

The ComD Personnel and Students in the College of Professional Studies Building: The Era of Associate Dean Gerald F. Johnson, Ph.D. (1970-76)

The School of Communicative Disorders is dedicated to the proposition that all men have an equal opportunity to be able to communicate as effectively as is possible and to the maximum of their potential. The students carry this philosophy with them into a variety of professional settings including public schools, hospitals, clinics, industry, private practice and as government vocational rehabilitation teams and as researchers and administrators."

Associate Dean: Gerald F. Johnson, Ph.D.

The following are the 1970-76 contributions and heavy responsibilities of the creator of the School of Communicative Disorders, associate dean Gerald F. Johnson, Ph.D.

In addition to being responsible for the identification of teaching assignments, curricular offerings and class schedules, requirements of the major and certification of completion of the required program for majors, Johnson initiated and led program development, revision, organization and operation. He also assumed primary authority for the allocation of summer assignments, extension teaching, travel funds, secretarial help, student assistants and work study assignments and for the approval of consultantships. Also in line with what would be the school's revised personnel rules of February 14, 1976, he directed the preparation of federal proposals and ensuing programs, directed and administered budget determinations and was the school spokesperson in dealing with the dean of the College of Professional Studies, Arthur Fritschel.

During the meeting of July 26, 1972, Johnson was delighted to report that the school had received approval of a \$100,000 federal grant for speech and hearing science.

More specifically, during this period (1970-76), Johnson led determinations relative to such policy matters as not spreading the supervision too thin in reaching out to satellite clinics, faculty cuts being imposed by higher administration, procedures for the determination of merit, targets for teaching and supervisory loads (a formula involving 180 hours of teaching credits and 180 hours of supervisory credits), a position paper from the education of the deaf faculty and a moratorium relative to that emphasis area, re-investing a position in a second person in language disabilities, initiating a dean's student advisory committee (with undergraduate student Jill Stein serving much of this period as the representative to the school's faculty meetings), giving preference to the academic program or the summer sequence program, new federal laws for affirmative action (governing sex and minority discrimination), a faculty evaluation scale, the formation of a RAPTS (retention, appointment, promotion and tenure) committee, a selection process for the assistant dean, and a policy statement for the purpose of determining retention and/or tenure.

One of the best sources of historical information about the school was a publication of the student Speech and Hearing Association entitled *The Missing Link* that came out about once a month for at least the period of September 21, 1972, through the February 11, 1975. Students Bill Sellmeyer, Vern Morgan, Jill Stein, Susie Punttil, Jim Olinger and Beth Witt were instrumental in getting *The Missing Link* started. Various faculty contributed letters, students wrote informative articles and the associate dean nearly always contributed update information about the program in an article entitled "From The Horse's Mouth." Johnson wrote articles on topics such as "Why the profession decided to make the master's degree the minimal training degree" and "Contributions our alumni and present students made toward getting communicative disorders listed in the university mission statement."



Gerald Johnson

As an example, the following are excerpts from an article Gerald Johnson wrote when the communicative disorders program was one of many being considered for phasing out (September 11, 1973, issue, p. 5):

"Welcome back to UWSP. The start of this new academic year is already very eventful. As most of you know, Central Administration of the UW System published a report which called for closing graduate programs at some of the universities in the state - including Stevens Point. You can just imagine the enthusiasm THAT generated amongst the faculty in the School of Communicative Disorders. Numerous documents were generated to attempt to forestall that decision and letters of support of our program were written by some of you and a number of our graduate students. [...]

The following comments are representative of the statements I offered in support of the continuation of our program: our number of graduate students equals 142; the number of graduate degrees awarded 1964-73 equals 78; we have accreditation by North Central Association (March 31, 1971) - ASHA Education and Training Program accreditation (Speech Pathology July 23, 1971, Audiology January 22, 1973) - ASHA Clinical Services Program accreditation for the Center of Communicative Disorders (May 19, 1972); the only other Wisconsin unit certified in both speech pathology and audiology is UW-Madison; our facilities and equipment as programmed in the new building are the finest in the state and among the finest in the nation; nearly \$90,000 of our facility enhancement is currently underway and is scheduled for completion in September of 1973; and our history of reception of federal grants now totals \$209,411.

I am extremely optimistic about the future continuation of our program and that the powers that be will realize the good "thing" they have here in Stevens Point."

