



CENTRAL INSTITUTE FOR THE DEAF

Fall 2004

For alumni, faculty, staff,
students and friends of CID

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*The CID Oral School
and Outreach Center
is a financially
independent affiliate of
CID at Washington University
School of Medicine, which
operates CID-developed research,
adult clinic and professional
education programs to
benefit children and adults
with hearing loss.*

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Above: CID preschoolers participate in a reading circle with teacher Nancy Linder.

Left: Three-year-old Katie Ringering is anxious to find out what happens next in her library book.

Dana Brown Charitable Trust donates \$100,000 to promote emerging literacy in deaf children

Studies demonstrate that early literacy and language skills are the foundation for children's academic success. However, research also shows that children with hearing loss often experience difficulty developing language and learning to read. The Dana Brown Charitable Trust has donated \$100,000 to help address this challenge by supporting a concentrated focus on early literacy for 3- to 5-year-olds in the CID preschool-kindergarten over the next three years.

"Hearing children typically have the advantage of learning to read a language they already speak," said CID executive director Robin Feder. "Deaf students must learn to decipher a visual code for a language they do not yet completely understand.

"This generous gift will help CID develop an intensive emerging literacy curriculum that truly meets the

needs of today's hearing-impaired children."

"With cochlear implants and digital hearing aids, severely and profoundly deaf students are getting more auditory information and improving their listening skills," said CID principal JoEllen Epstein. "This is allowing our teachers to focus more time teaching other critical skills such as early literacy and social development in addition to speech, language and listening."

The Dana Brown grant will enable teachers to fully integrate and actively adapt mainstream early literacy preschool curricula in combination with CID's proven language-rich preschool program that helps hearing-impaired children acquire speech, language and listening skills.

After extensive exploration, the staff has chosen Curiosity Corner as a starting point. This mainstream preschool

curriculum features daily focus on phonological awareness, print awareness, alphabet knowledge and pre-academic skills. Its emphasis on social and interpersonal development dovetails with the recent integration of normal-hearing children into the CID program to provide natural models of language. The curriculum also incorporates programming in music, movement and art.

CID teachers have already begun to adapt lesson plans specifically to meet their students' needs. Parent involvement and professional training are important project components, as are special classroom enhancements and materials.

With rigorous assessment and adaptation of various curricula over time, the goal is to design a program that will put many more hearing-impaired children on the road to literacy.

Some curriculum highlights

1914 Max Goldstein opens CID using methods he learned in Austria to teach deaf children to talk. CID refines teaching methods as technologies advance, building an international reputation as a research and demonstration school.

1958 CID opens the first parent-infant program for hearing-impaired babies, and becomes a model for programs throughout the world.

1981 CID's EPIC study proves that CID's individualized, ability grouped instruction significantly increases achievement of hearing-impaired students.

1995 CID introduces the SPICE, an auditory training curriculum now used in 33 countries and all states to help children with cochlear implants and hearing aids.

2000 The CID preschool-kindergarten incorporates elements of mainstream curricula, including Circle Time.

2001 The CID primary-middle school begins to use the Scott Foresman 2000, a mainstream reading program.

2002 Teachers begin using SPIRE (see p. 3) to help at-risk students learn to read.

2003 CID SKILL program introduces hearing children to the preschool-kindergarten.

2004 With help from the Dana Brown Charitable Trust, CID launches an intensive project to develop an emerging literacy curriculum.



Robin M. Feder, MS, CFRE
Executive Director

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Summer blooms

Beyond our doors, a context for planning

Along on a recent field trip to a St. Louis Symphony concert, I was struck by the students' reactions. As the orchestra began to play, a few pointed to their ears, drawing my attention to grins widening across their faces. Others tapped their toes, slapped their knees and bounced to the music.

This experience is a dramatic expression of how technological advances have changed today's population of hearing-impaired children. These children are being fitted with powerful digital hearing aids within a few months of birth, and with cochlear implants as young as 12 months. Combined with intensive auditory training, these devices are delivering more information than ever to severely and profoundly deaf children, who are not only discovering music, but are also spending less time in special education.

