

disorder. Omission of sounds, sound substitutions, -- distortion of sounds.

2. Broken rhythms in speech -- sometimes designated as stuttering or stammering. (This deviation is more embarrassing for the pupil and more difficult to correct than others.

3. Voice Disorders -- too high pitch and nasal and denasal quality. Too much and too little resonance.

4. Poor projection and language development -- may be a result of fear of expression, severe illness, lack of experience or general retardation.

In addition to this we have attempted to help all teachers to become more conscious of the need to maintain and to improve the quality of the speech of all children in the classroom by means of developing better listening habits, better enunciation and correct pronunciation and providing good example of speech.

Since 1943, the conservation of hearing has been an important part of the program carried on by the Speech and Hearing therapists. There have been periodic hearing tests. In the case of losses, parents have been notified to obtain medical aid for their children. Teachers have been advised as to proper seating and other means of aiding these pupils to compensate for their loss of hearing. In some instances hard of hearing children have been given lip reading instructions and auditory training. This year there are 19 boys and 10 girls enrolled in classes. More boys than girls are found to have speech impediments. This is typical of nation wide school populations.

Instructors are at the Minor school once each week. Pupils are taken individually if the severity of the difficulty and emotional disturbances, which may accompany speech disorders, are such as to make the otherwise group therapy inadvisable.

The aim or purpose of speech and hearing therapy is to aid pupils in the correction of speech errors and to make compensations for hearing losses in order that they may not suffer from emotional disturbances which may result from an inability to communicate with others comfortably.

Vivian I. Roe

Part 5 -- Music, Voice Training  
D. Oswald Jones, Supervisor

Teaching children to learn singing fundamentals and music appreciation has held a place of prominence in the well rounded elementary school program. It has long been recognized that the sampling of the fine arts as given in the normal course of study often leads into the development of a more extensive and concentrated study of the art. Often-times