

ERE	9/2	EDZ	Answered by telephone
		PETER PAN COTTAGE	
		Ravinia	Aug. 30th.
		Illinois	
			Rosenwald, (Mrs)
			Gulies
Dear Mr. Embree -			

I am sending
you the enclosed just
to ask if you feel there
is anything I can do
or should do about it.
If so what? If you think
it preferable will you
please answer the letter
for me in whatever
form you think is best.

Sorry to trouble you
but these requests are
difficult for me to

Rosenwald, Addie

400 PARKWOOD DRIVE
LOS ANGELES 24, CALIFORNIA

ERE	1/3/44	ERE	14
80	6	80	6

December 29th

Dear Mr. Embree,

The enclosed letter was brought to my attention, by my niece, Catherine Lambert, who has had a serious hearing impairment for some years.

After leaving France and coming to Los Angeles to live, she studied speech reading with Mrs. Moore, at the University of Southern California. She has been so greatly benefited that she hopes to prepare her-

ESK
UNIVERSITY

self to teach returning
service men later on, who
will need and want the
same instruction.

The printed article, which
appeared in the Volta Review,
a magazine for the hard
of hearing, written by Catherine,
will give you some idea
of the new avenue of useful-
ness to which her disability
has been applied, and much
of her time is spent at the studios.

Dr. Markhoven and
Mrs. Moore spent an evening
with me lately, and their
work seems to me to be of
the utmost importance.
While this is probably
entirely outside the scope

of the interest of the
Rosenwald Fund, still I
am approaching you in
the hope that perhaps the
story might have suffi-
cient appeal, so that some
helpful suggestions would
be available -

In any case, I will be
glad to hear from you,
and any further infor-
mation you may desire
will be at your disposal.

Dr. Morokovin can be reached
directly in care of the
University of S. C.

With all good wishes
for the New Year and
with kindest regards, I am,
Always sincerely
Riddie Rosenwald

January 14, 1944

Dear Lady: You are unfortunately quite right in assuming that the work which Catherine Lambert is interested in falls quite outside the scope of this Fund. It seems like the kind of work which the University of Southern California should support directly from its own budget. I suppose the difficulty there is that the budget isn't big enough to cover such special projects. I am keeping your letter and the enclosures and will bring them to the attention of everyone I can think of who might be interested. This whole subject, however, is pretty much outside my ken, and I think there is very little chance of my being able to do anything very helpful.

Mrs. Embree is at the moment in Washington helping start in the way she should go a new granddaughter. Otherwise life goes for the Embrees very much as usual except much busier and more driven than ever.

I have some hope of getting to Los Angeles in the spring. If I do, I will certainly give myself the pleasure of trying to see you.

Very truly yours,

ERE:SO

EDWIN R. EMBREE

Mrs. Julius Rosenwald
400 Parkwood Drive
Los Angeles 24, California

Addie

AD

FISK
UNIVERSITY

nish him with an aid. He later took a Civil Service Examination. At the time of the interview for the position he borrowed an aid from this agency and was employed immediately. The usual procedure was followed and Albert was fur-

nished with an aid which was recommended by our examining otologists. Today this man is satisfactorily employed as a checker at the Quartermaster Depot and is earning approximately \$47.50 per week.

(Continued on page 668)

My Dubbing Job

By CATHERINE G. LAMBERT

I HAVE a job.

I thought you'd be interested in hearing about it. First, however, I must tell you that I speak French as well as English and a useful amount of Italian. Naturally I am hard of hearing: how else would I have met the VOLTA REVIEW?

Now let me stop telling you of myself and get on to explain what this very fascinating job consists of. Have you ever heard of "dubbing" films? . . . That means making new recordings of the sound-tracks of different films in another language, in this case both French and Italian. The same picture is used, only the sound-track is changed. This procedure is much less expensive than remaking the film entirely. These films are sent to North Africa at present, but, of course, with the advance of our Allied troops there is no telling where these films will go!

My job is to match up the spoken French or Italian translation with the English speech movements the actors we see on the screen are using. In other words you see them speak English and hear them talk French or Italian.

The fact that all the speech reading I know was taught to me by a method which employs films as a method of instruction is significant, since this has proven more than useful in helping me adapt myself to this new-born job, to say nothing of the fact that it has helped me readjust myself to my handicap and get along easily in this hearing world.

First, the script, or dialogue, of the film is translated, then the picture is thrown

silently on the screen, scene by scene, while the French or Italian actors read off their parts at the proper cues. When, after each scene, the lights go on again it is up to me to say whether or not the speech movements appear synchronized, and if not, why not? To do this it is necessary to have a working knowledge of the "shapes" of the different sounds: which ones are interchangeable, homophenous; which ones are most apparent on the lips; and which ones really barely show at all.

The reason why I, a hard of hearing person, can manage to hear what is spoken in the dark, while I am looking at other spoken words, is that *no other sound* but that of the actors' voices is to be heard. This permits me to tune my hearing-aid up to the very fullest sound it can give me. Of course, as soon as the scene is over and the lights go on, everyone talks at once and I have to tune the ensuing bedlam down. Good thumb exercise is provided as I push the sound control up and down!

We go over each scene several times until the French or Italian dialogue matches the American speech-patterns to the best of our joint abilities, my boss's, the actors' and mine, and then go on to the next one.

My own private test (none of the others know speech reading) consists in persisting until the French or Italian dialogue is so good that I can no longer "hear" the English I actually see on the actors' lips. It gets tedious sometimes, but I never tire of the knowledge that my handicap has proven itself to be an asset to me!