Since January of 2001 and 2002, respectively, Missouri and Illinois children have been routinely identified with every degree of hearing loss during

the first few months of life. As a result of affordable infant screening technology and state hospital screening laws, we are seeing more younger children. The number of 0- to 3-year-olds in the Joanne Parrish Knight Family Center has doubled, while the school population of older children is declining.

Medical advances have also changed the population by enabling premature, "miracle babies" to survive. As a result, we are seeing more children in the family center with additional disabilities.

In addition to technology and medicine, the educational landscape also looks very different than it did just a decade ago, when fewer options were available. Today, parents are becoming more educated and demanding that their local school districts initiate oral education programs.

At CID, we have begun a planning process to address future possibilities in light of

the opportunities and challenges originating from beyond our doors. Staff and a board committee led by Tom Jayne have been meeting regularly to rethink our approach to recruitment and to explore ways to best use our teachers' expertise to meet new needs as well as to bring help to underserved populations.

Although infants are being screened for hearing loss, some still receive no services until they are 2 or 3. Our planning is helping us focus on ways to reach these children and others who receive inadequate services. In addition to bringing families to CID, we are exploring ways to reach out to school districts to help them build effective oral programs. Finally, we are discussing ways to possibly provide more services for children with some additional disabilities. Our goal is the same as ever: to enable children with hearing loss and speech and language delays to communicate, learn and succeed. — RMF

Shop 'til you drop: new ways to support CID

So far, 110 **Target** guest card holders have named CID to receive a percentage of the purchase price every time they use their cards. Wherever you live, if you shop with a Target card, we encourage you to go to the Take Charge of Education link at target.com and designate CID as your school. Then use your Target card when you

shop. The program has already donated over \$1,100 to CID.

YourFavoriteCharity.com is a referral partner web site that donates to charity all fees it receives for directing shoppers to retail sites. Shoppers can go to YourFavoriteCharity.com, choose Central Institute for the Deaf, and shop online with a growing number of major retail mer-

chants. YourFavoriteCharity.com is easy to use and collects no information from users. No membership is required. Shoppers pay no more for goods and services, and CID receives direct donations as a percentage of their purchases. YourFavoriteCharity.com is a great way to make your dollar go far in helping deaf children learn to talk.



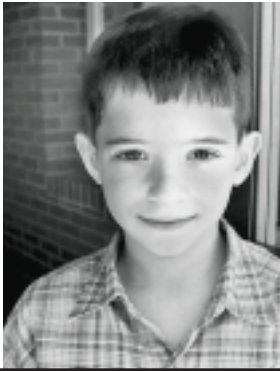
Four-year-old Connor Hale was one of eight preschool-kindergarten students to receive a language improvement award at the CID Honors ceremony in late May. Board member Kim Miller presented a rose to each child as he or she received a certificate of achievement.



Three-year-old Rachel Kubicek took in the scent of one of the first flowers produced by the Arenberg Family Garden (below), recently installed outside the new main entrance to the CID Oral School and Outreach Center, accessible from Taylor Avenue. We are grateful for the Arenbergs' generosity, and for that of Millennium Communications, who contributed a garden area named in honor of Dorothy Jones and located near the Silverman Plaza.



Lynda Berkowitz, Lisa Davidson, Ellie Rice, Michelle Brinson, Robin Feder, Jennifer Johnson and Chris Clark were among CID representatives at the Alexander Graham Bell Association for the Deaf and Hard of Hearing international convention in Anaheim, California, in July. The theme of the CID exhibit reflected the staff's commitment to helping children with hearing loss achieve literacy: "Read with Your Children and Watch Them Bloom." The booth featured a colorful paper garden created by CID students.



CID student makes unusual progress

Ardian Pollo

Nine-year-old CID student Ardian Pollo loves rock and roll music and the St. Louis football Rams. He is also fascinated with space travel and electricity. When he grows up, he wants to be a scientist.

When Ardian was 4 years old, his family brought him to Cardinal Glennon Hospital because they saw that his speech was not developing. The audiologist diagnosed a severe-profound hearing loss.

"Ardian could say only 'bye bye' — no other English words," according to his mom, Stavruella. After four years at CID, she said, "Our son speaks now — *only* English!"