Coordinator of Graduate Studies: Gerald E. Chappell, Ph.D.

During this period Gerald E. Chappell was the coordinator of graduate studies. As spokesman for the hardworking academic committee, he advanced and got approved issues and guidelines and/or policy statements relative to the following documents: Approval of the faculty for teaching graduate courses, a policy statement for graduates on probation, intra-school guidelines for thesis credit, format for graduate student advisory committees, statement of admission to candidacy for a master's degree, modification of guidelines for students in communicative disorders and revision of the school requirements for the master of science degree.

The academic committee also accomplished: completion of the graduate coursework in education of the deaf, advancement of graduate course changes and proposals through the graduate council and initiation of the revision of the graduate requirements in audiology and in speech-language pathology (which were not really completed until 1975).

Gerald Johnson reflectively comments (e-mail correspondence October 1, 2002) on the passion of the ComD faculty meetings:



Jerry Chappell

"As far as faculty meetings were concerned, we wanted to get it right!!!! Because so much was riding on our success or failure. Many within the university would have loved to have us blow away. They viewed us as the sacred cow (my paranoia I am sure, but that is what comes from fighting the system all the time). Anyway, we were all great thinkers and philosophers and young Ph.D. people with grand ideas. I think we were also products of hard times from society, unpopular war, etc. I also think in some respect we were tired of the fighting to keep the program viable. In a strange way this attitude seemed to permeate the faculty meetings. We all had families and we were used to making decisions and doing things our own personal way and I think this came to bear on trying to do the right thing."

The coordinator of graduate studies was also responsible for graduate student recruitment, correspondence, course enrollment, grievances and everything else, for example, at the January 27, 1972, faculty meeting, Chappell reported that the school had signed up 17 graduate students, had 33 more folders being completed and 15 more students were making inquiries. On June 6, 1972, Chappell announced that the summer graduate program had 45 students enrolled.

Chappell was in his glory because he was now teaching and supervising relative to two undergraduate language therapy courses and two graduate level language courses.

This is a good time to reiterate that the students were always special, remarkably hardworking and often inspiring. Each faculty instructor was highly demanding of their academic effort, relentlessly pushing them to learn the critical content of his or her coursework.

In addition, each supervisor closely monitored and scrutinized heavy student practicum experiences above and beyond their classroom challenges.

Director of Education of the Deaf: Gary Nix, Ph.D.

Gary Nix, replacing Miss Betty Blyth, joined the school in the fall of 1971 to assume a role as director of education of the deaf. Nix, working hand-in-hand with Neil Lowell for one year and then two years with Canadian newcomer Perry Leslie, Ph.D., as he replaced Neil, taught all courses (sometimes as many as four) and covered much of the practicum supervision for a rapidly growing body of students. Nix taught foundations of education of the hearing impaired, language for the deaf and hearing impaired and methods of teaching the deaf and hearing impaired, while Leslie was the instructor for total communication, counseling and guidance of the deaf and hearing impaired, language for the deaf and hearing impaired, speech for the deaf and hearing impaired and curricula for the deaf and hearing impaired.

During this period, the remarkable personnel in education of the deaf developed an unmatched curriculum and attracted a striking number of students. The trio reached out statewide in multiple ways to relate the program in education of the deaf and our students to all aspects of their profession. Neil Lowell had been the backbone in developing and teaching the strong undergraduate base: speech, language and methods of teaching the deaf and hearing impaired. As Lowell parted from the program in the spring of 1972, he was nominated by the students for the Distinguished Teaching Award and was also given the following proclamation by the faculty of the School of Communicative Disorders.

"Whereas, Mr. Neil Lowell, for most of his employment since 1969, has assumed leadership for the development of education of the deaf major and whereas, Mr. Lowell's personal and professional dedication to the deaf has influenced our own direction and philosophy; and whereas, Mr. Lowell has touched all of our professional and personal lives with his friendship and typical Maine conservatism: now, therefore, be it resolved, that the faculty in the School of Communicative Disorders has valued our relationship with Mr. Lowell; and be it further resolved, that the faculty knows that Mr. Lowell's future contributions to the deaf will be as profound as they have been at the University of Wisconsin-Stevens Point."

