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CALIFORNIA PIONEERS IN SPEECH PATHOLOGY:  
1915 THROUGH 1951  
LOOKING BACK FOR THE FUTURE

by  
SANDRA L. SINGLETON

A dissertation submitted in partial fulfillment  
of the requirements for the degree of

Doctor of Education

University of San Diego

1990

Dissertation Committee

Patricia A. Lowry, Ph.D., Director  
Mary Scherr, Ph.D.  
William Foster, Ed.D.

Sandra L. Singleton 1990

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Speech pathologists are the only professionals educated and trained to treat human communication disorders. They work in a variety of settings such as schools, hospitals, and private practice.

Despite the essential and integrated role speech pathology holds in society, it is continually threatened by internal concerns and external pressures. Regardless of the issues, those who cannot find resolve often call for leadership.

When current situations do not yield solutions readily, an historical perspective may serve to provide answers or guidance. Historical documentation was available in detail regarding the foundation of speech pathology in Iowa and Wisconsin, in addition to published histories of the American Speech-Language-Hearing Association. However, the historical background of speech pathology in California had been documented only in pieces.

The objectives of this study were to: provide a narrative history of speech pathology in California from 1915 through 1951; describe composite portraits of pioneers in the field within the state; and examine the role of leadership in the development and change of speech pathology in California.

Due to the nature of this research, the historical

method of research was utilized. The fundamental goal of this investigation was knowledge, accurately and carefully reported.

Both primary and secondary sources were used. Examples of sources were: oral history interviews, Masters theses, published histories, official records, lectures, speeches, professional texts, informal memoirs, and newspaper clippings.

One of the major findings of the research was that a concept of leadership was identified as description of the process which brought about the unification of the various regions and interests in California -- collaborative leadership.

Collaborative leadership was responsible for the formation of the California Speech-Language-Hearing Association. This leadership process was also utilized when standards and programs were upgraded.

Guidance for the resolution of future dilemmas may now be gained by understanding how the earlier solutions to challenges in the field were developed and implemented. The advantage of the knowledge this research has yielded is the access to the wisdom the early speech pathologists acquired in their pioneering efforts, thus permitting those who come later to look back for their future.

DEDICATION

To Randy, who tolerated Panda robes and endless discussions.

You proofed and contributed and typeset and printed.

But greater than anything else, you were there,  
patient, supportive and loving.

Thank you.

## ACKNOWLEDGMENTS

I wish to extend my gratitude to the following people who gave me their precious time, assistance and support:

To Dr. Pat Lowry, who encouraged me to seek answers to my questions through the investigation of the past. She had no doubt as to the value of my work.

To Dr. Mary Scherr for her adroit suggestions and valued encouragement, and to Dr. Bill Foster, an unflappable and open-minded teacher.

To Dorothy Labudde, who gave enthusiastic help and guidance from the start.

To all the speech pathologists and other people I interviewed, who gave me their precious time and trust that I would report their memories accurately.<sup>1</sup>

To Beverly McEntire, my valued colleague, who took on a demanding caseload to lighten my burden.

To Pat Dales, who transcribed hours of taped interviews, and spelled almost everything correctly.

To Molly, Tess, Gwen and Theodore, who were my comic relief and reality checks.

To Calhcun, who always knew I'd be back. You have waited for me through two degrees. Now it's your turn, my friend.

Due to the process of research, many inaccessible documents have been compiled by this author. In order to allow for optimal access to these materials, this researcher donates all the printed and recorded information accumulated during the study to the archives of the California Speech-Language-Hearing Association.

---

1. The people interviewed, both formally and informally were: Nadine Coates, Don Cross, John Darby, Lois Norton D'Asaro, Michael D'Asaro, Robert Douglass, Sue Earnest, Richard Flower, Wilda Merritt Flower, Roberta Gertner, Les Harris, Joe Hendrickson, Esther Herbert, Ken Johnson, Dorothy LaBudde, Howard Runion, Vivian Sheehan, J.J. Thompson, and Lysa Travis.



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I believe history is a force. Its unalterable tide sweeps  
all people along its unrelenting path. Everything and  
everyone serves history's single purpose.

And what is that purpose?

Why, to produce me of course! I'm the  
end result of history.

Calvin and Hobbes

CHAPTER I  
INTRODUCTION

Human communication is an elaborate tool which sets man apart from all other creatures. This communication system involves complex interactions of sounds, gestures, fine movements of the speech mechanism, air supply and cognition.<sup>1</sup>

Any part of the system can fail or be injured, thereby diminishing or destroying the capability of full expression of ideas, needs and concerns. When human communication is impaired, a highly skilled professional is needed to treat the disorder and aid in the habilitation or rehabilitation of the involved individual.<sup>2</sup>

Speech Pathology

Speech pathologists are the only professionals educated and trained to treat communication disorders.<sup>3</sup> The state and federal requirements to be licensed are stringent, the educational demands are high, and time committed to professional preparation is as great or greater than any other allied health profession.

The speech pathologists' roles are varied, including researchers, clinicians and managers. They are working in schools, universities, hospitals, nursing facilities,

private practice, public agencies and other facilities where communication disorders are treated.<sup>4</sup>

#### STATEMENT OF THE ISSUE

Although the field of speech pathology fulfills a necessary and integrated role in American society, it continually appears to be threatened by internal concerns and external pressures. Some issues are perennial, such as what the professional title should be. Ever since Lee Edward Travis coined the term 'speech pathology' in the 1920's, a debate has raged about this appellation.<sup>5</sup>

Another unresolvable controversy involves the question about a doctoral degree as the minimum requirement for entry into employment as a speech pathologist. Strong points are brought forth from all sides, but agreement is elusive.<sup>6</sup> Both proponents and opponents of the advanced degree do not appear to be near a resolution of this issue.

External pressures to diminish the strength and value of this professional field occur in part due to struggles for political and financial power, and thus control of resources.<sup>7</sup> Insurance companies, Medicare and Medicaid officials and other health professionals continually jostle for the health-care dollars. Their efforts include attempts to reduce required coverage as well as gain mandatory provisions for special interests.<sup>8</sup>

Regardless of the issues and debates which seem to cause rifts in the field, those who cannot find resolve often call for leadership. An appeal may be made for

national leadership, or perhaps local leadership. Those looking for leadership are looking for someone else to provide resolution.

Peggy S. Williams, deputy executive director of the American Speech-Language-Hearing Association (ASHA), discusses aspects of leadership in her report, "Learning to Lead".<sup>9</sup> Dr. Williams' discussion of leadership addresses issues of management, implying resolution of problems through management techniques.

Past ASHA President Sandra C. Holley used 'leadership' in the title and content of her address to the Plenary Session at ASHA's 1988 annual convention,<sup>10</sup> thus suggesting that she trusts leadership to be central to problem solving. Holley does appeal for leadership at all levels within the staff of the organization as well as from the membership, but does not explain practical ways to facilitate leadership when seeking and implementing problem solving.

When listening to the concerns and struggles of the speech pathologists endeavoring to keep their professional ship on an even keel, questions come to mind which turn one's head not to the present leaders nor the future resolutions, but back in time. If current situations do not yield solutions readily, a historical perspective may serve to provide answers or guidance.

Since history contains both problems and answers, one may learn from predecessors. L. R. Gay explains that "the purpose of historical research is to arrive at conclusions



concerning causes, effects, or trends of past occurrences that may help to explain present events . . . "11

The danger of never looking back at past events and roadmarkers is the risk of not learning from past mistakes and past achievements. "For a people to be without history, or to be ignorant of its history, is as for a person to be without memory--condemned forever to make the same discoveries that have been made in the past, invent the same techniques, wrestle with the same problems, commit the same errors."12

An example of not using the historical lessons from the past to settle issues in the present is the fact that a set of issues addressed today as current concerns were previously addressed by Johnson at the Annual Convention of the American Speech and Hearing Association. A full thirty years ago, Johnson echoed the worries within the field about "independence and responsibility, identity and identification, and recruitment."13

These very issues are still topics of concern in the national professional journal ASHA, as well as at Speech Pathology conferences throughout the states. Ironically, Johnson referred to the above stated professional issues as "important to our future as a profession",14 and even offered steps to be taken to resolve those concerns. Yet, the same concerns are verbalized today, as if Johnson and his peers never spoke and never offered solutions to be implemented.

### The Problem

The field of speech pathology in the United States traced its origins to the early years of this century. The roots of this profession sprang forth in several areas of the country in a seemingly synchronous fashion. Archival information verified early endeavors in what would become the profession of speech pathology in New York, Iowa, Massachusetts, Illinois and California.<sup>15</sup>

Historical documentation was available in detail regarding the foundation of this field in Iowa and Wisconsin, and partial confirmation was obtained chronicling the early years in other states, including California. Until this research was completed, the historical background of speech pathology in California had been documented only in pieces.

Cross<sup>16</sup> has provided a detailed account about the development of a speech correction program in San Francisco, and Boranian<sup>17</sup> contributed a complete factual accounting of the formation of the California Speech-Language-Hearing Association. However, a thorough historical report of the origins of this profession has not been completed.

### PURPOSE AND OBJECTIVES

The purpose of this historical research was to describe the origins of speech pathology in the state of California. The goal was not merely to chronicle the facts by date and action, but also to provide composite portraits of impressions the early leaders of the field left during their

pioneering efforts to develop a new profession and work through inevitable change.

It was hoped that by becoming acquainted with the history of speech pathology in California, one might learn and perhaps apply past lessons to resolve present issues and set the future goals towards fresh hopes.

The objectives of this study were:

To write a narrative history of the field of speech pathology in California from 1915 through 1951.

To provide composite portraits of significant pioneers in the field within a historical context.

To identify the role of leadership in the development and change of speech pathology in California.

#### NEED FOR THE STUDY

A useful and typical technique to use when problem solving was to ask someone else for help or turn to a reference to look for ideas. Many recognized that others often held the answers which were elusive. Researchers have gained those answers by compiling life experiences, research, and/or education. In other words, these researchers have gathered and organized knowledge others could utilize.

An example of those reference sources is the historical accounting of past events and people. One turns to history to " . . . discover new knowledge or to clarify, correct, or expand existing knowledge."<sup>18</sup> Although issues have occurred in the present which have no historical predecessors, most

problems are only reoccurring variations of previous problems.

Recurring concerns in the field of speech pathology, in California as well as nationwide, needed resolutions. An historical viewpoint might provide guidance. Within the confines of the state of California, no comprehensive chronicling of this profession has been available.

Perhaps cyclic problems could be reduced if a thorough history were compiled which one could turn to in order to study the past. To not have the opportunity to look back was as inhibiting as wearing blinders; all that could be seen was the limited view of the present. This research has attempted to provide such a resource by a comprehensive accounting of the early years of speech pathology in California.

#### Delimitations of the Study

1. The study was limited to the years of 1915 through 1951. Mabel Farrington Gifford, thought to be the first speech correctionist in California, developed the position of Chief of the Speech Clinic, Out-Patient Department, at the University of California Medical School in San Francisco, in 1915.

The study concluded in 1951, which was the year in which the speech pathology factions throughout the state of California combined to organize a state-wide organization.

2. The study focused on the field of speech pathology, to the exclusion of audiology. Audiology is a sister

profession, but has its own history apart from the history of speech pathology.

3. The study considered only information about the field within the state of California. To expand the effort outside California would present a formidable task beyond the resources of this researcher. The history of speech pathology in California reveals contributions that the nation enjoyed. It is the state in which this researcher practices and resides.

4. This study examined historical information about contributors throughout this profession in California, not just within the California Speech-Language-Hearing Association. To focus only on the Association's history, would be to leave out a great amount of data needed to develop a comprehensive history.

5. Due to the dearth of published historical resources, much of the history was gathered through the process of oral histories and personal papers, records and letters. Many of the early participants in the profession in California were still available to be interviewed, and offered untapped caches of first-hand history.

#### Definitions

Speech correctionist - a precedent term for speech pathologist. This was used early in the history of the field in California and is no longer used within the field.<sup>19</sup>

Speech pathologist - the term used to label the practitioner of the profession. This has been one of the titles used since Travis coined the term 'speech pathology'. It is still acceptable and is in common use.<sup>20</sup>

Speech pathology - was coined by Travis during the nineteen-twenties when he was studying speech disorders at the University of Iowa School of Medicine.<sup>21</sup>

Speech pathologist - same as a speech pathologist. The addition of 'language' occurred nationally in the nineteen-sixties as recognition that this specialty treated not just speech disorders, but also the underlying aspects of communication, that of processing information and developing expressive skills.<sup>22</sup>

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## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

One of the principal objectives of this research was to gather from the records of the past enough information to produce a comprehensive study of the early years of the field of speech pathology in California. The results of this historical investigation has provided a source of not only the factual data discovered between 1915 and 1951, but also a contribution of historical portraitures of the major leaders.

The review of the literature examined three areas. The first section provided reasons for using historical research. The second part presented currently available information about the early years of speech pathology nationally and in California. The final area examined considerations about the process of leadership in the aspects of development and change.

#### WHY AN HISTORICAL PERSPECTIVE?

The literature of historical research has assumed the value of its endeavors. For readers who are not historians, an explanation of the benefits may be useful. The purpose of this qualitative method should be to explain or predict,

not to rehash.<sup>1</sup> Historians' efforts are searches to "piece together the fragments of the past in order to understand it better, and to gain better insights into developments that occurred in later periods."<sup>2</sup>

Daniels believed that history could teach lessons. He felt that "a person must know some history if he is even to begin to understand the world he lives in, or to act with any wisdom and perspective."<sup>3</sup> He pointed out that the present is fleeting, with everything one was conscious of as already in the past, a part of history.

As Daniels believed history had something to teach, Cross felt it to be a subject to be studied when learning about a given subject. Cross explained: "A basic requirement in the study of any professional discipline is a consideration of the history of the discipline."<sup>4</sup>

Several historians have discussed their contributions to the development of future considerations, including the Social Science Research Council.<sup>5</sup> This group proposed that by understanding the past, formulation of policies which impact the future can be done with a degree of confidence. This was so because the illustrations of past experiences provided guidance for the policy maker.

Gay<sup>6</sup> contributed to the discussion of the opportunities for shaping the future through an historical viewpoint. He felt that this research helped to anticipate future events, and to provide the best direction through an historical perspective.

Further support was found for the belief that looking back can provide the opportunity to look ahead to a more directed future. Gawronski explained that "historians seek to understand the human past in an effort to better understand an ever changing present, with the ambitious hope that such an understanding will provide worthwhile guidelines for the future."<sup>7</sup>

In Daniels' discussion about the use of historical information to predict or shape the future, he firmly stated that the prediction of future events is not crystal-ball gazing. "It must be a serious effort to foresee what is likely to continue or develop out of the circumstances of the present, and to anticipate future problems and opportunities."<sup>8</sup>

If it has been agreed upon that historical research will provide knowledge which helped deal with current issues and future planning, another aspect of this discussion was necessary. By the nature of the word 'history', an implication has been made that the information was provided through totally objective reporting of the facts. The nature of this historical endeavor was interpretive. History was described as "the interpretive study of the recorded facts of bygone individuals and societies, undertaken to develop an understanding of human actions, not only in the past but in the present as well."<sup>9</sup>

The word 'interpretive' was carefully noted. By the fact that historical research could only gather pieces of

the past, interpretation was necessary. Reporting about a past event or individual within a group required a pulling together of information gathered in parts. The historian then put the past fragments together in a comprehensive and reasonable fashion.

Commager & Muessig discussed the task of interpretation. They believed this made the highest demands on the historian. "That (interpretation) requires judgment, originality, imagination and art."<sup>10</sup>

A caveat to the interpretation of the gathered historical data came from the Social Science Research Council's Bulletin #64. These researchers warned that "a well-recognized danger is the tendency to over stress the creative influence and individual achievements of leading figures."<sup>11</sup> They stated that no one individual or action can be removed or highlighted beyond the circumstances of their situation. To do so would be to commit an error in interpretation, that of isolating a particular person or event from their historical context.

Gawronski supported this warning, noting that human events do not occur in a vacuum. "Consequently, all historical occurrences must be considered from a broad perspective."<sup>12</sup> There was no way to be a historian without using the interpretive process, but the responsibility was great. To report misinformation about the past was to possibly alter the guidance of the future.

An important goal for this historian was to capture

the past and bring it to the present by careful examination and interpretation. To sum this aspect of the literature review, Gawronski offered:

history is the humanistic, interpretive study of past human society, the purpose of which is to gain insight into the present with the fervent hope of perhaps influencing a more favorable future.<sup>13</sup>

### Historical Accounts of Speech Pathology:

#### The National Picture

Historical accounts of the field of speech pathology were found in the literature, but their numbers were small. Paden, in her text, A History of the American Speech and Hearing Association,<sup>14</sup> provided a comprehensive reporting of the founding and activities of the American Speech-Language-Hearing Association (ASHA). ASHA began in 1925 and has served as the national association, offering political and professional support for speech pathologists throughout the United States.

Paden offered information about the very early years of what was then a fledgling field, born in Europe, but enhanced in this country. Early roots of speech pathology were found at the beginning of the twentieth century, with seemingly simultaneous origins in Detroit, New York City, and San Francisco. After a brief overview of the general beginnings of the field of speech pathology, Paden devoted the rest of her book to the history of the Association, leaving most of the history of the profession within the states unreported.

Other contributors confirmed Paden's historical account

through their own reporting of the history of A.S.H.A. In West's ASHA journal article, "The Association in Historical Perspective,"<sup>15</sup> a very brief description was provided of the field's genesis before a short explanation about the foundation of A.S.H.A. Malone discussed issues of concern at the inception of the new association as well as some founding information about A.S.H.A. in an article titled "ASHA Interviews Kenneth O. Johnson."<sup>16</sup>

To date, the only other published account of the origins of speech pathology in the United States was provided by Moeller. Moeller reported about the very early development of the study of the field in Iowa in her text, Speech Pathology & Audiology: Iowa Origins of a Discipline.<sup>17</sup>

It was at the University of Iowa that Lee Edward Travis, a major figure in the field, studied psychology, explored speech disorders, and eventually helped to found the study of speech pathology.

Moeller provided a comprehensive study of the Iowa history of speech pathology, but by the nature of her work, she made only limited references to information outside of Iowa. Although Lee Edward Travis had a profound effect upon this profession in Iowa, as well as throughout the nation, Moeller provides only a passing mention of why he left Iowa for the University of Southern California in 1938.

## Historical Accounts of Speech Pathology:

### The California Picture

Although one could not find histories of speech pathology in California within the published materials, studies were found which were developed as Masters theses. Boranian's thesis, "An Oral History of the California Speech-Language-Hearing Association: Part I; 1937-65,"<sup>18</sup> offered a thorough oral history of the California Speech-Language-Hearing Association during the above-stated years. Within her study was a discussion about the events and factors leading to the founding of the association as a state-wide organization. Boranian then provided information gathered from several interviews which describe the activities of the association.

Cross<sup>19</sup> reported in depth about the history of the development of speech correction in the San Francisco Unified School District from 1915 to 1956. His historical thesis was complete with short biographies of significant figures in the study's scope.