In fact, despite having little English spoken at home, Ardian has made significant progress in his language skills.

Last year alone he progressed the equivalent of 2 years, 4 months in receptive vocabulary; and 4 years, 10 months in expressive vocabulary, as measured by standard tests for normal-hearing children.

"This rate of progress is outstanding — really quite unusual for any child," said primary-middle school coordinator Barb Lanfer.

"We have every reason to expect Ardian will be ready for the mainstream sooner than might be indicated for a child getting such a late start learning to talk. He's a bright and motivated boy."

Originally from Albania, Ardian's family came to this country six years ago through the sponsorship of his grandfather, a U.S. citizen.



CID launches Legacy Society and two new scholarship funds

Fellow CID Legacy Society founding members William Sheldon, John Weil and Marjorie Robins

CID executive director Robin Feder recently announced the establishment of two new scholarship funds and the CID Legacy Society, whose members have agreed to include CID in their estate plans.

In August, endowed school scholarship funds were created by Natalie Freund in honor of Michael H. Freund and by Ruth and Al Siteman.

"We appreciate the kindness and generosity of these scholarship fund donors. Each has demonstrated an outstanding commitment to ensuring future opportunities for children with hearing loss," Feder said.

The founding members of the CID Legacy Society

are also distinguished by extraordinary dedication to helping children with hearing loss:

*Anonymous
Doris W. Blanchard
Carl D. Bobl
Virginia J. Browning
Jean Utley Lehman
Edwin B. Meissner, Jr.
Faye Beth O'Byrne
Marjorie M. Robins
William Bixby and Kathryn McGuigan Sheldon
Mrs. Arline R. Simerman
Suzanne Sumner
Marcia Tash
John D. Weil*

"Each of these cherished friends has chosen to give of his or her life's work so that deaf children will continue to have the opportunity to learn to listen and to talk," Feder said.

In addition to the Legacy Society's founding members, we honor posthumously Carl Bauman, Velma Neiman and Mr. and Mrs. Otway Rash III, whose extraordinary bequests have provided crucial support for CID programs in recent years.

Contributions are always welcome to endowed CID funds. A full list can be found at www.cid.wustl.edu under the "You Can Help" link. With a minimum gift of \$10,000, a new named fund can be established.

For information on estate planning and establishing scholarship funds, please contact CID development coordinator Mary Middleton at 314.977.0220 or mmiddleton@cid.wustl.edu.

In fond memory

We send our heartfelt condolences to CID director emeritus, research director emeritus and board member Ira J. Hirsh, PhD, whose partner of 61 years, **Shirley Hirsh**, died in May at age 83. Mrs. Hirsh had been seriously ill for over a year.

From 1964 to 1983, Mrs. Hirsh worked in the CID Physiology Laboratory, where she assisted Hallowell Davis with research on electric brain potentials for determining hearing capability. This work led to auditory brainstem response (ABR) technology, which enabled hospitals to reliably test the hearing of babies.



Shirley Hirsh

In addition to contributing to this renowned research, Mrs. Hirsh co-authored and edited many articles and publications, taught ABR testing techniques to graduate students and, with Davis, helped facilitate the use of ABR in hospitals.

Etoile DuBard, founder of the DuBard School for Language Disorders at the Uni-

versity of Southern Mississippi in 1962, died at age 82 in November of 2003 at her home in Hattiesburg.

Dr. DuBard studied with Mildred McGinnis, the CID teacher who developed the Association Method of working with children with language disorders. Dr. DuBard pioneered the method's use in Mississippi.

Joseph Hind, Jr., died in July of 2003. Dr. Hind worked in Hallowell Davis' laboratory from 1952 to 1954, participating in research and learning techniques for studying the physiology of the peripheral auditory system.

Hind went on to conduct further research at the Uni-

versity of Wisconsin-Madison, from which he retired in 1988. He is credited with designing the first computer used for biomedical research.

Former CID board member (1996–2002) **Gloria White** died in September of 2003 at age 69. Mrs. White had retired in 1997 as Vice Chancellor of Human Resources at Washington University. Her distinguished volunteer career included serving on the executive committees of the United Way and St. Louis Symphony and on the boards of the Repertory Theatre, KETC-Channel 9, the Art Museum, Opera Theatre of St. Louis, Girls Incorporated and the Variety Club. She

served on the National Board of Governors for the American Red Cross and chaired the Sheldon Arts Foundation.