The following are excerpts from memories that Gary Nix, Ph.D., offered (email statement, October 30, 2002) about his years with ComD at Wisconsin State University-Stevens Point:

"One of the most memorable things I remember about the Center for Communicative Disorders was the graduate/faculty lounge where we had rap sessions with faculty members in the collateral areas of communicative disorders such as speech pathology and audiology. It was a real cross fertilization of fields and ideas which I feel benefited all of the Com D students. The clinic cases which we shared provided us with the opportunity to learn from other faculty members as well as teaching our students. I never again found that kind of camaraderie and stimulation of ideas at other universities.

The teaming of faculty and students to work with the clients in the Center for Communicative Disorders brought perspectives that no one discipline could have provided [...]

The education of the deaf program students greatly benefited from the fact that Dr. Nelson was teaching the audiology courses which were an essential part of the curriculum. He was an experienced educator of the deaf as well as an audiologist and could provide very helpful information to the students which would otherwise not have been available to them.

Although the education of the deaf program was only at Point a short time, it is still impacting the field today. The excellent caliber of students led to employers seeking to hire them to teach hearing impaired students in their programs. Some went on and completed their Ph.D.s and are still teaching at the university level. Dr. Elizabeth Wilkes is known for her work in the area of language intervention with the deaf. Dr. Alice Holmes moved into a Ph.D. in Audiology and teaching at the university level. [...]

Another fond memory which I had was the periodic parties in the park which the students would have and invite the faculty to attend. Some beer, brats, a Frisbee and a guitar or two and we had a chance to develop a closer relationship between students and faculty."

Among the reasons for the discontinuance of the program in education of the deaf was, financially, that the UW System had to cut programs and it was convenient for UWSP to eliminate that costly major while it was still young. The reason, however, for ending the program that the personnel of the school accepted, including those in education of the deaf, was that the popularity of the program had mushroomed its attendance beyond the training needs of the state and beyond the deaf clientele needed for due practicum experiences.

Director of Awards and Grants: Donald Aylesworth, Ph.D.

Donald Aylesworth, Ph.D., serving all three years of this period as director of awards and grants, led the identification of award recipients (including outstanding junior), guided his committee and advanced issues and policies to the faculty relative to Office of Education Traineeships (graduate and senior), university graduate assistantships, university student assistant funds and other summer and state stipends, while also continuing to refine the criteria for the evaluation of applicants and the assignment of award amounts.

Continuing his role as teacher and supervisor in speech pathology, he taught the courses in anatomy and physiology, treatment of neuromotor disorders, aphasia, cleft palate and would soon take over popular coursework in gross anatomy wherein the students dissected human heads and upper torsos. Regarding the gross anatomy coursework, Jensen and Aylesworth went to Madison and met with those affiliated with the cadaver donor system state mortuary and arranged for a yearly supply. Jensen taught the gross anatomy course until he left. Then Aylesworth took over.

Anyone who sat in on deliberations during faculty meetings was aware of Aylesworth's ability to cut right into the core of an issue and attack it straight on. Excerpts from the following faculty article in *The Missing Link* are exemplar of his sage perspective:

[...] "You may have noticed that faculty, just as students, are not carbon copies of the same mold. We may differ in our professional modus operandi, approaching problems somewhat differently. These differences are healthy and advantageous to us all. Ultimately, it should allow students to find that approach which meets the needs of those requiring help. Just as important, however, is the fact it should lead to being "professional selves."

These are factors regarding our professional self, as well as personal, that we should avoid. It is possible to be so totally permeated with an older clinical technique that we are intolerant of new ones. Conversely, one can be so totally wrapped up in a new technique that good aspects of older ones are ignored. Either form of professional prejudice is no better than the social prejudices with which we may be more familiar."

Directors of the Center for Communicative Disorders-Frederick Tyszka, Ph.D. and Judith Pratt, Ph.D.

After advancing many issues and some policies to the faculty during the 1971-72 academic year and continuing his strong contributions to the program, Thomas Wentland relinquished his position as Director of the Center for Communicative Disorders to assume the chairmanship of the Department of Communicative Disorders at the University of Mississippi.

