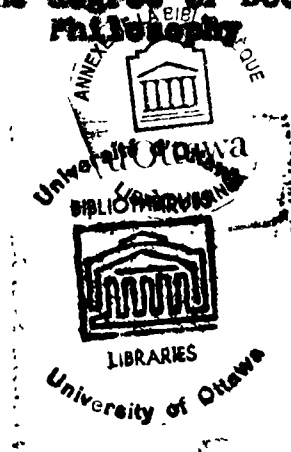


WHITHER GOES SPEECH
IN
THE UNITED STATES
by John William Stine

Thesis presented to the School of
Psychology and Education of the
University of Ottawa as partial
fulfillment of the requirements
for the degree of Doctor of
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CURRICULUM STUDIORUM

John William Stine was born August 5, 1907, in Stronghurst, Illinois. He received his Bachelor of Arts degree from the School of Speech of Northwestern University, Evanston, Illinois, in 1930. His Master of Education degree was awarded him by DePaul University, Chicago, Illinois, in 1938. The title of his thesis was: The Beginnings of Speech Education. He did graduate work at Teachers College of Columbia University, New York, during the summers of 1950 and 1951.

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INTRODUCTION

Today education is undergoing an analysis and re-evaluation by administrators and teachers. With the scarcity of teachers and the increasing enrollments in the universities and colleges, the administrator is examining more carefully the expenditures of his institution. Hence, speech, like other subjects of the curriculum, is once again being appraised.

Comparatively speaking, the Speech Department is more expensive than other departments. Speech courses must, in most cases, be taught to small groups; many specialized courses such as theatre and speech correction demand costly equipment, and speech activities such as debate require extra budgets.

The chairman of the Speech Department, in his role of administrator, is directly responsible for offerings of the department; in fact, he is responsible for its complete organization. He must, with or without the help of his staff, make decisions as to general and specific speech educational purposes. He accepts some, he rejects others, and he may make compromises by emphasizing some, but giving others less importance. To formulate goals for his department, he is interested in recommendations made by writers and teachers in other colleges and universities, as

well as those he establishes for himself. Thus, to make an adequate appraisal of the worth of a department, the administrator should have a knowledge of its purposes and functions in other schools, as well as in his own.

The teacher is continually evaluating speech aims in connection with his courses. He thinks of his own goals in connection with subjects he teaches and he considers them in relationship to the general objectives of the Speech Department. He must decide to which purposes he will give importance; he must make sure that these are appropriate to the particular subject they represent, and, again, he must have a knowledge of directions proposed by other speech departments in order to make his choices creditable.

It is the purpose of this study to assist administrators and teachers in re-evaluating their present goals of speech, or in designing other, more suitable ones. Administrators who are responsible for curriculum organization may find helpful such suggestions as the integration of speech education and general education, the liberal education function, and the service function. Teachers will discover both specific and general aims; many of these are compatible and others are in opposition to one another.

This study is divided into seven chapters, each chapter representing one school, with the exceptions of Chapters I, IV, and VII. Chapter I, A Historical Sketch of

Speech Education, reveals the beginnings of speech aims which become more fully developed during the contemporary period, and Chapters IV and VII each give attention to two schools. The eight institutions involved are: (1) Denver University, (2) The School of Speech at Northwestern University, (3) The University of Wisconsin, (4) Louisiana State University, (5) Teachers College at Columbia University, (6) Stanford University, (7) The University of Illinois, and (8) Michigan State College.

The universities and colleges analysed were chosen because of four qualifications. First, each school chosen offers Ph.D. degrees in speech, since it is reasonable to expect such schools to exert the greater influence in the field. Second, it was necessary to obtain catalogs or bulletins for the particular years of the study. It was discovered, however, that many schools did not retain such materials, so the field was narrowed to those that did. Third, it was thought advisable that the universities and colleges be located in varied areas of the United States, since speech educational needs might differ according to location. Fourth, since publications by teachers and chairmen made the investigations more authentic, this factor was taken into consideration when deciding on the schools to be included in this analysis.

An examination was made of each institution for the years 1940, 1945, and 1952. The first year, 1940, was the pre-war year and changes in speech purposes were likely to occur following this date; the second year, 1945, the end of the war, seemed an appropriate time to note the effects of the war years on speech education; and 1952 was the year when this study was begun. This year is later referred to as "the present time."

The years of the study are often referred to as "periods." In such cases, 1940 is the year which the investigation begins; 1945 includes the interval of years between 1940 and 1945; and 1952 consists of developments between 1945 and 1952. Comparisons were made between each of the three years representing the three periods.

The factual material was gathered from textbooks, college bulletins and catalogs, Quarterly Journals of Speech, and letters. These materials were analyzed when they represented teachers or chairmen of speech departments of the institution being studied. Textbooks and articles in journals were often valuable regardless of the year of publication, providing that the speech purposes of the writers were similar to their teaching aims in course descriptions in the Bulletin of the particular year being studied.

Other sources used are The Interpretation of Literature by Margaret Robb and The History of Speech Education in

America by Karl Wallace. Robb's book, although dealing primarily with one area of speech, treats of the historical aspects of the entire speech field as it relates to the history of her subject. She concludes her history of oral interpretation in the year 1940.¹ The History of Speech Education in America is intensely devoted to the developments of all phases of speech and leads up to the year 1920.² Both books contributed to the first chapter of this study, A Historical Sketch of Speech Education in America.

The terms "purposes," "goals," "aims," and "objectives" are used interchangeably. They are defined as the "result aimed at." In many cases, the purposes of speech overlap the method of speech training. Magdeline Kramer at Columbia gives as her principal speech objective to understand the whole of a speech project, to understand its parts, and finally, to return to an understanding of the whole. This is an instance of formulating a purpose, but at the same time, describing a method.

Other terms defined are "speech" and those used in courses making up the speech curriculum. Speech is explained as a means of oral communication; it is made up of

¹ Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, pp. 218-219.

² Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 530-551.

four elements: Thought, language, voice, and visible action. The curriculum is usually composed of nine categories of subjects: Public speaking, discussion, debate, oral interpretation, speech correction, theatre, radio, television, and speech education.

Public speaking aims to convey a message to an audience. It requires a speaker, a speech, an audience, and an occasion. At times, a prepared outline is used by the speaker; again, an unprepared speech, referred to as an "impromptu speech," is given; a speech is sometimes read, and it may be memorized.

Discussion, which is more often than not combined in the same course with debate, consists of a group of persons attempting to solve a problem by reflective thought. The objective is group thinking for the sake of searching for truth. But debate, unlike discussion, is argumentative. It is a regulated argument of a given proposition between two matched sides with the purpose of testing forensic ability.

Oral interpretation is considered as oral reading, with or without memorisation, which has as its objective the communication of the intellectual and the emotional content of literature to an audience.

Speech correction is the diagnosis and therapy of an individual's speaking, which may be conspicuous due to

incorrect sound formations or lack of fluency in communication.

Theatre consists of the study of play writing, acting, lighting, costuming, scenery, and directing. It may also offer courses in historical aspects of drama and dramatic literature.

Radio deals with courses connected with various types of radio speeches and radio writing, as well as acting, directing, and techniques used in dramatic and musical productions.

Television is often a part of the radio curriculum. Its purposes are similar, except for additional studies in lighting and camera manipulations.

Speech education is an attempt to instruct teachers and prospective teachers in methods of teaching speech to others.

The influences of educational and political trends in the United States on speech education is given importance in Margaret Robb's book, The Oral Interpretation of Literature, and in The History of Speech Education in America by Karl Wallace. This present investigation makes no attempt at being the extensive study these represent. There is used here, however, terminology in connection with speech which originated at an early time in the fields of psychology and science. These terms maintain their identity

at the present time. The psychological approach to speech training, according to Robb, was influenced by William James and applied to speech pedagogy by Samuel Silas Curry. It advocates that the student of speech, by experiencing the emotional and intellectual content of a selection read, should express the correct manifestations of voice and body. This theory was in opposition to the Mechanical school of thought, which believed that pauses, force, pitch, and gestures might be correct if markings representing these techniques were properly executed.³ The power exerted by psychology is again suggested by the purpose, the studying of the whole, then its parts, and finally, a return to the whole. This speech objective obviously has the characteristics of Gestalt psychology.

"The scientific method" reverts back to the days of Dr. James Rush, the first writer to bring science into speech education. Rush defines "science" as a "branch of study concerned with the observation and classification of facts."⁵ Both "the psychological approach" and "the scientific approach," as they are defined here, are used throughout the study.

³ Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, pp. 165-178.

⁴ Ibid., pp. 202-212.

⁵ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 219-234.

CHAPTER I

A HISTORICAL SKETCH OF SPEECH EDUCATION IN AMERICA

Limitations are necessarily imposed on the historical aspects of speech education in attempting to briefly review its development in the United States. The limitations made here are as follows:

(1) The leaders in the field who originated a specific school of thought are acknowledged, but, for the sake of brevity, their followers are given little consideration;

(2) This brief history is limited to the development of speech education as an isolated educational area; its scope does not include political, sociological, or general educational influences;

(3) The study of rhetoric consists of two parts: First, the preparation of the oral communication and second, the delivery of the communication. Although the first part, preparation, was a part of the history of speech education, its purposes and methods for study revealed few marked changes, whereas delivery or elocution, as it was called, made obvious transitions in this regard. Delivery is, therefore, stressed in the following.

1. The Early History (1760-1914)

The history of speech in the United States up until the year 1952 falls into four main periods: The first period extended from 1760 to 1827; the second, from 1827 to 1870; the third, from 1870 to 1914; and the fourth, from 1914 to 1952.

In the first period, 1760 to 1827, the English elocutionists strongly influenced the teaching of speech not only in their own country, but also in America.¹ It is reasonable to assume that England should determine the methods of speech training in America at this time, for the English cultural influence naturally predominated throughout the early years of American colonial education.² In fact, the history of speech training in America coincided exactly with that developed in England until the year 1827, when Reverend Ebenezer Porter, an American, began writing textbooks for his students in the Andover Theological Seminary.³ In the years preceeding Reverend Porter's publications, though, the rhetoric and elocution taught in England was adopted by the American institutions, Harvard, Yale, Brown, and Bowdoin, and as new colleges and universities sprang up, courses of rhetoric were added to the curricula.⁴ The professors of rhetoric in the American colleges and universities instructed "in the Critical and Rhetorical study of

¹ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 56-57.

² Margaret Robb, Oral Interpretation of Literature, New York, The W. W. Wilson Co., 1941, p. 19.

³ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 145-150.

⁴ Ibid., pp. 65-69.

Portions of Latin and Greek Orators and poets and also in Composition Translations and Declamation."⁵ Therefore, to better understand the beginnings of speech education in the colonies, it is necessary to look backward to speech training in England during the years between 1760 and 1827.

In England as early as 715, teachers and writers gave importance to the study of rhetoric advocated by Cicero.⁶ The Ciceronian rhetoric instructed on how to prepare and deliver a speech, and these instructions were divided into five parts. They were: (1) Invention, the discovery of valid or seemingly valid arguments to render one's cause plausible; (2) Arrangement, the distribution of arguments placed in proper order; (3) Expression, the fitting language for invented matter; (4) Memory, the firm mental grasp of matter and words and (5) Delivery, the control of voice and body in a manner that is suitable to the dignity of the subject matter and style.⁷

Rhetoric in England emphasized these purposes of Cicero's until the eighteenth century.⁸ At that time, however, there developed numerous complaints regarding the

⁵ Ibid., pp. 164-165.

⁶ Ibid., pp. 5-8.

⁷ Ibid., p. 6.

⁸ Margaret Robb, "Looking Backwards," The Quarterly Journal of Speech, Vol. XXVIII, October, 1942, p. 323.

lack of consideration by writers and teachers for the fifth objective of rhetoric, delivery.⁹ This negligence might be blamed on the 'English scholars' being more interested in the study of the English language, written or oral, than in speech skills involved in delivery.¹⁰ Higher education during the eighteenth century in both England and America was concerned with the study of Latin and Greek, but did not include training in oral reading or speaking of English. As a result, the clergy and public speakers of the day were greatly criticized.¹¹ Writers and teachers, as a consequence, began stressing delivery in speaking, or, as it was commonly called, "elocution."¹²

Between these same years of 1760 and 1827 elocution was taught by teachers whose methods represented one of the two principal theories of the day; the first of these was the Natural theory and the second was the Mechanical theory. The Natural theory claimed to follow natural laws, whereas the second stressed rules and mechanics. Thomas Sheridan was the leader of the Natural school of thought; John Walker was the leader of the Mechanical school.¹³

⁹ Ibid., pp. 323-324.

¹⁰ Ibid., p. 323.

¹¹ Ibid., p. 324.

¹² Ibid., pp. 324-325.

The first English textbook of elocution to be used in the colonies was A Course of Lectures on Elocution, written in 1763 by Thomas Sheridan.¹⁴ Sheridan, while discussing the Natural theory of elocution, said, "There are few persons, who, in private company, do not deliver their sentiments with propriety and force in their manner, whenever they speak in earnest."¹⁵ This, he believed, was a sure standard for propriety and force in public speaking, which, after all, was only making use of the same manner one used in private conversation, though on a larger scale. So, throughout his book, A Course of Lectures on Elocution, Sheridan warns against artificialities in speaking.¹⁶

Writers and teachers in addition to Sheridan who followed the Natural school of thought were James Burgh, who wrote The Art of Speaking;¹⁷ William Cockin, whose one book was The Art of Delivering Written Language;¹⁸ and

¹³ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 115-117.

¹⁴ Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, p. 32.

¹⁵ Thomas Sheridan, A Course of Lectures on Elocution, London, J. Dodsley, 1796, p. 19.

¹⁶ Ibid., pp. 25-300.

¹⁷ James Burgh, The Art of Speaking, Baltimore, Warner and Hanna, 1804, 291 p.

¹⁸ William Cockin, The Art of Delivering Written Language, London, J. Dodsley, 1775, 157 p.

William Scott, who wrote Lessons in Elocution.¹⁹

John Walker, one of the first elocutionists to use the Mechanical method, was interested in devising notations for inflections of speech and rules for pausing according to grammatical forms.²⁰ He says:

The art of speaking is a system of rules, which teaches us to pronounce written composition with justness, energy, variety, and ease. Agreeably to this definition, reading may be considered as the species of delivery, which not only expresses the sense of the author, so as to be badly understood, but which, at the same time, gives it all that force, beauty and variety, of which it is susceptible: the first of these considerations belongs to grammar, and the last to rhetoric.²¹

Prominent teachers who suggested the Mechanical methods were John Rice and Sir Joshua Steele.²²⁻²³

The Rhetorical Reader by Reverend Ebenezer Porter was the only speech book written by an American between 1760 and 1827. Porter's book was both more readable and less academic than the textbooks of the British teachers and

¹⁹ William Scott, Lessons in Elocution, Leicester, Horri Brown, 1817, 407 p.

²⁰ John Walker, Elements of Elocution, Boston, D. Mallory and Co., 1810, p. 48.

²¹ Ibid., p. 62.

²² John Rice, An Introduction to the Art of Speaking with Energy and Propriety, London, Jand R. Tonson, 1765, 322 p.

²³ Joshua Steele, Prosodia Rationalis, London, J. Alms, 1775, 193 p.

writers.²⁴ Further, Porter's definition of elocution clarified the meaning of the word: "Elocution, which anciently embraces style and the whole art of rhetoric now signifies manner of delivery, whether of our thoughts or those of others."²⁵ With the publication of Porter's book, the English ceased to dominate the teaching of elocution in this country.²⁶ Nonetheless, teachers and writers from England had established the study of delivery as a part of the liberal arts training in America.

In the second period, 1827 to 1870, the Natural school and the Mechanical school continued to be popular theories of speech training.²⁷ But a new approach to the teaching of oral communication was instigated at this time; it was designated as the "scientific method."²⁸ This method no doubt was a child of the scientific trend of that entire period in the United States. The country, moreover, was becoming more independent from England and was developing

²⁴ Ebenezer Porter, Analysis of Principles of Rhetorical Delivery as Applied in Reading and Speaking, Andover, Gould and Newman, 1836, 404 p.

²⁵ Ibid.

²⁶ Margaret Robb, "Looking Backwards," The Quarterly Journal of Speech, Vol. XXVII, October, 1942, p. 325.