Chapin provided an early explanation of "The Organization of Speech Correction Classes in the Los Angeles City Schools" in 1923. Within her thesis was an explanation of the thinking at the time which promoted the concept of specialization from regular classroom teachers to full-time 'speech correctionists'.<sup>21</sup>

Other historical information available were brief overviews of various parts of speech pathology's past within

the state of California. Rothblatt included a "Brief history of the development of the San Diego State College Speech and Hearing Clinic" as an introduction to her Master's thesis, "Speech and Hearing Clinic Procedures Manual."<sup>20</sup>

Throughout hand-written minutes of the California Society for the Study of Speech Therapy-Northern Section, (CSSST) written between 1946 and 1951, many references were made regarding the progress of the field of speech correction throughout the northern part of California.<sup>22</sup> Further information regarding the merging of the three sections of the CSSST into the state-wide California Speech Therapy Association was available in the notes of minutes from "The Steering Committee of the Speech Therapy Sections."<sup>23</sup>

Two other short but corroborating accounts were found as copies of speeches made at different affairs. Thompson,<sup>24</sup> when addressing the 25th Anniversary of the California Speech and Hearing Association, discussed the closing days when he was a member of the steering committee to unite California into one association in 1951.

Another informal document, but significant for its first-hand reporting of past events, was from Earnest.<sup>25</sup> She was a speaker at the eightieth birthday celebration of Lee Edward Travis. The precious value of Earnest's speech was her sharing of the personal side of Travis, a man who had a tremendous impact not only on the origins of speech



pathology, but also on the professional and personal decisions of his students at the University of Southern California.

A newspaper clipping from The Exeter Sun<sup>26</sup> reported on the retirement of Louise Brier Tantau. Tantau helped to establish the first speech correction department in the central part of California in 1933. The article provided information about Tantau's early years leading to the inauguration of that program, as well as some history about the profession throughout the state at that time.

No other documents have been discovered through the review of the literature, to this date, which would shed light on the early history of speech pathology in California. The knowledge found through the literature search provided a patchwork of information which was used as basis for this research. It urged the researcher to fill the vacuum created by the dearth of recorded history of this profession in California.

Archival information has been stored at the headquarters of the California Speech-Language-Hearing Association, in Sacramento. At the time of this research, boxes of papers and other memorabilia were being organized by a dedicated volunteer, Dorothy LaBudde.<sup>27</sup> During the course of this historical research, information was found within the archives which augmented the discoveries made by the researcher as work progressed.

### THE LEADERSHIP PROCESS IN DEVELOPMENT AND CHANGE

The field of speech pathology was not born fully developed, but evolved in California, as well as in other areas of the country. The early individuals who began to define this profession came from diverse but related fields -- education, psychology, teaching, public speaking and drama.

Curiosity or need led these pathfinders to form visions of what could be accomplished for those with communication disorders. These visions led to resolutions about providing the appropriate care. The resolutions about what could be done were strong enough to cause many to develop programs to provide care in a field never before envisioned.

From these early experiences came the seeds of leadership within the new profession of speech correction. This field was new, struggling for direction, identity and unity. From the ranks of these early pioneers came those who, through position and/or determination, began to define a place for their new specialty.

These trail blazers were not alone. Through the process of leadership, these leaders inspired others to work together to advance a common vision. For the field of speech pathology was the product of many like visions brought into alignment.

Thus has been the process of leadership. "Leadership is the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and

other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers."<sup>28</sup>

Chrispeels provided an additional clarification by stating that leadership was "less of a vision communicated to followers and more of a vision that is created by the group."<sup>29</sup> This was a fair description of the emergent leadership of speech pathology in the first half of this century.

There was not one distinct individual who was the great-grandfather of this profession. Instead, the foundation of speech pathology in California was what Rost referred to as shared or collaborative leadership.<sup>30</sup> The previous concept is similar to the multiple level leadership posited by Allen wherein she explained that leadership might be an outcome of a collective set of activities with leaders positioned throughout an organization.<sup>31</sup>

The true nature of the beginnings of speech pathology in California was the phenomenon of several persons throughout a large state recognizing unmet needs concurrently. This did not stop at recognition. The apparently inevitable movement towards the development of a new occupation occurred because many envisioned and conveyed their convictions to one another, and worked together towards the mutually held vision of a effective and well-defined profession.

### Historical Causation

History provided a record of our past actions and reactions. Overall, human events did not usually occur in a random fashion, but rather in response to previously caused events or actions.

When turning to Burns' definition of leadership in terms of motivation, value, and purpose, one could "glimpse its central role in the processes of historical causation. This definition allowed the author to make crucial distinctions between historical events without purpose and human acts that have purpose, between intended and unintended acts of persons, and between acts of power and acts of leadership" (emphasis is Burns').<sup>32</sup>

Burns stated that leadership is responsible for the purposeful acts found in history. He defined historical causation as personal and impersonal forces together producing combinations of intentional and unintentional change.

Under the umbrella of historical causation was social causation, which was that part of history caused by just human actions. The aspects of social causation that pertained to leadership were those relating to purposeful acts carried out with followers.

If leadership was an interactive process which changes leaders' and followers' motive and goals, a causal effect on social relations and political institutions transpired. This was the making of history, which was not through

happenstance.

For the process of leadership was purposeful. Due to the multidirectional nature of the leadership relationship, the purposes of the individuals became the common purposes. These common purposes, conceived through the leadership process, were reflected in the efforts towards change.<sup>33</sup>

### Change

History has been referred to as the record of change. If all remained the same, history would have been defined as 'what is and has always been'. But through natural evolution or intended alteration of 'what is', history was the product of change.

Bennis, Benne and Chin pointed out that the "one major invariant is the tendency toward movement, growth, development, process: change".<sup>34</sup> Students of change are now looking at the methods employed in controlling and directing forces in change. Through Burns, one found an explanation of change that addresses the issues of control and direction through leadership:

We always find a stream of evolving interrelationships in which leaders are continuously evoking motivational responses from followers and modifying their behavior as they meet responsiveness or resistance, in a ceaseless flow and counterflow.<sup>35</sup>

Speech pathology in California represented a product of change, from the early conception to the current identity and status. The early leaders started a process which entailed development of definition and unity within the group of speech correctionists. This represented the mutual

goals and purposes which, due to social causation, continued to undergo change in direction and focus.

Concurrent with the growth within the new field, the process of introducing the new profession into the various potential areas of service, such as schools and hospitals, occurred, too. This process required change. Changes in the understanding of the purpose and function of the new field of speech correction were necessary to convince the administrators in schools and hospitals to initiate a speech correction program. Change was also necessary in the perceptions of the public with regard to communication disorders and the potential treatment for them.

This type of change was what Schein referred to as 'Change as Learning.'<sup>36</sup> One party is motivated, and wishes to bring about change. This party goes about informing the target party she wishes to influence, intending to convince, enlighten, adjust, etc. the thinking of the receiving party. Thus, change is initiated from an external source.

This is contrasted with 'Change as General Evolutionary Process',<sup>37</sup> wherein change comes from within the group and is natural and inevitable. This cause of change was as much a part of the historical process as change through learning. Thus one was presented an example of historical causation, wherein external and internal forces worked together to produce intentional and unintentional change.

Inducing change required great effort. One was reminded by Schein<sup>38</sup> that many changes did not go in the

direction the motivated persons wanted them to go. There were roadblocks to change. Change may have been resisted due to the need for stability.<sup>39</sup> Adaptation to the change force occurred only when the pressure was great because the goal was to maintain the status quo.

Resistance to change could be reduced, if one considered the following, condensed from Lawler:<sup>40</sup>

1. Vision is critical. The goals must be explicit.
2. Planned change cannot be wholly planned.
3. Our data are not their data. What may work for one, may not work for another.
4. Change is a process, not an event.

Change, by its nature, is never status quo. One is never here and then there. The chronicle of history demonstrates that the flow of events and actions changes over time.

As Burns reminded the reader, "We speak of final stages, but of course there are no final stages. The combinations of means and instrumental ends constantly open up new possibilities as others are foreclosed."<sup>41</sup>

#### In Summary

The pioneering years of speech pathology in California found a group seeking to define itself and grow successfully toward a collective vision. The members of this group, individually and collectively, believed that they must grow in their knowledge and share it.

The development of this new profession provided opportunities for leadership from many sources. Leadership was needed to guide cohesive growth, as well as establish a

place within appropriate service areas for the developing field of speech correction. Through a process of planned and unplanned change, speech correction evolved from a initiate field seeking identification and recognition, to the sophisticated field of speech pathology.

By looking at the history of speech pathology in California, the professional was provided a source to help with resolving current issues and concerns. Guidance for future planning was also a possible gain.

Presently, the literature of this profession in California has not provided a single-source reference for these purposes. This research has sought to make a contribution to that end.



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## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

#### Research Design

Due to the nature of this study, the historical method of research was utilized. Borg and Gall define historical research as "the systematic search for documents and other sources that contain facts relating to the historian's questions about the past."<sup>1</sup>

The fundamental goal of this investigation was knowledge, accurately and carefully reported. The Social Science Research Council<sup>2</sup> believed that the goal of this form of research was the understanding of relationships, not just the knowledge of facts.

The Council encouraged the discovery of the ways in which events are interrelated "beyond their relations of temporal sequence or coincidence."<sup>3</sup> With this use of the findings, the research sought to put the pieces of information found into a perspective within the whole picture. Then, possibly, the information may be used in current times to be utilized as guidance.

#### Methodology

##### Data Collection

Both primary and secondary sources were used to find the facts and impressions which were woven into the

historical accounting of speech pathology in California. Examples of sources, both primary and secondary, were oral history interviews, Master's theses, published histories, official records, lectures, speeches, professional texts, informal memoirs, and newspaper clippings.

Primary sources provided most of the information for this history. Primary sources, which included oral histories from people involved in the events and minutes from professional meetings, constitute "firsthand information, such as original documents and reports by actual participants or direct observation."<sup>4</sup>

During compilation of the data, the researcher remembered Daniels' advisement that it is possible to "jump to the conclusion that the first-hand materials are necessarily more reliable, more objective, or less colored."<sup>5</sup> Daniels explained that it is possible that the primary sources, "produced in the heat of the event are automatically biased."<sup>6</sup>

Useful data was also found in the secondary sources (secondhand information), such as historical texts and reports from relatives and colleagues about participants of the historical events. "Reports of historical research generally are classified as secondary sources because the historian rarely is a direct witness to the past events described in the reports."<sup>7</sup>

The primary sources available for this research included oral histories from 18 people classified into two

groups: subjects and references. The subjects interviewed were considered by the researcher and by the references to be pioneers in the field. The references were individuals who were witnesses to the events recorded.

Ten of the interviewees were subjects as well as references because they not only witnessed the events of the time period, they were also major participants in the events. Due to the mature age of the oral history participants, not all the possible subjects were available, so the researcher often obtained interviews from relatives and colleagues.

The interviewees provided additional primary sources: personal papers, letters, memoirs, diaries, hand-written notes, journal and magazine articles, and original copies of lectures. Similar original sources were found in the California Speech-Language-Hearing Association's (CSHA) archives.

Secondary sources for this study were limited. The researcher located Master's theses, published histories, journal articles and educational texts.

After a review of the published literature was completed, the historical research continued with an interview with the archivist of the CSHA, Dorothy LaBudde.<sup>8</sup> By the nature of Ms. LaBudde's work, as well as her long involvement in speech pathology in California, she was considered by this researcher to be an appropriate initial reference. Another reason for beginning the research with

an interview was the limited and incomplete supply of published references which were available to this researcher.

The interview with the archivist yielded a list of potential interviewees for oral histories. This introductory interaction with Ms. LaBudde also produced leads on additional primary and secondary sources which were reviewed.

The criteria for inclusion into the initial list of people interviewed were the following: persons who knew the subjects of the study and were privy to information within the scope of this research, and/or persons who were directly involved in the activities of the profession during 1915 through 1951 in California.

The potential interviewees were sent a letter explaining the purpose of the study and an invitation to participate. A phone call followed-up the introductory letter to arrange appointments for the interviews. The oral histories were obtained, either in person, or over the phone, from the people who agreed to be interviewed.

The interviews to obtain oral histories were conducted with an interview guide, as suggested by Sitton, Mehaffy & Davis, Jr.<sup>9</sup> The interview guide was not a rigid format to be adhered to, but rather a checklist of items and questions which provided a consistency of thought from one interview to the next.

Hoopes offered a method of conducting the interview

which facilitates the directed but free-flow of recollections and opinions. He explains that the interviewer should "develop some emotional rapport but maintain a neutral stance toward the interviewee's ideas."<sup>10</sup> This was done, in part, by keeping the questioning directed to the participant's thoughts and feelings, rather than interjecting personal reactions and opinions.

The interviews were audio-recorded and transcribed literally. These transcriptions provided a printed reference to the oral information provided by all the study participants.

The researcher asked each participant to offer names of other potential interviewees. The same process of introduction and request for an interview was conducted with the additional subjects.

One goal of the research was to obtain the same information from more than one source, ideally at least three sources. The purpose was two-fold: to obtain the richest, thickest description of the historical figures and events, and to assure accuracy of information. Conflicting information was explored to confirm the actual facts.

Other sources of information referred to by the interviewees were explored. Also, any references provided in printed materials or by the CSHA archivist were sought after and considered, if available.

Historical research must adhere to the same standards as other forms of research; therefore the information



sources were scrutinized with external and internal criticism to avoid contamination by erroneous facts. External criticism, briefly stated, verifies authenticity, whereas internal criticism confirms accuracy.<sup>11</sup>

Borg and Gall<sup>12</sup> provided another definition of external criticism. They taught that analysis of the references should reveal if the information is genuine, original, and attributed to the correct source. Hockett expanded this definition by explaining that "the investigation of the origin of a document requires the discovery of all that can be learned as to where, when, why, and by whom it was written."<sup>13</sup>

Internal criticism was performed by evaluating the exactness and worth of the statements contained in a historical source.<sup>14</sup> Gay provided guidelines for determining the accuracy of documents. He advised that we must consider the knowledge and competence of the author, the time delay between the events occurrence and the recording of the facts, the bias and motives of the author, and the consistency of the data.<sup>15</sup>

#### Data Interpretation

A major aspect of this historical investigation was the analysis and interpretation of the information discovered. Several voices directed this process, encouraging accuracy and objectivity, thus lack of bias. Guba and Lincoln and Rogers<sup>16</sup> discuss the concept of thick description, wherein the researcher sought the most comprehensive reporting

possible. This contributes to the necessary accuracy of the reporting.

An expanded explanation of thick description was offered by Guba and Lincoln. "Thick description involves interpreting the meaning of such demographic and descriptive data in terms of cultural norms and mores, community values, . . . and the like."<sup>17</sup>

To gain an objective and complete picture of an event or person, which addresses the issue of validity, the use of obtaining "multiple realities" was encouraged by Rogers.<sup>18</sup> This concept was similar in function to triangulation and "structural corroboration," both discussed in Guba and Lincoln,<sup>19</sup> in that all these processes used several perspectives to test and strengthen the validity of information.

The considerations addressed above governed the management of the obtained information. Only facts and impressions reported identically by two or more interviewees were included in the history. This technique provided assurance that the information compiled by this researcher was accurate.

Throughout the literature, the historical researcher was encouraged to be objective. Daniels<sup>20</sup> encouraged objectivity by suggesting the researcher be aware of various forms of bias, within the sources as well as within the researcher. This viewpoint<sup>21</sup> was backed up by the Social Science Research Council. It feels that one must dissociate

herself from contemporary conflicts and ideologies to be objective. For there is a potential to analyze past behavior with present standards and values.

Remaining objective when assembling the acquired information into a comprehensive history of speech pathology in California required the retention of the wisdom provided above. It was the responsibility of the researcher to collect and compile only verified information, and to report the accumulated history without a coloring of the researcher's biases and perspective.

The greatest challenge of all was to avoid viewing any past event or action in the light of the present moment. The search for the true past included perspectives from the same era in order to report the phenomenon in its truest form.

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CHAPTER 4  
THE CALIFORNIA GENESIS  
1915 - 1929  
MABEL FARRINGTON GIFFORD

The Curtain Rises

Mrs. Mabel Farrington Gifford entered, stately, queenly. Her bearing was graceful, belying her substantial frame. With one glance, viewers familiar with Mrs. Gifford would be assured of her identity by her long flowing gown of lavender sweeping the floor. This trademark costume was complete with matching coat and hat,<sup>1</sup> a purple orchid adorning her ample bosom.<sup>2</sup>

This "lavender queen"<sup>3</sup> drew attention for more than just her dress. Mabel Farrington Gifford had been invited by the Education Committee to present a teaching demonstration for the correction of stuttering at the Panama-Pacific Exposition in San Francisco, September, 1915.<sup>4</sup> This invitation had been extended to her due to the work she had accomplished for stutterers throughout the city.

Mrs. Gifford had opened a speech clinic in the Pediatric Department of the University of California Hospital, at the Affiliated Colleges in San Francisco, earlier in the year.<sup>5</sup> Within a few months, Mrs Gifford's

reputation for success had earned her the prestigious request to present a demonstration in the Palace of Education, a beautiful, soaring building of opulent architecture.

Could the whims of fate have chosen a more appropriate location for Mabel Farrington Gifford to gain important exposure which provided remarkable opportunities for carrying out her dreams and visions for speech correction? She who would be 'queen' sat upon the raised dais, in the Palace of Education, prepared to explain and demonstrate the techniques she would use to cure even the most troubled stutterer.

As Mrs. Gifford prepared to speak, all who came to observe this presentation were held by her presence and her compelling spirit to be heard.<sup>6</sup> She surveyed the audience and the cautiously waiting subjects of the 'cure', her red hair and lavender hat framing her face. As Mrs. Gifford began to explain and demonstrate, she spoke "very carefully, very distinctly because she was a stutterer at one time."<sup>7</sup>

The demonstration began with Mrs. Gifford's instructions to the participants to rest their heads back against their chairs. From that point, she proceeded to hypnotically guide the subjects through the technique of relaxation.<sup>8</sup>

After conjuring up mental pictures such as a calm lake or beautiful forest, Mrs. Gifford encouraged each stutterer to speak with "extremely loose mouth action and a free

flowing out of soft breathy tone."<sup>9</sup> The end goal of the demonstration was to provide freedom from stuttering by assuming the "attitude and manner of ease and poise."<sup>10</sup>

Mabel Farrington Gifford was teaching the techniques of relaxation and visualization, which were sensational concepts in 1915.<sup>11</sup> Greater than that fact was that Mrs. Gifford was very successful in reducing the anguish of stuttering for many people through her therapy procedures.<sup>12</sup>

#### The Past Which Sparked the Future

After graduation from Pomona High School, in California, in 1900, Mabel Farrington traveled to Buffalo, New York, to study at the Natural Instruction Institute.<sup>13</sup> This facility was also known as the Corrective Speech Institute, a school for the permanent cure of stammering and all speech impediments.<sup>14</sup> Mabel studied from 1901 to 1903, acquiring training in speech correction. She also overcame much of her own stuttering problem, and acquired a drive to learn more about speech correction and the resolution of stuttering.<sup>15</sup>

Further studies in speech disorders and treatments continued in Los Angeles, in 1913, with Dr. H. G. Brainerd, a neurologist with a special interest in mental retardation. Mabel took this opportunity to work as a speech teacher with Dr. Brainerd's special children.<sup>16</sup>

Mabel Farrington's desire for additional professional growth took her to Minnesota during 1914 and 1915. There she worked as a speech correctionist in the Minnesota School



for the Feeble-Minded.<sup>17</sup> Mabel also studied with "teachers at the State School in Minnesota where her work with articulatory problems intensified."<sup>18</sup>

Final preparations for becoming a competent speech correctionist were completed with Mrs. Mae Scripture. This well-known clinician ran a speech clinic associated with the Medical School at Columbia University in New York City.<sup>19</sup>

After receiving her professional preparation, Mabel Farrington traveled to San Francisco, and opened the speech clinic which started California's earliest opportunities for people with communication disorders. Sometime in her travels, Mabel Farrington married and became Mrs. Mabel Farrington Gifford, but no records or even hearsay can provide any information about this fact.<sup>20</sup>

#### An Invitation to Pioneer

Mabel Farrington Gifford's demonstration of speech correction techniques at the Panama-Pacific Exposition drew the attention of the San Francisco Board of Education. In 1916, After studying reports of her work, the board invited Mrs. Gifford to organize a speech correction program in the public schools.<sup>21</sup>

In September of that year, as Supervisor of Speech Correction,<sup>22</sup> Mrs. Gifford, with the aid of one assistant, began to establish a comprehension program. A general survey of the schools identified 1,486 children with "speech defects."<sup>23</sup> Undaunted, Mrs. Gifford went on to successfully develop the first public school speech correction program in

California.<sup>24</sup> The curriculum reflected Mrs. Gifford's early preparation, incorporating "information from the related fields of psychoanalysis, psychiatry and neurology."<sup>25</sup>

#### Preparing for the Future

The San Francisco Board of Education provided a double-edged sword. On the one hand, Mabel Farrington Gifford was given the opportunity to initiate and shape a pioneering district-wide program in speech correction. On the other hand, she had uncovered a tremendous number of children needing the services. Thus, a program was now in place which had clients but not clinicians.