Lois Kastendieck, grandmother of former CID student Lauren Kastendieck, died in February of complications from cancer at age 81. We send condolences to Mrs. Kastendieck's family, and are grateful for their wish that contributions be made to CID in her memory.

We extend condolences to the family of **Fanya Worth**, who died in March at age 87. Her late husband, Herbert, who died in 1974, was the namesake of an endowed scholarship fund at CID.



Twelve-year-old Michelle Beehner (far left) and 8-year-old Molly Parker are among CID students making amazing progress learning to read.

Professional activities



Lisa Davidson, PhD presented research on programming digital hearing aids and cochlear implants at the recent international convention of the Alexander Graham Bell Association for the Deaf and Hard of Hearing.

CID teachers use SPIRE to help at-risk readers

Two years ago, when CID student Michelle Beehner was 10, she tended to read by sounding out the first letter of a word and then guessing. For example, she might read a word starting with “e” as “elephant.” Although she was successfully learning to talk and had good comprehension skills, she was reduced to guessing because she had no skills to further decode and comprehend written words. Frustrated and defeated, she shied away from reading both at home and at school.

Today, Michelle is brimming with confidence, not just in reading class, but in science, social studies and math, where she uses newly learned strategies to decode and pronounce words like “embryo” and “geography.” Although she does not read at grade level yet, Michelle has been transformed from a nonreader to a reader through the hard work and discipline of a newly adapted curriculum at CID called the Specialized Program in Individualizing Reading Excellence or SPIRE.

SPIRE is an at-risk reading intervention program providing explicit instruction in phonological processing, beginning with the systematic teaching of phonemic awareness — the foremost predictor of reading success in children. Students learn to recognize speech sounds as differentiated within words and to blend the sounds to create syllables and words.

Vocabulary building and reading comprehension are also stressed.

By associating learned phonemes with their visual counterparts, students discover connections between sounds and groups of letters and learn strategies for putting sounds together.

“We are taking advantage of the auditory skills of kids with cochlear implants and digital hearing aids, and enhancing their speech skills,” reading teacher Debra Myrick said. Instruction is explicitly designed to build on each child’s successes and to leave no opportunity for guessing or failure.

SPIRE has many components, including specialized workbooks and letter combination cards. One distinctive feature is a metal tray containing a growing collection of colored magnetic letter-tiles specific to each child as he or she learns to recognize and blend letters and letter combinations to make words. One at a time, sounds are substituted at the beginning, middle and end of each learned word to form new words. Through structured teaching and repetition, the students learn sound blending through both phonics and phonemic awareness.

SPIRE is becoming an important part of CID’s commitment to ensuring that all hearing-impaired stu-

dents learn to read. Teachers of 3- to 5-year-olds in the preschool-kindergarten are adapting Curiosity Corner, a mainstream curriculum that emphasizes emerging literacy skills. With 6- to 12-year-olds, CID primary-middle school teachers use the Scott Foresman Reading 2000 curriculum, a staple in mainstream education.

Using SPIRE with members of both groups who are identified as at-risk readers is enabling CID teachers to tailor instruction to meet individual needs. In two years, eight children have taken part in the SPIRE program at CID. So far, two have returned to their regular programs after attaining sufficient reading strategies.

“It’s exciting to see the confidence and self-esteem that blossom in these children who have been struggling for so long to read and learn,” Myrick said. “Now they love to read because they know they can. Other CID teachers come to us all the time describing benefits in speech and listening, as well as throughout the academic curriculum.”

SPIRE is a mainstream curriculum used to help normal-hearing children learn to read. For information about its use with hearing-impaired students, contact CID coordinating teacher Barb Lanfer at 314.977.0139.

In August, CID school audiologist Lisa Davidson, PhD received a 2004 Career Advancement Award from the American Speech-Language-Hearing Association (ASHA). Davidson, also a research faculty member at CID at Washington University School of Medicine, will use the award to visit other audiologic centers and gather information pertinent to her research development.