²⁷ Ibid., p. 325.

²⁸ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 219-235.

its own leaders, searching for further knowledge and developing techniques for using it.²⁹

It was Dr. James Rush who first applied scientific investigations to speech training in America.³⁰ In his book, The Philosophy of the Human Voice, published in 1827, he explained the physiology and use of the voice mechanism in scientific terms, contending the art of speech must be established upon scientific rules before it could be improved.³¹ Heretofore the science of the voice had been chiefly an elaborate school of labeling. Although Dr. Rush did not meet with great success during his lifetime, he paved the way for a means of voice development and speech correction which became a part of the speech curriculum of a later day.

Other teachers of elocution in the nineteenth century taught procedures similar to those originated by Rush. They made breathing exercises and relaxing exercises a part of speech training. This means of speech development came about through an interest in physiology.³²

²⁹ Ibid., p. 290.

³⁰ Ibid., pp. 219-235.

³¹ Ibid., pp. 219-235.

³² Andrew Comstock, A System of Elocution, Philadelphia, E. H. Butler, 1851, p. 168.

In 1870, however, a book, Elocution, was written by Joshua H. McIlvaine. McIlvaine disregarded scientific labels, but gave importance to psychology as a basis of speech education.³³ Psychology was to play an important part in speech training during the following period.

The third period, 1870 to 1914, was characterized by the application of psychology to speech education. During the latter part of the nineteenth century, the study of elocution, as in the case of the scientific trend of the preceding period, followed the interests of the times.³⁴ Mark Twain spoke of these years as the "gilded age" because of the interest in various art forms, which were, for the most part, in bad taste.³⁵ Elocution also developed forms that were extravagant---and often grotesque. The most famous of these was the Delsarte System, founded by Francois Delsarte, himself a French music teacher and actor. Delsarte's followers went to great extremes with their elaborate charts for gesture, their statue posing exercises, and theories concerning the organic beings of man.³⁶

³³ Joshua H. McIlvaine, Elocution, New York, Scribner, 1870, pp. 5-179.

³⁴ Margaret Robb, "Looking Backwards," The Quarterly Journal of Speech, Vol. XXVII, October, 1942, p. 326.

³⁵ Ibid., p. 326.

³⁶ L'Abbe Delaumosne, The Delsarte System of Oratory, New York, Edgar S. Werner, 1893, pp. 1-163.

Although the power of Delsarte was short lived, its teaching, like that of Joshua McIlvaine, promoted the psychological approach to speech education; he stressed the oneness of body and mind.³⁷

In the year 1890, a new institution sprang up in the United States which exerted a great power in the development of speech education. This institution, "Chautauqua," was an organization made up of a variety of programs of entertainment which travelled to different areas of the country. The programs featured lectures by famous speakers, as well as interpretative readings and music, for theatre had not, at this time, been accepted as entertainment for the more religious-minded citizen.³⁸ The Chautauqua created a demand for trained talent; private schools of speech were set up to meet this demand.³⁹ Some of the more prominent of these schools were the Emerson College of Oratory and Leland Powers School located in Boston, and the School of Oratory founded by Robert McLain Cunnoek, which was connected with Northwestern University.⁴⁰

³⁷ Ibid., p. 158.

³⁸ Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, pp. 129-131.

³⁹ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 301-303.

⁴⁰ Ibid., pp. 301-323.

A fourth speech school, the Curry School of Expression, exemplified a type of speech training which replaced the influence of science by that of psychology. Samuel Silas Curry, who founded the school, used teaching procedures which involved the new psychology that permeated the twentieth century pedagogy.⁴¹ Although Curry was in sympathy with the Natural school of thought of an earlier period, he thought that psychology made the main nature of the mental processes used in speaking more clear.⁴² Curry taught students to think the thought and experience the emotions of the content while making a speech or while reading in order that both might be correctly manifested vocally and physically.⁴³

The speech purposes of Curry were duplicated to an extent by other teachers of the period. Charles Wesley Emerson, who founded the Emerson College of Oratory, instructed the student of speech to respond to his own thoughts with animation.⁴⁴ In addition to "thinking the thought," he also said that voice training and physical culture should be given prominence. The latter, according to Emerson,

⁴¹ Ibid., pp. 315-317.

⁴² Ibid., pp. 321-323.

⁴³ Ibid., pp. 315-317.

⁴⁴ Ibid., pp. 312-317.

made it possible for the student "to express the purposes and emotions of the soul."⁴⁵ Other followers of the trend in psychology were William B. Chamberlain of the Chicago Theological Seminary and Solomon H. Clark of the University of Chicago. Both of these teachers suggested that the mind and body reacted upon each other in such a way that it was impossible to say "this part is only physical and that part simply mental."⁴⁶ Besides Curry, Emerson, Clark, and Chamberlain, other leaders in the field at this time who promoted psychology in speech training were Arthur E. Phillips, who founded the School of Oratory in Chicago, and Robert McLean Cumnoek.⁴⁷

Too much credit cannot be given to the private speech schools. They did, however, sponsor some fads and harbor some charlatans. Elocution, for this reason, developed a reputation which was academically undesirable.⁴⁸ As the college and university enlarged its curriculum and added elective subjects, rhetoric and elocution became

⁴⁵ Charles Wesley Emerson, Evolution of Expression, Boston, Emerson College of Oratory Publishing Department, 1913, pp. 15-101.

⁴⁶ Solomon H. Clark and William B. Chamberlain, Principles of Vocal Expression, Chicago, Scott Foresman, 1897, p. 89.

⁴⁷ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 301-323.

⁴⁸ Ibid., p. 302.

suspects and speech training underwent a difficult period.⁴⁹ Speech, in some cases, was taught by itinerant teachers; in other instances the subject was subordinated to English departments.⁵⁰

2. Contemporary History (1914-1952)

On November 27, 1914, the National Association of Academic Teachers of Public Speaking was formed. Later, as departments of speech were organized in various colleges and universities, this title was changed to the Speech Association of America.⁵¹ This organization indicated the re-instatement of speech education in the program of higher education.

From the years 1914 to 1952, speech had regained its former position and enlarged its curriculum in academic institutions. Separate departments within the field were organized to satisfy a diversity of needs.⁵² Special

⁴⁹ Margaret Robb, "Looking Backwards," The Quarterly Journal of Speech, Vol. XXVIII, October, 1942, p. 325.

⁵⁰ Frank M. Rarig, "A Historical Sketch of the Speech Association of America," 1952 Directory of the Speech Education in America, Columbia, Mo., Speech Association of America, 1952, pp. 15-20.

⁵¹ Ibid., p. 15.

⁵² Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 447-457.

courses in dramatic production, in voice science and speech correction, in debate and discussion, in oral interpretation, in verse speaking, in radio, in television, and in semantics are now being offered.⁵³

The growth in purposes for speech training grew as various areas within the field developed. Speech education, moreover, appeared to be continuously aiming toward the recapture of the academic recognition which it had lost during the course of its history. The methods to be utilized in securing a high academic status for speech were suggested by the variety of objectives formulated by universities and colleges.

Some time between the years 1914 and 1952, speech goals such as those at Denver University emerged. Here the development of speech personality, social integration, and evaluational ability were recommended.⁵⁴ Northwestern University set up purposes involving the attainment of a judgment of literature and of the arts, a knowledge of man's cultural history, the development of character, and training the platform artist. The liberal education function purpose, consisting of the study of the artistic, the scientific,

⁵³ Ibid., pp. 422-467.

⁵⁴ Elwood Murray, The Speech Personality, New York, J. B. Lippincott Co., 1939, pp. 8-51.

and the rhetorical areas of education, was a prominent aim.⁵⁵ Stanford University, like Northwestern, also indicated a belief in the liberal arts education function.⁵⁶ The University of Wisconsin and Louisiana State University gave importance to the purpose, the acquisition of a knowledge of the science of the voice and the science of sounds.⁵⁷⁻⁵⁸ The Teachers College at Columbia University recommended the studying of the whole speech project, then the related parts and a return to the whole.⁵⁹ The University of Illinois prescribed that speech education be integrated with general education and Michigan State College supported a speech department with a separate curriculum involving the teaching of communication skills.⁶⁰⁻⁶¹

In spite of the fact that American speech educational purposes have grown, a repetition of the earlier periods can be seen. Speech education today shows very definite effects of the speech training methods employed by

⁵⁵ Northwestern University School of Speech Bulletin, 1940-1944, Vol. 40, No. 48, Evanston, Illinois, Northwestern University, 1940, pp. 38-47.

⁵⁶ Catalogue of Stanford University, 1945-1946, Stanford University Bulletin, Seventh Series, No. 138, Stanford University, 1946, pp. 413-414.

⁵⁷ Robert West and Claude Kantor, Phonetics, New York, Harpers and Brothers, 1957, pp. 53-98.

⁵⁸ Andrew Thomas Weaver and Lyman Spicer Judson, Voice Science, New York, F. S. Crofts and Co., 1942, pp. 1-360.

the British in the years between 1760 and 1827, which, in turn, were affected by the methods adhered to by the ancients.⁶² The belief that these rhetorical practices of Cicero which were adopted by England's speech educators in the first years and emulated by the colonies are still maintained today can be confirmed by a brief survey of contemporary speech composition courses. These courses, like the rhetorical purposes of Cicero, include such aims as the discovery of materials, their arrangement or organization and the use of language for speaking.⁶³ Delivery, the fifth Ciceronian objective, is also taught throughout the present day speech curriculum.⁶⁴ Courses, furthermore, are present in the contemporary departments of speech which aim to give a rhetorical history of the ancients, Aristotle, Cicero, Quintillian and others. The development of the goal, a knowledge of man's cultural history, was designed

⁵⁹ Magdeline Kramer and Margaret M. McCarthy, "The Development of Personality," Emerson Quarterly, Vol. 16, March, 1936, pp. 18-19.

⁶⁰ Karl Wallace, "Education and Speech Education Tomorrow," The Quarterly Journal of Speech, Vol. 36, April, 1950, pp. 175-183.

⁶¹ Catalogue of Michigan State College of Agriculture and Applied Science, 1945-1946, Michigan State College of Agriculture and Applied Science Bulletin, Vol. 39, No. 6, East Lansing, Mich., Michigan State College, 1945, pp. 335-338.

⁶² Margaret Robb, "Looking Backwards," The Quarterly

in consideration of this subject matter.⁶⁵

The Natural school of thought led by Thomas Sheridan is a second phase of the period which continues to be felt in the speech goals of today. Lew Sarett of Northwestern University advises the speech student to speak using a natural and conversational style; his bodily gestures should also be natural and not mechanical. Sarett objects to exhibitionism when speaking or reading, as did the Natural school of the earlier time.⁶⁶ The Natural school of thought, furthermore, has been accepted at the present time by outstanding teachers as an appropriate style of oral communication.⁶⁷

The Mechanical school, with John Walker as its outstanding leader, also made contributions to contemporary speech methods. The purpose, the acquisition of a knowledge of the science of sounds, suggested by the teachers

Journal of Speech, Vol. XXVIII, October, 1942, p. 325.

⁶⁵ Northwestern University School of Speech Bulletin, 1940-1941, p. 39.

⁶⁴ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, pp. 422-467.

⁶⁵ Northwestern University School of Speech Bulletin, 1940-1941, p. 14.

⁶⁶ Lew Sarett and W. T. Foster, Basic Principles of Speech, New York, Houghton-Mifflin Co., 1936, pp. 38-62.

⁶⁷ Margaret Robb, Oral Interpretation of Literature New York, The N. W. Wilson Co., 1941, pp. 203-212.

of speech correction and diction reveals the influence of this school of thought. These teachers gave instruction in the production of speech sounds by mechanical methods. They taught that the teeth, lips, tongues, and palates are mechanically placed for formulating the sound being vocally produced.⁶⁸

The second period of speech history (1827-1870) featured contributions from American writers and teachers, rather than those who were British. This time was a time of scientific advancements in speech education. Dr. James Rush labeled and described the physiology of the voice mechanism and his theories were the beginning of the study of voice science. Today the University of Wisconsin and Louisiana State University give special importance to this area of speech training.⁶⁹⁻⁷⁰ It is also a part of the speech curricula of most universities and colleges.⁷¹ The

⁶⁸ Robert West and Claude Kantor, Phonetics, New York, Harpers and Brothers, 1957, pp. 40-102.

⁶⁹ Catalogue of the University of Wisconsin, 1940-1942, University of Wisconsin Bulletin, General Series, No. 2540, Serial No. 2756, 1940, pp. 172-175.

⁷⁰ Catalogue of Louisiana State University and Agricultural and Mechanical College, 1945-1946, Louisiana State University and Agricultural and Mechanical Bulletin, Vol. 38, No. 3, 1946, pp. 295-301.

⁷¹ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1964, pp. 422-467.

purpose, the attainment of a knowledge of the science of the voice, is an outgrowth of subject matter first emphasized by Bush.⁷²

Following the scientific period, speech history saw the beginning of the use of psychology in its field. This period was the period of private speech schools; teachers in these institutions suggested that the thought and feeling of the content being spoken or read should be experienced by the speaker. They referred to this approach as the "think the thought" method. Today this procedure is generally practiced in departments of speech. This is especially true in the areas of oral interpretation and acting.⁷³ The speech objectives, the attainment of judgment in literature and in the arts and the training of the platform artist, are closely connected to this school of thought.⁷⁴

In 1914 the Speech Association of America was organized by teachers of public speaking. These teachers were connected with the English departments of their

⁷² Andrew Weaver and Lyman Spicer Judson, Voice Science, New York, F. S. Crofts and Co., 1942, pp. 1-360.

⁷³ Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, pp. 203-212.

⁷⁴ Northwestern University School of Speech Bulletin, 1940-1941, p. 14.

respective institutions. Some time after this date, speech subjects in most colleges and universities were relegated to speech departments. Nevertheless, as late as the year 1943, courses in oral communication were considered to be a part of the English department at the University of Illinois. But in 1945, a fully developed department was disclosed in the Bulletin of that year.⁷⁵

⁷⁵ University of Illinois Bulletin, 1945-1946, Vol. 42, No. 42, 1945, pp. 40-46.

SUMMARY

The history of speech is divided into four periods. In the first, the English elocutionists influenced the methods of oral communication being taught in the colonies. As the ancients influenced the English in teaching rhetoric, the English influenced the colonies.

The Natural school of thought and the Mechanical school also contributed to the teaching of the delivery of a speech. The Natural school followed natural laws and was an imitation of nature, whereas the Mechanical school taught by rules and notations.

The second period evolved the beginnings of scientific investigations in connection with speech education. Dr. Rush's Philosophy of the Human Voice was an attempt to study the voice scientifically.

The third period presented to speech teachers the Delsarte System. These years revealed the relationship of speech with psychology. It was the period of the Chautauques and the private schools of speech. Educationally, the field lost its standing in higher education at this time.

From 1914 until 1952, constructive changes took place in the speech field. The Speech Association of America was founded, departments of speech were organized, and departments within the field were formed. The Natural

school, the Mechanical school, the scientific method and the psychological method continued to extend their power in the more modern purposes and methods.

CHAPTER II

ELWOOD MURRAY AND SPEECH EDUCATION AT DENVER UNIVERSITY

Since the year 1914, when seven members of the National Council of English voted to organize the National Association of Academic Teachers of Public Speaking, the leaders in the speech field have continued to stress oral communication with the purpose of establishing an important place for the subject in the curriculum of higher education. Since before this date there were no provisions made for communication among themselves, speech teachers were isolated and their subject was subordinated to other departments such as English. Their academic status was inferior and the teachers themselves, in many cases, were merely entertainers who showed the influence of the earlier elocution methods.¹

The year 1914 brought about favorable changes, including growth in concepts and philosophy. Such growth was indicated in 1917 when the title of the National Association of Academic Public Speakers was changed to the Speech Association of America. This change in name was

¹ Frank M. Rarig, "An Historical Sketch of the Speech Association of America," 1951 Directory of the Speech Association of America, Columbia, Mo., The Artcraft Press, 1951, pp. 15-16.

suggested by the expansion of purposes embraced by the speech area; courses in oral interpretation, speech correction, debate, and dramatics, as well as those in public speaking, had evolved during the period between 1914 to 1917.²

This variation in subject matter suggested that mastering the appropriate skills for the activities involved in the courses is the main purpose in speech training. Speech administrators and instructors, however, continued in their attempt to add more comprehensive objectives. During the periods marked by the years 1940, 1945, and 1952, the obvious purposes were expanded until "speech development" was not only synonymous with human growth, but with a complete liberal education.³

Some idea of the extension of speech goals was evident at Denver University during these three periods. In 1940 the development of skills and of aims leading to individual and social development was conspicuous; in 1945 evaluational purposes were recommended along with those of skills and of social and individual growth; in 1952 there were added skills in reading, writing, speaking, and

² Ibid., p. 16.