In 1916 no university or normal school provided training in this new profession called speech correction. Consequently, Mrs. Gifford set forth on another uncharted course in California. She trained people to provide the speech therapy in her school district and eventually in other school programs, as well.

Mrs. Gifford started teaching courses during the summer at the University of California in Berkeley. These courses were offered through the University of California Extension, in conjunction with the University of California Medical School Speech Clinic.<sup>26</sup>

The following summer, "the San Francisco State Teachers College inaugurated its first summer session for speech correction training,"<sup>27</sup> under the guidance of Mrs. Gifford. Three courses were required for regular classroom teachers to become capable enough to work with the children having

"speech defects."<sup>28</sup> The required courses included:

1. The science of normal speech and phonetics; the correction of articulation defects, infantile and foreign; retarded speech; enunciation defects.
2. Mental hygiene and clinical psychology with emotional adjustment and full treatment for both teacher and child.
3. The correction of nervous speech disorders.<sup>29</sup>

Initially, teachers took the courses to gain the opportunity to provide speech correction. The State Board of Education began to grant certification. In addition to the coursework, certification required the classroom teacher to have two years experience working with speech defects.<sup>30</sup>

But the certification requirements were not adequate enough for Mrs. Gifford. In 1922, after much lobbying of the State Department of Education, she was able to convince the State Board to formalize the certification, according to her specifications.<sup>31</sup>

The new credential for the "Correction of Speech Defects and Disorders,"<sup>32</sup> required twelve units of study as well as teaching experience, and clinical work on Saturday mornings at the University of California Medical School Speech Clinic, supervised by Mrs. Gifford.<sup>33</sup>

Throughout the years, the requirements to be certified to provide speech correction in the public schools became more sophisticated, but one aspect remained the same. Mabel Farrington Gifford continued to retain full control of the final approval for certification.<sup>34</sup>

All candidates for the credential were supervised by

Mrs. Gifford, and her final requirements were:

" . . . never cut and dried. Mrs. Gifford would decide if you should come for a couple of more Saturdays, or a couple of more years. When she felt that you were a good teacher and knew how to work with the kids and organize the job . . . on a very individual basis, then you could become credentialed.<sup>35</sup>

Mrs. Gifford's sphere of influence did not stop with the decision about adequate clinical preparation. For decades, all courses offered for credential qualifications had to gain Mrs. Gifford's approval.<sup>36</sup>

#### The 'Golden' Benefactor

Throughout the first half of the 1920's, Mabel Farrington Gifford continued to supervise the speech correction program in the San Francisco Schools and teach the credential courses in the summer. She also continued the Saturday morning speech clinic at the University Hospital.

During those years, Mrs. Gifford treated many clients, both children and adults. One man who suffered severely from stuttering came for a cure, found one, and paid for his treatment in an extraordinary way. For S. Walton Coleman was not only a stutterer, he was also a "multi (sic), multi-millionaire."<sup>37</sup>

Mr. Coleman was from one of California's wealthiest families, a family which had found its wealth in the Home Stake Mining gold mines in California.<sup>38</sup> To demonstrate his immense gratitude to Mrs. Gifford, he gave "a substantial sum of money to the State of California to subsidize a speech therapy program for a period of two years in order to

help others overcome their speech problems."<sup>39</sup>

One stipulation of Mr. Coleman's gift was the placement of Mrs. Gifford as the head of the program. Therefore, Mabel Farrington Gifford resigned from the San Francisco schools in 1925, to establish the Bureau of Speech Correction in the State Department of Education.<sup>40</sup>

Mrs. Gifford, as Chief of the Bureau, once again sat at the helm of a pioneering ship coursing through uncharted waters. The establishment and implementation of this bureau caused California to become the first state "in the Union to initiate a state-wide program for the correction of speech defects, in the public schools, with adequate state aid."<sup>41</sup>

Due to Mrs. Gifford's professional skills, and Mr. Coleman's generous gratitude, California was started on a progressive path which would be the start of state-funded services for special-needs children:

As a result of this monetary contribution, state legislation was enacted, in 1927, to reimburse school districts through excess cost to the education of the physically handicapped. This included speech correction.<sup>42</sup>

#### A Woman of Substance

Mabel Farrington Gifford believed strongly in herself and in those with whom she worked. She has been described as charismatic, loving and matronly, a combination which could attract and nurture followers.<sup>43</sup> In fact, she was the focus of admiration for decades. "In her early days, she had a great following. They would go hear Mrs. Gifford over and over again."<sup>44</sup>

## *Mabel Farnington Gifford*



1880 - 1962

Teacher, Clinician, Humanitarian

First Chief, Bureau Speech Defects State of California

Initiator of California Public School and Teacher Training Programs

Charter member and fellow American Speech and Hearing Association

(Formerly American Academy of Speech Correction)

THROUGHOUT HER YOUTH MRS. GIFFORD WAS A SEVERE STUTTERER. PROFESSIONAL HELP AND ABOVE ALL HER OWN CONTINUAL SEARCHING AND STUDY, ENABLED HER EVENTUALLY TO ACHIEVE COMPLETELY FLUENT SPEECH. FROM THIS POINT TO THE END OF HER LIFE, HER TIME, ENERGY AND PERSONAL GIFTS WERE DEDICATED TO HELPING OTHERS ATTAIN SPEECH FREEDOM.

As the years passed, this group of devotees became so distinctive, they became referred to, not unkindly, as "The Lullaby School of Speech Therapy; little ladies in lavender with lullaby bosoms."<sup>45</sup> These ladies were very reserved, amply figured, and talked in distinct, round tones.<sup>46</sup> "Proper ladies from the 30's talked like that."<sup>47</sup>

Although Mrs. Gifford came from a time of distinct behavior and expectations which might have deterred a less committed individual, she remained consistently devoted to her vision until her retirement at approximately the age of 70.<sup>48</sup> She worked very hard and traveled throughout the state and the world to improve her profession.

As late as 1948, the secretary of the California Society for the Study of Speech Therapy, Northern Section, recorded:

In discussing our work throughout the state, Mrs. Gifford urged upon us the increasing need for making our work known both to administrators and to the public. It is essential to our continuing growth.<sup>49</sup>

#### In Summary

As was typical of all people and events which were dynamic in the metamorphosis of history, Mabel Farrington Gifford was considered controversial. The voices that defamed Mrs. Gifford have complained that during presentations she was too vague and unscientific.<sup>50</sup> Others disagreed with her philosophies, protesting that she was "a little kooky,"<sup>51</sup> and her techniques were "a lot of hocus pocus."<sup>52</sup>

For each opinion offering negative comments, there were equally-weighted words of support for Mabel Farrington Gifford. "Several men, who were very successful, . . . sang her praises for curing their stuttering. They thought they never would have been a success in life if it hadn't been for her."<sup>53</sup>

Other people were impressed by her contributions, which included providing therapy in San Quentin, thus "becoming the first woman behind bars working with stutterers."<sup>54</sup> Voices of respect pointed out Mrs. Gifford actually defined a field of endeavor, bringing a focus on this new area of study.<sup>55</sup>

Throughout all the controversy, Mabel Farrington Gifford evoked a single, simple observation from Verna Breinholt which summed up the ultimate value of this remarkable woman:

All I know is, she helped many people talk better, and she made it possible for all of us in California to stand in the place we occupy today in the speech and hearing profession.<sup>56</sup>

#### ADDITIONAL DEVELOPMENTS

##### Following in the Foot Steps

When Mrs. Gifford resigned from the San Francisco Schools, in 1925, Miss Edna Cotrel was given the appointment of Supervisor of Speech Correction.<sup>57</sup> Described as a "little, tiny bird-like lady,"<sup>58</sup> Miss Cotrel was a student of Mrs. Gifford, and a teacher within the school system prior to the promotion. Miss Cotrel held the position of Supervisor until her retirement in 1933.<sup>59</sup>



Due to the continuing influence of Mrs. Gifford, the speech correction program under the guidance of Miss Cotrel remained essentially the same. There were organizational changes within the levels of administration for the San Francisco Schools, but these changes did not alter the philosophies or system of the speech correctionists.<sup>60</sup>

The early speech correctionists were part-time in that role, and part-time as regular classroom teachers. As an on-going requirement, these teachers also gained experience at the speech clinic of the University of California Hospital. By 1928, the speech clinic was closed.<sup>61</sup> With the closure of the University Hospital clinic, the teachers acquired their experience in speech correction either in the schools, or in Mrs. Gifford's studio, which was in the city of San Francisco.<sup>62</sup>

#### Los Angeles Follows Suit

By 1921, The Los Angeles City School system was managing the operation of 220 public schools. Based upon a survey conducted by the district's Department of Psychology and Educational Research, a need for a speech correction program was identified.<sup>63</sup>

After studying "the procedure in school systems of several other large cities, including Detroit, Minneapolis, New York City, St Louis and San Francisco," a plan was designed which best suited the needs in Los Angeles.<sup>64</sup> An initial questionnaire, sent to the principals of all the public schools within the district, identified 1,982

children with 'speech defects'.<sup>65</sup>

The Los Angeles City School Board named Alice Chapin as Supervisor of the Speech Correction Department in March, 1921. Her role was to establish the speech correction program.<sup>66</sup>

Ms. Chapin believed that the speech correction classes should be "closely allied" with other areas of education, so she consulted with the Department of Psychology and Educational Research, the Department of Health and Development, and the Department of Corrective Physical Education.<sup>67</sup> She observed that many of the children enrolled for speech correction also received other special services, thus a communication between all the pertinent departments was essential to meet the children's needs.<sup>68</sup>

Alice Chapin decided that the district needed to "have specially trained teachers who devoted all of their time to speech correction work."<sup>69</sup> Therefore, she encountered the same dilemma as Mabel Farrington Gifford with regard to having children needing services, but no therapists to provide the services.

As is typical of true pioneers, Ms. Chapin started her own courses during the Summer Session of the University of California, Southern Branch, in 1921. The first course to be taught in speech correction in Southern California was "Methods of Speech Correction," taught by Ms. Chapin.<sup>70</sup> During the following summer, another course by the same title was offered.<sup>71</sup>

Alice Chapin demonstrated the attribute of vision, which many consider an aspect of leadership. Although visionary at the time, (1923) Ms. Chapin foresaw the future in her statement, "In time, methods of speech correction will become a part of a regular normal school and university courses."<sup>72</sup> At the time of her statement, only universities in Wisconsin, Pennsylvania and Iowa, as well as Mrs. Gifford's courses in San Francisco, were offering speech correction courses in this country.<sup>73</sup>

#### Origins and Philosophy

Very little specific information is available about Alice Chapin's early years before coming to Los Angeles. It is known that she graduated from the University of Michigan with emphasis in speech correction. She was very interested in children's speech difficulties, and felt that "it was important to have programs in the public schools because that is where children had access."<sup>74</sup>

Although she has been described as "a very sweet and loving woman,"<sup>75</sup> Ms. Chapin was also firm in her beliefs. She strongly encouraged others to prepare themselves for the future because "she could see the changes coming and she wanted to have some staff who were prepared."<sup>76</sup>

Alice Chapin was " . . . always interested in people who had graduated recently, who had new ideas, fresh ideas."<sup>77</sup> She studied all current materials as they became available, and was considered "very modern and up-to-date in her time."<sup>78</sup>

In Conclusion: Women of Vision

During the early years, from 1915 through the close of the 1920's, two significant woman founded major speech correction programs. Mabel Farrington Gifford, with her varied and eclectic training,<sup>79</sup> established the first speech correction program in California, and then went on to develop standards for training and certifying qualified speech therapists.

Alice Chapin, with a formal university degree, came to Southern California, and was hired to initiate the second speech correction program in the state, in Los Angeles. On the surface, these woman appear similar, with comparable accomplishments and support from their administration and followers.

But Mrs. Gifford and Ms. Chapin came from different educational backgrounds and orientations. Mrs. Gifford sought to maintain control of the standards for speech correction, suggesting a rigidity of thought, whereas Ms. Chapin looked forward to new ideas and fresh concepts.

When taking the long view, though, Both women demonstrated an endowment of leadership. They shared the ability to bring a vision into reality with great success, and to influence others to join with them in service to the children.

## NOTES

1. A. Donald Cross, interviewed by author, 1989, San Francisco, CA., tape recording, 16; and Wilda Merritt Flower, interviewed by author, 1989, Carmel, CA., tape recording, 5; and J. J. Thompson, interviewed by author, 1989, Westminster, CA., tape recording, 2. Don Cross, Wilda Flower and J. J. Thompson were all very familiar with Mabel F. Gifford. Don was a student of Mrs. Gifford, and Wilda and J. J. were associated with her through various activities within California.

2. A. Donald Cross, interviewed by author, 1989, San Francisco, CA., tape recording, 16.

3. Ibid.

4. John Darby, interviewed by author, 1989, San Francisco, CA., tape recording, 11; and A. Donald Cross, "A History of the Development of Speech Correction in the San Francisco Unified School District: 1915-56" (Master's thesis, College of the Pacific, CA., 1961), 11. John Darby is the Executive Director for the Hearing Society for the Bay Area, and has been associated with the Society since 1956. Through his participation in the San Francisco community, Darby had many occasions to meet Mrs. Gifford.

5. Don Cross, "A History", 6. Don was a student and then a colleague of Mrs. Gifford. For several years, in the 1950's and 1960's, he headed the Speech Correction program in the San Francisco schools. Don had access to Mrs. Gifford's private files, when he was researching his thesis, thus he was exposed to otherwise inaccessible documents containing important historical information.

6. Cross, interview, 16.

7. Joseph G. Hendrickson, Jr., interviewed by author, 1989, Concord, CA., tape recording, 3. Joe Hendrickson came to California, in 1949, as a consultant in speech pathology in Contra Costa County. He became active in CSHA soon after moving, becoming acquainted with colleagues through-out California.

8. Mabel Farrington Gifford, Speech Defects and Disorders and Their Correction (San Francisco: Harr Wagner Publishing Company, 1926), 20.

9. Ibid.
10. Ibid., 21.
11. Darby, 11.
12. Cross, interview, 4.
13. Cross, "A History", 101.
14. through 19. Ibid.
20. Ibid., 15.
21. Cross, "A History", 7.
22. Ibid., 12.
23. Ibid., 7.
24. Cross, "A History", 2; and Boranian, 9.
25. Cross, "A History", 10.
26. Thompson, interview, 10; and Cross, "A History", 32.
27. Cross, "A History", 32.
28. Ibid., 33.
29. Ibid., 32.
30. Ibid., 115.
31. Boranian, 10; and J. J. Thompson, The Life and Times of CSHA: The Early Years. An address to the members of the California Speech and Hearing Association, 1976.
32. Boranian, 10.
33. Ibid.
34. Cross, interview, 12.
35. Ibid.
36. Boranian, 11; and CSSST-NC, 11-26-49.
37. Cross, interview, 4.
38. Ibid., 14.

39. Verna Breinholt, Address regarding the California history of speech pathology, Tape recording, Whittier College Library, circa 1975, 4; and Wilda Flower, 3; and Cross, interview, 14.

40. Boranian, 10; and Cross, "A History", 14; and Breinholt, address, 4; and Cross, interview, 14.

41. Cross, "A History", 14; and Cross, interview, 14.

42. Breinholt, address, 4.

43. Thompson, interview, 2; and Hendrickson, 3.

44. Hendrickson, 4.

45. Cross, interview, 15; and Richard M. Flower, interviewed by author, 1989, Carmel, CA., tape recording, 4.

46. Ibid.

47. Cross, interview, 15.

48. Madge G. Boranian, "An Oral History of the California Speech-Language-Hearing Association: Part I, 1937-65 (Master's thesis, California State University, Long Beach, CA., 1980), 65.  
This thesis was the first part of a three-part research project, and dealt very thoroughly with the early years of CSHA, but provided very little information peripheral to the history of the association.

49. California Society for the Study of Speech Therapy, Northern Section (CSSST-NS). Hand-written minutes of the meeting, 31 January 1948.

50. Wilda Flower, 5.

51. Thompson, interview, 2.

52. Hendrickson, 3.

53. Roberta Ghertner, interviewed by author, 1989, Kensington, CA., tape recording, 7.  
Roberta Ghertner enters into the history of speech pathology in California in 1949, as Supervisor of Special Education, Berkeley City Schools.

54. Cross, interview, 19.

55. Thompson, interview, 2.

56. Breinholt, address, 4.

57. Cross, "A History", 16.

58. Cross, interview, 15.

Edna Cotrel was a disciple of Mrs. Gifford, adhering to her professional theories and philosophies. But Miss Cotrel was different from most of Mrs. Gifford's followers in that the majority of these ladies were large and matronly, whereas Miss Cotrel was very petite, thus she did not fit the "Lullaby School" physical profile.

59. Cross, "A History", 20.

60. Cross, interview, 16.

61. Cross, "A History", 17.

62. Cross, interview, 13.

63. Alice C. Chapin, "The Organization of Speech Correction Classes in the Los Angeles City Schools" (Masters thesis, University of Southern California, 1923), 1. This thesis was written only two years after the program was started. Documentation suggests the program continued without interruption. No disruption of service was reported by speech pathologists who worked in the L. A. schools in the 1940's and 1950's, (Nadine Coates and Esther Herbert).

64. Ibid.

65. Ibid.

66. Ibid., 2; and Esther Herbert, interviewed by author, 1989, Los Angeles, CA., tape recording. Esther Herbert began working in the Los Angeles City Schools in 1946, under the supervision of Alice Chapin, who was at that time Supervisor of the speech therapists.

67. Chapin, 2.

68. Ibid.

69. Ibid., 11.

70. Ibid.

71. Ibid., 12.

72. Ibid., 13.

73. Ibid., 14.

74. Herbert, 1-2.

75. Elise Hahn, interviewed by author, tape recording,



1989, Carmel, CA.

Elise Hahn was been a part of the California history of speech pathology off and on since the mid-1930's. Dr. Hahn is considered a national figure in profession for her expertise in physiological etiologies of communication disorders.