It was standing room only at the Alexander Graham Bell Association convention when Joanne Parrish Knight Family Center coordinator Chris Clark and preschool-kindergarten coordinator Lynda Berkowitz presented a talk about young children with hearing loss and other disabilities.



Twenty-four professionals from 10 states attended a two-day cochlear implant workshop at CID in April. A three-day workshop that includes a day on early intervention will occur November 10–12.



CID scientists join Washington University powerhouse of hearing research

CID donates audiometers to John Q. Adams Museum

CID recently donated 17 antique audiometers to the John Q. Adams Center for the History of Otolaryngology–Head and Neck Surgery at the American Academy of Otolaryngology–Head and Neck Surgery in Alexandria, Virginia.

The audiometer collection, started by CID founder Max Goldstein, includes devices from a variety of manufacturers from the 1920s through the 1970s, including Maico, Ontarion, Audivox and Western Electric. The donation includes the “crown jewel” of this collection, pictured above, an original Western 1-A audiometer used to test the hearing of CID children during the 1920s.

The Western 1-A was the world’s first well-designed electroacoustic production audiometer, but in 1923 the price tag of \$2,500 discouraged its popularity. Only 25 1-A’s were produced, so the CID device is likely one of few, if any, existing examples.

“We’re happy knowing that this audiometer and the others in our collection have found a fine home at the John Q. Adams Center for the History of Otolaryngology–Head and Neck Surgery,” CID executive director Robin Feder said.

“We are pleased to be able to add this outstanding collection to our museum,” Adams museum director

Tracy Sullivan said. “It is a wonderful record of the development of methods for testing hearing.”

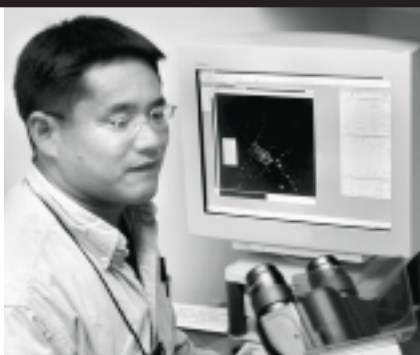
The Adams Center is dedicated to documenting and preserving the history of otolaryngology, the medical specialty devoted to the treatment of ear, nose, and throat disorders.

The Center houses the Rosalind N. and David Myers Hearing Aid Collection; surgical instruments relating to medical procedures; medical illustrations; oral histories, and rare books and manuscripts, including 1,300 monographs ranging from the 17th century to the present.

Collections include AAO–HNS records; papers of Alexander Burton Randall; papers and medical illustrations of Adam Politzer, Chevalier Q. Jackson and Chevalier L. Jackson, and an extensive archive on cochlear implants, including papers of William F. House and Charles A. Graser, Jr.

The Center’s collection of more than 1,000 artifacts will soon be enhanced by research microscope and presentation slides from Max Goldstein and Hallowell Davis, which will also be donated by CID.

Part of the Adams collection can be viewed at: www.entnet.org/museum/.



Jianxin Bao, PhD is among 11 CID scientists who have joined other hearing researchers at CID at Washington University School of Medicine. Bao studies age-related hearing loss.

Scientists continue to garner National Institutes of Health (NIH) funding for work in state-of-the-art biological laboratories of the Harold W. Siebens Hearing Research Center as well as in other laboratories now composing CID at Washington University School of Medicine.

Work in the Fay and Carl Simons Center for Biology of Hearing and Deafness includes research on age-related hearing loss by Jianxin Bao, PhD, who is exploring possible stem cell therapies for hearing loss, underlying molecular mechanisms for and drugs that may delay age-related hearing loss. Bao recently received his third NIH grant, this one for \$1.5 million. An article appears in *Nature Neuroscience*.

Kevin Ohlemiller, PhD studies the mechanisms of cochlear injury and age-related hearing loss. His recent NIH-funded work indicates that strains of mice resistant to age-related hearing loss may be better research models than mice typically used as models of age-related loss. Ohlemiller also collaborates with St. Louis University sci-

entists examining genetic mutations affecting hearing. An article appears in the *Journal of Comparative Neurology*.