Fred Tyszka, Ph.D., taking over as the director of the Center for Communicative Disorders during the 1972-73 academic year, made many contributions toward establishing the new center's clinical program, for example managing a therapy caseload of 75 in the summer of 1972, shifting our commitment at St Michael's Hospital to a consultant arrangement and initiating a working relationship with River Pines Convalescent Home, the Portage County Home for the Aged and the Wausau Medical Center. Tyszka also taught an amazing amount of graduate coursework in aural rehabilitation, theories of hearing, clinical audiology, hearing aids and pathologies of the auditory mechanism. It was the efforts of Wentland and Tyszka that first established some of the great satellite diagnostic and treatment connections.

Judith Pratt, Ph.D., joined the program mid-year of the 1973-74 academic year to offer a second teaching and supervisory perspective for the language disabilities emphasis. Her expertise in speech and language pathology equipped her to take over the directorship of the treatment center.

The news release from the University News Service (November 15, 1973) introduced Pratt:

"Dr. Judith Pratt is the new director of the Center for Communicative Disorders at the University of Wisconsin-Stevens Point. She ranks as one of few women nationwide as head of such an operation on an American campus, according to Dr. Johnson, assistant dean of the school of communicative disorders who made the appointment. The center serves about 200 Central Wisconsin residents of all ages who have a variety of speech and hearing disorders.

The new director has plans for the faculty and upper-level student-operated facility. She will apply recent techniques in clinical situations. In the case of children, that will involve having parents present during therapy to determine whether the youngsters achieve more rapidly in that kind of setting.

A native of Detroit, she came here this fall from the speech and hearing sciences faculty at Western Illinois University in Macomb. Before that she was a doctoral candidate at the University of Illinois in Champaign-Urbana and still earlier on the staff of California State University in San Jose and four years as a speech and language clinician in Mountain View, California. She holds a bachelor's degree from the University of California in Los Angeles."

Coordinator of Communication Science Laboratories: Jack Curtis, Ph.D.

Jack Curtis, also joining the school in the fall of 1971, immediately assumed the role of the coordinator of communication science labs. Curtis came just in time to give the program the electronic expertise needed to set up the speech and hearing science labs along with the TV and intercommunication systems for viewing activity in the therapy and diagnostic rooms. Curtis became the key person for guiding training efforts relative to the speech and hearing science emphasis. During this period, Curtis, Tyszka and Leonard were instrumental in analyzing the noise pollution in the Stevens Point community.

Curtis' teaching job, which was to teach phonetics and phonemics, principles of speech and hearing science and theories of hearing, was the most difficult of the collective faculty, but his strong unyielding philosophy convinced students of the importance of speech and hearing science in their training.

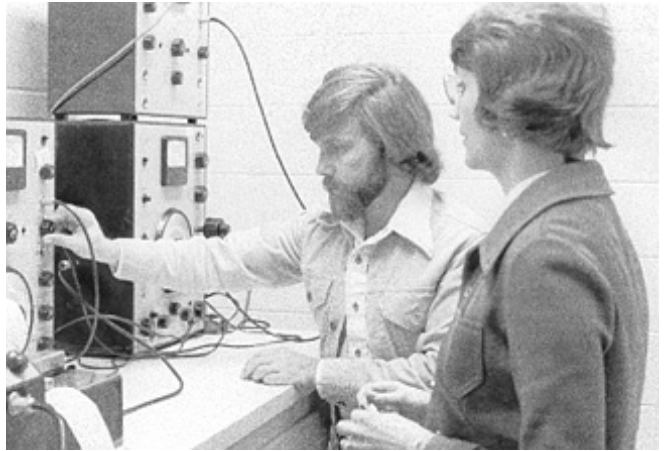
The Rest of the School Personnel

La Rene Tufts, whose expertise covered teaching and supervision in both audiology and speech pathology, served all three years as the coordinator of undergraduate studies. During her tenure in that position, along with the help of a committee, she led the refinement of the undergraduate pre-professional program that specified and executed policies on advising, enrollment and course sequencing for freshmen through senior students.

Besides being the school's liaison person for the placement and evaluation of student teachers, Tufts' teaching assignments included: communicative disorders in school children and rehabilitation of auditory disorders.

As director of library resources, Dennis Nash, Ph.D., managed all issues under a \$3,000 to \$4,000 library budget while being responsible for the purchase of books, selection of periodicals, addition of films and acquisition of graphic arts. Nash had the library representative role until he was elected as the coordinator of graduate studies in 1974. Nash also re-initiated a Laryngectomy Club and became involved in the American Cancer Society. As a speech pathologist, Nash's supervisory and teaching assignments in the school speech pathology emphasis area included: normal development of human communication behavior, seminar in communicative disorders, advanced studies in voice pathology and advanced methods in articulation pathology.