76. Herbert, 2.

77. Ibid.

78. Ibid.

79. Cross, "A History", 107-109.

CHAPTER 5  
A YOUNG PROFESSION EXPANDS  
1930 - 1941

LEE EDWARD TRAVIS

Nowhere to Go But Up

As the Great Depression swept unrelentingly through California in the 1930's, public and private interests suffered severe set-backs. One of the effects of this economic crisis was the torpid development of speech correction during the 1930's.<sup>1</sup>

In the public schools, speech correction programs continued, but with a great reduction of services. In San Francisco the school board "found it necessary to curtail the speech correction program."<sup>2</sup> The fledgling program in Los Angeles stopped doing hearing tests in the schools because "there just wasn't any money."<sup>3</sup>

Even at the University of Southern California, the ravages of the Depression were evident. The Old College of USC was "so old it was falling down, and plaster was falling off the walls."<sup>4</sup> (It had) peeling paint, dark dirty corners, worn holes in the floor and a sagging old couch with the stuffing hanging out."<sup>5</sup>

In 1938, against the backdrop of decrepit buildings and empty bank books entered "a handsome young blond straight

out of Esquire . . . with a crushed fedora."<sup>6</sup> He was well over six feet tall . . . "<sup>7</sup>

. . . an impressive figure, shoulders back, head erect. His coat was hound's tooth with color coordinated slacks. His tie was hand-painted, his glasses steel-rimmed. There was a jaunty line of moustache across his upper lip.<sup>8</sup> His dress, his manner of speech, everything just gave you a feeling, 'Hey, here's the guy in charge'.<sup>9</sup>

Thus began the profound era of Lee Edward Travis at the University of Southern California.

#### The Father of Speech Pathology

Lee Edward Travis earned his B.A., M.A., and Ph.D. from the Department of Psychology at the University of Iowa. After graduating with his Ph.D. in 1924, Travis remained at the University, studying a variety of subjects which caught his scholarly curiosity. Travis did very early work in the areas of stuttering, phonetics and physiology.<sup>10</sup>

Travis developed most of the equipment and concepts, either because the needed apparatus was too expensive or it hadn't been invented yet. Travis became well-known at the University for his clever use of materials and for his inventive nature, as well as his major contributions to the understanding of human physiology. It appeared he had no limits.<sup>11</sup>

As time passed, Travis played a major part in the development of the Iowa Program in Speech Pathology and Audiology, including coining the current name of the profession, 'speech pathology'.<sup>12</sup> The initial area of research and treatment in the program involved stuttering;

later he added other aspects of communication disorders.<sup>13</sup>

In 1927 Lee Travis was named the Director of the Psychological and Speech Clinic. He held this title until 1938, when he left the University and moved to Southern California. During that same time period, Travis also worked at the University as Professor of Psychology.

Because of his extensive research and accomplishments, Travis came to the University of Southern California prepared to train students in the areas of speech correction and psychology. Travis also brought positive national attention gained in the 1930's through the publication of several research articles and for the ground breaking release of his research-based text, Speech Pathology, released in 1931.<sup>14</sup>

#### The Vision of Dean Immel

The arrival of Travis at the University of Southern California was, in part,<sup>15</sup> the result of the efforts of Ray K. Immel, Dean of the School of Speech. Dean Immel was considered an outstanding public speaker<sup>16</sup> and also demonstrated some far-sighted thinking about the new field of speech correction.

In 1923 Dean Immel invited Edna Hill Young "to come to Los Angeles and establish a school for teaching her method of speech correction."<sup>17</sup> Mrs. Young taught at USC and ran her Hill-Young School until 1942, when she moved to Denver, Colorado to continue her work.



Edna Hill-Young



Eugene Hahn, Ph.D.

Dean Immel continued to promote the young field of speech correction because he noted that "(the field) was moving along," and he wanted his department to remain current.<sup>18</sup> Therefore, in 1937, he encouraged Eugene Hahn to establish a clinic for stutterers.<sup>19</sup> This was thought to be the first speech clinic for adults in California.<sup>20</sup> While running the clinic, Dr. Hahn also taught courses in stuttering theories and treatments to the speech correction students at USC.<sup>21</sup>

The culmination of Dean Immel's vision of a prominent speech correction program occurred in 1938, when Lee Edward Travis became available. Dean Immel made an offer to Travis to become Professor of Psychology and Speech, and Director of the Speech and Hearing Clinic. With the encouragement of Eugene and Elise Hahn, Lee Travis made a decision which still is impacting the field of speech pathology. Travis started the second era of his life at the University of Southern California.<sup>22</sup>

#### A Man of Contribution

During Lee Edward Travis' tenure at the University of Southern California, he taught in the areas of psychology and speech correction and conducted research. These professional roles can become academic and dry, but neither occurred with Travis.

His first students included Sara Stinchfield Hawk, Eugene Hahn, Tina Bangs, Sue Earnest, Paul Pfaff and Conrad Wedberg.<sup>23</sup> Dr. Sue Earnest recalled the first class

meeting:

We moved to the spot farthest away from the noise coming in the one window and began the first of many exciting, stimulating courses . . . courses soon to be taken by non-majors as well as majors, for word got around that this man had a message. This particular night he threw down two sacks of peanuts, tossed some to us . . . and began on a note of relaxed comraderie.<sup>24</sup>

Lee Travis was not just a teacher who knew his subject matter well, he functioned from a tremendous curiosity about the world and a deep respect for the potential of his students. "He did his best to make it important. He never had the answers, he was always searching. He was always learning with you."<sup>25</sup>

"Travis would keep his students deeply emerged and driving in terms of what they were doing. He was a dynamic person, full of creative ideas."<sup>26</sup>

Many words have been used to describe Lee Travis, but the over-arching impression was that of a man committed to the development of his students in more than just academic areas. "He felt it was essential that each clinician know himself. . . . that the person is more important than the technique. He always took the large view of our field."<sup>27</sup>

Throughout the ensuing years, Travis' students remained committed to the man and his values. They noted that Travis had honesty and integrity. These future leaders, shaped by Travis, respected his theories and his "life-long devotion to growth."<sup>28</sup>

When the time came to say farewell to Lee Travis, after 91 years of life, Dr. Robert Douglass noted, "He honored our



potential as we honored his achievements."<sup>29</sup> No better words can sum up the relationship of Lee Edward Travis and his students.

#### A Man of Controversy

Travis gained national stature for his accomplishments and theories. Rarely does a person achieve this level of recognition without strong opposition as well as support. Lee Edward Travis was such a man. The range of opinions about Travis was testimonial to his profound impact. Students felt he was "a kind person, a generous person, almost to a fault, and very supportive." They were all "influenced by the work he had done, and more, by his personality."<sup>30</sup>

People not directly under the spell of his charisma<sup>31</sup> were not as charitable about Travis. "Some people took to Travis and went along with it, and other people didn't, so didn't pursue him."<sup>32</sup> "His (California) influence was strong . . . almost exclusively in Southern California."<sup>33</sup>

Other opinions about Travis were even stronger. Wilda Merritt Flower remembered Travis as "very charismatic . . . (and) really shallow."<sup>34</sup> Howard Runion's impression was that "Travis was well known and respected, and he wanted people to know that, too."<sup>35</sup> Esther Herbert, who developed an opinion after attending one of his classes recalled that "many people used to joke, in the area (Los Angeles), that USC was training junior grade psychiatrists, and that was

not exactly what speech pathology was all about."<sup>36</sup> An acquaintance of Travis', Elise Hahn remembered that "he was really psychoanalytic. Toilet training was it."<sup>37</sup>

Several voices felt Travis to be an "outstanding leader in the field of speech pathology, but not an outstanding leader in California professional organizations."<sup>38</sup> Dr. Les Harris, from Whittier College, recalled that Travis was "never, to my knowledge, active in state programs and conferences except as a speaker."<sup>39</sup>

Lee Travis also caused strong feelings from the public school clinicians. Dr. Elise Hahn and Dr. Robert Douglass remembered that "Travis had no actual interest in the public school people, therefore he was not well received by teachers. There was a great feeling Travis didn't understand children."<sup>40</sup> In fact, as Les Harris recalled:

anyone will tell you, who took courses with him (Travis), that more than once he said, not unkindly, 'The speech program in the public schools would be as well off as not if we didn't have them.'<sup>41</sup>

### The Legacy of Travis

Although the negative opinions about Travis are substantial, a hind-sight view of his most valuable contributions far out-weigh his weaker aspects. According to Kenneth O. Johnson, Executive Director of the American Speech-Language-Hearing Association for over 25 years:

Travis inspired this group of very, very bright people. . . . they, in turn, became leaders in the field and because they were able to get programs set up in universities, they were able to inspire students to train under them.<sup>44</sup>

Dr. Sue Earnest, one of Travis' former students, and former Chairman of the Department of Communicative Disorders at San Diego State University, explained that Travis produced producers:<sup>45</sup>

I think it is because he had the larger vision, he felt that you should never stop growing and you should never stop testing all these areas which were close to your own. We can easily suffer from too narrow a vision.<sup>46</sup>

There were many ways to express the significance of Lee Edward Travis to the field of speech pathology in California and throughout the United States. Eulogies, speeches and articles have been written about the value and nature of Travis, but a simple, descriptive observation by Johnson summed up the man well:

If you look back at a picture that shows the people who were his doctoral students in speech pathology, even though they got degrees in the psychology department, those people constituted the backbone of the leadership of the profession of speech pathology at its beginning. No one person can lay claim to the number and quality of leadership people from their training programs as can Travis.<sup>47</sup>

#### THE 1930'S: AN ERA WHEN

#### SPEECH CORRECTION PROGRAMS MULTIPLIED

During the decade of the 1930's and into the early 1940's, lesser known, but not lesser valued, people began to establish additional speech correction programs in public schools and in universities. Documenting the exact beginnings of a program is often difficult, but initial references are available about several pioneering efforts to provide therapy and/or training in the field of speech correction.

### Beginning the Decade of the 1930's

In 1930, "quarterly reports from Elsie Parker, State Field Assistant in Speech Correction for Southern California indicated that the University of California at Los Angeles (UCLA) offered teacher training for speech correction."<sup>48</sup> This was the continuation of the coursework initiated by Alice Chapin in 1921.

The same source indicated "that Fresno State Teachers College inaugurated a similar teacher training program in 1931." Most likely, Marion Gaines, from Tulare County was responsible for the expansion, if not the establishment of the Fresno program, because she is credited with organizing extension courses in Tulare "and perhaps Kern and Fresno counties."<sup>49</sup>

Dr. Paul Pfaff, of the Speech Arts Department at San Diego State College (SDSC) began to give therapy on Saturdays and Sundays, gratis, in 1931. "He was doing this out of kindness for the community."<sup>50</sup> He was assisted by Dr. Sue Earnest, at that time a 1928 B.A. graduate of SDSC. She did her original speech therapy at Memorial Junior High School, in San Diego.<sup>51</sup>

At the same time, Dr. Pfaff began teaching phonetics at SDSC.<sup>52</sup> Later on, in the mid-1930's, a children's clinic on Saturday mornings was established.<sup>53</sup> From these origins, the speech correction program at San Diego State College grew into prominence under the guidance of Dr. Pfaff and Dr. Earnest.<sup>54</sup>

### Other Developments

In 1933, Edna Cotrel retired, resigning her position as Supervisor of Speech Correction in the San Francisco schools. Katherine Sutter, the Assistant Supervisor for the Physically Handicapped, added this responsibility to her other duties.<sup>55</sup>

Mrs. Sutter was very supportive of her staff, and very nurturing. Directly under the influence of Mabel Farrington Gifford, Mrs. Sutter maintained philosophies similar to Mrs. Gifford's during her tenure supervising speech correction in San Francisco.<sup>56</sup>

In the same year as Miss Cotrel's retirement, 1933, another early speech correctionist, from Gifford's 'Lullaby School', began to make a major impact in the central area of California. Louise Brier Tantau "helped to establish the first speech correction department in the Exeter City Schools, in Tulare County."<sup>57</sup>

Miss Tantau came to the Exeter schools in 1913, as an elementary school teacher, holding that position for twenty-four years. During that time, she became interested in the speech disorders of children, so she began studies at the University of California, Berkeley extension program for speech correction, and earned her credential in speech therapy.<sup>58</sup>

In 1933, Miss Tantau petitioned the Tulare school board to establish a speech correction program. She received permission to begin what would become the first public

school speech correction program in Tulare county. Four years later, after successfully developing a speech correction program for Exeter, Miss Tantau was invited, and became, the first Supervisor of Speech Correction employed by the Tulare County Superintendent of Schools.



Louise Brier Tantau

Miss Tantau's responsibility in the county position was to establish and administer a county-wide program to provide speech correction systematically throughout Tulare County.<sup>59</sup> In the role as the county supervisor, Miss Tantau inspired others to become speech correctionists.<sup>60</sup>

Described as "persuasive, committed and determined,"<sup>61</sup> Louise Tantau was very active in the central section of the state.<sup>62</sup> Miss Tantau continued to administer the Tulare County position until her retirement in 1960.<sup>63</sup>

At San Francisco State College (SFSC), in 1935, afternoon courses were started in speech correction. SFSC decided to make it more convenient for the city school's speech correctionists to obtain additional instruction.<sup>64</sup> This program adjustment demonstrated the progressive attitude in the San Francisco area early in the history of the field.

Another significant event occurred during 1936, provoking changes in the early speech correction programs in California. In that year:

the State Department of Education notified the school districts that State reimbursement would be made only for the speech correction classes taught by teachers holding the special credential for the correction of speech defects.<sup>65</sup>

This announcement caused school districts to cancel classes taught by non-credentialed personnel.<sup>66</sup> It also created a better definition of requirements for becoming a speech correctionist, thereby upgrading the standards of the profession.

#### Completing the 1930's

The final years of the decade saw many events which began to weave together into a stronger and better defined profession. Verna Brienholt<sup>67</sup> provides an explanation of one major event:

In July, 1936, members of Mrs. Gifford's summer session classes in speech education met in her studio and organized the California Speech Therapy Association. Four months later, the name was changed to California Society for the Study of Speech Therapy.<sup>68</sup>

During that meeting, Ruth Montgomery Jackson, from Palo Alto, was named as the first president of the group.<sup>69</sup> This group would be the genesis for the California Speech and Hearing Association, developed in 1951.<sup>70</sup>

The year after the formation of the California Society for the Study of Speech Therapy, Eugene and Elise Hahn established the Adult Stutterers Clinic. This program was set-up at the request of Dean Ray K. Immel at USC.

Prior to 1937, a very modest program was started at San Jose State College to provide classes in speech correction, but the program was strongly affected by the hiring of Dr. Margaret Letzter in that year.<sup>71</sup> Dr. Letzter was a doctoral graduate from the University of Iowa's Speech Correction Program. Quickly, Dr. Letzter developed "one of the best (programs) in Northern California."<sup>72</sup>

Dr. "Peggy" Letzter was described by Wilda Merritt Flower as a "little human dynamo,"<sup>73</sup> with "fierce respect for standards in the field. Very few people ever met her standards; they were very exacting."<sup>74</sup>

Ms. Flower continued her description by explaining that Dr. Letzter:

skittered everywhere, arriving early, leaving late. She had kind of wispy hair, pinned back. Due to surgery, her nose was misshapened. She also had, however, a beautiful speaking voice and a magnetic personality.<sup>75</sup>

In 1937 the demands for guidance from the State Department of Education increased, so two people were promoted to work as part-time Assistant Chiefs of the State



Bureau of Speech Correction. With Mabel Farrington Gifford as their supervisor, Conrad "Connie" Wedberg worked out of a Los Angeles office as a consultant to the southern part of the state, and Agnes Fry worked from Sacramento to act as consultant to the north.<sup>76</sup>

When "Connie" Wedberg was not covering his responsibilities as a state consultant to speech therapists, he was working in the Redland City Schools.<sup>77</sup> Wedberg had been a severe stutterer, and after obtaining tremendous therapy from Mrs. Gifford, he studied speech correction, eventually obtaining a credential in the field.<sup>78</sup>

Connie Wedberg was another figure in the early history of speech pathology who caused diverse opinions. Many people in the schools liked him. Roberta Ghertner, from Berkeley, described Wedberg as "always available and giving lots of service to the organization."<sup>79</sup> Nadine Coates, formally with the Los Angeles City Schools, remembered that "he was very popular and really helpful."<sup>80</sup> Elise Hahn recalled that Wedberg "kept us informed, . . . because of him we had access to information."<sup>81</sup>

Although the large majority of people he worked with had very favorable feelings about him, Wedberg left unfavorable impressions with Dr. Sue Earnest:

He was upset when we enlarged the concept of what speech pathology was. Articulation was his thing, and he thought we were going into areas we shouldn't. He worried a lot about our wandering over into the area of psychology. He felt it should all be done in the public schools, that we shouldn't be in hospitals.<sup>82</sup>

Others believed Wedberg to be out-spoken, with very "definite ideas about what was appropriate for the people who worked in the school programs."<sup>83</sup> This opinion seems to be contradicted by the disparate voice of Esther Herbert, describing Wedberg as "very gentle, very genial, always trying to get people to work together."<sup>84</sup>

Agnes Fry, the northern consultant for the State, did not provoke the same mix of opinions as Wedberg did. Overall, Ms. Fry was viewed by John Darby as " . . . a real politician and administrator, helpful and supportive. She would roll up her sleeves and get to work in your district for you."<sup>85</sup>

Other views of Agnes Fry indicate that:

she played an important role as a state consultant. She was active in the state association as she was active in helping the public school programs get their speech and language services started.<sup>86</sup>

When Verna Breinholt reflected back at the contributions of Wedberg and Fry, she noted that they both "did a great deal to promote mutual respect, professionalism and a desire to work together for the good of the whole."<sup>87</sup>

"In 1938, four people began to meet on Saturday mornings with Connie Wedberg in his State Office in Los Angeles to exchange ideas and to seek new information. Those four were Frances Hunte, Evelyn Davenport, Ruth Benson and Miriam Keslar," according to J.J. Thompson.<sup>88</sup>

These informal meetings, originally attended by speech correctionists from communities in Los Angeles County, began

to grow, "eventually meeting with Los Angeles City (Schools), a much more sophisticated group of people."<sup>89</sup> The meetings moved to an auditorium in the State Building due to the number of the participants.

In time, the group organized formally into the southern section of the California Society for the Study of Speech Therapy (CSSST), with Melba Fickling, a therapist from Long Beach, as it's first president.<sup>90</sup> Mary Jane Taylor, from the Compton City Schools, was the first vice-president.<sup>91</sup>

In the central section of California, with the speech correction program at Fresno State College as the hub, the speech correctionists had been meeting informally to exchange professional information. Originally, the meetings were infrequent, but they began to occur with a regular schedule.

In 1938, Oma Miles, Louise Tantau and Marian Gaines helped organize the central section of the CSSST. This young organization began to meet twice yearly until 1941.<sup>92</sup>

The College of the Pacific<sup>93</sup> had heard of the success of a speech camp and clinic established in Maine by Dr. Howard Runion. The College Speech Department was interested in such a program, so they extended an offer, in 1938, to Dr. Runion to move to California to set-up a similar program.

The College was very supportive with funds and buildings, thus allowing Dr. Runion to develop a very successful resident summer camp, combining the typical camp

activities with speech therapy. Over a period of 10 weeks, clinicians lived with the children, participating with them throughout the day.

Dr. Runion had earned his doctorate in Speech from the University of Michigan. He had been a severe stutterer as a child, and sought therapy while at Michigan. The success of his therapy directed him into the field of speech correction.