³ Catalogue of the University of Denver, 1952-1954, Bulletin of University of Denver, Vol. 52, No. 9, Denver, Colorado Seminary, 1952, pp. 1-4.

listening, and the liberal arts function purpose was emphasized.

1. Murray and the Psychological Purposes

Elwood Murray, professor and chairman of the Department of Speech and Dramatics, was responsible for extensive developments at Denver University. Murray is the author of the textbook, The Speech Personality, and various articles connecting speech with personality development. He and his students initiated the idea of "Discussion Progression," which was developed to supplement forensic activities and give experience in cooperative skills related to speech.

Murray is a former president of the Western Association of Teachers of Speech. He has taught at the Abraham Lincoln High School, Council Bluffs, Iowa, Purdue University, and the University of Iowa, where he received his Ph.D. degree. He is director of the annual Rocky Mountain Speech conference and the summer speech institutes at the University of Denver.⁴

Elwood Murray did not, in 1940, believe that speech had attained its proper academic status in higher education. Under his guidance, speech was expanding its goals far

⁴ Lionel Crocker, "Who's Who Among Contributors," The Quarterly Journal of Speech, Vol. 26, February, 1946, p. 169.

beyond mere utilitarian objectives.⁵ His writings suggested that the acquisition of these performance skills was not enough. Murray was concerned with speech as a field which should take a more important place in the curriculum of the university and skill courses fell short of carrying out that purpose. He announced aims that were concerned with speech as a means for improving the student socially and psychologically, and he denied that the teaching of speech skills should be an end in itself.⁶

While advocating social improvement, Murray emphasized a social integration purpose. His aim was the use of speech development as a means for promoting group thinking and the solution of problems:

Social integration is meeting and merging of minds and purposes on the best available truth. It is the coordinating of forces in a situation to permit advance and growth in the social area concerned. At the same time it accommodates and releases individuals in line with their potentialities.⁷

In developing this thesis of speech education, Murray recommended that instructors of speech make clear the basic educational objective of merging minds in search

⁵ Ibid., p. 42.

⁶ Elwood Murray, "Speech Standards and Social Integration," The Quarterly Journal of Speech, Vol. 26, February, 1948, p. 74.

⁷ Ibid., pp. 74-76.

of available truth. According to Murray, such a merging of minds prepared the student to make his special contribution to democratic government.⁸

While the social integrational purpose accented group thinking, Murray's second goal concerned the psychological development of the individual. He referred to this goal as the development of the speech personality. Murray suggested a close relationship between speech, personality, and social integration, and the use of speech as a tool for social integration. Speech and personality are one and the same thing, since "they grow, develop, and become one together."⁹ Murray defines personality as "the emotional, intellectual, physical and evaluational aspects of man."¹⁰ Growth in speech ability results in the development of these factors, and, since speech and personality are inseparable, growth in these aspects means development in speech.

It may be granted that speech education should develop these factors, since personality includes the emotional, intellectual, physical, and evaluational aspects

⁸ Ibid., pp. 75-76.

⁹ Elwood Murray, The Speech Personality, New York, J. B. Lippincott Co., 1939, p. 8.

¹⁰ Ibid., p. 10.

of man. For example, as the student of speech would progress in his work, his assignments would make greater demand on his emotional and intellectual capacities in communicating more complex and complicated ideas. Such advancement in training might mean a more intelligent use of bodily expression, as well as a more effective use of the voice mechanism. Similarly, progress in speech proficiency should lead to a greater ability to evaluate ideas.

Murray was not satisfied with giving consideration only to the healthy personality relative to speech training, though. He extended his speech personality purpose to include those persons who were impeded by deficiencies of personality. He described speech personality in terms of negative and positive psychological traits of speech:

Speech behavior, or in its broader aspects, the speech personality, may be described in such terms as timidity, shyness, negativeness, poise or lack of poise, affectation or sincerity, directness or indirectness, aggressiveness or bombast, irony, social indifference, anti-socialness, and many similar expressions.¹¹

Murray regards the speech personality goal not only as a "cure all" for negative characteristics, but also as means for overcoming egocentricity. As a consequence of his egocentricism, Murray says, the student ignores objective realities and interprets events and situations solely

¹¹ Ibid., p. 69.

within the framework of his own experiences. A favorable balance between aggressiveness and submissiveness on the one hand and introversion and extroversion on the other can be achieved by means of an appropriate speech program.¹²

In 1945 a new speech goal was designed by Murray--- the evaluational purpose. The evaluational purpose introduced a new trend in the curricular development of the speech area at Denver. Murray advocated that semantics should be utilized as a means for evaluating ideas. Semantics, however, was not defined, although he stressed its importance relative to group thinking, as well as its significance to the individual's ability to make intelligent judgments. He proclaimed that the use of the semantic approach would enable the members of a group engaged in problem solving to reach a mutual understanding of the terminology they were using. As a consequence of adapting this approach, the group would avoid misunderstandings likely to occur in the absence of such a method. By using his knowledge of semantics, the individual should become more objective because he might become aware of the difference between facts and statements made about them by himself or others.¹³

¹² Ibid., pp. 71-78.

¹³ Elwood Murray, The Speech Personality, 2nd edition, New York, J. B. Lippincott Co., 1944, pp. 513-554.

Although it is plausible that the semantic method of regarding facts and ideas should lead to the development of the evaluational aspect of personality, Murray carried the goal still further. Just as he earlier sought a balance between negative and positive aspects of the speech personality, he now asserted the value of the evaluational objective for purposes of psychological therapy for such types of students as the self-centered, the introvert, and the extrovert. He believed that the acquirement of objectivity in evaluating ideas should erase these psychological characteristics.¹⁴ But again, as in speech personality development, he omitted the need for diagnosis of the student by teachers properly trained in methods of psychology.

2. Speech Purposes Disclosed by the Bulletins

Whereas Murray was advocating individual and social development in 1940, the Bulletin during that year emphasized the mastery of techniques or skills appropriate to the various courses of the curriculum. These skill objectives were implemented directly and unostentatiously and sought to prepare the student for public performances and/or teaching. In public speaking, students were taught to compose and deliver types of speeches; in oral

¹⁴ Ibid.

interpretation, they learned to express vocally the thoughts and emotions intended by authors of various types of literature. In speech correction, they learned methods for remedying speech defects; in debate, they acquired the techniques of argumentation. The radio subjects emphasized principles of speaking, writing, acting, and productive methods. The dramatic courses gave special attention to the ability to write a play, to act in a play, and to produce a play. The Bulletin also stated that continued study of one or more of these subjects led to a specialization or to specializations in one or more of the speech areas.¹⁵

In addition to these skill objectives, the speech personality and social integration purposes proclaimed by Elwood Murray were functioning at Denver, according to the description of a course called "Speech Fundamentals": "Emphasis on individual needs in personality adjustment to speech situations and the effective use of speech as a tool for human relations."¹⁶ These aims limited those advanced by Murray. Whereas he believed that the study of speech led to a social and psychological development, the "Speech Fundamentals" course referred only to personality adjustment

¹⁵ Catalogue of the University of Denver, 1940-1941, Bulletin of University of Denver, Vol. 41, No. 3, Denver, Colorado Seminary, 1940, p. 73.

¹⁶ Ibid., p. 43.

to speech situations and speech as a tool for human relations. This modification of Murray's aims appears to be more reasonable than the broader ones that he proclaimed.

In departing from the study of purposes exposed in 1940 and viewing those emerging in 1945, one observes that, in the second period, aims discovered during the first period were maintained and additional ones appeared.¹⁷ The course, "Speech Fundamentals," mentioned above, for instance, was a part of the speech curriculum in 1945. This indicated that social integration and speech personality had become established goals of the oral communications program.¹⁸ Too, Murray's book, The Speech Personality, had been revised in 1944.¹⁹ This publication also accented both social integration and the speech personality. Murray's continuance as director of the speech area at Denver University further substantiates the belief that attempts were being made to carry out these aims.²⁰

¹⁷ Catalogue of the University of Denver, 1945-1946, Bulletin of University of Denver, Vol. 41, No. 3, Denver, Colorado Seminary, 1945, pp. 42-46.

¹⁸ Ibid., p. 42.

¹⁹ Elwood Murray, The Speech Personality, 2nd edition, New York, J. B. Lippincott Co., 1944, pp. vii-864.

²⁰ Catalogue of the University of Denver, 1945-1946, p. 301.

Objectives dealing with skills were again seen in the course description of 1945. Although television and radio were especially stressed, no course in television had been designed. Radio, moreover, appeared to have become a well developed part of the speech program. It stressed the adaptation of standard and current literature for broadcasting, the acquisition of knowledge of sound effects and the development of the ability to construct radio speeches, newscasts, and interviews.²¹ Public speaking, oral interpretation, speech correction, and debate were given less emphasis in the general purposes in 1945 than the others mentioned, although they were attempting to carry out purposes similar to those recorded in 1940.²²

A course titled "Language as Human Adjustment" in the Bulletin of 1945 showed that the evaluation purpose suggested by Murray was operating at Denver. It included such aims as the following:

To improve orientations and adjustments through methods of general semantics and to understand the mechanisms of evaluation as related particularly in dealing with linguistic and symbolic behavior.²³

²¹ Ibid., pp. 218-222.

²² Ibid., pp. 217-219.

²³ Ibid., pp. 513-531.

A. The Service Function Purpose in 1945

In 1945, according to the Bulletin, a new goal developed. It was identified as the service function purpose. This aim accented the possibility that the speech curriculum could extend its many services to other departments of the University. The service function purpose provided "students in every department, including the professional and vocational areas, with suitable opportunities, services and guidance in speech development."²⁴ This extension of purposes assisted in the fulfillment of Murray's principle of social integration. Murray had stated previously that speech teachers should make the merging of minds in search of the best available truth an educational objective, making no allowance for the knowledge necessitated for such an objective, the service function made provisions for their neglect of content. Students would come prepared to discuss problems related to the subject matter taught to them in their various fields of concentration.

Like those purposes relative to skills, social integration, speech personality, and evaluation, the service function purpose was being integrated into the speech curriculum at Denver before or during 1945. A new subject

²⁴ Ibid., pp. 42-45.

labeled "General Semantics Applied to Business and Professions" embraced the following aims:

To aid persons in business and the professions to apply new techniques of evaluation, adjustment and reaction to everyday situations; to demonstrate the techniques for attacking certain personal sales, advertising, teaching and supervisory problems.²⁵

B. The School of the Theatre in 1945

As these speech aims appeared to expand, there was evidence that the speech curriculum was becoming more highly specialized. Whereas in 1940 the area was identified as the Department of Speech and Dramatics, in 1945 it had been divided into two units: The School of Speech and the School of Theatre.²⁶ An examination of the purposes of the School of Theatre also brings into sharp focus the objectives of the School of Speech. Since the two schools were closely integrated, it was apparent that goals of social integration, speech personality, and evaluation purposes operating at the School of Speech were being recognized by the School of Theatre. For example, social integration should result from the group thinking which courses in acting, directing, and dramatic production involved; the

²⁵ Ibid., p. 220.

²⁶ Ibid., p. 71.

aspects of personality should be developed by the dramatic student, since growth in emotional ability might be promoted by interpreting various characters in dramatic situations; intellectual abilities should be encouraged by the literary analysis and the production planning which theatrical activities demanded; evaluational skills should increase, since proper values as to general artistic tastes should be constantly kept in mind in the various factors of dramatic entertainment. Finally, the evaluational purpose, with semantics as its method, could be attempted, since many students taking part in dramatic projects should need to agree on meanings of the playwright.

Regardless of whether or not these speech purposes were recognized by theatrical instructors, the 1945 Bulletin emphasized the acquirement of vocational skills both in general aims of the school and in course descriptions. These courses in acting, play production, directing, and play writing, though, were similar to those viewed in 1940.²⁷ But in 1945 two additional types of subject matter, religious drama and educational theatre, were introduced. Religious drama included the production of religious pageants, musical religious plays, and religious drama plays. The educational theatre gave consideration to

²⁷ Ibid., pp. 218-225.

instructing prospective teachers in methods of putting on plays for children of all grade levels.²⁸

The Bulletin, in clarifying the acquisition of vocational skills for theatre, emphasized three types of general purposes. The first referred to specialists who desired to follow the theatre as a profession; the second gave consideration to specialists who wished to teach drama; and the third stressed theatrical training to provide an avocation for leisure time.²⁹

There might be two explanations for theatre goals' not being as highly developed as those of speech. First, there is the broad scope of speech courses and the more limited range and specialized nature of dramatic courses. While speech training fulfills a need for all students, dramatics encourages those who possess special aptitudes for such creative arts as scenery design, play writing, acting, costuming and directing. Secondly, Elwood Murray's publications emphasized speech, while publications relative to theatre were not available.

²⁸ Ibid., pp. 218-225.

²⁹ Ibid., p. 71.

C. The Division of Communications in 1952

In comparing the growth of purposes of 1940 and 1945 with those which predominated in 1952, it is significant to note that the organization of the School of Theatre and the School of Speech in 1945 was only the beginning of the trend toward specialization in the speech field. By 1952 the entire curriculum at Denver University was divided into six divisions, each of which was designed to service specific disciplines such as art, science, and social science. That division which most concerns this study was called the Division of Communications; it was, in turn, subdivided into five separate, but highly integrated areas of basic communications, journalism, radio, speech, and theatre.³⁰

In order to offer an integrated course of study to the student, the Division of Communications outlines and defined three levels of study, each having its own objectives. The first level or course of study centered around training in writing, reading, speaking, and listening, and its principal aim was "personal-social." The second level permitted the student to choose one or more of the media of communication such as radio, speech, theatre, or journalism

³⁰ Catalogue of the University of Denver, 1952-1954, pp. 1-4.

for the purpose of exploring the personal and social implications in the particular area or areas. The third level gave students opportunities for specializing in one of these fields for the purpose of acquiring appropriate skills.³¹

The functioning of the Division of Communications appeared to resolve the conflict between Murray's speech philosophy of 1940 and 1945 with those emphasizing the objectives concerned with skills recorded in the Bulletin during those two periods. For example, the personal-social goals of the first two levels, shown in the 1952 Bulletin, paralleled the individual and social developmental goals involved in Murray's purposes. Since the third level accentuated specialization in one of the areas, there was a compromise of the individual and social developmental purposes with those relative to skills. Each of these three levels of study within the Division of Communications discloses purposes of fostering social integration, developing speech personality, and acquiring skills.

a. Basic Communications - The purposes of the development of the speech personality and social integration and acquiring skills constituted the very substance of the five separate areas of the Division of Communications:

³¹ Ibid., pp. 27-28.

basic communications, journalism, radio, speech, and theatre. As early as 1946, Murray's remarks about basic communications show that the following objectives were at the heart of the entire program:

The University of Denver program is concerned first with communication skills---reading, writing, speaking and listening---secondly, with the personality of the communicator, and thirdly with the social responsibilities of the speaker and writer as a member of society.³²

Not only were these three objectives emphasized in the Basic Communications program in 1959, but the evaluational purpose was also advocated, with general semantics again stressed as its method.

In focusing merely upon overt skills of reading, listening, speaking and writing, we neglect the silent functioning in the personality. Levels of unspoken functioning (perception and interpretation) underlie all spoken or linguistic behavior. Evaluation of these levels must be appropriate if the overt behavior is to be consistently adequate.³³

Although the above did not clarify Murray's meaning in the use of semantic skills in reading, speaking, listening, and writing, a further survey of his goals for basic communications exposed hints of its meaning when he said that the listening student should respond appropriately

³² Elwood Murray, et al., "A Functional Core for the Basic Communications Course," The Quarterly Journal of Speech, Vol. 32, February, 1946, pp. 232-244.

