admissions office, and they told me I couldn't expect to enter a graduate program at I.U. without twenty-five hours of undergraduate credit [from Indiana University]. Well, I was just--not daunted--but perplexed. They're both state institutions.

Casta: That seems ridiculous!

Reed: I came home and wrote a letter to Dr. Huckleberry, and almost before he could've received the letter, I had his reply. He said, "We are beginning our graduate program in Speech and Hearing Therapy in July with Ms. Roma Hayworth as the coordinator. We'd like to offer you a graduate assistantship, meaning that you would live with the ten children who will be brought in to the boarding clinic."--the first boarding clinic. That was July of 1946. We--another teacher and I--Mrs. Bell is all I can remember, and I can't remember where she was from now. She and I were the house mothers of those ten children in the Home Management House, which sat on College Avenue [now University Avenue] about where the lounge--the west lounge of the Student Center is now. We had a dormitory room for.... I guess we had, we usually had
more boys than girls, but... and I think there were boys in that room. Then, there was another room for girls. We had a room upstairs and there was a room downstairs, too. So, it was an experience. We couldn't have done it without Roma Hayworth's knowledge. She became my mentor. Then, the next summer, I lived all summer—all ten weeks—with the children in the Home Management House.

Casto: Oh, they were there for ten weeks?

Reed: Yes. Well, there were two different sets.

Casto: Okay.

Reed: Marjorie... well, anyhow, she was a senior about to finish her work, and she and I were house mothers. Well, that summer was fun, because we had some idea [of what we were doing]. Our main responsibilities were to get them [the children in the boarding clinic] to breakfast, which was in Elliott Hall; see that they got to lunch—one or the other of us could do that; then in the evening, to either go with them to the evening meal or students would go as a part of their special help. In fact there was a scholarship from.... I want to say the Society for Crippled Children, but I'm not sure... that, if students would take on some responsibility for activities with the children...

Casto: like the clinicians that were working with them?

Reed: Yes... that they would get, I think it was a hundred dollar scholarship, which in that day was very good. So, the students generally took care of the children from the evening meal until bedtime. So we had to be there at bedtime—don't ask me when that was—eight o'clock, I suppose. They would go.... a part of the evening activity was to go down to the sweet shop in the Village, and they each had a dime, I think, to spend. That was always interesting—kind of fun to go with them sometimes, really. They would play games and do that sort of thing. There were some interesting mishaps. They were playing hide and seek one night. There was an outdoor fireplace with a chimney, and they couldn't
find one little kid. They finally saw these fingers at the top of this chimney. By that time, I think he was calling for help. I just heard about this; I wasn't there for this. They had to pull him out! So, that's just one of the things. Other, well, sorority sisters of Marge's [Marjorie] would come in, and we had a good time with them, but it was a hectic time. By the end of the summer, people were saying to me, "What hit you? Were you in a train wreck!" But, I survived, and after that, I left it [being a house mother to the boarding clinic children] up to other people. I had a research paper to complete and all of that good stuff. But that was the beginning, 1946 and 1947.

Casto: What were the ages of the children?

Reed: They were from eight to twelve.

Casto: Okay. Yeah, that's what it is now. I just didn't know if it was the same or . . .

Reed: Yes. I would try after lunch--one of my gimmicks was to ask them about lunch and what they'd had and so on--and I'll never forget a little boy who was very hard of hearing, and he said, "We had itty bitty red potatoes.", and the other kids said, "They were beets!" So you get all kinds of learning experiences.

Casto: Oh, that's great!

Reed: I worked with Dr. Artes a number of summers, then. I did go [to work back at Ball State University], after I had my degree. I started in 1950.... I think Ms. Hayworth went to Australia, to Adelaide.... because they had had an outbreak of rubella a few years before [in Indiana] and the children [affected by the rubella outbreak] were school-age by that time, and they [the Ball State Speech, Language Clinic] wanted oral habilitation work [done with these hearing impaired children]. In fact, we just didn't do any signing at all, which is unrealistic I'm sure, but nevertheless, we muddled along. So, I worked with Dr. Artes, and a woman who came in for the two years that Ms. Hayworth was gone--Ruth Pentz.
Casto: Now, is Roma Hayworth the same person as Roma Thiry?

Reed: Yes, and that's another story. She met her husband in Australia. He was a French-speaking Belgian, who had gone with his father to Australia, and they had set up a forging operation. So he was a hard worker; a very interesting person. [When] he decided to come to Muncie, he said right off, the thing that was missing was water.

Casto: I would agree!

Reed: And, of course, it was worse in those days than it is now with reservoirs and so on. But, he worked at Chevrolet in welding. He was skilled, and he was very careful with his work. His superiors at Chevrolet didn't really care much for that: "Get the job done! Who cares how it's done?" and this worried him. He went back to Australia for a few months; I think he had a sister there. When he returned he worked for Dawsons, that I think are still in Muncie—they have a tin man—anyhow, it's pipe work and welding and that sort of thing. He was better satisfied with that, but I am sure it was very hard. Now, they would go to the French-speaking area in Canada for a summer vacation, which was helpful. But being Ms. Hayworth's husband, I'm sure was hard on a man.

[interview was edited to delete confidential information]

Reed: But that was a very pleasant association [with Mrs. Thiry]. I don't.... I wouldn't have been able to start the program myself without her help. She was one of those people who could have a whole desk full of papers, that you'd think, "This will never come into any sort of a plan," and she'd just shuffle them, and there would be her plan. She was helpful when you'd ask for advice, to say.... She didn't say, "Go to the library and look it up," she said, "Well, you could do it this way; some people like this way; for you, you might like this." So, it was.... at least you might have some idea of what your options were.
References


Speech, hearing clinic to be held 10 weeks. (1947, March 15). Newspaper unknown.
Bibliography