The invitation from the College of the Pacific allowed Dr. Runion to bring to California current concepts and skills. He applied his talents toward developing a top speech correction program and clinic, and remained the Chair of the department until 1969.<sup>95</sup>

Howard Runion inspired opinions of support and respect. Dr. Richard Flower recalled Dr. Runion as "another person who held pretty high standards for his people. His greatest contributions were probably in terms of the excellent people he prepared. They went on to positions of leadership."<sup>96</sup>

Other programs came into existence, although very little specific information is available. In the mid-1930's, it is known that the Redland City Schools had some form of speech correction available for their children.<sup>97</sup> Later in the decade, the Santa Monica Schools provided therapy.<sup>98</sup>

Also, in the later years of the 1930's, Georgia Cooper became involved in the Contra Costa County speech correction program. She had studied with Mabel Farrington Gifford at

Berkeley and carried Mrs. Gifford's influence into the Contra Costa program. Hendrickson recalled that "she was a very dignified woman, with an aura."<sup>99</sup>

During the decade, the program at San Diego State College continued to expand, under the guidance of Dr. Pfaff and Dr. Earnest. In 1941, the Adult Speech and Hearing Clinic was established. Roberta Rothbaltt noted that "all entering college students were required to take a speech proficiency test. If they did not pass, they were enrolled for a two-hour speech lab through the Adult Clinic."<sup>100</sup>

As the United States became drawn more deeply into World War II, activities declined in the schools, universities and fledgling organizations.<sup>103</sup> Many of the male students and instructors at the colleges were called into military service, postponing their professional careers.<sup>104</sup> The men and women in the emerging field of speech therapy joined their countrymen in the war effort, and set aside any other ambitions for the duration of the war.

## NOTES

1. Sue Earnest, interviewed by author, 1989, San Diego, CA., tape recording, 5; and Elise Hahn, interviewed by author, 1989, Carmel, CA., tape recording.
2. Don A. Cross, "A History of the Development of Speech Correction in the San Francisco Unified School District: 1915-56" (Master's thesis, College of the Pacific, CA., 1961), 20.
3. Hahn, interview, 7.
4. Earnest, interview, 5.
5. Sue Earnest, "Address to Friends in Honor of Lee Edward Travis' Eightieth Birthday", 1975.
6. Earnest, "Address", 3; and Hahn, interview, 6.
7. Hahn, interview, 6.
8. Robert Douglass, eulogy written for the memorial service for Lee Edward Travis, 18 October 1987, Los Angeles, CA., 1.
9. Lester L. Harris, interviewed by author, 1989, Whittier, CA., tape recording.  
Les Harris moved to Whittier in 1949, to take charge of the speech and hearing clinic at Whittier College. This clinic, and the Speech Pathology training program expanded under Mr. Harris's guidance.
10. Dorothy Moeller, Speech Pathology and Audiology: Iowa Origins of a Discipline, (Iowa City: The University of Iowa, 1975), Chapter 2 passim.  
This comprehensive text covers in detail Travis' very early years as a student and a young professor at the University of Iowa. Moeller reports Travis' history to the year 1938, when he moved to California.
11. Ibid.
12. Ibid., 25.
13. Ibid., 31.

14. Douglass, eulogy, 3.

Travis' first professional text, Speech Pathology, was ground-breaking because it was the first text in communicative disorders, in the United States, to be based on scientific research. This was a tremendous volume, in size and substance. Travis revised this book in 1957, and again in 1971, creating "massive volumes which provided a comprehensive coverage of current knowledge about normal and disordered speech, hearing and language."

15. Documenting the reasons for Travis' leaving the University of Iowa is difficult. Moeller, in her text about the development of speech pathology and audiology at Iowa claims that he left Iowa due to "internal difficulties in an area of the Department." But a large amount of hearsay suggest that Travis left the University of Iowa under a cloud of scandal. Many sources report specific events, but since they all requested anonymity, this author will only report one opinion which sums up the reasons for his departure, "His (Travis') personal life was one which caused him to leave the University." (Kenneth O. Johnson.)

16. Hahn, interview, 10.

17. California Speech and Hearing Association press release regarding, "Edna Hill Young: Association Honors." Mrs. Young developed a novel, controversial speech therapy technique which drew national attention. She came to USC early in the 1920's to teach her method, referred to as "Moto-kinaesthetic." This technique required manual manipulation of the peripheral speech muscles and direction of the client's oral air flow. Visual, auditory and kinaesthetic senses were used, together with light and deep pressure.

18. California Society for the Study of Speech Therapy, "Northern Section Committee Report", unpublished archival notes, 1950-51. These notes were in reference to the discussions and decisions made in the efforts to organize the three separate sections of the Society into a unified association.

19. Dr. Eugene Hahn became known for his theories on stuttering, but an untimely death in 1944 from viral pneumonia cut short his contributions to the field of speech pathology. In the short time he worked in California, he became well respected for his theories and treatment.

20. Elise Hahn, typed memoirs reviewing her personal and professional history, 1989, 1. These memoirs are informal, but filled with specific dates and facts about her husband, Eugene Hahn, as well as her own accomplishments and personal events.

21. Earnest, interview, 1.

22. Hahn, interview, 1.

23. Dr. Hawk, Dr. Hahn, Dr. Bangs, Dr. Earnest, Dr. Pfaff, and Mr. Wedberg had two things in common: 1. they were all students of Travis and 2. they all were inspired to do their very best with their professional opportunities. All of these individuals, as well as dozens of others, went on to become prominent and valued in the field of communicative disorders through-out the United States.

24. Earnest, "Address", 1.

25. Nadine Coates, interviewed by author, 1989, Denver, CO., tape recording, 1. Mrs. Coates came to Los Angeles at the end of the 1940's. She was instrumental in the development of speech pathology services in Los Angeles County, and was very active in the unification of the three sections of the California Society for the Study of Speech Therapy.

26. Robert Douglass, interviewed by author, 1989, Los Angeles, CA., tape recording. Dr. Douglass was one of Travis' students at USC, earning his Ph.D. in 1951. Dr. Douglass became a close friend of Travis for the remainder of Travis' life. Through-out their long relationship, Dr. Douglass continued to admire Travis' personal as well as professional growth.

27. Earnest, "Address", 4.

28. Ibid.

29. Douglass, eulogy, 2.

30. Harris, 5; and Douglass, interview, 6.

31. J. J. Thompson, interviewed by author, 1989, Westminster, CA., tape recording, 2. and Johnson, 11. Thompson was a doctoral student of Travis, graduating in 1957. He was very significant in the formation of the California Speech and Hearing Association in 1950-51.

32. Herbert, 7.

33. Wilda Merritt Flower, interviewed by author, 1989, Carmel, CA., tape recording, 5. Mrs. Flower has been active in the field of communication disorders, in California since 1938, when she earned her B.A. from San Jose State College, a speech correction program developed by Dr. Margaret Letzter.

34. Ibid.



35. Howard L. Runion, interviewed by author, 1989, Sun City, AZ., tape recording.  
Dr. Runion was invited, in 1938, to establish a summer speech camp, and eventually a complete speech and hearing program at the College of the Pacific.

36. Herbert, 7.

37. Hahn, interview, 5.

38. Thompson, interview, 2.

39. Harris, 5.

40. Hahn, interview, 2; and Douglass, interview, 2.

41. Harris, 5.

42. Earnest, interview, 2.

43. Johnson, 11.

44. Ibid.; and Earnest, interview, 2.

45. Earnest, interview, 2.

46. Ibid.

47. Johnson, 10-11.

48. Madge E. Boranian, "An Oral History of the California Speech-Language-Hearing Association: Part I, 1937-65" (Masters thesis, California State University, Long Beach, CA. 1980), 35.

49. Boranian, 84.

50. Earnest, interview, 3; and Rosa Lee Bernstein Rothblatt, "Speech and Hearing Clinic Procedures Manual", (Masters thesis, San Diego State College, CA. 1965), 11.  
Ms. Rothblatt's thesis evolved into the official manual used by the Department of Communicative Disorders at SDSC.

51. Earnest, interview, 3.

52. Ibid., 6.

53. Earnest, interview, 3; and Rothblatt, 11.

54. Earnest, interview, 3.

Dr. Pfaff and Dr. Earnest continued to develop the speech pathology program at SDSC. In 1953, Dr. Earnest became the Director of the Speech and Hearing Clinic, as well as

continuing s a full Professor in the Speech Department. Dr. Earnest was appointed the Chairman of the Department of Speech Pathology and Audiology, a position she held for over 20 years. During that time she guided the SDSC program into national prominence.

55. Cross, "A History", 18.

56. Cross, interview, 3 & 6. Mrs. Sutter was a very distinctive personality. The following memory, shared by Cross, well describes this gentle lady:

Here is this woman, sitting up straight and tall, and she has her hat on, and her gloves are in one hand, her purse in her lap. She has this little book that is about 5 by 7, a binder. In written in that binder are the lessons, and the state school register, for ADA. She would just turn the page and there was the next lesson, and there she would sit, knees together, feet together, her hat on, her gloves in her hand, as if she was ready to go out at any minute. And the kids were taking their turns, they were all like little birds.

57. "Miss Louise Brier Tantau, First in Speech Correction, to Retire", The Exeter, CA., Sun, 4 May 1960.

58. Ibid.

59. Ibid., 1-3.

60. Boranian, 82.

61. Joseph G. Hendrickson, Jr., interviewed by author, 1989, Concord, CA., tape recording, 7; and John Darby, interviewed by author, 1989, San Francisco, CA., tape recording, 10.

62. Cross, interview, 19; and Boranian, 13.

63. "Miss Tantau", 1.

It was reported that in 1934-35, there were six speech correctionists working through-out Tulare county.

64. Cross, "A History", 38.

65. Ibid., 24.

66. Ibid.

67. Verna Breinholt, address regarding the California history of speech pathology, circa 1975, Whittier College Library. Verna Breinholt was very significant in the unification of the state speech therapy groups, eventually becoming the first president of CSHA in 1951.

68. Ibid., 4. 1. An interesting precedent was set with the use of the word 'therapy' in the group's title. During the 1930's, most of the professionals in the field referred to themselves as speech correctionists. It is very vague when 'speech correction' became 'speech therapy', but this 1936 decision indicates the beginning of the transition. After World War II, the term 'speech pathology' became more prevalent, but to this day, the profession's title causes discussion and disagreement.

2. An apparent discrepancy as to the original title of the first northern group occurs in the literature. Boranian reports the first name to be the Western Society of Speech Therapy. Breinholt reports the first name as the California Speech Therapy Association.

69. Thompson, The Life and Times of CSHA: The Early Years, 1976. An address to the members of the California Speech and Hearing Association, commemorating that association's twenty-fifth anniversary, 2; and Boranian, 134.

70. In the 1930's, northern, southern and central sections of the California Society for the Study of Speech Therapy were organized. In time, after much negotiation and effort, the three sections were unified into the California Speech and Hearing Association.

71. Wilda Flower, 3.

72. Ibid.

73. Ibid., 8.

74. Roberta Ghertner, interviewed by author, 1989, Kensington, CA., tape recording.

75. Wilda Flower, 6 & 9.

76. Boranian, 64; and Darby, 5; and Cross, interview, 17; and Coates, 5.

77. Boranian, 64.

78. Ibid., 10.

79. Ibid., 131.

80. Coates, 3.

81. Hahn, interview, 8.

82. Earnest, interview, 2.

83. Douglass, interview, 6.

84. Herbert, 5.
85. Darby, 5.
86. Douglass, 16.
87. Breinholt, address, 2.
88. Boranian, 12 & 65; and Thompson, interview, 17.
89. Boranian, 12.
90. Thompson, "The Life", 2.
91. Boranian, 89.
92. Thompson, "The Life", 3; and Boranian, 13. Oma Miles was a speech correctionist in Madera, Louise Tantau was in Exeter, and Marian Gaines worked as a Tulare County therapist.
93. The College of the Pacific is now named the University of the Pacific.
94. Runion, 1.
95. Ibid., 2.
96. Richard M. Flower, interviewed by author, 1989, Carmel, CA., tape recording.
97. Boranian, 64.
98. Thompson, interview, 4.
99. Hendrickson, 4.
100. Rothblatt, 11.
101. Boranian, 5.
102. Ibid., 5 & 6.
103. Ibid., 14.
104. Richard Flower, 1; and Johnson, 6.
105. Richard Flower, 1.

CHAPTER 6  
THE VISION GAINS SUBSTANCE,  
CALIFORNIA STYLE

1942 - 1951

Quiescence

World War II demanded the same sacrifices from the field of speech pathology as it did of all professions. Men and women left their teaching or clinical positions throughout California to participate in the war effort.<sup>1</sup> Programs in the schools and universities did continue, albeit curtailed from years of economic uncertainty, a legacy from the prior decade.

Students continued to attend the speech and hearing programs at the colleges, although often resorting to creative methods to complete the academic requirements.<sup>2</sup> There is no evidence that any programs, either in the schools or at the universities, were eliminated. Indeed, in 1942, Dean Ray K. Immel, at the University of Southern California, continued to build his speech and hearing program.

Conrad Wedberg explained that Dean Immel wanted to "offer the special speech credential and hired Conrad Wedberg to teach the courses authorized by Mabel Gifford."<sup>3</sup> Consequently, Wedberg left the Redland City Schools to teach at USC, and remained a half-time consultant for the State

Bureau of Speech Correction.<sup>4</sup>

Even though speech pathology continued to be active as a profession during the war, it did not have an opportunity to advance in California. In fact, the "degree of sophistication in the speech field in the early '40's was at the 'Model T' level."<sup>5</sup>

The modest number of texts and research articles available during this era of professional development often led the speech correctionists to be inventive. As Dr. Les Harris recalled, "we learned by the seat of our pants. We learned as we went along."<sup>6</sup>

The rationing of transportation and gasoline caused a break in the communication within the three sections of the California Society for the Study of Speech Therapy (CSSST). The northern section was able to continue meeting during the war, but the central and southern sections became inactive until 1945. At that time, the central section resumed meeting under a new designation -- the San Joaquin Valley Speech Association.<sup>7</sup>

On June 12, 1945, "President Melba Fickling presided over a re-organization meeting of the southern section of the CSSST."<sup>8</sup> This group continued to meet and expand as the decade progressed.

#### THE POST-WAR BOOM: THE POST WAR BOON

California greatly reflected the surge of growth in most areas of American life after V.J. Day, in 1945. Year by year, speech correction programs proliferated,

initiated by memorable and far-sighted people.

After the war, many former servicemen and women chose to settle in California, merging various experiences and philosophies. This phenomenon provided nourishment for the expansion of speech therapy activities throughout the state.<sup>9</sup>

Beginning in 1946, speech therapy programs in the public schools and colleges multiplied, attempting to meet the needs of the post-war baby boom. According to Verna Breinholt, "it was a great time to be in speech correction in California. Opportunities were unlimited in the public schools. Speech therapists couldn't be turned out fast enough."<sup>10</sup>

#### University Speech Therapy Programs

At Whittier College, Harold Lillywhite, of the Department of Speech, began a speech and hearing clinic. The college provided space for the clinic, but no financial support, thus it was not an officially sanctioned program until Dr. Lillywhite asked Lester Harris, in 1949, to join him at Whittier.<sup>11</sup>

Dr. Harris, a doctoral student of Lee Travis', began to teach speech therapy courses while managing the speech and hearing clinic. With his training in speech disorders, 'Les' upgraded the training program as well as the clinic, eventually developing a "substantial" Department of Speech and Hearing at Whittier College."<sup>12</sup>



Lester Harris, Ph.D.

Not unlike other program leaders, Les Harris stimulated conflicting opinions. On one hand, he was considered "very cooperative and enjoyable. He was understanding and waited his turn, gave his opinions and respected others."<sup>13</sup>

On the other hand, observers remembered Dr. Harris as controversial:

. . . because he often came out with a different viewpoint, which he did not give too tactfully. Some people would get out of patience with him, they would be talking about one thing, and he'd take off on another idea.<sup>14</sup>



During the years Dr. Lillywhite was conducting his modest speech and hearing clinic at Whittier College, William 'Cherry' Parker was establishing a program at the University of Redlands. Cherry Parker was able to get "good financial support from the University" as well as support from his colleagues. This was due to the fact that he was "ambitious and very persuasive, as well as being very congenial."<sup>15</sup>

Parker, also a Travis student, started with a speech and hearing clinic. He soon built the training program in speech and hearing disorders into a prominent department, which he continued to chair for many years.<sup>16</sup>

In the northern part of the state, Virgil Anderson, a doctoral graduate from the University of Wisconsin, was recruited to teach at Stanford University. His degree was in public speaking, but he was eventually named Full Professor of Speech Correction and Chief of the speech and hearing training program.<sup>17</sup> By 1947, Dr. Anderson had graduated the first doctoral student from his department.

Dr. Anderson's program was based upon the current thinking in the field of speech therapy. He brought these philosophies and theories from the Mid-West, thereby infusing California with new concepts and opportunities to grow professionally.

Virgil Anderson was considered aloof and arrogant with regard to education. He tended to dismiss speech therapists who did not have the level and quality of education his

program offered.<sup>18</sup>

Descriptions of Dr. Anderson are consistent. Some found him to be "somewhat unsmiling, terribly serious, confident with strong views."<sup>19</sup> Others shared that Virgil Anderson was kind and considerate, and somewhat bland.<sup>20</sup>

Although he was never directly involved in state-wide activities, Dr. Anderson was:

. . . there for us to go to talk to. He was like a wise old man who gave advice. He was always pushing for upgrading the standards of training. On a minute's notice, (he would) leave his ivory tower at Stanford to meet with us for a committee meeting when conflicts needed resolution.<sup>21</sup>

During the 1940's, another speech and hearing program was added within the state college and university system. To meet the growing needs for training programs, a speech and hearing department was initiated at Sacramento State College.<sup>22</sup> This program was in addition to the established programs at San Francisco, San Diego, Fresno and Los Angeles. Mary Jane Reese is credited for development and chairing of the Sacramento department at least through the end of the decade.<sup>23</sup>

Changes reflecting a growing sophistication in speech pathology began to occur in the on-going programs. At San Francisco State College, an elaborate training center was established, mandated and funded by the State of California in 1947.

The training center was for:

Teachers, supervisors, administrators, and professional workers interested in preparation for work with handicapped and exceptional children . . . The program was intended to

lead to well rounded preparation in Special Education, to certification and credentials in the various specific areas, and to the Masters degree in Special Education.<sup>24</sup>

At that time, Dr. Leon Lassers headed the Special Education Department, of which speech and hearing disorders was a part. He oversaw the development of the training center, which offered a Masters degree in Special Education with emphasis in Speech Correction among the various degree options. A student could also earn the State credential in Speech Correction as well as the Audiometry Certificate and the Lip Reading Credential.<sup>25</sup>

At the University of California, Los Angeles (UCLA), "the president of the university (Robert G. Sproul) had heard that speech pathology was a new thing."<sup>26</sup> He became interested in expanding the modest program started by Alice Chapin. Consequently, a position was opened at UCLA in 1947, the same year Elise Hahn completed her doctorate at Northwestern University.<sup>27</sup>

Dr. Hahn learned of the opportunity to return to UCLA, and consequently made application to the university. After receiving high recommendations from Mabel Farrington Gifford and Alice Chapin, an offer was made to Dr. Hahn to start a speech clinic at the university.<sup>28</sup>

In a short time, Elise Hahn had established an important speech and hearing program at UCLA, offering coursework through the Masters level. Through her tireless work and commitment to raising the educational standards, Dr. Hahn was also significant in the enlargement of the

scope and practice of speech pathology.<sup>29</sup>



Elise Hahn, Ph.D.