³³ Ibid., p. 231.

to the important and unimportant facts about which a word map had been constructed.³⁴ He further clarified this by claiming that, in speaking and writing, the objective is to make statements appropriate to the facts under consideration and to the audience, and the appropriateness of one's evaluation of facts and of his audience appears to be the first point of focus from which all the procedures of a communications course take their departure.³⁵

b. Radio - Basic communications was not the only area in which these objectives were pursued. An examination of the radio area indicates that it, too, placed particular stress on reading, writing, speaking, and listening. To carry out the objectives of writing, the student would write continuity, narrations, dramatic dialogues, and news reports. His reading was executed by means of various types of manuscripts before the microphone. His speaking skills were developed by means of announcements and acting, and his listening abilities were increased through his analysis and criticisms of these same programs.³⁶

A second part of the radio area was television, which made its entry into the oral communications program

³⁴ Ibid., p. 233.

³⁵ Ibid., p. 242.

³⁶ Catalogue of the University of Denver, 1952-1954, pp. 27-29.

between 1945 and 1952. The objectives accented skills utilized in programming, manipulation of cameras, and carrying out new program concepts.³⁷

c. Journalism - Journalism, the third area, also suggested goals concerned with skills, social integration, speech personality, and evaluation. It included subject matter concerned with writing and also gave consideration to courses taught in conjunction with radio which emphasized the functioning of news departments and news policies.³⁸

d. Theatre - Theatre continued to focus on objectives of skills in courses in lighting, costuming, scenery building, directing, acting, and play writing. But since this division was, in 1952, closely associated with other divisions of communication, goals of social integration, speech personality, and evaluation might also be expected to operate. In regard to courses, religious drama had been discontinued in or after 1945. Moreover, aims for the teaching of teachers in methods of teaching dramatics at various grade levels were again stressed as in 1945, and two new courses, in motion pictures and history of the theatre, emerged in 1952.³⁹ The objectives of the course

³⁷ Ibid., pp. 27-29.

³⁸ Ibid., pp. 35-36.

³⁹ Ibid., pp. 41-44.

in motion pictures included the appreciation of aesthetic values, the study of history and development, a knowledge of theory, practice, and principles of camera techniques, and an understanding of how to present ideas, emotions, and incidents by filmic means. The history of the theatre encompassed a comparison of historical and modern theories of acting; an execution of projects which illustrate various periods of acting styles; a survey of present-day influences; trends, techniques, and procedures of world theatre and a study of styles and costumes of various periods of history.⁴⁰

e. Speech - As the last area in the Division of Communications, speech obviously promoted social, individual and evaluational growth, since these goals originated within speech itself. Aims directly concerned with individual growth, for example, were stressed in the field of speech in 1952. They were applicable to the four aspects of personality suggested by Murray. The intellectual aspect was implied in such aims as giving attention to individual needs and potentialities of the student in his ability to think on his feet, to organize thinking, to construct and deliver a logical argument and to put into practice fundamental principles of speech composition.

⁴⁰ Ibid., pp. 41-43.

Influences on the emotional factor of personality were apparent in such objectives as the study of motivation; the use of suggestive techniques and ethics in persuasion; the study of rhythm, meter, and forms of poetry for the presentation of programs and interpreting plays and other forms of literature. The physical aspect was represented by objectives in developing vocal quality, overcoming speech defects caused by oral abnormalities and putting to use bodily expression when speaking.⁴¹ Since the evaluational factor of personality had grown into a speech objective, the general purpose of the evaluational aspect was illustrated by such specific aims as making a proper evaluation and effective transmission of thought from the printed page to an audience. Finally, these evaluational techniques were applied to public speaking and rhetoric.⁴²

It was obvious that purposes of skills, as well as those of social integration, speech personality, and evaluation, were stressed throughout the speech curriculum since they were an integrated part of oral communications subjects. In 1952 those skills necessary to public speaking, group discussion, oral interpretation and speech correction were similar to those in 1940 and 1945.⁴³

⁴¹ Ibid., pp. 41-44.

⁴² Ibid., pp. 41-43.

D. The Liberal Education Function in 1952

Before or during 1952, however, the last goal disclosed at Denver was added to the speech area of the Division of Communications. It was labeled the liberal education function purpose since it recommended that the general aim of speech education was that of having the functions of a liberal education. Like the purposes regarding speech personality and evaluation, which held that the fulfillment of their objectives might cure personality defects, this purpose also made questionable claims on one area of education. Three divisions of subject matter were cited as proof of this function, the artistic area, the rhetorical area, and the scientific area.⁴³

Since speech in 1952 was closely integrated with theatre and radio, these potentially creative subjects, along with that of oral interpretation, might comprise the artistic area. The rhetorical area might consist of methods in speech composition; the scientific area included logic employed in speech making, as well as the scientific approach used in speech correction and various factors in stage production.⁴⁴

⁴³ Ibid., pp. 38-44.

⁴⁴ Ibid., pp. 38-40.

⁴⁵ Ibid., pp. 38-44.

3. Some Implications of Speech Purposes at Denver

The speech teacher, after examining the speech curriculum at Denver University, may wish to re-evaluate his own speech purposes. He attempts to determine whether he demands enough from speech classes to justify the work on an academic level, or if he merely teaches skills to meet the vocational needs of the student, giving little consideration to the content of his courses. Discovering this to be true, he seeks causes for the absence of goals dealing with a more academic approach. He may decide that much which is called "content," such as "the artistic, rhetorical and scientific areas of the liberal education function," indicates a superficial viewpoint. It makes exaggerated demands on the speech curriculum. Moreover, he studies other purposes at Denver while evaluating his own. He must make judgments regarding aims for developing speech personality, social integration, and evaluational ability, and he must clarify his attitude toward the semantic method.

After making a final estimation of speech education at Denver, he comes to one of three decisions. First, he rejects all the aims, believing them to be unsuitable for his own department; he may believe that there are too many objections crowded into one curriculum to make anything effective. Secondly, he accepts the speech goals at Denver

as they stand. Finally, he may accept them, but in moderation.

If he should choose to modify the purposes suggested by Denver, it is possible that the study of drama, radio drama, and oral interpretation will serve as the artistic area of the liberal education function. These studies will include the analysis of literary selections and the mastering of skills for interpreting them orally. Courses in speech correction involving studies in physiology and physics represent the scientific area, and subjects in speech composition and delivery fulfill the rhetorical area. Emphasis would be placed on the development of personality in classes in public speaking, oral interpretation, and theatre. Activities included in these subjects should make the student more confident, and better adjusted socially and individually. Social integration of the student will take place in projects in group discussion. Semantics may be used as a tool for creating an understanding between the members of such groups.

The administrator, as well as the teacher, may be affected by the organization of the speech curriculum at Denver. Because of the history of speech at Denver in 1940, 1945, and 1952, the administrator may, if he sees fit, choose one of the three types of curricula viewed during those years. The first includes all speech and

theatre subjects in one department. The department made no allowances for specialization in any one subject. The student must have a general knowledge of the field as a whole. Secondly, since the purposes of speech and theatre are dissimilar in many respects, he may decide on emulating the second type which divides speech matter in two units, the School of Speech and the School of Theatre. Thirdly, he may departmentalize the Speech Department. Not only would this include such departments of radio, theatre, speech, and speech correction, but a basic communications program with aims of learning to write, speak, listen, and read might be added to the program.

If he decides to reorganize the department according to one of the plans set forth by Denver, the administrator must concern himself with a number of considerations. He gives attention to the number of students enrolled in speech, to decide upon the number of offerings. He decides whether he is educating students to become specialists or is he interested in their having a knowledge of the entire speech field. He will be aware of the limitations of his budget and ask himself if it is sufficient to equip departments of theatre, departments of radio and television, and departments of speech correction. He questions himself concerning the needs and demands of students. Should all subject matter be made important

or should courses be emphasized, which meet student needs and demands? As a result of the answers to these questions, and answers to other questions as appropriate, he determines the type of speech curriculum which will best benefit his college or university.

It is doubtful these speech subjects could hope to compete with an entire liberal arts education involving artistic, rhetorical, and scientific areas since its primary aim was the promotion of various phases of oral communication. If these phases were interdependent with other departments comprising the liberal arts curricula, then speech would be fulfilling a liberal arts function. For instance, in order to learn to interpret various types of literature, a background of literary knowledge is essential. This knowledge, however, should be dependent on the English Department, since oral interpretation classes are concerned with teaching techniques of oral interpretation. The oral interpretation of literature adds to literary understanding, but it does not replace the study afforded by well organized courses in literature offered by English departments. Moreover, although scientific knowledge is applicable to the study of speech correction, the student is ultimately interested in the correction of speech defects and his scientific background might well be obtained from departments which make scientific specializations their aim.

Much that is true of these subjects might be said of other courses in speech which are closely related to content subjects in other departments. It must be admitted, moreover, that courses in oral communication often enhance and integrate with certain liberal arts subjects, but speech, like other areas, has its own main purpose to fulfill and that is the development of effective oral communication.

Not only does the speech department as a whole appear to make pretentious claims on the subject matter of one department, but the goals designed by Wilwood Murray are also somewhat ostentatious regarding the educational goals which they aim to achieve. For instance, in the purpose of social integration, Murray considered training in speech and in thinking as being carried on simultaneously; he made no allowances for subject matter necessary for such thinking. But where did the student secure sufficient knowledge involved in the solving of problems and in finding the best available truth? No doubt appropriate research might meet his needs, but such research implied that the members of the group had attained some background in the various areas being discussed in order to approach the necessary investigations adequately. Since it was dependent on the content derived from other fields of study, this purpose seemed somewhat presumptuous when limited only to the study of speech.

There is justification for concluding, nevertheless, that some four reasonable objectives are indicated by the general speech purpose of social integration. First, if subject matter from other fields were utilized in the functioning of this goal, speech acted as an integrational center for other university subjects. Secondly, the group thinking involved contributed to the social development of the members of the group. Thirdly, techniques in discussion were acquired. Finally, abilities in the individual's oral thinking were developed.

A review of Elwood Murray's second speech objective, the development of the speech personality, like the social integration purpose, encompasses a greater area than the speech curriculum might justifiably include. Although it is possible in oral communication to encourage the overcoming of timidity, over-submissiveness, over-aggressiveness and egocentricity during participation in a speech activity, it is likewise possible that these negative characteristics might continue to be manifested in other life situations.

Murray's fallacy was in the ignoring of causes which led to these negative characteristics. Such deficiencies might well have had their origin in an early period of the life of the student. It would be necessary, therefore, that some diagnosis be made of his psychological background in order to understand and, if possible, remove the causes

of the undesirable personality traits. Such a procedure would require that the speech instructor be trained in the necessary psychological procedures or that the Speech Department receive adequate services from the Department of Psychology.

Murray recommends that certain types of speech tests be given to the student to determine his difficulties and that corrective speech projects be assigned to him in order to correct them. In addition to the possibility that this therapeutic approach might fail to remove the deficiencies it set out to correct, an even greater danger lies in the harm that could be done to the student through inept and incompetent handling. So, not only is there a possibility that the prescribed speech projects might not remove the personality deficiencies referred to by Murray, but harm to the student could result. For example, a boy who, in his early youth, had been the victim of a domineering father and had had a need for becoming extremely submissive might become more so in a speech class where the instructor, untrained in psychological techniques, was dictatorial in manner; or the student might, if he was aware of his failing, try to compensate by appearing more aggressive than his real feelings would warrant.

SUMMARY

This study brought to light important aspects of the development and history of speech purposes at Denver University from the year 1940 until and including the year 1952. The exact period of the beginnings of the various phases of this growth was not always determined because only the years 1940, 1945, and 1952 were stressed; yet the results of the expansion of these objectives during the years between these three periods appeared to emerge during the years mentioned.

In 1940 purposes in speech gave prominence to skills, social integration, and speech personality. Skills in various areas of the field of speech were shown in course descriptions in the 1940 Bulletin. Social integration and speech personality were purposes proposed by Elwood Murray, the chairman of the department. These latter goals appeared to be more comprehensive than the subject matter of the field might allow.

In 1945 these purposes were still evident and two more aims came into view, the evaluation and the service function purposes. The first of these introduced the study of semantics and the latter recommended that speech be taught to students majoring in other areas of the University. Moreover, in 1945 a trend toward greater specialization in

courses in speech was shown when the Department of Speech and Dramatics was divided into the School of Speech and the School of Theatre. Too, courses in television revealed that the subject was an important part of the curriculum.

In 1952 this trend in specialization of the area was carried further. Not only were theatre and speech separate units, but radio, which included television, also became a separate section. The three fields were included in a major division of the University, the Division of Communications. This division made allowance also for basic communications emphasizing reading, writing, speaking, and journalism. Finally, a new speech purpose, identified as the liberal arts function, was revealed.

CHAPTER III

SARETT, THE DEANS AND CULTURAL SPEECH PURPOSES AT NORTHWESTERN UNIVERSITY

Whereas the School of Speech at Denver University evolved from the Department of Speech and Dramatics as late as 1945, the School of Speech at Northwestern University existed during the first period of this study, the year 1940. This earlier development of the School of Speech at Northwestern was also indicated by other similarities between the two schools. The liberal arts function purpose, for instance, which characterized Denver in 1952, was in operation at Northwestern in 1940. Further, while in all three periods at Denver University only one man, Elwood Murray, disseminated his ideas of speech purposes through scholarly publications as early as 1940, numerous Northwestern faculty members had already published a variety of books dealing with speech purposes. As a consequence, speech objectives were highly developed and well defined by 1940.

To a considerable degree, the origin of the speech curriculum at Northwestern accounts for its early growth in curricular purposes. The School of Speech, known as the Cummoek School of Oratory, was founded in 1878 by Robert Cummoek and offered a two year professional course.

In 1913 Dr. Cumnoek retired and Ralph Dennis was elected dean. In 1920 the name was changed from the School of Oratory to the School of Speech. In 1921 a four-year course leading to a bachelor's degree was inaugurated. In 1923 graduate study for a master's degree was offered, and in 1936 the first Ph.D. was conferred.¹

This brief history of the School of Speech discloses the part it played in the history of speech education. The Cumnoek School of Oratory was one of the professional schools which undoubtedly exerted a great influence upon speech training during the period from 1870 to 1914.² The school was also an example of the development of the speech curriculum during the later period of 1940 to 1952. This later development is revealed in cultural purposes of artistic, rhetorical, and scientific factors of a liberal arts education. The aims included the attainment of standards of judgment in literature evolved from subjects in oral interpretation and theatre; the development of the ability to evaluate ideas, using the semantic method originating in classes in semantics and discussional speaking;

¹ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 48, Evanston, Illinois, Northwestern University, 1940, p. 10.

² Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, pp. 131-133.

and the acquisition of a knowledge of man's cultural history, as a result of studies in rhetoric, oral interpretation, and theatre.³ Other speech objectives prominent during this period were the development of character, the development of the platform artist, and the training of the speech teacher.⁴

At Northwestern during this period, various teachers were partially responsible for these goals. The most outstanding of these included Ralph Dennis, James McBurney, and Lew Sarett. Because of his significance as an educator at Northwestern, as well as his influence on the entire speech field, Sarett will be given first consideration.

1. Sarett and the Artistic and Rhetorical Divisions

It is doubtful whether any man during the years 1940, 1945, and 1952 exerted a greater influence on speech education in the School of Speech at Northwestern University than Lew Sarett. Ralph Dennis, Dean of the School of Speech for many years, once said of him, "When they cut Lew off the pattern, they threw the pattern away; there has never been another man like him and probably never

³ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, pp. 38-47.

⁴ Ibid., p. 14.

will be."⁵ James H. McBurney, the successor to Ralph Dennis as dean of the School of Speech, said:

He was a powerful force in shaping the policies of the School of Speech and through his professional writing and his many devoted students, a powerful force in shaping the development of speech education in America. His books, Basic Principles of Speech and Speech: A High School Course, have been used by students in high schools, colleges, and universities all over America.⁶

Dean McBurney further stated that Lew Sarett in his role as a teacher ranked with the greatest. He had no peer. For Lew Sarett and his students, every class hour was an event carefully planned and carefully executed. According to McBurney, Sarett was time and time again acclaimed the most popular teacher on the Northwestern campus.⁷

Lew Sarett was born May 16, 1888 and died August 14, 1954. He was educated at the University of Michigan, Beloit College, Harvard University and the University of Illinois, and he received honorary degrees from Baylor University and Beloit College. He was a professor of speech at Northwestern University from the year 1920 to the year 1950.