Mark Warchol, PhD continues work to identify cellular mechanisms regulating survival and regeneration of sensory hair cells in the inner ear. Warchol’s focus is on regrowing damaged hair cells, a process that takes place in birds.

Also with NIH funding, Dwayne Simmons, PhD studies synaptic activity in the inner ear, particularly as it develops and in response to exposure to noise.

By virtue of the recent agreement between the University and CID, Siebens Center scientists have joined scientists doing auditory and vestibular work at other locations in the department of otolaryngology, together composing CID at Washington University School of Medicine.

Scientists include department chair Richard Chole, PhD, MD (destructive diseases of the middle ear); Barbara Bohne, PhD and Gary Harding, MSE (anatomy, physiology and pathology of the inner ear); Mary Pashia Basse, MS (bacterial

biofilms in cholesteatomas); Judith Cho-Lieu, MD (unilateral hearing loss in children); Randall Clary, PhD (neonatal auditory screening); Brian Faddis, PhD (mechanisms of tissue destruction in middle ear disease); Joel Goebel, MD (posture and vestibulo-ocular motor control); Stephen Highstein, MD, PhD and Pablo Blazquez, PhD (vestibulo-ocular reflex and motor learning); Timothy Holden, BSE (data analysis and research design); Laura Holden (optimizing cochlear implant recipients’ ability to understand speech); Timothy Hullar, MD (vestibular physiology); J. Gail Neely, PhD (middle ear transducer); Jay Piccirillo, MD (clinical epidemiology and outcomes); Alex Salt, MD (inner ear fluid interactions); Margaret Skinner, PhD (cochlear implantation and rehabilitation); Ruediger Thalmann, MD and Isolde Thalmann, PhD (inner ear biochemistry and molecular biology), and Michael Valente, PhD (hearing aids).

Also with NIH funds, several CID Center for Childhood Deafness and Adult Aural Rehabilitation scientists continue to work on the CID campus as members of the CID at WUSM group, often in concert with the school. Watch for updates on ongoing studies of Lisa Davidson, PhD, Johanna Nicholas, PhD, Nancy Tye Murray, PhD and Rosalie Uchanski, PhD.

All CID at WUSM scientists listed have faculty appointments.



1934 graduate fondly remembers CID

Enid Denbo Wizig

Enid Denbo Wizig was 7 years old in 1930 when she came to St. Louis from Chicago to become a residential student at CID. Recently, we caught up with her at the international convention of the Alexander Graham Bell Association for the Deaf and Hard of Hearing, where she was volunteering for the No Limits Theatre Group for Deaf and Hard of Hearing Children.

Wizig, now 81, said she has fond memories of the girls in her CID dormitory — Marcia Benderoff, Evelyn Lipshulz, Sylvia Grossman and Gertrude Yawitt — as well as of their housemother, Mrs. Cox, and of being the only girl in Mrs. Humphreys' class. She also remembered Ms. Connery, the principal, and Max Goldstein, CID founder and director. She and her friends roller skated, rode bikes, jumped rope and played volleyball and hopscotch in the fenced-in rooftop playground in the school at 818 South Euclid Avenue.

In an auditorium on the second floor of the building, Wizig remembers placing her hands on a piano to feel the vibrations while the teacher played. When she graduated from CID, on Goldstein's advice, she received her first hearing aid. She is now profoundly deaf and wears two hearing aids, but still retains the lipreading skills she learned 70 years ago as a child.

After Wizig graduated from CID in 1934, her family moved to San Francisco,

then to Los Angeles, where she attended junior high school and high school with the help of a dramatic coach from MGM studios to help her with her speech.

Wizig studied art at L.A. City College, then took a job at Leon Schlessinger's Looney Tunes, first as a painter, then as an assistant animator. She married her husband, Bernard, in 1949, and began a rich family life raising two children. Homemaking, PTA meetings and serving as den mother and assistant Girl Scout leader filled her time.

Wizig has also served in her community, as vice president of the Women's Guild of Hope for Hearing and,

for the past 29 years, as a volunteer at Echo Horizon School. Eight years ago, she became involved with No Limits Theatre Group and the Language and Speech Center for Deaf and Hard of Hearing Children, where she still volunteers. She has four grandchildren.