Elise Hahn inspired very strong words of support and admiration throughout California. Dr. Hahn was described by Robert Douglass as "warm and friendly, well liked by her students."<sup>30</sup> "She was precise, outgoing, brilliant."<sup>31</sup>

"She was recognized at the national level for her contributions in the research and therapy of cleft palate, voice and language."<sup>32</sup>

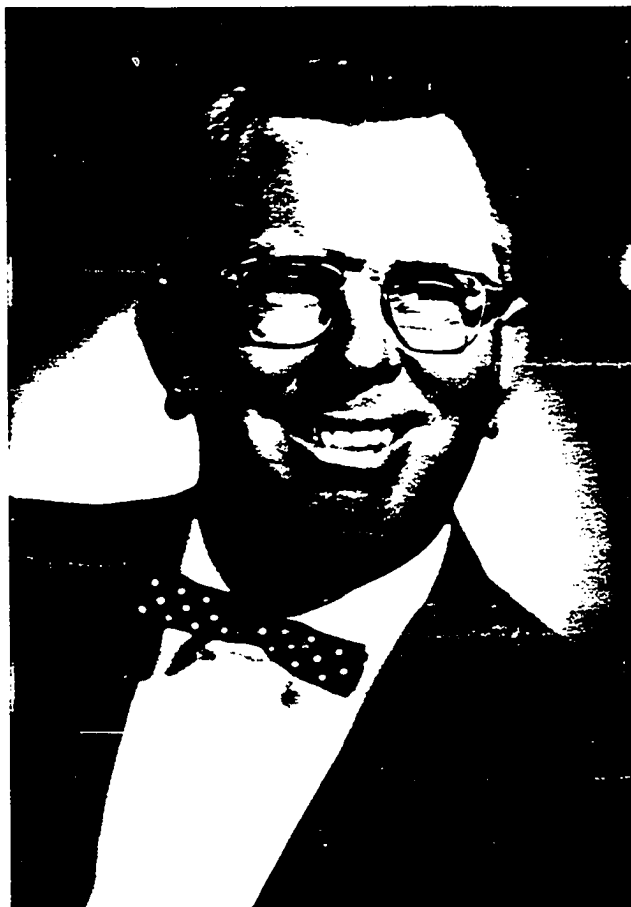
Robert Douglass, long a colleague and friend of Dr. Hahn, summarizes the majority of opinions by sharing:

She was an extraordinarily good teacher and an excellent clinician and a person of the highest integrity. I cannot say enough about Elise Hahn as a leader, a scientist, a teacher, and just a wonderful human being.<sup>33</sup>

UCLA continued to develop their training opportunities in speech therapy by bringing Dr. Joseph Sheehan into the Department of Psychology, in 1949. Dr. Sheehan, who had experienced a life of stuttering difficulties, established a Stutterer's Clinic at the University.<sup>34</sup>

Joe Sheehan inspired various thoughts about his professional competence and personality. He was described by a colleague as "an interesting gentleman who had done so much research in stuttering."<sup>35</sup> Despite being kind of standoffish, Joe made a significant contribution in stuttering (at the national level), even though he was primarily a psychologist.<sup>36</sup> "He was a great guy and a great teacher. Joe had his little bent, his way of looking at things."<sup>37</sup>

Joe Sheehan's perspective on the diagnosis and treatment of stuttering was from a psychologist's point of view, whereas Dr. Hahn's perspective was that of a speech pathologist.<sup>38</sup> Unfortunately, these differences eventually caused Elise Hahn to leave UCLA.<sup>39</sup>



J. J. Thompson, Ph.D.

#### Public School Speech Therapy Programs

Public school programs were proliferating at an impressive rate during the final years of the 1940's.

As stated by Dr. J.J. Thompson:

It was a period of expansion. All you had to do was to justify the need, which didn't take much, and the school district would employ therapists. The field was recognized, it was functional, and (the schools) were receiving adequate state funds to support it.<sup>40</sup>

Modest references exist to document the new and existing public school programs during that period. It is known that at least nine programs were underway from county

offices, including Orange, Contra Costa, Tulare, Kern, Santa Clara, Los Angeles, Fresno, Ventura, and Stanislaus counties.<sup>41</sup>

In addition to the county programs, many city school districts were either enlarging or establishing their own speech therapy departments. These districts included Sacramento, Long Beach, Orisi, Pasadena, Alameda, Wasco, Madera, Modesto, Palo Alto, San Francisco, Los Angeles, Compton, San Jose, and Berkeley.<sup>42</sup>

The public school programs usually ran during the traditional September-to-June year, but the university clinics operated year-round. Aside from the formal programs, a different opportunity for children to receive speech therapy was offered in 1947.

The Summer Camp at Soquel, sponsored by a Mr. and Mrs. Caldwell, was for "children with speech defects." Louise Tantau was the resident speech therapist. Ruth Brace, the president of the Northern Section of the California Society for the Study of Speech Therapy (CSSST), encouraged the various speech therapists to recommend children who would be appropriate for the "opportunity".<sup>43</sup>

#### Further Milestones in California

The effects of the post-war needs of the veterans ranged into the field of speech pathology. The injured required various treatments to regain communication skills, so the Veterans Administration (VA) expanded their rehabilitation efforts. At no time during the 1940's did a

"stand-alone speech pathology department" exist in California,<sup>44</sup> but the VA did make provisions for speech therapy.

In March, 1947, the VA approached the Northern Section of the CSSST:

Mr. Larr and Mr Barnworth (of the VA) were desirous of drawing a contract with our organization so that certificated therapists throughout the state would be available for the speech training needed by veterans.<sup>45</sup>

The VA officials explained that they would determine who was eligible, and Mabel Gifford would decide which therapist would be qualified to "handle that case."<sup>46</sup>

On May 3, 1947, President Ruth Brace signed the contract with the Veterans Administration to begin the provision of therapy. There was a discussion about fees, with President Brace requesting \$3.00 per hour, and the government officials countering with \$2.50. It cannot be determined what the final settlement was.<sup>47</sup> Regardless, a program to meet the needs of the returning servicemen was established.

The Veterans Administration also made arrangements with the deans of Stanford University and the University of California Medical School to "manage the quality of the medicine at nearby Fort Miley Veterans Hospital."<sup>48</sup> Speech pathology was not a separate department in the hospital, but rather a service unevenly provided through various other rehabilitation programs.<sup>49</sup>

Offering any type of speech pathology services in the VA hospital was significant to the history of the field in



California. Richard Flower explained that "prior to World War II, there were very few, if any, programs in health care institutions. (Speech therapy) was primarily in the schools and universities."<sup>50</sup>

Therefore, the Veterans Administration contributed to the growth of speech pathology in the state through its arrangements with the northern medical schools and the CSSST to provide services.

Speech pathology was mostly limited to government or university sponsored programs during the 1940's. The concept of private practice received little support aside from Mabel Farrington Gifford's lessons offered at her San Francisco studio,<sup>51</sup> until an informal group began to meet in Southern California in the late part of the decade.

Les Harris explained that the purpose of the group was "to study for the qualifying exams and orals. Later:

we met as a study group even after many of us had the Ph.D. We eventually began a series of meetings concerned about standards, private practice and licensing. Out of these series of events grew the present CALSPAPP (California Association of Speech Pathologists and Audiologists in Private Practice).<sup>52</sup>

Almost 40 years after its inception, CALSPAPP continued to be a very active organization committed to the needs of the private practitioner in both fields. California is considered a pioneering leader in the private practice of speech pathology, due in part to CALSPAPP, as well as to the other unique and contributory activities within the state.<sup>53</sup>

THE DEVELOPMENT OF THE CALIFORNIA  
SPEECH AND HEARING ASSOCIATION

A Division Greater Than the Tehachapis

As the field of speech pathology grew in California, so did the separation between the three sections of the California Society for the Study of Speech Therapy. Indeed, the sections were divided quite distinctly, geographically.

The Northern Section of the CSSST was generally considered to have Modesto and Merced as its southern-most boundary.<sup>54</sup> The central Section continued south, to the regions north of Santa Barbara, although the large majority of members worked in the San Joaquin Valley.<sup>55</sup> The Southern Section was defined by the communities of Santa Barbara and Ventura in the northwest, across to the Tehachapi Mountains in the northeast, and then southward to the Mexican border.<sup>56</sup>

Travel was very difficult due to the nature of the transportation available. The California freeway system was only a concept in the 1940's. The highways were simple, often only a lane in each direction, and offered a torturous challenge of grades and curves in the foothills of the coasts as well as in the mountain ranges.

Commuting via the airlines was not an option during that decade, so travel from one end of the state to the other required either an all-day train trip on the Santa Fe Railway, or a long day's journey by car. Although many opted to travel by car, they faced very long stretches of

roadway without rest stops or gas stations, risking the perils of over-heated engines, flat tires and broken fan belts.

Unfortunately, the three sections were divided by more than coastal mountains and inland passes. The sections of the CSSST were never considered parts of a single organization. In fact, the members considered their respective sections to be completely independent. This feeling was felt most strongly in the Northern and Southern sections, where a polarization of ideas and philosophies held firm.<sup>57</sup>

Opinions do exist to explain the strong division between the two ends of California. Richard Flower offers a summary:

I think that one of the major differences is that in Southern California there was one doctoral program, at USC. The majority of (southern) university programs were led by people from USC, thus the programs reflected the influence of USC. Whereas, in Northern California, in the absence of a single strong doctoral program, you have a wide diversity of people in training institutions coming literally from all over the country. As a consequence, they had a very broad orientation in the field.<sup>58</sup>

Other witnesses to the riff between the North and the South elaborated on Dr. Flower's observation. The disparity was so strong it was referred to as "The Civil War of California,"<sup>59</sup> with the major difference being described as "clinical vs school."<sup>60</sup> This conflict of philosophy was represented by "the type of thing Gifford represented (school), and the type of clinical aspects we saw at USC and UCLA. The South had clinical training and the North had:

. . . those old women up there around the sewing circle listening to Mrs. Gifford and her limited approach to helping children with communication problems.<sup>61</sup>

The northern viewpoint considered the southern speech pathologists "off the wall,"<sup>62</sup> with psychoanalytical ideas and very loose alliances. They believed the South did not have an identifiable group, because they could see no "history of that down there."<sup>63</sup>

Overall, the northern speech therapists considered the southern group to be disorganized and inconsequential, led by an egocentric professor at USC. Whereas the southern speech therapists paid little attention to the North, except to note the strong control Mabel Gifford held on the field through-out the state.

Despite the strong differences that seemed to have no resolution, determined persons with vision began to conceive of a state-wide organization. First one voice, and then many, urged the unification of the sections into a single association.

#### Voices of Vision

As early as January 1948, Ruth Brace, then President of the Northern Section of the CSSST, suggested "that we plan unification and organization of our strength in order that we have a voice in the planning of regional and national programs."<sup>64</sup> From this urging came the resolution to appoint an "exchange member" with the Southern California group, and to "arrange, if possible, a joint meeting of the Northern and Southern group membership."<sup>65</sup>



Verna Breinholt

Very little is known about Ms. Brace, but enough information remains to suggest she was one of the earliest professionals to see the need for a unified speech therapy organization in California. Another voice of accord in the Southern part of the state, also called for unity.

Self-described as "a Southerner with a desire to get to know the Northerners and to integrate,"<sup>66</sup> Verna Breinholt became an electrifying force in the movement towards state-wide unity. All who met Verna were strongly impressed by her appearance, personality and vision.

Verna Breinholt was "a very attractive, very beautiful woman. She had red hair (and) big blue eyes. She'd come in looking like a princess, tall and stately."<sup>67</sup> Regardless of the passing years, according to Wilda Flower, Verna always "looked gorgeous, . . . like she stepped out of a model book."<sup>68</sup> Sue Earnest and Joe Hendrickson recalled that she "always wore heavily flowered hats. You could not separate her from her hats."<sup>69</sup>

The beauty that Verna possessed was matched by equally valued personality characteristics. Several adjectives were used to capture Verna's qualities: very intense, positive, sparkling, animated; a lot of energy, charismatic; charming, almost hypnotic; vivacious, sweet and persistent; very dynamic and very knowledgeable.<sup>70</sup>

To be attractive and possess a winning personality is adequate for some, but it was not enough for Verna Breinholt. She had a drive, a vision to see a unified state

speech therapy organization. She was recognized as "a prime person in trying to get the whole state together."<sup>71</sup> Others describe Verna as "very instrumental in bringing together the three separate sections" and the "driving force behind creating a state association."<sup>72</sup>

As the swell of support for unity between the speech therapy sections grew, distinctive individuals came to the foreground. To know some of their attributes and contributions is to understand how such a tremendous event occurred.



Myra Jane Taylor



Esther Herbert



### Southern Characters

In the southern part of the state, key people included Myra Jane Taylor, a pioneer in the Compton City Schools.

Ms. Taylor's colleagues had many memories of her:

"she was an early leader in the south. She really made an impact. A tireless worker for the organization, working hand-in-hand with Verna. She had a personality that really sold people on herself and her abilities. Myra Jane was very good at getting money, interest and backing from the community.<sup>73</sup>

Esther Herbert, a president of the Southern Section of the CSSST, came to California in the mid-1940's, after receiving a Masters degree from the University of Iowa and serving in the Women's Army Corp. She was surprised to find "how little there was in the training programs," and felt more had to be done to get the standards raised.<sup>74</sup>

Herbert was considered by J.J. Thompson to be "a dynamic and delightful woman, one of the leaders in the Los Angeles City Schools."<sup>75</sup> Wilda Flower added that Ms. Herbert "brought a level of competency to the public schools that wasn't always present. She was extremely bright and capable."<sup>76</sup>

At the same time Esther Herbert was in the L.A. City schools, Nadine Coates was developing the Los Angeles County speech pathology programs. Robert Douglass considered Nadine Coates to be:

every bit as instrumental in the development of the California Speech and Hearing Association, and played every bit as respected a role in Southern California as Verna Breinholt. She was respected because she was wise, level-headed, and highly competent. She inspired feelings of admiration and affection.<sup>77</sup>



Nadine Coates

Whereas Verna Breinholt was considered out-going and dynamic, Nadine Coates was described by Dr. Douglass as "rather soft spoken. She did not come across as highly dynamic, but she knew her own mind. She chose to lead primarily by example."<sup>78</sup> One of the few men in the field of speech pathology in the 1940's,<sup>79</sup> J.J. Thompson also was a major figure in the unification of the CSSST sections. Dr. Thompson's classmate and colleague, Robert Douglass believed that "J.J. was certainly instrumental in bringing the central, north and southern sections together. He and Verna worked very well together, as did he and Nadine."<sup>80</sup>

'Jack' Thompson was considered by many to be "very bright, patient, and skillful with human emotions. He could get things done in his program that others couldn't."<sup>81</sup> Les Harris and Roberta Gherthner recalled that Dr. Thompson was "outgoing, pragmatic, and a friend of the children."<sup>82</sup> Richard Flower added to this description by explaining that "Jack had a broad vision of the field."<sup>83</sup>



Ione M. Cochran

### Central Characters

The central area of California yielded memorable individuals. Oma Miles, active in the early years of the central section, "was very active and interested in seeing the group come together," according to J.J. Thompson. John Darby reported that Ms. Miles was "not a Lullaby person, she

was a tough, down-home person. Oma was not a nurturing therapist, but a dictatorial kind of therapist, but she got things done."<sup>84</sup> Contrasting with Oma Miles was Ione Cochran.

She was decribed by John Darby as "wonderful, short and bubbly and enthusiastic, kind of like a Sunday School superintendent." Don Cross explained that Ms. Conchran was:

was good at organizing . . . and getting people to do things and think that they had actually volunteered. Ione loved organization, she was committed to bringing people together, trying to get them to share their experiences, their knowledge, pick people's brains, and put on workshops.<sup>85</sup>

Working with Oma Miles and Ione Cochran in the San Joaquin Valley was Marian Gaines. Marian was the first president of the Central Section, and is credited with developing extension courses in Tulare County, and possibly Kern and Fresno Counties.<sup>86</sup> Very little specific information about Marian's personality is available, but it is apparent she possessed vision, commitment and the ability to see things through from the start.

Louise Brier Tantau was one of the first speech correctionists in the central area. She established the first speech therapy program in Exeter and the first County program in Tulare. Louise had the ability to influence people so she could get done what she wanted.<sup>87</sup> This quality proved valuable during the efforts to pull the three areas of California together.



Joseph Howard

Joining J.J. Thompson in the South as one of the scarce men in the field, Joe Howard left powerful memories with his colleagues. John Darby remembered him as:

a real dynamic man. Joe really believed you had to have a single strong voice, and that good public school programs depended upon good university programs and good clinical programs. He was determined to bring all the parts together.<sup>88</sup>

Joe Howard was a mix of humor and commitment, a jolly person who could be serious when necessary. He was "effective in a number of programs," according to Darby, and worked with Verna Breinholt in the unification of the speech therapy sections.<sup>89</sup>

Joe's appearance belied his capabilities. "He charmed

men and women alike, with his round face and big twinkly eyes below his shiny, bald head." Using his great wit, strong vision and comfortable demeanor, Joe Howard accomplished many things he believed in.<sup>90</sup>

Committed to a state license 15 years before it happened, Joe never had the opportunity to see that standard set. Joe Howard lost his life in a plane crash, in 1961.

### Northern Characters

Many early speech therapists in the northern part of California demonstrated the characteristics needed to develop programs and work together within their section as well as for state-wide unity. Ruth Brace may have been one of the first to encourage unification, but others preceded her in the establishment of speech correction programs.

A number of people were active in the creation of school and university programs. One prominent individual was Dr. Margaret Letzter, credited with developing the training program at San Jose State College.<sup>91</sup>

Joe Hendrickson, former Contra Costa County Consultant for the physically handicapped, remembers Dr. Letzter as "having the tact and finesse to pull the north and south together and get us to agree on issues. She had:

a real bearing, what many people had who were in leadership. She could draw you out and make you feel that you were very important. Just her attitude led you to express you own viewpoints. She didn't ruffle anyone in the group. They all felt they had something to contribute. Margaret gave everyone a change to express what they wanted, they could summarize, put it all in a nice little package for you.<sup>92</sup>

Gerald Giles was very active in Contra Costa County and in the formation of the state association, but "he never received the recognition he should have gotten." according to Hendrickson.<sup>93</sup> 'Jerry' worked up and down the state in the unification effort, utilizing his ability to rephrase concepts and getting them reconsidered in committees. In the process of pulling the sections together, Jerry received encouragement from colleagues regarding the value of his efforts.<sup>94</sup>

Another significant speech correctionist in the north was Ruth Montgomery Jackson, Supervisor of Speech in the Palo Alto schools. Don Cross remembered Ruth Jackson as a "devoted disciple of Virgil Anderson, at Stanford."<sup>95</sup> Joe Hendrickson recalled that was she was a "dynamic, forceful individual. What she went out to get, she got."<sup>96</sup>

Ruth Jackson played a role in the on-going training of speech therapists. She and J.J. Thompson organized the "Palo Alto Workshops", which brought clinicians together with authorities in the field.<sup>97</sup>

One other speech pathologist who is considered by many to be a pioneer is Roberta Ghertner. In 1949, she was hired by the Superintendent of the Berkeley City Schools to become Supervisor of Special Education. The previous director, Delight Rice, emphasized hard of hearing programs, leaving the children needing speech therapy unattended to. This had caused negative feelings throughout the district, a major problem left for Ms. Ghertner to solve.<sup>98</sup>



Roberta Ghertner

With the support of Mabel Gifford, Roberta Ghertner was able to win over the opposition from principals and teachers, and establish a major program in the North.<sup>99</sup> Associates reported that "Roberta was skillful working within the system, with the administrators. She knew how to get Berkeley to cooperate."<sup>100</sup>

Observers noted that "she had a different kind of personality. She was friendly and kind and very out-going. Roberta knew how to organize, and plan and project to envision the future."<sup>101</sup>



### Weaving Together the Threads of Unity

Ruth Brace advocated unification of the state speech therapy sections in January, 1948, but it appears that very little was accomplished toward that end for nearly two years. In the minutes for November 26, 1949, of the Northern Section of the California Society for the Study of Speech Therapy (CSSST), reference is made to a meeting between officers of both the Southern and Northern groups during the Western Speech Conference in San Jose.<sup>102</sup>

Ms. Marion Lutz, recorder of the meetings of the CSSST, reported that the purpose of the meeting was to:

discuss the problems of a state-wide organization. It was suggested that we work out, in committee, a framework of questions we feel both groups should agree on. If we are interested, a joint meeting, to be held in Fresno later this year, was proposed.<sup>103</sup>

In April, 1950, the Northern Section of the CSSST voted unanimously in favor of "investigating a state organization by sending a representative to the May 15, (1950), meeting of the Southern Section."<sup>104</sup> Two months later, the same group was urged to think about "points to be considered in the possible unification with the Southern group -- advantages, disadvantages."<sup>105</sup>

Negotiations continued between the North and the South, with complete support by the Central Section,<sup>106</sup> until a decision was made by the regional executive boards "to call a joint meeting of the regional members (of the North and South) to discuss procedures necessary to create a unified state organization."<sup>107</sup> The first meeting was held on

November 23, 1950, in the University Extension Building, Santa Barbara, during the convention of the Western Speech Association.