⁵ James H. McBurney, "Lew Sarett," The Quarterly Journal of Speech, Vol. XL, 1954, pp. 371-372.

⁶ Ibid., p. 372.

⁷ Ibid., p. 372.

For many years Sarett held a distinguished position on the American lectures platform. In 1941 he published his Collected Poems, and in 1921 he won the Helen Haire Levison prize for poetry.⁸

Concerning his teaching, Lew Sarett clearly represented only two of the three divisions of the liberal arts education which the School of Speech at Northwestern University proposed. Although he did not contribute to the scientific disciplines, he did represent both the artistic and rhetorical divisions. In the artistic area in 1940, for instance, he taught a course dealing with the science of poetry, stressing rhythm, meter, stanza patterns, types of poetry, figurative language, and imagery. In the rhetorical area, he taught a course accenting speech techniques and speech composition to be used in persuasive speaking.⁹

In 1940 Lew Sarett, going beyond interest in artistic form, gave strong emphasis to speech goals involving direct and conversational oral communication as opposed to exhibitionistic speaking, the development of character, the training of the platform artist, and the acquisition of speech skills.¹⁰ In the aim suggesting direct and

⁸ Ibid., p. 371.

⁹ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, pp. 38-47.

conversational communication, he strove to banish artificiality in speaking just as speech education had striven to overcome the unacademic teaching of elocution of an earlier day. He believed that the primary justification of speech was the communication of ideas, stirring up corresponding ideas and winning a response to ideas. He asserted that the speaker should cultivate simplicity, sincerity, naturalness, and a conversational style.¹¹ He opposed the exhibitionist because he violated such qualities of speech:

There is, therefore, little place, if any, for exhibitionism in speech. Speech should not be used as an opportunity for showing off one's powers. If, consciously or unconsciously, using his opportunity to exhibit the grace of features, the sonorous qualities of his voice, and the finesse of his language, his aim is low. Moreover, his efforts are largely futile. For weary decades speakers, declaimers, orators, interpreters of literature and elocutionists have practiced exhibitionism.¹²

Next to his purpose of cultivating simplicity, naturalness, and conversational style, Sarett placed emphasis on the development of character. When discussing this purpose, he considers a subsidiary objective, the promotion of self-expression, of which there are two attributes:

¹⁰ Lew Sarett and W. T. Foster, Basic Principles of Speech, New York, Houghton-Mifflin Co., 1936, pp. 38-49.

¹¹ Ibid., pp. 13-14.

¹² Ibid., p. 13.

Self and expression. Consciously the speaker expresses his ideas; unconsciously he reveals character.¹³ He developed his idea of character further when he said:

By 'character' we mean those qualities which chiefly distinguish one man from another. Character is what a man is; personality is what the audience sees; but what a man is and what the audience sees are really synonymous. Often character is thought of solely with reference to morals. No doubt morals make for character, but other factors enter in. They range from virtues that are the finest flowering of civilization to primitive, brute, physical vitality, animal cunning and good will.¹⁴

Murray at Denver University named four aspects of man that he regards as "personality," the physical, intellectual, emotional, and evaluational aspects; Sarett wrote of three factors of "character": The body, the heart, and the spirit. To Sarett, personality "was the sum of the attributes of men which other men see or feel."¹⁵

Character is developed, according to Sarett, by acquiring such traits as strength, capability, virtue of mind, courage, will, and emotional stability. To acquire these traits means to fight a sense of inferiority, which is a cause of stage fright. These negative characteristics might be overcome by fighting them in day by day social

¹³ Ibid., p. 20.

¹⁴ Ibid., pp. 6-20.

¹⁵ Ibid., p. 20.

contacts. Symptoms of these deficiencies are disclosed by the individual's averted eyes, by his shyness, his apologetic air, and his contentment with being a follower.¹⁶

Sarett's third goal, the training of the platform artist, gave prominence to the principle that great art conceals art. Whether in writing, painting, or speaking, the techniques of expression should be unobtrusive. Great art in oral communication is marked by simplicity, sincerity, spontaneity, and effortlessness. According to Lew Sarett, when the audience marvels at how a speaker endeavors to achieve effects, it is not disposed to respond to what he says.¹⁷

As a fourth speech goal, Sarett advocated skills necessary both to the delivery of a speech and to the composing of the speech. This fourth speech goal properly belongs to the rhetorical rather than the artistic area of speech, for surely the composition of a speech is essentially more a rhetorical than an artistic problem. In regard to the objective of the acquisition of appropriate skills for delivering the speech, he proposed the practice, in private, of exercises involving techniques relative to force, time, melody, voice, diction, and bodily

¹⁶ Ibid., pp. 58-62.

¹⁷ Ibid., p. 16.

action.¹⁸ When considering skills in rhetoric, he recommended psychological methods such as appealing to the emotions and basic desires of the audience and he further suggested methods of logical development employing inductive and deductive reasoning, analogy, and the utilization of principles of cause and effect.¹⁹

In 1947 Lew Sarett's force in the shaping of speech goals at the School of Speech at Northwestern University was again obvious. During that year a symposium was held at Northwestern in order to evaluate the place of the communication skills program including reading, speaking, listening, and writing in the speech curriculum. This program was the same as that advocated by Denver University. In denying the practicability of such a program at Northwestern, Glenn Mills, a speech professor of that institution, quoted the speech goals of Lew Sarett as being the important ones at the School of Speech. Mills insisted that goals being practiced at Denver were not in keeping with the educational aims of Lew Sarett.²⁰ In 1948 Sarett was still teaching courses representing the artistic and rhetorical

¹⁸ Ibid., pp. 192-305.

¹⁹ Ibid., pp. 398-514.

²⁰ Glenn Mills, "Speech in a Communication Course," The Quarterly Journal of Speech, Vol. XXXIII, February, 1947, pp. 40-45.

divisions.²¹

In 1952 the influence of Sarett continued to be felt. Significantly, the Bulletin acknowledged the role which he had played in the development of speech purposes at Northwestern when it quoted his speech objectives:

Other things being equal, an able speaker is an able person, in good emotional state with a good attitude toward himself and toward his audience. This basic principle here stated in the words of our professor Lew Sarett is implicit in the School and one of the primary aims of the School.²²

Lew Sarett's views again dominated the School's aims in 1952 when a revolt against the exhibitionistic methods of the past were discussed.

Speech more than anything else distinguishes man from the beast. This is not even remotely true if speech is understood as elocution, or laryngeal exercise, or rhetorical flourish, or as any one of the other fragmented conceptions which have had acceptance at various times.²³

In 1952 it was evident that Sarett's teaching was still receiving responses when it was noted that 381 colleges were using his textbook, Basic Principles of Speech, during that year.²⁴

²¹ Northwestern University School of Speech Bulletin, 1951-1952, Vol. 52, No. 28, Evanston, Illinois, Northwestern University, 1951, p. 10.

²² Ibid., p. 14.

²³ Ibid., p. 15.

2. The Deans and the Artistic, Scientific and Rhetorical Divisions

Although the results of Lew Sarett's work had a strong effect on the purposes of the School of Speech at Northwestern University, the dean of the School, Ralph Dennis, was also a powerful agent in the development of the educational aims of the institution. He had graduated from the School of Speech when it was called the Cumnoek School of Oratory and after graduation he taught under the head of the School, Dr. Cumnoek, between 1901 and 1909. He quit teaching then, but returned to the Cumnoek School of Oratory in the position of dean in 1913.²⁴

The success of Dennis as an administrator is disclosed in the growth of the School during his term of office. There were, for example, only nine teachers attached to the School in 1913. Moreover, a mere eleven courses were offered during that year and these involved only two fields of study, interpretation and vocal culture. In 1913 a two year diploma course and a one year postgraduate course were given, neither leading to a degree.

²⁴ Personal Correspondence of the Author, letter of Helen Doll, Secretary to Mr. Hill, Educational Advertising Department, Houghton Mifflin Co., dated October 7, 1952.

²⁵ Frank Rarig, "Ralph Dennis," The Quarterly Journal of Speech, Vol. XXIX, April, 1943, pp. 237-268.

However, by the year 1942, the time of his death, the teaching staff, the courses taught, and the entire speech curriculum had expanded. The teaching staff had increased to include twenty-two regular teachers and eighteen assistants; in 1942 seventy-three courses were given and these included four additional divisions of study, public speaking, speech pedagogy, speech re-education, and theatre. During the same year undergraduate courses were offered leading to a four year bachelor's degree and graduate programs of study were organized leading to a master's degree and a doctor's degree.²⁶

Regardless of Ralph Dennis' success as a practical executive of the School of Speech, he was first an interpreter of literature or, as was said by his successor, James McBurney, "he was an interpreter of life through literature." Dennis, though, was not a writer of books during his lifetime.²⁷

Lew Sarett exemplified the artistic and rhetorical disciplines in the courses he taught, but Dean Dennis was interested in the artistic area of the speech curriculum. Since Dennis no doubt influenced the statement in the Bulletin of 1940 that a main aim in teaching was to promote

²⁶ Ibid., p. 237.

²⁷ Ibid., p. 238.

the acquisition of judgment in literature and the arts, he advocated the need for a literary background for students of interpretation. Literature, he believed, gave an understanding of what life was about, since it taught human values and presented interpretations of life. Furthermore, it gave the students a wider range of interests and developed their ability to judge the worth and value of literature when selecting literary material for oral interpretation.²⁸

In addition to literature, Dennis, because he valued the classical ideal of knowing one's self and being honest with one's self, considered character development, as did Lew Sarett, as one of the principal aims of the School of Speech. He believed that this ideal could be encouraged and partially realized by having his students write autobiographical essays.²⁹

If Dean Dennis recommended special skills for oral interpretation, they are not revealed. He was concerned with the judging of literature and no doubt believed that with proper understanding of its content, the student should read literary selections aloud effectively. It is also

²⁸ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, p. 46.

²⁹ Frank Rarig, "Ralph Dennis," The Quarterly Journal of Speech, Vol. XXIX, April, 1943, pp. 237-238.

probable that he relied on other teachers in the speech institution to give necessary training in skills involved in oral interpretation.³⁰

After the retirement of Ralph Lennis in 1940, James McBurney replaced him as the dean of the School of Speech at Northwestern.³¹ His influence was felt keenly in the School during the two succeeding periods of this study. McBurney graduated from Yankton College in 1929 and received his Ph.D. from the University of Michigan in 1935.³² In the meantime, he taught at the University of South Dakota from 1928 to 1929 and at the University of Michigan from 1929 to 1935. He was an assistant professor at Columbia University in 1936 and held the position of associate professor at Northwestern University from 1936 to 1941. During the year 1941 he was made professor and dean of the School of Speech at Northwestern. Presently, McBurney is moderator of a successful radio program, "Northwestern Review-Stand," and the author of four textbooks.³³

³⁰ Northwestern University School of Speech Bulletin, Vol. 40, No. 46, p. 46.

³¹ Ibid., p. 1.

³² Marquis, Editors, Who's Who in America, 26th ed., Chicago, A. N. Marquis and Co., 1952, p. 1605.

³³ Ibid.

In his teaching, McBurney suggested three major speech goals: The evaluation of ideas with the semantic approach, the development of character, and the acquisition of speech skills. In the evaluational purpose, he maintained that the basis for studying and interpreting public speaking was found in the semantic approach. Here the chief concern is with language and thought. He asserted that the semantic goal is symbolizations which report the world accurately. McBurney, like Murray at Denver University, develops the discussion further by an analogy which compares the symbolic nature of speech to a road map and the territory it represents. He maintained that a map of a territory is not the territory itself and that it may or may not be an accurate representation of this territory.³⁴

McBurney's interest relative to purposes was centered on the individual, although he stressed the speech activity in the form of group discussion to attain this end. He advocated, as a factor which contributes to the development of character, reflective thinking, which is a requisite for problem solving in group discussion. He held that participation in discussion cultivated tolerance and compassion in the individual; participation in discussion

³⁴ James O'Keefe, Foundations of Speech, New York, Prentice Hall, Inc., 1940, pp. 330-364.

in a group where ideas are presented and rejected in a spirit of cooperative search for a solution to a problem should cultivate at least some measure of concern for the attitudes of other persons.³⁵

Although McBurney's central purposes were rhetorical, he selected means which were scientific in nature to achieve these rhetorical ends. McBurney, in regard to the acquisition of skills, was influenced by Professor John Dewey, for like Dewey, he believed that the reflective thinking of a group of individuals in an overall pattern appears to correspond closely to that of the solitary thought of the individual.³⁶ The skills required for such thinking, according to both Dewey and McBurney, include defining and limiting the problem, suggesting solutions, evaluating the solution, and further verification of the ultimate solution. McBurney also advocated the teaching of skills in delivery, such as voice, diction, and bodily action.³⁷

³⁵ James McBurney and Kenneth Hance, Principles and Methods of Discussion, New York, Harpers and Bros., 1939, pp. 334-338.

³⁶ John Dewey, How We Think, Boston, D. C. Heath and Co., 1910, p. 72.

³⁷ James McBurney and Kenneth Hance, Principles and Methods of Discussion, New York, Harpers and Bros., 1939, pp. 10-11.

It is clear that McBurney's treatise on group discussion belongs to the scientific area. He himself verifies this assumption:

Perhaps it is not too ambitious to say that the principles and methods of discussion attempt to bring the problems of political policy in our society under the surveillance of an approach comparable in many ways to the methods of science.³⁸

It was also evident that his purposes extended to the rhetorical area of the liberal arts function purpose. His courses involved such aims as the presentation of a general view of the history and development of the rhetorical theory, methods of rhetorical criticism, and logic relative to debate projects.³⁹

In 1945 James McBurney advocated the same speech objectives as he did in 1940. These were apparent in his courses in principles, methods, and types of discussion. He also included in his teaching during the period of 1945, as well as that of 1940, a historical study of Greek and Roman rhetoric.⁴⁰

In 1952 McBurney was coordinating objectives in discussional speaking with those in debate in his book,

³⁸ Ibid., p. 18.

³⁹ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, p. 48.

⁴⁰ Ibid., pp. 50-51.

Argumentation and Debate. He believed that argumentation should function in solving a problem when discussion failed to do so. Character development was again his principal goal.⁴¹ An assumption might be made that McBurney was also responsible for the general speech aims of the University in 1952. These aims were revealed in the Bulletin of that year; they were the development of character, competence, understanding, and social usefulness.⁴²

3. Other Teachers, Their Purposes and Publications

While James McBurney dealt with the scientific and rhetorical aspects of the liberal arts function, Ralph Dennis represented the artistic division and Lew Sarrett suggested both the artistic and rhetorical factors, there were other teachers, such as Cornelius Cunningham, Winifred Ward and Irving Lee, who were also recommending the artistic and the scientific approaches. Cunningham, a teacher of oral interpretation, contributed to the artistic area. Like Dennis, his main speech purpose was the development of judgment in literature and in the arts.

⁴¹ James McBurney, et al., Argumentation and Debate, New York, The Macmillan Co., 1951, p. v.

⁴² Northwestern University School of Speech Bulletin, 1951-1952, Vol. 52, No. 28, Evanston, Illinois, Northwestern University, 1951, p. 14.

although he also gave some prominence to training of the platform artist. In proclaiming the role of the development of literature and the arts, he asserted that oral interpretation should take its rightful place as a communicative art beside music, painting, architecture, and sculpture, and that the written word was the interpreter's medium of expression. In training for the platform artist, he believed that the student should master aesthetic disciplines.⁴³

Cunningham, like Dennis, believed in the understanding of literature rather than techniques for oral reading. In fact, it can be assumed that he taught a content course, or a subject whose objective was the giving of information rather than oral communication. For example, he gave instruction regarding "the form and structure of poetry and prose on the basis of the means employed in composition for the attainment of unity, harmony, variety, contrast, proportion, balance, and rhythm."⁴⁴ And when he did give consideration to skills, he referred to them as "aesthetic disciplines."⁴⁵

⁴³ Cornelius Cunningham, Literature as a Fine Art, New York, Thomas Nelson and Sons, 1941, pp. 1-7.

⁴⁴ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, pp. 39-47.