As far as other faculty, Karen Carlson joined the program in the fall of 1971 and in the spring, Marilyn Perlmuter, doing so as full-time speech and language supervisors. Speech-language supervisors Cathie Law and Mary Sommers, along with education of the deaf supervisors Karen Lucht and Kathy Bennet, all joined the school during one semester or another of the 1972-73 academic year and Linda Stombaugh came aboard for the second semester of the 1973-74 academic year. The supervisors made many contributions to the improvement of the practicum experiences.



Gary Glascoe and Linda Stombaugh

The 1973 faculty, left to right: Perry Leslie, Bill Meyer, Gary Glascoe, La Rene Tufts, Jack Curtis, Karen Carlson, Fred Tyszka, Tom Jensen, Gary Nix, Denny Nash, Jerry Chappell, Judy Pratt, Jerry Johnson and Karen Lucht. ComD Scrapbook.



Tom Jensen, William Meyer and Gary Glascoe, who were on leave of absence during part of this period working on advanced degrees, all returned to assume full time duties while Ralph Leonard left the campus to initiate a clinical audiology program in Wausau. David Nelson also moved on to browner pastures the third year of this period after making great teaching and supervisory contributions relative to the courses in clinical audiology, pathologies of the auditory mechanism and basic procedures in audiology and audiometry.

William Meyer, Ph.D., picked up the teaching of disorders of articulation, disorders of voice and fluency, the neurological bases of normal and pathological speech and language, advanced studies in stuttering and cleft palate. Jensen taught phonetics and phonemics and disorders of voice and fluency.

The Missing Link (Sept. 11, 1973, p. 2) offered the following remarks about Gary Glascoe:

"Coming to us from a wide background of experience is audiologist Gary Glascoe, between his junior and senior year, he took a four year break to be a Merchant Marine, motorcycle bum, professional drummer and an oral surgeon technician in the Army. After finishing his last year, he went on to get his M.A. from Western Michigan University. Glascoe taught at UW-Stevens Point in 1966-67 and then at Almira College, New York, for two years. After finishing his Ph.D. at the University of Denver, he served as a clinical audiologist for the Denver Otologic Group. Finally, he returned to UWSP this fall and is presently teaching basic procedures in audiology and audiometry and hearing aids I. Replacing David Nelson, Glascoe would also teach aural rehabilitation and hearing aids II."

Carol McGee continued to be the school's administrative secretary; Karen Ramczyk was hired as the first clinical secretary and Donna Senski started in the fall semester of 1973 as the first secretary in the clinical materials center. Ed Bahr was hired as the first electronics technician in the speech and hearing science lab.

Following the voyage analogy, the small motorboat, having become a sailing schooner and then a cargo ship, now took on the face of a battle ship. And last, but not least, here are the graduates of the 1971-74 period, the first from the School of Communicative Disorders in the new College of Professional Studies Building:

The Graduates During the 1971-72 Academic Year

Kristen E. Ault 05/17/72, Nanette J. Brown 12/23/71, Diane R. Beeler 05/20/72, Bruce Burress 05/17/72, John E. Caylor 05/21/72, Dorothy L. Chambers 08/04/72, Lois Disher 05/17/72, Karen Ebert 05/17/72, Rita J. Erickson 05/17/72, Marjorie Erl 08/04/72, Katherine A. Fanta 05/17/72, Kathleen Farvour 05/17/72, Pamela Greedy 05/17/72, Donald A. Hanson 05/17/72, Janice G. Hoiby 05/17/72, Linda L. Konkol 05/17/72, Deanna E. Johnson 05/17/02, Richard C. Krause 08/04/72, Laverne Lang 08/04/72, Barbara A. Lautenbach 12/23/71, Lois H. Lemke 12/21/72, Shawn M. McBride 05/17/72, Jacob Morningside 08/04/72, Helen A. Osier 05/17/72, Gail E. Possley 05/17/72, Kathleen Roubal 05/17/72, Richard C Sauer 05/17/72, Caryl J. Schmitz 05/17/72, Janet M. Somers 05/17/72, Mary P. Sommers 05/20/72, Catherine M. Steffen 08/04/72, Susan K. Voeks 08/04/72, Laura Wang 05/17/72, Kathleen Winter 05/17/72