This meeting produced the Steering Committee for the Unification of the CSSST, with Margaret Letzter from San Jose State College, named as Chairperson and Earnest Norton, of Orange County, appointed as the recorder. Other members from the Northern Section were Gerald Giles, from Martinez, and Joseph Hendrickson of Concord. Additional representatives from the Southern Section included Verna Breinholt, Orange County, Louise Reynolds, Compton, and J.J. Thompson, Pasadena.<sup>108</sup>

The following day, November 24, 1950, the Steering Committee met to "outline various items to be considered in the unification of the Speech Therapy Sections of California into a state-wide organization."<sup>110</sup> The product of this endeavor was the following, submitted to the membership:

#### PURPOSE

1. Integration of philosophy
2. Closer affiliation with other state and national organizations<sup>109</sup>
3. Promote greater cooperation with the State Department
4. Promote speech education in the public schools through legislation, public relations, improved working conditions, etc.
5. Coordination of publications

#### ORGANIZATION

1. That the state-wide association be called the California Speech Education Association (CSEA)
2. That each section keep its own identity and function as a separate unit.
3. That the governing body be composed of an Executive Council and Advisory Board

#### MEMBERSHIP

1. Membership have two classifications -- Active and Student

2. State dues to be included in Sectional dues, with non-sectional members dues slightly higher.

#### MEETINGS

1. One meeting per year for the state association, in conjunction with the Western Speech Association Convention
2. Annual meeting to be held on a Friday or Saturday of that weekend<sup>110</sup>

At 7:30 a.m. on Sunday, November 25, 1950, forty-four members of the Northern and Southern sections convened for a breakfast meeting. Dr. Letzter chaired the discussion of the proposals developed by the Steering Committee the previous evening.<sup>111</sup>

One of the first topics was the proposed name. It was suggested not to name the organization the "California Speech Education Association" due to the fact that the letters, CSEA, were already in use by the California State Employees Association.<sup>112</sup> After considering two alternative names, a unanimous vote by the members chose the name, "California Speech and Hearing Association."<sup>113</sup>

After additional changes to the proposals were made that morning, the Steering Committee was "instructed to draft a constitution and by-laws for submission to the three sections as soon as possible,"<sup>114</sup> according to J.J. Thompson. The committee was also instructed to ask for representation from the Central Section.<sup>115</sup>

#### 1951 - The Closing of One Era, the Opening of Another

The Steering Committee for the unification of the three speech therapy sections acted quickly, meeting at the Fresno County Schools Office at 8:00 p.m. on February 23, 1951.<sup>116</sup>

The main purpose of the meeting was to discuss a letter received by Mr. Francis W. Doyle, Chief of the Bureau of Special Education, State Department of Education.<sup>117</sup>

Mr. Doyle was objecting to the word 'hearing'. He explained that the professionals concerned with hearing disorders were reluctant to join this new group, therefore they wanted any reference to 'hearing' excluded from the name.<sup>118</sup> After much discussion, the name "California Speech Therapy Association" was recommended.<sup>119</sup>

J.J. Thompson explained that a "unique accomplishment" occurred the following day, February 24, when the Steering Committee met for a marathon session, and produced a proposed constitution and by-laws. Verna Breinholt was given the authority to choose an editing committee to review the proposed constitution of the association before it was sent to the membership of the three sections. Conrad Wedberg, Dr. Val Jones and Francis Hunte were suggested as possible editors.<sup>121</sup>

The Executive Boards of the Northern and Southern Sections met on April 15, 1951, in Fresno, and approved the reviewed and edited Constitution.<sup>122</sup> This ratification was presented to the Northern Section on June 9, according to the minutes of the CSSST. On that date, the "membership voted a unanimous ballot (60 yes) to join the state organization and to accept the constitution."<sup>123</sup>

This unanimous support was foreseen by J.J. Thompson. when reporting in an earlier correspondence to the Southern

members, he explained:

The enthusiasm and singleness of purpose evident in the committee meeting (of February 24, 1951) may be taken as an indication that the unification will proceed to an early culmination in a State Association.<sup>124</sup>

The closing events of 1951 solidified the commitment to a unified, state-wide speech therapy association. Ernest Norton reported that on November 23, 1951, the day after Thanksgiving, "a noon luncheon meeting, attended by approximately 130 members and guest, was held at O'Brian's Restaurant in San Jose."<sup>125</sup>

The main business of this historic meeting was to install the first state officers. Mabel Gifford presided, installing Verna Breinholt as the President; Lita Timberlake, Vice-President; Ernest Norton, Secretary; Oma Miles, Treasurer; and Ruth Soule, Director of Publications.<sup>126</sup>

Later that same day, President Breinholt oversaw the first, brief meeting of the new California Speech Therapy Association. She extended an invitation by the City of Long Beach to hold the first state-wide convention, in 1952.<sup>127</sup>

#### In Closing

Perhaps it seems the events went too smoothly, with the pieces fitting together too easily. This may be the illusion of tidy historical reporting. If so, an explanation from Verna Breinholt may offer insight into the breadth of the endeavor as well as the determination of the committee:

A group of us from the three sections had worked all day and far into the night trying to reach a consensus of what the state association should be. About midnight, we decided to call it quits, return home, and forget about any further attempts to organize. Just as we were planning to adjourn, a telegram was delivered advising us to discontinue our effort to form any other state association in special education. Well, this was just what we needed to bring us together. The decision to unify was unanimous and from that point on the state association was an accepted fact.<sup>128</sup>

The above vignette demonstrated that in the darkest moments, even the most resolute can weaken. However, the telegram proved to be a catalyst for the merging events which had begun to take shape. The discouraging message in the communication was the final ingredient in the shared leadership process which blended many goals into one quest.

The unification of the California speech pathologists occurred despite the disagreements between the members, despite the great geographic divisions and despite the outside forces working against the vision.<sup>129</sup> Small dreams joined together, gaining momentum. Eventually a critical mass developed, at which point a collective vision became an inevitable fact -- the California Speech Therapy Association.<sup>129</sup>

One vision with unity of purpose -- Private issues were set aside for the greater good. These were the products of like minds inspired by leadership.

## NOTES

1. Sue Earnest, interviewed by author, 1989, San Diego, CA., tape recording, 3; and Dorothy Moeller, Speech Pathology and Audiology: Iowa Origins of a Discipline, (Iowa City: The University of Iowa, 1975), 82; and Madge E. Boranian, "An Oral History of the California Speech-Language-Hearing Association: Part I, 1937-65" (Masters thesis, California State University, Long Beach, CA., 1980), 118; and John Darby, interviewed by author, 1989, San Francisco, CA., tape recording, 5.

As examples of speech pathologists serving their country during the war: Lee Travis spent four years as a Lieutenant Colonel, Army Air Corps, Esther Herbert served two and one-half years in the Women's Army Corps, and John Darby served in the Army from 1945 to the end of 1946.

2. Earnest, tape recording, 3; and Boranian, 118. Sue Earnest was not able to pursue her original topic regarding homosexuality and stuttering because Travis went into the service. Dean Immel told her to "get your study done, I don't care what you do it on, but do it, otherwise all will be lost." Therefore, Dr. Earnest completed a three-year study on the history of theater in California, from 1845 to 1893. Esther Herbert managed to complete her two-year Masters program in one year due to the press of the war demands.

3. Boranian, 65.

4. Ibid.

5. Ibid., 99.

6. Lester Harris, interviewed by author, 1989a, Whittier, CA., tape recording, 7; and Boranian, 119. Les Harris reported only five or six texts available in the field, authored by people such as Fairbanks and Van Riper. In fact, Harris feels his BA level students in later years had "a better background in speech pathology than I had when I got my Ph.D." because of the limited number of printed works. Herbert reported being "appalled" by the fact that "although speech and hearing was fairly sophisticated, the (requirements and standards) for the credential in California was really nothing."

7. J.J. Thompson, The Life and Times of CSHA: The Early Years. An address to the members of the California

Speech and Hearing Association, 1976, 3.

8. Ibid.

9. John Darby, interviewed by author, 1989, San Francisco, CA., tape recording, 1.

10. Boranian, 67.

11. Robert Douglass, interviewed by author, 1989, Los Angeles, CA., tape recording, 2; and Harris, interview, 1.

12. Ibid.

13. Roberta Ghertner, interviewed by author, 1989, Kensington, CA., tape recording, 6; and Nadine Coates, interviewed by author, 1989, Denver, CO., tape recording, 5.

14. Coates, 5.

15. Harris, interview, 2.

16. Harris, interview, 2; and Esther Herbert, interviewed by author, 1989, Los Angeles, CA., tape recording, 10.

17. Darby, 6; and Elise Hahn, interviewed by author, 1989, Carmel, CA., tape recording, 6.

18. Darby, 1-2.

19. Kenneth O. Johnson, interviewed by author, 1989, Rancho Bernardo, CA., tape recording, 10; and Earnest, interview, 9.

20. Joseph Hendrickson, interviewed by author, 1989, Concord, CA., tape recording, 3; and Johnson, interview, 10.

21. Hendrickson, 3; and Verna Breinholt, 1975, address regarding the California history of speech pathology, Whittier College Library, tape recording.

22. Harris, interview, 2.

23. Ibid.

24. California Society for the Study of Speech Therapy, Northern Section, "Bulletin", February, 1951, 3.

25. Ibid.

26. Hahn, interview, 6.

27. Ibid., 3.



28. Hahn, interview, 3; and Harris, interview, 3; and Douglass, interview, 3.
29. Coates, 4.
30. Douglass, interview, 3.
31. Boranian, 131.
32. Darby, 6; and Douglass, interview, 3; and Earnest, interview, 1.
33. Douglass, interview, 3; and Herbert, 6.
34. Vivian Sheehan, interviewed by author, 1989, Santa Monica, CA., tape recording, 2; and Hahn, interview, 4.
35. Boranian, 132.
36. Harris, interview, 3.
37. Herbert, 8.
38. Sheehan, 2; and Hahn, interview, 4.
39. Sheehan, 2;, and Hahn, interview, 4; and Harris, interview, 3.  
Very strong feelings still exist regarding the differences between Joe Sheehan and Elise Hahn. Those who still have memories tend to report the events quite subjectively. Dr. Hahn explained that things became difficult when Dr. Sheehan came because "he wanted everything to be under psychology." Dr. Sheehan's wife recalls that Dr. Hahn did not have a sanctioned speech clinic at UCLA, and "she was threatened when Joe came." Essentially, two clinics continued to operate; Sheehan's stuttering clinic and Hahn's speech disorders clinic. Apparently, the disagreements between Sheehan and Hahn became detrimental to the program at UCLA. According to Harris, "they did not see eye to eye. They did not work well together. The department did not prosper as a result. Finally Elise was actually squeezed out."
40. J.J. Thompson, interviewed by author, 1989, Concord, CA., tape recording, 13.
41. Breinholt, address, 3; and Hendrickson, 4; and "Miss Louise Brier Tantau, First in Speech Correction, to Retire", 4 May 1960, The Exeter Sun; and Boranian, 84, 79, 12, 66; Darby, 7.
42. Harris, interview, 3; Thompson, interview, 12; Boranian, 81, 98; California Society for the Study of Speech Therapy, Northern Section, 1946 through 1951, hand-written minutes of meetings, 11 January 1947; Donald Cross,

interviewed by author, 1989, San Francisco, CA., tape recording, 2; Darby, 2; CSSST, Bulletin, 7; Boranian, 134; Cross, interview, 1; Alice Chapin, "The Organization of Speech Correction Classes in the Los Angeles City Schools" (Masters thesis, University of Southern California, 1923), 1; Boranian, 88; CSSST, Bulletin, 1; Darby, 4. These represent programs which are documented in the available sources. By no means is it suggested that these were the only programs in existence.

43. CSSST, minutes, 3 May 1947.

44. Johnson, interview, 9.

45. CSSST, minutes, 22 March 1947.

46. Ibid.

47. Ibid., 3 May 1947.

48. Johnson, interview, 3.

49. Ibid., 3-4.

In some VA programs, speech pathology was under the control of psychology. In other arrangements, speech pathology was with audiology, under the control of otolaryngology. When the physical medicine began to develop departments in VA hospitals, they tried to sweep speech pathology under their control, along with other "therapies" such as occupational, physical, and music.

50. Richard Flower, interviewed by author, 1989, Carmel, CA., tape recording, 1.

51. Cross, interview, 3.

52. Letter from Lester Harris to author, 1989b, regarding the origins of private practice in California.

53. Richard Flower, 12.

54. Thompson, interview, 6.

55. Ibid.

56. Ibid.; and Breinholt, address, 4.

57. Breinholt, address, 4.

58. Richard Flower, 9.

59. Cross, interview, 13.

60. Ibid.

61. Hendrickson, 5.
62. Harris, interview, 8.
63. Darby, 8.
64. CSSST, 31 January 1948.
65. Ibid.
66. Breinholt, 4.  
Verna Breinholt earned her Bachelors and Masters degrees from Brigham Young University in speech and drama. She completed some post-graduate work at USC, and, in 1941, accepted a speech therapy job in Ventura County. By 1946, she was working as a speech therapist in Orange County.
67. Thompson, interview, 5; and Earnest, interview, 6; and Coates, 2.
68. Wilda Merritt Flower, interviewed by author, 1989, Carmel, CA., tape recording, 11.
69. Earnest, interview, 6; and Hendrickson, 7.
70. Hahn, interview, 9; and Coates, 2; and Harris, interview, 7; and Hendrickson, 7.
71. Herbert, 4.
72. Boranian, 119; and Douglass, interview, 4.
73. Thompson, interview, 16; and Hendrickson, 7; and Herbert, 8; and Earnest, 7; and Douglass, interview, 13.
74. Herbert, 4; and Boranian, 15.
75. Thompson, interview, 12.
76. Wilda Flower, 11.
77. Douglass, interview, 5.
78. Ibid.
79. Thompson, interview, 5.
80. Douglass, interview, 12.
81. Ibid.; and Richard Flower, 10.
82. Harris, interview, 7; and Boranian, 131.

83. Richard Flower, 10.
84. Thompson, interview, 6; and Darby, 3.
85. Darby, 3; and Cross, interview, 19.
86. Boranian, 82, 84.
87. "Miss Tantau", 1; and Cross, 19.
88. Darby, 7.
89. Ibid.; and Harris, interview, 9.
90. Darby, 8.
91. Wilda Flower, 3.
92. Hendrickson, 1.

The group referred to was the Steering Committee for the Unification of the Sections, CSSST.

93. Ibid.

94. Genevieve Schley to Gerald L. Giles, 5 April 1951, a letter mentioning her support for the unification of the sections of the CSSST.

95. Cross, interview, 20.
96. Hendrickson, 6.
97. Boranian, 134; and Cross, 20.

98. Ghertner, 1.  
Ms. Ghertner earned her BA from the University of California, Berkeley. She applied for, and was granted a full scholarship to Columbia University to study, at the Masters level, special education. In 1940, after graduation, Ms. Ghertner accepted a position in the LA schools. During World War II, she worked in the Red Cross with the deaf and blind soldiers. After the war, Ms. Ghertner taught in the Special Education Department, at the University of Arizona, where she also became involved with hearing programs in the schools. In 1949, Ms. Ghertner accepted the position in the Berkeley schools.

99. Ibid., 2.
100. Douglass, interview, 14; and Darby, 4.
101. Hendrickson, 6.

102. CSSST, minutes, 26 November 1949.  
The Western Speech Association was centered on public speaking activities and interests, but it did have a division for people interested in speech correction.
103. Ibid.
104. CSSST, minutes, 29 April 1950.
105. Ibid., 3 June 1950.
106. Boranian, 17.  
The members of the Central Section felt they "were the only group that was really organized. They were fearful of being left out of a state-wide organization. The South and North had greater numbers and more training schools. The Central Section was most anxious to be represented."
107. Thompson, The Life, 4; and Boranian, 18.
108. Ibid.; and Earnest Norton, November, 1950 through November, 1951, hand-written minutes of the meetings of the Steering Committee for the unification of the Speech Therapy Sections, 1.
109. These organizations included the American Speech-Language-Hearing Association, the Western Speech Association, the International Council for Exceptional Children and other informal groups related to the same interests as the new speech therapy group.
110. Norton, hand-written minutes, 2; and J.J. Thompson, 1950, personal notes regarding the Steering Committee for the unification of the California Society for the Study of Speech Therapy.
111. CSSST, Bulletin, 5; Norton, hand-written minutes, 3; and Thompson, The Life, 4.
112. Norton, hand-written minutes, 3.
113. Norton, 3; and Thompson, The Life, 3; and Thompson, personal notes, 2.
114. Thompson, The Life, 4.
115. Boranian, 18.
116. Ibid. The members of the committee were: Southern Section, Ernest Norton, Louise Reynolds, Verna Breinholt, and Ralph Ungerman; Central Section, Louise Tantau, Marian Gaines, Faye Parrish, and Oma Miles; Northern Section, Margaret Letzter, Marion Lutz, Joseph G. Hendrickson, Jr., Gerald L. Giles, and Mabel Farrington

Gifford.

117. Norton, hand-written minutes, 5; and Thompson, The Life, 5; and Thompson, personal notes, 2.

118. Boranian, 19.

119. Ibid. In 1956-57, the named was changed to the California Speech and Hearing Association due to the close affiliation with the American Speech and Hearing Association.

120. Thompson, The Life, 5; and Norton, hand-written minutes, 6; and Earnest Norton, 24 February 1951, typed summary of the meetings of the Steering Committee for the Unification of the Sections, 1.

121. Thompson, The Life, 5; and Norton, hand-written minutes, 6.

122. CSSST, minutes, 5 May 1951.

123. Ibid., 9 June 1951.

124. J.J. Thompson, typed summary of notes regarding the February 23 and 24, 1951 meetings of the Steering Committee for unification of the California Society for the Study of Speech Therapy.

125. Norton, typed summary, 7.

126. Ibid.; and Earnest Norton, 23 & 24 November 1951, typed minutes of meetings regarding the initial business for the new California Speech Therapy Association.