⁴⁵ Ibid., p. 38.

Winifred Ward was a third teacher who included literary analysis in her classes, and her purposes, therefore, were also artistic. Ward, like Ralph Dennis, made allowances for character development in her purposes. Too, she stressed skills needed in teaching creative dramatics.⁴⁶ She required students who expected to teach dramatics to children of various grade levels to analyze appropriate children's stories in order that the children whom they taught might take part in creating a play; this the children did by using creative thought and imagination. She asserted that these projects taught the "whole" child---his body, voice, emotions, and thought. Furthermore, like Dennis, she believed the child should gain an understanding of himself.⁴⁷

Like McBurney, who straddled the scientific and rhetorical areas, Irving Lee, another professor of speech, used the semantics approach in order to achieve the evaluational purpose. Also like McBurney, he indicated a belief in the purpose of character development. Lee regarded semantics as a study of the relations among life facts, language, and human evaluations.⁴⁸

⁴⁶ Ibid., p. 46.

⁴⁷ Winifred Ward, Creative Dramatics, New York, D. Appleton-Century Co., 1930, pp. 30-55.

As part of his explanation of character development as a speech objective, Lee used Hitler as an example of man's ability to utilize words for purposes of emotional values regardless of their falsity.⁴⁸ He made such dishonesty clear by further elaboration:

We expect roadways to represent their territories, our film titles to refer to appropriate films, and our letters to reach designated persons. We expect our weather vanes to point the way the wind blows. If indicators or signs fail to perform their functions of representing adequately the phase of reality to which they are assigned - we would hurry to replace them. In the same way, should we not expect our language, our words to be used so that they adequately represent the facts and the happenings to which they are intended to refer.⁵⁰

Irving Lee emphasized the evaluational purpose in addition to the scientific area to which semantics belonged. He explained, for instance, that general semantics should not be considered as a branch of philology or as an instrument for popular debunking, but he insisted that it be thought of as a natural science concerned with values and so "of interpretation of the whole process whereby men in speaking evaluate properly the happenings, objects,

⁴⁸ Irving Lee, "Semantics and Public Speaking," The Quarterly Journal of Speech, Vol. XXVI, December, 1940, pp. 597-599.

⁴⁹ Ibid., p. 597.

⁵⁰ Ibid., p. 597.

feelings, labels, descriptions, and inferences with which they are dealing."⁵¹

In 1945 Cornelius Cunningham taught courses similar to those he taught in 1940 and continued to stress aims connected with the artistic area of the curriculum. Winifred Ward taught "Story Telling," which aimed to teach types of literature for children.⁵² The goals of subjects taught by Ralph Dennis were, of course, missing in 1945. Irving Lee taught the course "Language and Thought" in 1945 as he had in 1940. In this subject he attempted to direct students in the study of some problems involved in making statements about the world in which we live, along with analysis of a kind of maladjustment which results from verbal misinterpretation.⁵³

In 1952 new textbooks written by members of the faculty appeared; no textbooks by members of the speech faculty had been published in the period from 1945 to 1952. The reappearance of such publications doubtlessly resulted, in part, from the end of World War II and the period of recovery since 1945. These textbooks, however, disclosed

⁵¹ Ibid., p. 598.

⁵² Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, p. 38.

⁵³ Ibid., pp. 36-37.

few changes in the speech philosophy of teachers at Northwestern in 1952 in comparison to the philosophy of teachers in 1940 and 1945, and, as in the case of the general speech purposes of 1952, revealed an outgrowth of the development viewed during the previous periods rather than marked alterations. Cornelius Cunningham was not listed among members of the faculty in 1952.⁵⁴ However, Charlotte Lee's book, Oral Interpretation, indicated that his purposes were still being felt. Miss Lee wrote: "Oral interpretation is based on the conviction that, like a musician, the person who reads aloud is at best an artist, interpreting one art through another."⁵⁵

Glenn E. Mills, a teacher of speech composition, had written a book called Speech Composition, including the structure, arrangement, and style of speech rhetoric.⁵⁶ Karl Robinson, a teacher in the Department of Speech Education, was advancing in his book, Teaching Speech in the Secondary Schools, the four objectives set up by the National Educational Policies Commission: Self-realization,

⁵⁴ Northwestern University School of Speech Bulletin, 1951-1952, Vol. 38, No. 28, pp. 38-40.

⁵⁵ Charlotte Lee, Oral Interpretation, New York, Houghton-Mifflin Co., 1952, p. v.

⁵⁶ Glenn E. Mills, Composing the Speech, New York, Prentice Hall, Inc., 1952, pp. vii-424.

happy social relations, economic efficiency, and good citizenship.⁵⁷ Irving Lee's The Language of Wisdom and Folly, a book dealing with semantics, discussed facts inside or outside "human skins" - evaluations of facts in a human way, the use of a language which represents the evaluation, and/or the facts in varying degrees of structural similarity.⁵⁸ Finally, in 1952 Winifred Ward stated goals similar to those she had proclaimed in 1940 in her book, Playmaking for Children.⁵⁹

4. Professional and Cultural Purposes

Revealed by the Bulletin

In addition to the writings and the purposes of teachers, the Bulletin of 1940 further explains the advanced development of speech goals which the School of Speech had established as early as 1940. An examination of the Bulletin reveals not only general purposes, but specific aims which were logical outgrowths of a dominant philosophy of speech. During 1940 the general aims were cultural and

⁵⁷ Karl F. Robinson, Teaching Speech in the Secondary School, New York, Longmans, Green and Co., 1951, p. v.

⁵⁸ Irving Lee, The Language of Wisdom and Folly, New York, Harpers and Bros., 1949, p. xi.

⁵⁹ Winifred Ward, Playmaking for Children, New York, D. Appleton Century Co., Inc., 1947, pp. 15-27.

professional:

The aims of the School are both cultural and professional. Its education program is designed, first, to give the student the basic elements of an education --- knowledge of man's cultural history and sound standards of judgment in literature and the arts; and the second, to acquaint him with the major problems and ideas of the modern world. As a part of this program, it requires each student to supplement the specific instruction of the School with courses of study in the College of Liberal Arts.

Upon this groundwork of general cultural training, it bases its major aims of professional training. This professional training, directed towards the specific requirement of skill in one or more of the various phases of speech, may be said to fall into three large divisions; the training of platform artists, including public speakers, readers, and those preparing for theatre and radio work; and training of specialists on remedial speech. Naturally the inclination and talent of the individual determine the field or fields in which he specializes.⁶⁰

The cultural aims were practicable since the school required the study of courses in liberal arts. In fact, each course in speech was supplemented by an appropriate course in other departments of the University.⁶¹ The professional aims, like objectives concerned with skills at Denver, led to the development of performance and teaching abilities.⁶²

⁶⁰ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, p. 10.

⁶¹ Ibid., p. 22.

⁶² Ibid., pp. 46-48.

Because specific cultural aims, which were really an outgrowth of general cultural purposes, promoted the liberal education function, Northwestern emphasized the artistic, the scientific and rhetorical disciplines much the same as Denver had done later in 1952. Significantly, the Northwestern Bulletin for 1952 clearly denominates these three divisions as the aesthetic, the rhetorical, and the scientific.⁶³

As an example, the purpose, the attainment of judgment in literature and the arts, was evident in course descriptions in the Bulletin, as well as in the writings of Sarett, Dennis, Ward, and Cunningham. The Bulletin of 1940 described courses in oral interpretation which gave prominence to the study of literature. "The Oral Interpretation of Contemporary American Poetry" involved the study of literary merits of all the modern poets. Another subject, "Oral Interpretation of Shakespeare," included study of The Merchant of Venice, Macbeth, and As You Like It.⁶⁴

Theatrical subjects, the second representative of the artistic area, also stressed the purpose, the attainment

⁶³ Northwestern University School of Speech Bulletin, 1951-1952, Vol. 59, No. 28, p. 36.

⁶⁴ Ibid., pp. 36-40.

of standards of judgment of literature and the arts. Literary objectives emerged in such courses as "Studies in Comparative Drama," "Modern Theatre and Drama," and "Play-writing." The first of these demanded an intensive study of dramatic literature prior to the modern period. "Modern Theatre" dealt with such literary aspects as forms and types of drama during the period after Ibsen and "Play-writing" included projects in creative dramatic writing.⁶⁵ The purposes relative to professional skills embraced studies and projects concerned with scene design; technical research, experimentation, and design in stage lighting; the making of costumes; principles of acting and directing and make-up.⁶⁶

Other subjects described by the Bulletin of 1940 emphasizing professional and cultural skills were speech correction, radio, public speaking, and speech education. Speech correction, though, lent itself to the scientific category. It included a study of dissection and comparative anatomy to attain a better understanding of the neuromuscular system involved in breathing, phonation, and articulation. Aims were also directed toward gaining a

⁶⁵ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 48, pp. 38-47.

⁶⁶ Ibid., p. 47.

knowledge of the treatment and the nature of speech deviations.⁶⁷

In 1940 radio courses dealt with such artistic and creative skills as writing, directing, acting, announcing, and production methods.⁶⁸

Speech education courses in 1940 gave importance to a study of problems confronting the speech teacher, an understanding of the organization of the dramatic course and the psychological principles involved in speech. Such courses involved skills, as well as cultural objectives.⁶⁹

Rhetorical skills taught in 1940 emphasized the practical application of the principles of persuasion to various occasions and types of audiences and an application of the principles of argumentation to actual debate, to the study of analysis, to evidence, to reasoning and modes of proof, to fallacies, to briefing, and to composition and delivery. There were also such techniques taught as a direct, forceful manner of speaking.⁷⁰

As opposed to Denver University, Northwestern University during the transitional period from 1940 to

⁶⁷ Ibid., pp. 42-45.

⁶⁸ Ibid., pp. 38-44.

⁶⁹ Ibid., p. 45.

⁷⁰ Ibid., pp. 38-45.

1945 made no radical departure or developments in its earlier speech purposes. At Northwestern the growth of purposes was gradual, whereas at Denver the changes were more marked and obvious. This lack of changes at Northwestern might have been due to several factors. First, the death of Dean Ralph Dennis in 1941 had not given his successor ample time to develop further purposes by 1945.⁷¹ Secondly, the general aims of the School in 1945 were similar to those viewed in 1940. Since its aims were cultural and professional in nature, it is doubtful that cultural aims would soon change, as they are basic and therefore stationary.⁷² Even professional objectives were limited in the field of speech.⁷³ Thirdly, the administrators of the curriculum appeared to be conservative in their educational viewpoints. Fourthly, and perhaps most importantly, the United States was in the process of World War II between the years 1941 and 1945. During this war interlude, the School of Speech was teaching the course, "Speech Training for Leadership in Military Service" to military personnel.

⁷¹ Frank Rarig, "Ralph Dennis," The Quarterly Journal of Speech, Vol. XXIX, April, 1943, pp. 237-238.

⁷² Northwestern University School of Speech Bulletin, 1945-1946, Vol. 45, No. 17, Evanston, Illinois, Northwestern University, 1945, p. 10.

⁷³ Ibid., p. 10.

The purpose of this course was to promote vocal force in giving commands. Members of the staff taught the course in addition to their regular teaching loads.⁷⁴ Furthermore, teachers of speech were active in civilian defense activities, frequently functioning in the common capacities of citizens in these activities, but even more, acting as leaders, teachers, administrators, and speakers.⁷⁵ Moreover, instructors in many cases had joined the armed forces.⁷⁶

Even though there existed only inconspicuous signs of reorganization and growth in 1945, the School of Speech had, by this time, departmentalized its curriculum. The School provided six departments of instruction: Interpretation, Theatre, Radio, Public Speaking, Speech Education, and Speech Re-Education.⁷⁷ Courses of these departments, like the subjects of 1940, fell in the various areas of the liberal education function. The Department of

⁷⁴ Lionel Crocker, "Speaking Instruction in College Military Units in the Middle West," The Quarterly Journal of Speech, Vol. 29, December, 1943, pp. 406-408.

⁷⁵ Franklin Knower, "Speech Curricula and Activities in Wartime," The Quarterly Journal of Speech, Vol. 29, April, 1943, pp. 148-151.

⁷⁶ Northwestern University School of Speech Bulletin, 1945-1946, Vol. 45, No. 17, p. 7.

⁷⁷ Ibid., p. 11.

Interpretation defined its general purposes according to its possibilities as a medium for literary appreciation. In a consideration of subjects taught in the Department of Interpretation, it was evident that the general trends in aims remained similar to those viewed in 1940. In both the periods of 1940 and 1945 it was recommended that certain English courses in the Liberal Arts College be taught as supplementary subjects for various studies in oral interpretation.⁷⁸ As in 1940, the purposes in 1945 were the training of the platform artist and the attainment of judgment of literature and the arts. The field was dedicated almost entirely to the artistic area of the liberal education function.⁷⁹

Moreover, in 1945 the Department of Interpretation placed greater emphasis on literary values than on oral communication. Little time was allowed for the development of skills for artistic presentations, even though the interpretation of literature is an art.⁸⁰ Furthermore, the scope of literary studies had broadened in 1945. The course "Studies of Shakespeare" had, from 1940 to 1945, extended its aims to include not only the study of

⁷⁸ Ibid., p. 11.

⁷⁹ Ibid., pp. 37-38.

⁸⁰ Ibid., pp. 37-38.

Shakespeare, but also Greek drama, Ibsen, Chekhov, and Shaw.⁸¹

The Department of Theatre, a second representative of the artistic area, stressed functional purposes in 1945; it allowed for a close connection between classroom instruction and stage experience. Students were given opportunities to acquire practical experience in all phases of theatrical work through participation in productions of the University Theatre.⁸²

In 1945 the classes taught in the Department of Theatre developed a new goal, the knowledge of man's cultural history. Such an objective had been implicit in 1940 when historical courses dealing with comparative drama and studies in modern theatre were described.⁸³ Nonetheless, in 1945 the purposes became more clearly defined. Included were additional historical studies, which sought to impart a knowledge of such periods in theatrical history as the classical, the medieval, the renaissance, the seventeenth, eighteenth, and nineteenth centuries, and the modern.⁸⁴ Other goals in dramatic studies in 1945, both general and

⁸¹ Ibid., p. 38.

⁸² Ibid., pp. 37-38.

⁸³ Ibid., pp. 40-42.

⁸⁴ Ibid., p. 41.

specific, were carried over from 1940.⁸⁵

Radio was the third department at Northwestern in 1945 which revealed tendencies of the artistic area. Dramatic productions, which were an outgrowth of this department, were artistic in nature. Since radio, like theatre, dealt with functional objectives, it especially emphasized aims stressing skills.⁸⁶

A significant fact concerning the Department of Radio was its growth during the interval between 1940 and 1945. Whereas in the first period the Bulletin described only two courses accenting skills, in the second period there were seventeen such courses. These courses dealt with announcing, acting, writing, production, station operation, and educational radio.⁸⁷

The Department of Public Speaking marks a departure from the artistic area of the liberal education function to the rhetorical area. This department, like the Department of Theatre, added in 1945 the purpose of imparting a knowledge of man's cultural history. Like the Department of Theatre, the Department of Public Speaking also disclosed signs of this objective in 1940.⁸⁸

⁸⁵ Ibid., pp. 40-42.

⁸⁶ Ibid., pp. 41-43.

⁸⁷ Ibid., pp. 43-45.

Additional aims of courses in 1945 relative to this purpose were found in the historical and critical examination of the leading British speakers, the issues with which they were identified, their biographies, and their speeches. These aims were similarly stated in reference to American public address.⁸⁹ Other aims in public speaking remained the same in 1945 as those in 1940.⁹⁰ The aims of courses were identical during the two periods.

The next division, the Department of Speech Education, like radio, had made unusual growth in course offerings. In contrast to 1940, when only four courses were offered, the period between 1945 and 1952 saw an increase to eleven courses.⁹¹⁻⁹² Because these courses taught methods of instruction in subjects of the entire speech curriculum, they offer an opportunity to sum up the speech purposes viewed thus far. Because these classes in speech education gave consideration to the teaching of dramatics, radio, public speaking, group discussion, reading, and

⁸⁸ Ibid., pp. 39-40.

⁸⁹ Ibid., p. 39.

⁹⁰ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, pp. 38-45.

⁹¹ Ibid., pp. 38-45.