The Graduates During the 1972-73 Academic Year

Delores I. Ahmann 12/21/73, Donna M. Ballard 05/17/73, Cynthia A Barber 08/03/73, Beverly R. Bartels 12/21/72, John M. Baumgartner 08/03/73 (M), Maxine M. Bronk 05/17/73, Dorothy Burhop 05/17/73, Bruce Burress 08/03/73 (M), Kathleen Burress 05/17/73, Clare Karr 05/17/73, Francis A. Czarnecki 05/17/73, Lois M. Casper 08/03/73, Michael G. Dahlke 05/17/73, Faye L. Davis 05/17/73, James Davis 12/21/72, Janis Duran 12/21/72, Lynn A. Dyer 05/1773, Cheryl L. Eschenbach 05/17/73, Laurel A. Ethier 05/17/73, Christine L. Freiberg 08/03/73, S. J. Gibson 08/03/73, Donna M. Grummer 05/17/73, Jeffrey E. Hembel 05/17/73, Jennifer Hermann 05/17/72, Ann C. Hinz 12/21/72, Jane M. Jauquet 05/03/73, Deanna E. Johnson 08/03/73, Candice L. Jurovic 05/17/73, George Kalin 08/03/73, Sue E. Klescewski 08/03/73, Joan M. Laplant 08/03/73, Lois H. Lemke 12.21/72, Shelly W. Maginnis 08/03/73, Mary A. Maiers 08/03/73, Susan Maire 05/17/73, Christine A. Martinicky 05/17/73, Shawn M. McBride 08/03/73 (M), Jonelle M Mackinnon 05/17/73, Cheryl McKay 05/17/73, Deborah S. Miller 12/21/72, Ronalyn Meyer 05/17/73, Diane M. Nelsestuen 08/03/73 (M), Vivian Pagel 12/21/72, Paul Plucker 05/17/73, Pat Pollard 08/03/73, Mildred M. Popp 05/17/73, Margaret Radtke 08/03/73, Mary L. Reineking 08/03/73 (M), Mary T. Retzler 05/17/73, Kathleen Roubal 08/03/73, Jo Ann. Runge 08/03/73, Richard C. Sauer 08/03/73 (M), Kathryn J. Schneider 05/17/73, Kathleen V. Schroeder 12/21/72, Connie Schellhaass 08/03/73, Elizabeth A. Schussler 05/17/73, Janet S. Sekas 05/17/73, Judith A. Shandor 05/17/73, Judith Terczynski 05/17/73, Michael K. Thelen 08/03/73, Connie M. Wenzel 05/17/73, Phyllis A. Wilke 05/17/73

The Graduates of the 1973-74 Academic Year

Mary A. Abel 08/03/74, Brenda Bauer 08/03/74, Marion R. Beebe 05/12/74, Susan E. Block 05/12/74, Wallace L. Boever 08/03/74, Gerald E. Brien 05/12/74, Maxine Bronk 08/03/74(M), Madge E. Bishop 05/12/74, GERALYN A Chapman 08/03/74, Gail S. Cismoski 12/16/73, Michael G. Dahlke 05/12/74 (M), Mary K. Deboer 08/03/74, Susan D. Dechant 05/12/74, Jean Denuccio 05/12/74 , Lynn A. Dyer 08/03/74, Mark Ethier 12/16/73, Laurel A. Either 08/03/74, Mary S. Flynn 08/03/74, Kathleen Fredericks 05/12/74, Margaret Glackman 08/03/74, Steven r. Groeschel 12/21/73, Richard W. Harris 08/03/74, Mark A Hawkinson 05/12/74, Jeffrey E. Hembel 08/03/74 (M), Lynn I. Hintz 05/12/74, Cynthia Jarvis 05/12/74, Deanna E. Johnson 08/03/73 (M), Gayle A. Johnson 12/16/73, Clare Karr 08/03/74, Kenneth C. Kober 12/16/73, Craig C. Koerner 12/16/73, Barbara J. Konopacky 05/12/74, Carol A.Kronforst 05/12/74, James H. Larson 08/03/74, Kristen H. Larson 05/12/74, Kathryn S. Malchow 05/12/74, Mary P. McGurk 05/12/74, Charlene C. Morrisseau 08/03/74, Linda L. Mouras 05/12/74, Dorothy M. Olson 05/12/74 (M), Mary Plautz 05/12/74, Sharon Plotkin 05/12/74, Paul Plucker 05/12/74, Mary E. Rapp 05/12/74, James A. Schultz 05/12/74, Pamela A. Schmidt 05/12/74, Elizabeth A. Schussler 05/12/74 (M), Dianne V. Sekas 05/12/74, Lynn A. Sharkey 12/16/73, Mary E. Sidler 05/12/74, Linda J. Shoeder 05/12/74, Linda Stombaugh 12/16/73, Nancy C. Stone 08/03/74, Gail A. Villarruel 08/03/74, Sandra Wallin 12/16/73, Lora L. White 05/12/74, Kathie Willet 12/16/73, Catherien A. Wolff 05/12/74, Claire Wyhuske 05/12/74 , Terri A. Yokers 05/12/74