127. Norton, typed summary, 8.

128. Breinholt, address, 2.

129. Boranian, 23, 24, 72.  
Groups opposed to the establishment of the California Speech Therapy Association included the International Council for Exceptional Children, the Western Speech Association, a group of Gifford devotees, an group of professors and ex-students from USC, and professionals working with hearing disorders.

CHAPTER 7  
CONCLUSIONS AND RECOMMENDATIONS  
LOOKING BACK FOR THE FUTURE

Introduction

Hindsight has been defined as "the understanding that is brought to bear on an event thanks to the passage of time."<sup>1</sup> This was the purpose of researching the pioneers in the early years of speech pathology in California.

This researcher sought hindsight with the hope of understanding the dynamics involved in the establishment of a major health care profession. The investigation looked for behaviors, personality traits, major events in the state, and any other clue which would help to answer the question, "How did the vision of one woman, Mabel Farrington Gifford, blossom into a profession with such high professional and educational standards in California?"

This research also sought to reveal other people and milestones significant to the development of speech pathology in California. The objectives of the study were:

1. to provide a narrative history of speech pathology from 1915 through 1951;
2. to describe composite portraits of pioneers in the field within the state; and
3. to determine the role of leadership in the development and change of the profession in California.

IN SUMMARY: THE PIONEERS

Speech pathology in California was established by the efforts of dozens of people, each seeking to provide a needed service in mostly uncharted waters. However, there is definite agreement among the witnesses to the historical events that specific individuals were paramount in the successful effort.

Mabel Farrington Gifford was unanimously described as the first person in California who realized the vision of a comprehensive speech therapy program in the public schools. Moreover, available records identify Mrs. Gifford as the early driving force in state-wide standards and credentialing of speech pathologists.

Mabel Gifford demonstrated the ability to take a vision, develop it with intelligence and persistence, and see it through to a realized end. She inspired many people to work with her toward that end. Her students became her colleagues, each working in their sphere of influence to establish and/or develop speech pathology programs.

The dominion of Mrs. Gifford gave rise not only to public school programs, but to a series of university programs throughout California. Thus, a web of influence was developed which she did not relinquish until she retired in 1952.<sup>2</sup>

Early in the history of California, other far-sighted people began to actualize their own visions of the profession. Alice Chapin, in the Los Angeles City Schools,



developed a speech correction department which influenced other communities and local universities.

In the years following the inception of the Los Angeles program, many school districts followed the lead of Ms. Chapin by establishing similar programs. This led to a demand for speech correctionists, which in turn, led to the development of university training programs in speech pathology.

One of the first university chairs to recognize the value of speech pathology, as well as the need for outstanding training programs, was Ray K. Immel, Dean of the School of Speech at the University of Southern California. His leadership was quiet; few credit him directly as a pioneer in the state. However, his actions indicate that indeed, Dean Immel had vision.

The first adult stutterers clinic was established at USC because Dean Immel invited Eugene Hahn to do so. Furthermore, it was Dean Immel who brought Lee Edward Travis to Southern California and hired Conrad Wedberg to teach credential courses. Dean Ray Immel was not a speech pathologist, but he was directly responsible for the enhancement of the profession in California.

When Lee Travis accepted the position at USC, he brought to California a remarkable personal history as well as the ability to inspire his students to leadership roles. All of Travis' students credited him with their achievements.

Universally, they believe Travis inspired them to their highest potential. This was substantiated by the fact that many went on to establish and/or enhance university programs: Dr. Sue Earnest and Dr. Paul Pfaff at San Diego State College; Dr. Lester Harris at Whittier College; Dr. Robert Douglass at California State College, Los Angeles; and Dr. J.J. Thompson at California State College, Long Beach. These are only a sample of the remarkable people who graduated from the speech pathology program at USC under the domain of Travis.

By the close of World War II, speech pathologists from several universities throughout the country had settled in California. Their various ideologies and clinical skills were blended, producing professional standards of training unique to California.

Although the speech pathologists merged their philosophies and techniques, they did not dilute their distinctive leadership contributions to speech pathology. Several names are prominent due to their leadership influence, either in the public schools, universities, or at the state level.

Conrad Wedberg provided linkage between the Department of Education and the professionals involved in the schools. He was committed to high standards of education in speech pathology, and utilized his position to work toward that end.

Wedberg also provided support to the Steering Committee

for the unification for the speech therapy sections. The membership of this committee essentially sums up the list of far-sighted individuals who worked together for a common goal: a state-wide organization to represent speech pathologists and other related professionals. Margaret Letzter was the Chairperson, and Earnest Norton was Recorder. The other members were Gerald Giles, Joe Hendrickson, Verna Breinholt, Louise Reynolds and J.J. Thompson.

These Steering Committee members, who represented public school and university programs, are illustrative of the caliber of all the people working for high professional standards, quality speech pathology programs, and state-level representation of their profession. William "Cherry" Parker, Virgil Anderson, Les Harris, Joe Sheehan, Lee Travis, Elise Hahn, Margaret Letzter, J. Fred McGrew, and Leon Lassers contributed to the development of speech pathology during the 1940's through their outstanding efforts at the university level.

City and county speech pathology programs were established and advanced by energetic, tireless and far-sighted professionals throughout California. Continuing into the present are programs which were developed by: Roberta Ghertner, Oma Miles, Marian Gaines, Louise Tantau, Lita Timberlake, Joe Howard, Marion Lutz, Ruth Montgomery Jackson, Ione Cochran, Verna Breinholt, Gerald Giles, J.J. Thompson, Melba Thickling, Nadine Coates, Esther Herbert,

Miriam Keslar and Myra Jane Taylor.

The above mentioned individuals were not only active within their school districts and counties, but were also very much a part of the efforts to organize the speech pathologists, both locally and at a state-wide level. They were able to communicate their individual visions, set aside personal issues and agree on a goal to reach for the greatest good.

Without a doubt, there were others who worked as hard in their respective programs, but this research did not reveal any additional names of speech pathologists who provided leadership in their profession. This is not to suggest that all contributors were identified, but rather, that available documentation offered only the information currently reported.

#### LEADERSHIP: COLLABORATION FOR CHANGE

In the literature review, the concept of shared leadership was explored, referred to as collaborative or group leadership.<sup>3</sup> This was the leadership process which established speech pathology in California.

The traditional concept of leaders and followers suggested that one individual could be responsible for inspiring others to seek her vision as their own. That may have been true at the local level, but this conventional notion did not explain the leadership which was involved in the development of the state association in California.

California had many leaders with vision, each

productive and successful in mobilizing others to help accomplish her/his individual goals. These pioneering speech pathologists were able to influence and inspire development and change in the field within their domain.

However, no single individual can be identified as the leader in the state-wide effort to cooperate and merge to develop the state organization. The unification occurred because visions were shared, comingled, and redefined as a single, over-arching goal.

Indeed, there were individuals whom all agreed were very significant. These persons were described as "leaders, visionaries, dynamic, facilitating, self-confident, charismatic, catalysts, respectful, non-authoritative, able to create change."<sup>4</sup> These same words can describe a group as well as an individual.

Adjectives alone do not make leadership, although the words provided a way for the witnesses to the events to attempt to capture the essence of the leadership process. Throughout California, slowly, purposefully, resolutely, speech pathologists re-enforced and supported one another. Points of agreement were found and disagreements were set aside. Every voice was valued because every voice was part of the whole.

Change became the norm as standards were elevated and the scope of the profession expanded. In fact, opposition to the changes only served to further define the goals of the group. Conflict from without and within caused an

examination of purpose and goals. These examinations produced decisions to continue or reconsider planned change.

The drive by so many speech pathologists state-wide to unify and set forward-thinking standards became so strong through the shared leadership process, that change was inevitable. Regional, self-serving groups merged and evolved into a state association intended to represent all speech pathologists in California.

Furthermore, the momentum gained through the unification efforts continues into present times. The collaborative leadership keeps generating products beyond the initial goal of unity. Standards are often re-examined and upgraded, programs are brought current, and new concepts are integrated into theories and techniques.

Shared leadership is a living thing, self-feeding on its needs, goals, conflicts and accomplishments. As long as speech pathologists in California create visions and seek to realize those visions, the life of leadership will be maintained.

#### IMPLICATIONS OF RESEARCH FINDINGS

It seems that by answering some questions through research, others are generated. Knowledge begets knowledge. The efforts of this research produced a comprehensive accounting of events and personalities during the foundation years of speech pathology in California. However, the findings have created more curiosity, causing the researcher to wonder about the forgotten facts, the ones forgotten by

memories too long to recall all events.

Many facts have been accumulated and personalities highlighted in the course of this historical research, but the most interesting finding was the process of shared leadership. The unification of California speech pathologists did not occur because leadership was imposed on them in a hierarchical fashion with the "leader" on the top of the organizational chart, and the "followers" below.

All the people identified in this study were considered to be leaders by their peers. Each person had their own vision for their programs and their profession, yet they joined together to work toward a collective goal. In other words, there were no leaders or followers in the unification effort. Instead, the process of collaborative leadership transpired. All who participated were leaders, pioneers in the development of the state association.

This finding provided an alternative method of considering the process of leadership. So often, when leadership has been called for to resolve conflicts or direct change, appeals have gone out for "someone" to provide that guidance.

The implication was that a solution resides in a single individual who would inspire and guide the balance of the people, basically like the "wise man" with all the answers. However, consider that the unification of California speech pathologists happened because many people met, shared their thoughts and concerns, and put a mutual goal above any

personal goals. Essentially, a round-table discussion occurred with all members sitting at the head of the table.

The solution to a problem with communication among the members of a profession was born out of collaboration of work, vision and commitment. This could be the solution for many problems requiring resolution.

Place all interested people at the head of the table and encourage them to work together with cooperation and tolerance. With sincere effort, the process of shared leadership can occur, with the end result being the solution sought after.

#### LIMITATIONS OF THE STUDY

Although serious efforts were made to find all available documentation about speech pathology in California during the first half of the twentieth century, it would be presumptuous to report that all the information has been discovered. The search for data was dependent upon knowledge of and access to pertinent materials.

Some of the interviewees supplied documents to augment their recollections. Others referred the researcher to additional sources. Thus the search by the historiographer was piecemeal, pursuing information in shoeboxes, garages, archives, and memories.

Occasionally, interviewees provided conflicting information. If data could not be found to support either side, the information was not reported. The researcher continually sought at least three reports of the same event



or person to assure a degree of accuracy, but did report information substantiated by two sources.

A few controversial issues which surfaced during the study presented challenges. Two issues, in particular, involved very well-known people in controversies. This researcher carefully weighed all the information, and chose to either not report the situations or to minimize the reporting.

One of the risks, when choosing not to reveal all the information discovered, is the possibility of withholding details which others may consider significant to the flow of history. An historical researcher must struggle to remain objective when piecing together the shards of the past into a comprehensive and cohesive body.

The study pursued the truth about past events and people, so editorializing was inhibited. Despite the best efforts, though, a coloring of the past cannot be avoided. Compiling the data was an immense job. Without a doubt, the process of compilation acted as a filter, revealing some information, setting aside other information.

However, this researcher is confident that the majority of events and personalities were accurately portrayed because basic principles of historical research were used as guidelines. Furthermore, the main purpose of the study was to report factual information, so every effort was focused on that end.

### RECOMMENDATIONS FOR FURTHER STUDY

When seeking to meet the objectives of this study, other important information was revealed which could justify further research:

1. It is recommended that the history of speech pathology in California during the 1950's and 1960's be compiled. Although many programs were initiated before 1952, it appears other major contributions to the field occurred during those decades. Historical documentation is needed to account for the events and people responsible for the later expansion of programs and the upgrading of educational and professional standards in California.

Indeed, many of the pioneering programs faced their most difficult challenges after the close of this study. Aside from a project at California State University, Long Beach, which obtained oral histories of the California Speech-Language-Hearing Association, no other efforts have been completed to capture the personalities, their methods, and their achievements in speech pathology in California after 1951.

2. It is recommended that the origins of current professional issues in California be examined. Interviews for this study disclosed the fact that many current issues are not new, but simply continue on from forty years ago. For example, in the late 1940's many professionals shared the concern that there were too few men in the profession. They feared that speech pathology would labor under the same

sexist burdens as teaching and nursing.

Unfortunately, their concerns have been justified. Speech pathologists report low salaries compared to similar professionals at the same educational level. Advancement opportunities are limited, despite high levels of skill and preparation.

Speech pathology programs are seeking ways to encourage more males into the training programs. Furthermore, the predictions of a fate similar to traditionally female professions is manifesting itself in a significant drop in enrollment of any students, male or female. There is concern about the rigorous educational demands to enter the field coupled with suppressed salaries after years of preparation.

3. It is also recommended that a comprehensive examination be made regarding the relationship of the psychology of women and the aspect of collaborative leadership. This is an untapped area of inquiry which may yield information valuable to the process of change in women's organizations, both formal and informal.

4. It is further recommended that research examine the different forms of leadership in a dominantly female profession compared to a dominantly male profession. Would the analysis of development and change in a male-dominated profession such as architecture or engineering reveal different leadership processes than those in speech pathology?

### In Closing

This research produced a narrative history of speech pathology in California, as well as brief portraits of significant pioneers in the field. During the course of discovery, a concept of leadership was identified as descriptive of the process which brought about the unification of the speech therapy sections.

Collaborative leadership was responsible for the formation of the California Speech and Hearing Association. This leadership process was also utilized when standards and programs were upgraded.

The most significant gain for the researcher, however, was the attainment of insight and increased respect for the speech pathologists who founded a major profession in California. Guidance for the resolution of future dilemmas may be gained by understanding how the earlier solutions to challenges in the field were developed and implemented. The advantage of the knowledge this research has yielded is the access to the wisdom the early speech pathologists acquired in their pioneering efforts, thus permitting those who come later to look back for their future.

## NOTES

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2. A. Don Cross, "A History of the Development of Speech Correction in the San Francisco Unified School District: 1915-56" (Masters thesis, College of the Pacific, CA., 1961), 108.

3. Joseph C. Rost, "The Nature of Leadership in the Postindustrial Era," a paper presented at the Meeting of the Educational Leadership Center for Creative leadership in Greensboro, NC, 1988; and Janet Chrispeels, "Leadership in the Middle," a paper presented at the Tenth Anniversary of the University of San Diego's Leadership Doctoral Program, 1989, 8.

4. J.J. Thompson, interviewed by author, 1989, Westminster, CA., tape recording, 5; and Joseph G. Hendrickson, Jr., interviewed by author, 1989, Concord, CA., tape recording, 2; and Sue Earnest, interviewed by author, 1989, tape recording, 2; and John Darby, interviewed by author, 1989, San Francisco, CA., tape recording, 4.

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## **APPENDIX A**

### **Interview Guide**

CALIFORNIA PIONEERS IN SPEECH PATHOLOGY: 1915-51

Interview Guide

1. Could you provide, in about ten to fifteen sentences, a summary of your educational and personal background?
2. What professional positions have you held which provided you the opportunity to know and observe the individuals you feel exercised leadership in the field of speech pathology?
3. Using the following definition of leadership, reflect on persons and/or events that you feel exemplify the definition. "Leadership is an outcome of a collective set of activities which leaders positioned throughout an organization work toward. It reflects the purposes (visions and goals) mutually held by both leaders and followers.
  1. Leaders have a vision of a different and better state of being for the organization, institution or society.
  2. Leaders build a following that is willing to work with them to achieve a mutually held vision. They can translate visions into reachable goals.
  3. Leaders seem able to marshall or direct resources in ways that enable them to attain their goals.
  4. Leaders are teachers and coaches.
  5. Leaders are persistent, determined, and committed to their vision.
  6. Leaders have focus and usually good ego strength and positive self-regard.
4. Although the above definition is lengthy and may contain ideas different from your feelings about leadership, there are probably individuals who stand out in your mind as pivotal in bringing the field of speech pathology into its current state. Please try to limit your choice of leaders to the era before 1951. In addition to discussing their contributions and accomplishments, try to share your impression of who they were, their personalities, their inter-personal style.
5. I understand that in earlier years, there was a division between the northern and southern speech pathologists, with a smaller central faction. What basic characteristics would describe each area? What is your impression of the differences between the three areas? Who do you feel were the predominant figures in each area? Why?
6. In time, the three divisions of the state in the field

came together to form a state-wide organization. In your opinion, who do you feel were central leaders in the efforts to unite the three divisions? How did they accomplish this task? Were there opponents to the united association? Who? Why?

7. Do you know who the individuals were who initiated the programs at the colleges and universities? What was the atmosphere for these people during the start-up period? Did they have full support for their new programs, or did they encounter opposition? How do you feel they overcame the obstacles?
8. The same type of questions as above can be applied to the public schools. Who? How? Difficulties and support?

Questions which could be applied in depth for those early leaders:

1. Do you know about their early years with regard to education, professional experience, examples of initiative and determination toward their visions?
2. Do you know what it was that caused them to come to California?
3. Can you share impressions you may have about their-personalities, particularly with regard to the definition of leadership proposed?
4. What do you know of their later years? Were they recognized within the field of speech pathology in California for their ground-breaking accomplishments?
5. What have I neglected to consider about these leaders which you feel are significant facts for my research?

Individuals to consider regarding the early leadership in speech pathology in California.

Louise Tantau  
Nadine Coates  
J.J. Thompson  
Mabel Gifford  
Verna Breinholt  
Lee Travis  
Myra Jane Taylor  
Virgil Anderson  
Don Cross  
Miriam Kessler  
Alice Chapin  
Margaret Letzter  
Roberta Ghertner

Conrad Wedberg  
Alma Wedberg  
Elise Hahn  
Gene Hahn  
Sue Earnest  
Aleen Agranowitz  
Agnes Fry  
Lester Harris  
Marian Lutz  
Esther Herbert  
Lita Timberlake  
Joe Sheehan  
Joe Howard  
Howard Runion



## **APPENDIX B**

### **Consent to Participate Form**

CALIFORNIA PIONEERS IN SPEECH/LANGUAGE PATHOLOGY: 1915-1951  
SANDRA L. SINGLETON

CONSENT FORM

1. The above named dissertation research is designed to gather historical information about the origins of speech/language pathology in California in the first half of the twenty-first century. Facts about significant events as well as portraits of the pioneering leaders of this profession will be obtained through oral history interviews and research of other forms of information.

Due to a limited number of printed historical resources, the primary source of information will be the oral histories. The oral histories will be audio-recorded during interviews, and transcribed literally. The history will be a compilation of information provided by the subjects of the study and other factual information found through research.

2. The process of an interview to obtain an oral history is not expected to cause any discomfort or provide any risk of harm to the subject. The subject will only need to respond to questions as she/he wishes, and can end the interview at any time.

3. A possible benefit to the subject will be a completed history of their profession in which they had a part.

4. Participation in this study is completely voluntary. The subject has the option to withdraw from participation at any time.

5. The subject may question the interviewer about any aspect of this study and expect to have those inquiries answered before proceeding with the interview.

6. There is no agreement, written or verbal, beyond that expressed on this consent form.

7. The length of the oral interview may be from 60 to 90 minutes in length. It is possible that a brief follow-up interview may be necessary to clarify information provided by the subject during the initial interview.

8. It is understood that certain information provided by the subject may be used within the body of the written history, but any confidential information provided to the researcher will not be published or reported.

I, the undersigned, understand the above explanations, and on that basis, I give consent to my voluntary participation in this research. I hereby give for whatever scholarly, educational, or publication purposes, the tape recordings, transcriptions and contents of this oral interview.

\_\_\_\_\_  
Signature of Subject

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Researcher

\_\_\_\_\_  
Date

Done at \_\_\_\_\_

City

\_\_\_\_\_  
State