"I feel I'm a role model for the hearing-impaired children," Wizig said.

"Once, one of the students saw my hearing aids and seemed pleased when I showed them to him. The next day, he saw me talking to his teacher. I think he made a connection about getting older and learning to talk."



Early 1930s photograph of Enid Denbo Wizig (middle) with classmates Jimmy, Albert, Kenneth and John. Miss Humphreys (far right, in the back) was "a wonderful teacher."



Eleanor and Carl Coates

College alumni association adds to Coates' honors

CID school alumna Eleanor Smith Coates was recently recognized with the highest award from the alumni association of her alma mater, Grinnell College, in Grinnell, Iowa.

Coates, who attended CID from 1929 to 1936, has been active in a variety of organizations in her home town of Ponca City, Oklahoma. She has served as Cub Scout den mother, treasurer of the PTA and deacon at her church. She has also served as treasurer of her local chapter of Daughters of the American Revolution and the Red Rose Garden Club, and has volunteered with the Retired Senior Volunteer Program and the North Central Oklahoma Historical Association.

In bestowing the award, the Grinnell Alumni Association noted that Coates has made a strong impression on others by her personal achievements and her activism on behalf of the deaf community.

Coates and her husband, Carl, a fellow CID student (1929 to 1935), were the first people in Oklahoma to receive a hearing dog. The couple has worked to promote Dogs for the Deaf, Inc. of Medford, Oregon by interviewing Oklahoma applicants, helping re-

cipients establish working partnerships with their new dogs. They have also demonstrated for school children and civic organizations how Hearing Dogs assist the deaf.

Carl continues volunteer work he began in Ponca City at Oklahoma University Medical Center in Oklahoma City, near the couple's retirement home. In 2000, he received the Service to Mankind award from the Ponca City Sertoma Club. He worked much of his life at the *Ponca City News*.

The Coates have two grown hearing sons, Victor and Dick. In a recent letter to CID, Victor wrote: "CID not only had a profound effect on their lives, but also, of course, on the lives of my brother and myself. ...

"Our environment growing up was greatly enhanced by the training received by my parents at CID. They are both highly respected in their community and, most important, they are happy."

Coates is a former vice president of the CID Alumni Association (CIDAA). She has written about her life in an autobiography, *I Won't Stay Silent*.

SCHOOL ALUMNI — Please go to the CID web site, www.cid.wustl.edu, and fill out the five-minute online survey. Your answers will help us improve our school. Thank you.

ST. LOUIS ALUMNI — Need an interpreter? Deaf Services is no longer a part of CID. Their new number is 314.229.2922.



Our thanks to Frank B. Withrow, PhD, who submitted the text from which most the following article was derived. We know that, particularly in more recent years, additional CID staff, parents and alumni have contributed to federal legislation and programs. In a future issue of sound effects, we will endeavor to complete the story. Please contact Kim Readmond at CID if you have information to add.

A legacy of national impact

How CID staff, parents and graduates have influenced federal laws and programs

During the latter half of the 20th century, federal laws affecting disabled people greatly expanded opportunities for hearing-impaired children and adults. CID/Washington University graduates and CID staff, parents and school alum were often at the center of these efforts, leading the way with significant influence on the development and operation of federal laws and programs.

Throughout the 1960s, former CID director S. Richard Silverman, PhD served as the director of the National Advisory Committee on Education of the Deaf. He and colleagues from other disability groups worked to consolidate special education programs under one agency.

Due to their efforts, the U.S. created the Bureau of Education for the Handicapped (BEH) in 1967. Frank Withrow, PhD, a 1951 graduate of CID's deaf education program and a 1963 PhD graduate, then a U.S. Department of Education (DOE) specialist in professional development for teachers of the deaf, was named director of the division of educational services at the BEH. Soon, Donald Calvert, PhD joined him as branch chief for early childhood, learning disability and deaf-blind programs.

Melvin Ladson, one of the first African American CID professional education graduates (1958), joined the BEH in 1969 to work on minority programs for handicapped children. Soon after, Jane DeWeerd (1951), became head of the early childhood

program. DeWeerd went on to lead U.S. Head Start programs for disabled children.