⁹² Northwestern University School of Speech Bulletin, 1945-1946, Vol. 45, No. 17, pp. 45-46.

oral interpretation to future elementary, high school, and college teachers, it is possible to infer that the following speech purposes were given attention:

1. The attainment of standards of judgment in literature and in the arts;
2. The development of the platform artist;
3. The development of character;
4. The development of the ability to communicate ideas naturally, with simplicity, and with conversational style;
5. The development of the ability to evaluate ideas using the semantic method;
6. The acquisition of a knowledge of man's cultural history.

Courses such as practice teaching in oral interpretation and public speaking, studying methods of organization and teaching the dramatics curriculum in secondary schools or colleges, participating in a teacher training course in techniques and methods of various types of radio projects all indicate that the above six purposes of the Department of Speech Education were readily fostered by specific disciplines in the rhetorical, the artistic, and the scientific areas.⁹³

The last department, the Department of Speech Re-Education, commonly referred to as Speech Correction, shows

⁹³ Ibid., pp. 45-46.

one important developmental factor since 1940. This was the introduction of courses pertaining to the deaf and hard of hearing. Otherwise, the department of 1945, as that of 1940, dealt with causes, diagnoses, and therapies of speech defects, and for various stages of hearing defects.⁹⁴

In going from the speech purposes of 1945 to those discovered in 1952, the changes viewed are again gradual rather than abrupt. There are, however, a few striking signs of change in purposes in 1952. First, the general cultural purposes observed in 1940 and 1945 were replaced by four others: Character, understanding, competence, and social usefulness.⁹⁵ Secondly, the teaching of man's cultural history and the instructing of the evaluation of ideas by using the semantic method were both in the process of continual development from their status in 1940 and 1945.⁹⁶ For example, the Department of Oral Interpretation introduced a course called "Studies in the History of Oral Interpretation,"⁹⁷ and the Public Speaking Department introduced a course stressing the evaluational purpose.

⁹⁴ Ibid., pp. 42-43.

⁹⁵ Northwestern University School of Speech Bulletin, 1951-1952, Vol. 52, No. 28, p. 39.

⁹⁶ Ibid., p. 37.

⁹⁷ Ibid., pp. 44-49.

This course, "Studies in General Semantics," accented the role of language in the development of conflict, confusion, and prejudice.⁹⁸ Thirdly, the Department of Radio had become the Department of Radio and Television in 1952. In both areas directing, acting, writing, announcing, and directing were taught.

These three changes were the only ones of importance discovered in 1952. Course aims were comparable to those of 1940 and 1945, except for these outgrowths.⁹⁹

5. Some Implications of Speech Purposes at Northwestern

A re-examination of the purposes of speech disclosed by the Bulletin and the aims of the teachers divulges certain implications. A study of the artistic purpose, the attainment of judgment in literature and the arts, for instance, advocated by Ralph Dennis, Cornelius Cunningham, Winifred Ward, and Lew Garrett, discloses a strong inclination on the part of the designers of speech curriculum to replace speech subjects with those which should be taught in the English Department of the Liberal Arts division of the University. Ralph Dennis and Cornelius Cunningham were

⁹⁸ Ibid., pp. 33-57.

⁹⁹ Ibid., pp. 33-57.

even engaged in the teaching of literature in 1940. Although Winifred Ward taught teaching methods, she too no doubt stressed literary values. They rationalized concerning the content of their courses by intimating that this strong emphasis on literary values was a necessary part of instruction in oral communication. Yet, objectives of actual speaking were incidental, whereas the attainment of standards of judgment of literature and the arts should actually be a by-product of skills necessary to the development of the interpreter's art. Since in addition to his speech subjects the student of interpretation was urged to enroll in courses given by the English Department, he would be well on the way to establishing literature as his specialization. Though these students might be able to read aloud with understanding, whether they held the attention of their audiences is another question. However important may be the choice of literature for public performance, the development of literary standards is incidental to performing variously assigned speaking projects.

A review of the speech objectives of Lew Sarett also reveals certain implications. It was evident from a re-examination of Sarett's purposes that he was not concerned principally with speech training as a means for human growth, as was Murray at Denver. He, on the contrary, was proclaiming the development of character for purposes

of enabling the student to become proficient in oral communication. Sarett was interested in developing character not as an end in itself, but as a means of making a speaker more effective. Character development was a necessity, since it was one of the determinates of the ableness of the speaker. Murray's view, though, was concerned with human growth and training in oral communication was only a means to this end. Sarett advocated that character defects be overcome by will power and fighting, while Murray relied on psychological development through the utilization of appropriate speech projects.

There is a strong possibility that when Sarett's conception of character development as a means for effective speaking is put into practice, the student suffers from feelings of self-consciousness. The very fact that he is aware of the necessity of fighting such detriments to his speaking as his fear and his sense of being inferior increases the student's self-consciousness and permits the student to be more conscious of these personal characteristics than Lew Sarett himself would have wished him to be. Excessive attention to the suppression of flaws of character would indeed seem to increase the ill it set out to cure. To make little or no allowance for these negative traits is no doubt the better solution, since the relatively healthy minded individual will gradually overcome them by

concentrating, by being well-prepared and by increasing his experience in speaking.

In the discussional speaking methods of James McBurney, it is obvious that his purposes have certain immediate values. Since students of speech are also students of liberal arts subjects, the class in discussion offers them an opportunity to attempt to formulate and solve problems which originate in the various content courses in the liberal arts division. In so doing, this knowledge becomes a basic part of their own thinking rather than facts stored in their memories. Since this thinking is reflective and deliberate rather than argumentative, the students, instead of tenaciously holding to their preconceived notions or prejudices, become adept in searching for truth in problem solving. Moreover, when participating in such an activity, they put such speech techniques as diction, voice, and sentence structure to use while they speak in natural conversation.

In making the transition from purposes proposed by teachers to those which emerge from the Bulletins, one of the more prominent developments viewed was that in subjects in radio. In view of the abrupt enlargement of the curriculum in radio which existed in Northwestern's School of Speech in 1948, it is evident that, except for a general course in the mechanics of radio production and

directing, there was but slight justification for this highly developed program. The disciplines of this department overlapped those of other departments of the School. A closer integration of subject matter would have resulted in a more tightly-knit speech program. Some courses, for example, proposed the reading aloud of announcements of various types, but the oral reading of news reports was also a part of the Department of Interpretation. Moreover, classes in dramatic script writing could have been included in the class in playwriting in the Department of Theatre, since both mediums are closely related. The writing of continuity could have been included in the same writing course or a similar one, and acting for radio could have been placed in the curriculum of the Department of Theatre. Even production mechanics could have been taught as a separate course in the dramatic area.

It is true that techniques employed in the various speech courses when contrasted to those of radio disclose some differences, but although microphone techniques of radio demand a more intimate style in voice projection, experiences in both speech and radio could have increased abilities in the separate areas. True, a knowledge of this variety of skills employed in teaching both fields together would require the versatile teacher, but since the subject of radio was relatively new in the speech

curriculum, is it not possible that prospective teachers of the subject were being trained in 1945, and was it not also true that those who were then teaching radio had not previously taught one or more areas of speech? Therefore, instructors capable of performing in such an organization of the speech curriculum would have been available during this period.

Similar criticisms can be leveled at those offerings in radio which accented such purposes as a study of the child audience, the functioning and utilization of radio in education and problems in school and college broadcasting. Since the School of Speech maintained a well-developed Department of Speech Education, these aims of radio were appropriately a part of this department.¹⁰⁰

This separation of purposes in radio from purposes of other departments of speech is indicative of the curriculum at the School of Speech in 1945. It was constructed in parts with no regard for the whole. This dissociation of the various speech subjects leads to a concomitant dissociation of the training of the student. His ability to interpret literature, by way of example, should enhance his effectiveness as a public speaker, if he is aware that the fusion of techniques in both subjects adds to his

¹⁰⁰ Ibid., pp. 45-46.

competence in each field. The relationships among most speech subjects are close, but if these separate subjects are regarded as specialties, it is impossible for the student to benefit from the possible connections of subject matter.

The Bulletins not only give a view of the fragmentary structure of the speech curriculum, but they also bring into focus the attempts towards making speech serve as a complete liberal arts education. Subjects of oral communication, for instance, presumed to teach English and science and they also emphasized historical factors in the Department of Oral Interpretation, the Department of Public Speaking, and the Department of Theatre.

A reason, no doubt, for these comprehensive purposes is the universality of the applications of speech. The Bulletin of 1952 verifies this statement:

Any problem whatsoever may be submitted to dialectical or rhetorical examination; any idea or sentiment in any field of human knowledge may be offered for artistic interpretation through the spoken word.¹⁰¹

Another reason for the broad aims of speech was, as has been noted, the continuous striving for academic recognition for the field. No doubt this attempt had revealed signs of success in 1952, for science, literature, and

¹⁰¹ Ibid.

history were well represented at this point in the School's development.

SUMMARY

In 1940 the School of Speech at Northwestern University revealed purposes that were first viewed in the Division of Communications at Denver University as late as 1952. They were defined, for reasons of clarity and because they paralleled those at Denver, as the liberal education function. They were composed of the three areas, the artistic, the rhetorical, and the scientific. Courses which were literary in nature were taught along with the necessary skills involved. The rhetorical subjects were public speaking and group discussion. Discussion also inferred the use of scientific procedures, as did the study of semantics and speech correction. General purposes emphasized cultural and professional factors. The specific aims, emerging from published contributions of the instructors and the courses they taught, were the acquisition of high standards of judgment in literature and the arts, character development, development of a simple, natural, and conversational style, the development of evaluational ability using the semantic method, and the training of the platform artist.

In 1945 the curriculum showed no marked changes except for the departmentalization of subject matter. It was divided into six departments. This meant that the

curriculum was fragmentary in structure making no allowance for the integration of its parts. The Department of Radio and the Department of Speech Education had developed into two of the School's largest departments.

In 1952 the general purposes of the School, both cultural and professional, were replaced by those of character, understanding, competence, and social usefulness. These aims, however, were similar to those which had been prescribed during the previous periods. In addition to aims viewed in 1940 and 1945, a new aim had developed in 1952, the acquisition of a knowledge of man's cultural history. Moreover, books which revealed few changes in speech purposes were being written as in 1940. Television combined with radio was one of the most highly developed departments.

CHAPTER IV

WEAVER OF THE UNIVERSITY OF WISCONSIN AND WISE AND GRAY OF LOUISIANA STATE UNIVERSITY

Although the examination of the speech purposes at the School of Speech at Northwestern University offered contrasts and comparisons to those at Denver University, the general approach to goals in each school was conspicuous in being individual and distinct. Cultural concepts, because of the influences of Lew Sarett and other teachers, were given prominence in the years 1940, 1945, and 1952 at Northwestern University. These concepts developed until they became the primary concern of the institution. In contrast, Denver University, because of the influence of Elwood Murray, consistently accented the psychological approach in both courses and publications.

Differences in approaches again emerge when we view the purposes of the third school given consideration here. This institution, the University of Wisconsin, where speech purposes were strongly influenced by Andrew Weaver, revealed similar speech aims to those proposed at Northwestern University. It gave recognition, for instance, to such cultural purposes as sound judgment of literature and of the arts, which resulted from studies in oral interpretation and theatre, and a knowledge of man's cultural history,

which emerged from historical courses in public speaking and theatre. But the Speech Department at the University of Wisconsin was even more concerned with two additional speech goals and these were: (1) the acquisition of a knowledge of voice science and the science of sounds to facilitate speech improvement; and (2) the speech objectives of the National Educational Policies Commission. These latter objectives were: (1) self-realization, (2) economic efficiency, (3) satisfactory human relationships, and (4) good citizenship.

The fourth school, Louisiana State University, however, is discussed here in conjunction with the University of Wisconsin, since their educational purposes in the area of speech are nearly identical. Both institutions reveal emphasis on the scientific characteristics of speech and the aims set by the National Educational Policies Commission. Whereas Weaver was largely responsible for these purposes at the University of Wisconsin, Claude Wise and Giles Gray advanced them at Louisiana State University.

It is evident that these scientific aspects of the speech purposes at the University of Wisconsin and Louisiana State University were originally advocated by Dr. James Rush in 1827 when he wrote his book, The Philosophy of the Human Voice.¹ Andrew Weaver at Wisconsin and Claude Wise and Giles Gray at Louisiana, like Rush, believed that one

cannot understand the quality of the voice without knowing what structures are involved in the production of it; hence, like Rush in 1827, Weaver, Wise, and Gray in 1940 attempted to give physiological description to vocal quality in terms of what is known about the anatomy of the vocal mechanism.

1. Andrew Weaver, Voice Science, and
the National Educational Policies Commission

It is evident that Andrew Weaver, chairman of the Department of Speech and Dramatics at the University of Wisconsin during the years of this study, made important contributions to both the speech curriculum of the university and the speech areas of other institutions. Weaver taught speech subjects at Dartmouth College during the year 1912 and from the year 1913 to 1917 he was a teacher of speech at Northwestern University. He became an associate professor of oral communication at Wisconsin University in 1918 and in the year 1926 he was made chairman of the Speech Department. His influence went beyond the Department of Speech at Wisconsin when he became president of the Speech Association of America in 1927 and editor

¹ James Rush, The Philosophy of the Human Voice, Philadelphia, Lippincott, Grambo and Co., 1855, 689 p.

of The Quarterly Journal of Speech during 1930-1935.²

Publications of Weaver give special stress to the scientific approach in speech training in 1940 and an emphasis on application of the educational aims of the National Educational Policies Commission in 1946 and 1952. In 1940, for instance, Weaver, in advocating a knowledge of voice science, indicated the highly specialized nature of speech education. He recommended not only a detailed acquaintance with the physical aspects of the voice mechanism in respiration, phonation, resonance, and articulation, but also with a knowledge of embryology, neurology, and the physics of sound.³

In 1946 Weaver was advocating, as Carl Robinson at Northwestern did in 1952, that speech purposes be lined up with those set forth by the National Educational Policies Commission; these were: Self-realization, economic efficiency, satisfactory social relations, and good citizenship. Weaver denied the limitations of an oral communications curriculum, pointing to the important part speech plays in the functioning of each of the N. E. P. C. objectives.⁴

² Marquis, Editors, Who's Who in America, 26th ed., Chicago, A. N. Marquis and Co., 1952, p. 2387.

³ Andrew Thomas Weaver and Lyman Spicer Judson, Voice Science, New York, F. S. Crofts and Co., 1942, pp. 1-260.

In 1952 Andrew Weaver was again urging that speech fulfill its part in carrying out the objectives of the National Educational Policies Commission. Weaver asserted that oral communication between two or more persons involved four elements of speech. These elements were mental activity, language, voice, and visible action.⁵ Weaver, like Elwood Murray at Denver University, believed that thinking and speech were practically the same thing. He insisted that a thinking man is a man who talks to himself, and that the student who wishes to become proficient in speech should not only be able to discipline mental activity, but he should also have a mastery of language, voice, and action in order to attain "economic efficiency, satisfactory social relationships, good citizenship, and self-realization."⁶

The influence of the educational aims of the National Educational Policies Commission was again felt in 1952 when Andrew Weaver, with Gladys Borchers, a teacher of speech at Wisconsin, recommended N. E. P. C. aims to teachers of speech. Weaver and Borchers condensed those

⁴ Andrew Thomas Weaver, "The Challenge of the Crisis," The Quarterly Journal of Speech, Vol. 29, April, 1943, pp. 128-134.

⁵ Andrew Thomas Weaver, Speech Forms and Principles, New York, Longmans, Green and Co., 1951, pp. 1-35.

⁶ Ibid., pp. 1-41.

educational objectives into two points: (1) speech should be studied as a prerequisite for desirable personality development in the individual, and (2) speech should aid the student to deal with problems of young people and the demands of society.⁷

2. Other Teachers Who Influenced Speech Purposes at Wisconsin

While Andrew Weaver was proposing, in 1940, that students gain a knowledge of voice science, Robert West, another speech professor, held that students should have a knowledge of the science of sounds.⁸ He also believed that they should have a knowledge of and practice in procedures to rehabilitate speech.⁹ A third teacher at Wisconsin, Harriet Grim, indicated that voice science and the science of sounds should be adapted for training the speaking voice of all students regardless of special needs.¹⁰

⁷ Andrew Thomas Weaver and Gladys Borchers, et al., The Teaching of Speech, New York, Prentice-Hall, Inc., 1952, pp. 1-23.