Lip Reading for Soldiers

By HARRIET MONTAGUE

THE United States Army has begun to take active measures in behalf of the boys who return from battle with defective hearing. The program was initiated some months ago at Walter Reed Hospital, Washington, D. C., but has grown so rapidly that the Eastern Center has been transferred to roomier quarters at the De-shon General Hospital, Butler, Pennsylvania. A Middle Western Center has been opened at Borden General Hospital, Chickasha, Oklahoma, and one for the Pacific Coast at Hoff General Hospital, Santa Barbara, California.

About fifty men underwent training in lip reading at Walter Reed before the unit was transferred to Butler. Some of them have finished their course and returned to limited service or been discharged; but the majority were transferred to the Pennsylvania center to undergo an extended program of rehabilitation.

Medically, psychologically, practically, they are being helped to regain the road of normal living from which they were side-tracked by the sudden onset of defective hearing. The program is still so new and so fluid that a description of it is out of date almost as soon as it is given; but the general plan is comprehensive enough to permit of many changes and of almost unlimited expansion. Its possibilities in the field of deafness are incalculable, for it includes medical aid, acoustical aid, and education in personal adjustment. In the acoustical laboratory which is to be a part of each center, the soldiers are being tested, "not to find out how little hearing they have, but how much they have," to quote Lt. Col. M. R. Mobley, Chief of the Eye, Ear and Throat Section of Walter Reed Hospital, who is in charge of the Eastern Center. Any degree of hearing a man may have will be utilized to the fullest extent, and wherever a hearing instrument is in-

dicated, the best one available will be supplied. Lip reading lessons are provided for all men with defective hearing, no matter what the degree of loss.

The lip reading program was begun at Walter Reed some time ago, with five full time teachers giving daily instruction to more than thirty men. The teachers now engaged in the work are: Miss Lorraine Amos, Miss Frances H. Downes, Miss Virginia Harbour, Mrs. E. B. Nitchie, and Mrs. Shirley P. Stein. All instruction is individual, but as soon as a student begins to make progress with his first teacher, he receives practice lessons from one or more of the other teachers, so as to have a variety of experience.

At Walter Reed, the boys were all in one building on the hospital grounds. Their lip reading lessons were given in small rooms in an upper ward, and each teacher had complete privacy for her work. It was very interesting to make a tour of the rooms and watch the lessons. Here is an Oklahoma boy, recently back from North Africa. An exploding shell knocked him out and left him very deaf in one ear and quite hard of hearing in the other. He still hears well enough for conversation on his "good" side, but he is buckling down to lip reading with a will, and has made surprising progress. The triple row of service ribbons on his left breast indicate that he has seen much action at the front. Here is a Maryland boy, who participated in campaigns in North Africa and the Mediterranean. The long continued cold and exposure attendant on the landing in Sicily left him very hard of hearing, and he was sent home. He, too, is doing well with lip reading. Still another boy who lost his hearing in the African campaign began lip reading lessons with a Red Cross nurse before he came back to the States. The nurse

(Continued on page 654)

copy

HARD OF HEARING AND DEAF
PEOPLE OF THE U.S.A.
NEED HELP.

One of the most critical and neglected needs in the U.S.A. and one which will be aggravated and sharpened by the war and post-war conditions is the rehabilitation of hearing-speech disabilities in children and adults.

Neglect, postponements and ineffective methods have been producing very sad consequences in children afflicted by loss of hearing, (number estimated by the last White House Conference: 3 million children in this country). According to medical authorities of the Johns Hopkins University, early and effective steps of rehabilitation would have reduced the amount of incorrigible deafness in adult stages to 50%; it would prevent the appalling percentage of retarded children, emotional disturbances, instability, delinquency and other forms of waste of human happiness and human resources.

Lack of scientifically integrated institutions and program and equipment facilities for adequate clinical work on effective perceptual reeducation of the hearing disabilities of those who lose their hearing in the service of their country, be it on the battlefields or in the war industries, is very unfortunate. This lack is affecting and will affect thousands of lives and contribute to the further deterioration of hearing-speech and thereby emotional stability, personality adjustment and economic adjustment of those who suffer these hearing impairments.

Six years ago a far-reaching method and technique for perceptual reeducation of hearing disabilities was devised by the former Commissioner for the Rehabilitation of the Allied Prisoners in the Territories of Czechoslovakia and Austria, and at present Supervisor of the Hearing Division of the Psychological Clinic of the University of Southern California, Doctor Boris V. Morkovin, in cooperation with Mrs. Lucelia M. Moore, former Vice-president of the American Society for the Hard of Hearing, and a leading teacher of speech-reading.

This method, the A.V.K. (Audio-Visual-Kinesthetic) Method of Speech-reading, is taught by means of specially prepared life-situation motion pictures and group hearing-aids. It is being used by progressive teachers of children and adult hard-of-hearing people. Both the Veterans Administration and War Department are using this method more and more as they realize the essential value of perceptual rehabilitation as

a prerequisite to the psychological, social and economic rehabilitation of the hearing-disabled.

The necessity of employing hearing disabled workers and former service men in industry makes leading industrialists recognize the importance of perceptual reeducation as a prerequisite to their efficiency.

Although the work of the Hearing Division of the Psychological Clinic of the University of Southern California is being slowly recognized and occupies all of Doctor Morkovin's and Mrs. Moore's time, there remains a great need for equipment. This equipment would consist of visual and audio-visual aids and other facilities, as well as personnel and space for the furtherance and satisfactory development of all the possibilities of this far-reaching method.

Therefore the cooperation and help of the Rosenwald Foundation in this work would greatly contribute to the scope and success of this enterprise so obviously necessary to the neglected thousands whose abilities the nation needs and will need in the future, and to whom it is obliged for their sacrifices.

Should further data or explanations concerning this A.V.K. Method prove of interest to the Rosenwald Foundation, we would be more than delighted to furnish them at your suggestion.