When Calvert became CID director in 1972, Lois Elliot, PhD, a former research associate at CID, replaced him as branch chief at the BEH. Together, Withrow, Calvert and Elliot established federal early childhood programs for handicapped children. Elliot went on to head a National Institutes of Health program. During the Nixon Administration, she and Withrow proposed a program of genetic education to reduce deafness.

"We did not want to tell anyone not to marry or have children," said Withrow, whose brother and nephews are all hereditarily deaf, "but felt we had sufficient genetic information to inform high-risk couples of the probabilities."

Withrow also made many less-controversial contributions. He conducted an important study of postsecondary education for deaf youth and wrote legislative language creating tax-supported centers for deaf learners, including the Model Secondary School for the Deaf (MSSD) at Gallaudet College in Washington, DC and National Technical Institute for the Deaf (NTID) at the Rochester Institute of Technology in New York. He was the executive director of the National Advisory Committee on the Handicapped when Public Law 94-142, the Education for All Handicapped Children Act, was passed in 1975.

Other CID professional education graduates who have influenced deaf education in-

clude Joseph Rosenstein, PhD (1959), who directed research at MSSD before joining the BEH in 1967 as a specialist in professional development for teachers of the deaf. Margaret Schram Withrow (1957), directed professional development at MSSD from 1969 to 1974. In the 1980s, Congress named Dennis Gjerdingen (1969), former head of the CID school and president of Clarke School for the Deaf, to serve on the Commission on Education of the Deaf. In 2004, 1956 CID school graduate T. Alan Hurwitz, PhD, became vice president of Rochester Institute of Technology for NTID.

CID influence on the federal level has not been limited to deaf education. In the 1970s, Paul Andereck, PhD, a parent of CID graduates, served as a program officer for Captioned Films for the Deaf at the BEH, the Regional Media Centers for the Deaf and the Special Education Instructional Media Centers. He also managed demonstration projects for the national telephone relay system. CID school graduate Paul Taylor (1952), an engineer at NTID, also made major contributions to the national relay system.

After serving as a principal witness in the Supreme Court case that led to mandatory caption decoders in televisions (1973), Withrow became a chief technologist for the DOE, where he worked to ensure that federally supported television programs, including "Sesame Street," featured disabled characters and carried closed captions.



Graduates from the CID/Washington University class of 2004 welcomed members of the class of 1954 to their year-end festivities in May. The visiting alumni included: E.V.E. Ballman, David Levine and Kay North (front row) and Sonya Rudy, Jeannine Owen and Sylvia Mathews (back row).

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JOIN US AT THE 11TH ANNUAL CID ULTIMATE PICNIC!

Mark your calendar to attend the Ultimate Kentucky Derby Picnic
Saturday, May 7, 2005. For information, contact
development coordinator Mary Middleton: 314.977.0220.

Familiar faces



CID alumna Mary Sambo Bergeron (1980) (far left) and Jody and Augustin Pacheco with sons Wayne, Tino (2003) and Anthony, were among friends who stopped to say hello at the Deaf History Celebration at the Missouri History Museum in August. CID alumnus and board member William Sheldon (1954) chaired the Missouri Association for the Deaf event, where CID and 40 other organizations sponsored exhibits. Sheldon is shown below (left) with CID executive director Robin Feder and board member Paul Arenberg and his wife, Ann. The Arenbergs are the parents of John (1968).



Friends forever: Local CID alumni and contemporaries Amber Rush (2000), Carrie Lynn St. Cyr (1995), Tiara Mason (2002), Britney Tresch (2001) and Luke Ross (1999) took a day out of their summer vacation to visit CID and tour the school before returning to their high schools to start classes.



Dorie Shapiro (1998), a high school student in Scottsdale, Arizona, was among alumni who visited the CID booth at the Alexander Graham Bell Association for the Deaf and Hard of Hearing conference in Anaheim, California.

In October, CID students and staff were special guests of clarinetist Jim Meyer (below, upper right) and his wife, CID school nurse Virginia Meyer, for a St. Louis Symphony children's performance. After the concert, the Meyers treated the group to lunch and a tour of Powell Hall.