Reflections on the Development of the Early ComD Program by Pauline Isaacson, Ph.D.

(Excerpts from a letter written for the ComD 25th anniversary celebration)

"Thank you for including me in your 25th Anniversary Celebration. All of us have faced hurdles, obstacles, and resistance professionally and personally. As always you faced the perennial hurdles of funding and space. When we look back to 1962, however, our current obstacles seem very small comparatively. In 1958 we had surmounted such large hurdles and resistance to bring into being a Department of Speech. Our inspirations included full "tracts" in drama and speech disorders and correction. To this end, we sought competent candidates to teach the beginning required speech courses, who also were highly trained in a specialized field. We foresaw the need for faculty who also had unusual drive and determination, in part because the academic dean was committed to relentless resistance to expansion.

As you know, Jerry Chappell joined us in 1962 and Jerry Johnson in 1963 and the growth process began. We had a brief period of optimism in early 1964 with the arrival of a new dean, a man of good intent but lacking in the fortitude to be helpful. Jerry and Jerry had known when they were employed that our potential was, at best, "rocky road," and they proceeded undaunted through all difficulties, as did Don Aylesworth, who also joined us in the 1960s."

Reflections of Gerald Johnson, Ph.D.

(Excerpts from his written prologue for his era, January 4, 2003)

"Jerry Chappell has accomplished something few of us would have tackled. He had the energy, inclination, intellect and perseverance to do it all. This (history) project must have been a daunting task because, to my knowledge, no one kept a diary of the developmental years of our program. Jerry had to do much digging and searching through the university archives to come up with so much material. He also had to rely upon the recall memories of many of us and I fear that this recall can only be best described as "off the cuff." [...]

"At times the development of the program seemed most bleak but, for those of us laboring in the swamp, we kept up our spirits and good humor. After Jerry Chappell left for his Ph.D. studies and I was lucky enough to get Don Aylesworth to join me in the quest for the Holy Grail we would often get a kick out of the stumbling and bumbling around we did to achieve our impossible dream. Don, being the tough Marine he was, always seemed to prod me to charge up the next hill. Don was never far behind. Just remember, none of us were trained to be administrators. We were educators and clinicians first and foremost. What we learned about administration we learned on the fly and we

had much to learn. We had no onsite mentors to guide us through the administrative maze so we employed the trial and error method until we found the right path to success.

We had to teach courses that were usually a first for us, recruit students, develop a brick and mortar clinic, attend departmental meetings, convince the administration of the value of Speech and Language Pathology and Audiology as an academic/clinical major, write grants to federal agencies, accomplish professional research, publish papers and speak at professional meetings.

Down the road we gained departmental and eventually school status, developed a master's degree, built what could have been a fabulous Education of the Deaf program, designed a new clinic and teaching/research facility and sent many faculty off to the Ph.D. wars. All of the early program development was accomplished by some very dedicated and talented faculty, supervisors and staff who have left a legacy of which I am very proud. In spite of the seeming hardships of the early years the people with whom I associated with during that time kept me grounded and on my toes and whose friendship, admiration and love I treasure to this day. I also wish to thank all the many professionals, students and clients with whom I associated with over the years. They were always a source of inspiration to me and it was always a joy to be able to learn from each of them. I will always consider all these people my Lifetime Achievement Award."