⁸ Robert West and Claude Kantor, Phonetics, New York, Harpers and Bros., 1941.

⁹ Robert West and Lou Kennedy, The Rehabilitation of Speech, New York, Harpers and Bros., 1937, p. v.

¹⁰ Harriet Grim, Practical Voice Training, New York, Appleton-Century-Crofts, Inc., 1948, pp. vii-viii.

These specific objectives blend into one main purpose, the acquisition of a knowledge of voice science and the science of sounds to facilitate improvement of speech.

In 1940 Robert West asserted that teachers of speech who were specializing in speech correction should have an understanding of the "science of sounds" which make up a language or languages. Moreover, he prescribed a knowledge of methods of speech correction which he referred to as "rehabilitation of speech." As part of the "science of sounds," he urged the study of the international phonetic alphabet and of the formation of vowels, diphthongs, and consonants by the tongue, teeth, palates, jaw, oral cavity, nasal cavity, and pharyngeal cavity.¹¹ In connection with the "rehabilitation of speech," he gave procedures for discovering causes, making diagnoses, and treating the speech handicapped.¹² West taught these courses and had charge of the speech clinic of the University.¹³

Harriet Grim stressed practical voice training; she was not concerned with helping the handicapped in

¹¹ Robert West and Claude Kantor, Phonetics, New York, Harpers and Bros., 1941, pp. 66-162.

¹² Robert West and Lou Kennedy, The Rehabilitation of Speech, New York, Harpers and Bros., 1937, pp. 291-439.

¹³ Catalogue of the University of Wisconsin, 1940-1942, University of Wisconsin Bulletin, General Series No. 2296, Serial No. 2511, 1940, p. 184.

speech. Like Weaver's and West's, her approach to this training was physiological: It included the study of hearing, resonance, tone, respiration, and the exact "positions" of sounds.¹⁴

Mechanical aspects, scientific elements, and physiological factors are thus revealed as parts of the speech purposes at the University of Wisconsin in 1940. Gertrude Johnson, a teacher of oral interpretation, for instance, indicated two purposes relative to her subject. The first purpose was the general one, sound standards of judgment of literature and of the arts. This grew from her emphasis on literary values. These literary values, however, were taught incidently to instruction involving a highly organized set of principles for oral interpretation. The second purpose was to promote the ability to apply these principles to literary interpretation, with emphasis on various rules. Although considering oral interpretation as an art form, Johnson no doubt believed that the total creation resulted from both psychological and mechanical approaches. She believed that the student should think the thoughts of the particular selection being read, but she also advocated that definite physical manifestations of expression be given attention: Where the eyes should be focused when

¹⁴ Harriet Grim, Practical Voice Training, New York, Appleton-Century-Crofts, Inc., 1948, pp. 11-126.

reading; angles of the body when interpreting characterisations; and vocal pauses, vocal tone, and rhythm.¹⁵ These two purposes, sound standards of judgment of literature and of the arts and the application of these principles to oral interpretation, were described in the course, "Elements of Physical Expression," which she taught.¹⁶

The bridge between the first period, 1940, in which the purposes of Weaver, West, Grim, and Johnson emerged, and the second period, 1945, brings no significant change in speech purposes at Wisconsin. Harriet Grim in 1945 had replaced Gertrude Johnson as teacher of Johnson's courses in interpretation.¹⁷ Grim, nevertheless, shows a debt of gratitude to Johnson in her book, Practical Voice Training, and she was no doubt influenced in 1945 by Johnson's purposes, standards of judgment of literature and of the arts, and the application of scientific principles to interpreting literature.¹⁸ Robert West continued to teach the

¹⁵ Gertrude Johnson, et al., Interpretative Reading, New York, Appleton-Century-Crofts, Inc., 1943, pp. 26-197.

¹⁶ Catalogue of the University of Wisconsin, 1944-1946, University of Wisconsin Bulletin, General Series No. 2540, Serial No. 2756, 1944, pp. 172-175.

¹⁷ Ibid., pp. 172-175.

¹⁸ Harriet Grim, Practical Voice Training, New York, Appleton-Century-Crofts, Inc., 1948, pp. ix-x.

science of sounds and rehabilitation of speech.¹⁹ Henry Lee Eubank, a teacher of discussion and debate at the University of Wisconsin, was, like Andrew Weaver, practical in his speech aims. In 1945 he advocated, for instance, that students should develop abilities in thinking, in making inquiry into available facts concerning a given problem, in discovering hypotheses or theoretical solutions, in being able to experiment or make practical application to problems, and in developing a conclusion, which may or may not validate hypotheses. Eubank advanced no new purposes.²⁰

The 1952 speech objectives, like those at Northwestern University, were an outgrowth of 1940 objectives. Harriet Grim continued to teach courses in oral interpretation and speech improvement.²¹ Robert West was accentuating rehabilitation of speech and the science of sounds as he had in 1940 and 1945.²² Gertrude Johnson's book, Interpretative Reading, was revised, but her methods continued

¹⁹ Catalogue of the University of Wisconsin, 1944-1946, p. 173.

²⁰ Henry Lee Eubank and J. Jeffery Aver, Discussion and Debate, New York, F. S. Crofts and Co., 1947, pp. 1-23.

²¹ Catalogue of the University of Wisconsin, 1950-1952, University of Wisconsin Bulletin, General Series No. 2987, Serial No. 3213, 1951, p. 222.

²² Ibid., p. 224.

about the same.²³ Another teacher at Wisconsin, Gertrude Borchers, taught a course called "Application of Speech Fundamentals," which was closely related to the "Fundamentals of Speech" taught by Weaver.²⁴ Borchers and Weaver joined to write a textbook, The Teaching of Speech, in 1952.²⁵

In 1952 Winston Bremback, a sixth teacher who taught persuasion at Wisconsin, suggested aims which, like Andrew Weaver's and Gertrude Borchers', were similar to those of the National Educational Policies Commission. From the economic viewpoint, Bremback noted, the world is an arena of competing persuasions, but the individual is more often a consumer than a producer of persuasion; in order to realize his full potentialities, he must know not only how to persuade, but also how to analyze in terms of his own welfare the persuasion used upon him. In regard to good citizenship, Bremback believed that the hope of democracy lies in the continual rise of persuaders who will champion its cause and in the constant, courageous, and

²³ Gertrude Johnson, et al., Interpretative Reading, New York, Appleton-Century-Crofts, Inc., rev. ed., 1951, pp. v-601.

²⁴ Catalogue of the University of Wisconsin, 1950-1952, p. 223.

²⁵ Andrew Thomas Weaver and Gladys Borchers, The Teaching of Speech, New York, Prentice Hall, Inc., 1952, pp. v-540.

careful auditing of all systems of persuasions; he urged that adjustment to the social group, which is of sufficient effectiveness to constitute leadership, must necessarily make considerable use of the elements of persuasion.²⁶

3. Professional Skills Revealed by

Bulletins at Wisconsin

There were, then, as advocated by Weaver and others at Wisconsin, such general purposes of speech as the acquisition of a knowledge of voice science and the science of sounds, of standards of literature and the arts, and of speech purposes related to the National Educational Policies Commission. Specific and general purposes related to skills are also represented in the Bulletins issued by the University for the years 1940, 1945, and 1952.

An examination of the 1940 Bulletin reveals two significant goals: First, specialization in one or more of the various phases of oral communication is called for, and secondly, courses are said to be designed especially for teachers. Prospective teachers might concentrate on one of the following phases: (a) argumentation and debate and the composition and delivery of speeches; (b) reading,

²⁶ Winston Lamont Bremback and William Smiley Hall, Persuasion, New York, Prentice Hall, Inc., 1952, pp. vii-488.

acting, and dramatic production; (c) disorders of speech and corrective methods; (d) the psychology and pedagogy of reading and speaking; (e) voice science and phonetics.²⁷ This stress on teacher education rather than on public performance is unique as contrasted with the goals at Denver and Northwestern, where prominence was given to platform performances.

Objectives for other courses were given in the 1940 Bulletin: Theatre courses outlined aims in play directing, play writing, and acting. Courses in radio suggested aims for various types of radio speeches. For public speaking there were the following goals: Understanding the functions and principles of effective speech, composing the speech, developing abilities for presenting persuasive speeches, and obtaining skills in direct public address, and in argumentation and debate.²⁸

In 1945, according to the Bulletins, the speech aims at Wisconsin remained the same as those of 1940. During the interval between 1940 and 1945, speech teachers taught courses in connection with military programs.²⁹

²⁷ Catalogue of the University of Wisconsin, 1940-1942, pp. 182-184.

²⁸ Ibid., pp. 183-184.

²⁹ Franklin Knower, "Speech Curricula and Activities in Wartime," The Quarterly Journal of Speech, April, 1943, pp. 146-151.

In 1952 there were four courses in radio as compared with one course in 1945. Developing aims in radio were: Ability to adapt regional literature to dramatic form; skill in acting, directing, and producing; and capability in writing radio scripts and continuity.³⁰ A knowledge of man's cultural history, another 1952 goal, like the same objective at Northwestern University, developed in rhetoric and theatre courses. In rhetoric, histories of ancient public address and British public address were studied. Theatre courses included histories of the physical theatre and written drama, of British drama from 1660 to 1860 and since 1860, and of the American theatre from the Colonial period to the Civil War and since the Civil War.³¹

4. Some Implications of the Speech Purposes at Wisconsin

A re-examination of the speech purposes of Weaver, West, and Gray, for example, the acquisition of a knowledge of voice science and the science of sounds to facilitate speech improvement, reveals three facts concerning speech purposes at Wisconsin:

³⁰ Catalogue of the University of Wisconsin, 1950-1952, pp. 233-234.

³¹ Ibid., pp. 224-225.

First, there is the growth of the scientific approach and accompanying emphasis upon physiological aspects.

Second, there is evidence of separately evolving studies like speech rehabilitation, rather isolated from other phases of speech education, such as public speaking, oral interpretation, and theatre. Students concerned with overcoming speech defects of varying severity might or might not integrate their voice and articulation studies with other areas of oral communication; students who specialized in scientific, physiological, or corrective aspects might have limited abilities in performance.

Lastly, there is evidence of increasing fragmentation of the whole speech area and of its parts. Like Lew Sarett at Northwestern, Grim and West taught separate elements of speech with the hope that they would carry over into the whole. Grim, although she did not deal with speech for the severely handicapped as did Weaver and West, used the procedure of teaching an isolated sound, the enunciation of words containing that sound, and, finally, poems containing words in which the sound is prominent.³² This purpose of mastering the parts before working on the whole was indicated by West's "science of sounds."³³

³² Harriet Grim, Practical Voice Training, New York, Appleton-Century-Crofts, Inc., 1948, pp. ix-x.

Questions have been raised concerning this part-to-the-whole procedure, as well as about the fragmentation of speech in general. Some may prefer the whole-to-the-parts sequence--the literary passage as the first consideration, to the poorly articulated word, and then to drill on the isolated sounds.

The aims of the National Educational Policies Commission proclaimed by Weaver, Bremback, and Borchers seem practical and realistic. Their goals promise a curriculum of oral communication that might be satisfactorily fulfilled.

There were differences in the origin of the acquisition-of-skills purpose at Denver and Northwestern and at Wisconsin. At Denver courses were designed which fulfilled such previously formulated goals as social integration and speech integration. Northwestern also designed courses that met the requirements of its cultural objectives. At Wisconsin, however, goals apparently originated as an outgrowth of the subject matter taught.

33 Robert West and Claude Kantor, Phonetics, New York, Harpers and Bros., 1937, pp. 62-162.

5. Claude Wise and Giles Gray at Louisiana
State University

The most outstanding characteristic of the purposes at Louisiana State University is their obvious similarity to those of the University of Wisconsin. As at Wisconsin, two purposes predominated at Louisiana State in 1940: An acquisition of a knowledge of voice science and the science of sound to facilitate speech improvement and the aims of the National Educational Policies Commission---self-realization, economic efficiency, satisfactory social relations, and good citizenship.

In 1940 Claude Wise and Giles Gray at Louisiana State University began promoting the study of voice science and speech sounds. Claude Wise was the chairman of the speech area at Louisiana, and his influence, like that of Weaver at Wisconsin, reached beyond his own department to the departments of other schools. While Wise was made head of the Department of Speech at Louisiana in 1938, he did not receive his Ph.D. degree until 1932---at the University of Wisconsin. Wise was delegate to the International Congress of Phonetic Sciences in London in 1935 and was president of the Speech Association of America in 1942.³⁴

³⁴ Marquis, Editors, Who's Who in America, 28th ed., Chicago, A. N. Marquis and Co., 1952, p. 1051.

Giles Gray, Wise's colleague, appears to have had almost an equal influence on speech education. Gray was an assistant professor of speech at the University of Illinois and assistant professor of speech at the University of Iowa before he became professor of speech at Louisiana State University in 1937. During that year he also served as the president of the Southern Speech Association. From 1939 to 1941 he was editor of The Quarterly Journal of Speech.³⁵

In 1949 Gray, with the cooperation of Wise, was urging a need for a knowledge of the "bases of speech," materials comparable to the subject matter of voice science that Andrew Weaver stressed at Wisconsin. Wise and Gray were concerned with the physiological, the neurological, and the linguistic bases of speech. Unlike Weaver, however, they also acknowledged the psychological basis which dealt with the language of individuals when reacting to emotion and thought.³⁶ Also, Wise decried the lack of uniformity in the conversational speech used in the United States. He believed that stress should be placed on sounds in speech training in order that persons of various

³⁵ Ibid., p. 1051.

³⁶ Giles Gray and Claude Wise, The Bases of Speech, New York, Harpers and Bros., 1954, pp. 1-413.

localities might approximate a speech standard held by persons using a more cosmopolitan speech.³⁷ Both Wise and Gray taught courses dealing with the science of sounds and voice science.³⁸

By 1945 it was evident that Louisiana State University had lined up speech purposes with those of the National Educational Policies Commission. Wise cooperated with Gladys Borchers of Wisconsin in designing speech purposes closely related to the educational objectives of the Commission. The terminology of Wise and Borchers, however, differed from that used by the Educational Policies Commission. In connection with self-realization, Wise and Borchers stressed the necessity of speech training in conversation, in acquiring a knowledge of important subjects and arts, in becoming well-read, and in helping the individual mold his present and future life. As to the second objective, economic efficiency, they asserted that at times the employer is not conscious of the employee's speech as such, but is nevertheless vaguely dissatisfied and fails to give advancement or favor. Furthermore, economic advancement

³⁷ James O'Neil, Foundations of Speech, New York, Prentice Hall, Inc., 1941, pp. 13-25.

³⁸ Catalogue of Louisiana State University and Agricultural and Mechanical College, 1940-1941, Louisiana State University and Agricultural and Mechanical Bulletin, Vol. 32, No. 5, 1940, pp. 307-401.

is often dependent on the standard of speech held by the individual.

In reference to the third purpose, satisfactory social relationships, they suggested: All activities in life require communication; a person must be effective in the alternate of "giving" and "taking" ends of the speech process. The fourth purpose, good citizenship, they interpreted as an understanding of government gained through oral communication in community gatherings, improvement organizations, church discussion groups, and radio.³⁹

In 1952, as in earlier periods, Wise and Gray were teaching such classes as "Voice Science," "Phonetics," and "Speech Rehabilitation."⁴⁰

6. Other Men at Louisiana and Their Similarities to Those at Wisconsin

An observation of purposes which emerge from publications dealing with speech education at Louisiana State University in 1940 discloses almost a repetition of the purposes at the University of Wisconsin. No doubt one of

³⁹ Gladys Borchers and Claude M. Wise, Modern Speech, New York, Harcourt, Brace and Co., 1948, pp. 1-12.

⁴⁰ Catalogue of Louisiana State University and Agricultural and Mechanical College, 1951-1952, Louisiana State University and Agricultural and Mechanical Bulletin, Vol. 43, No. 5, 1951, p. 207.

the reasons for this similarity was that professors of speech from Wisconsin and from Louisiana cooperated in writing textbooks.

Claude Kantor, professor of speech pathology at Louisiana State, advocated with Robert West at Wisconsin that an exact position of organs of speech for each sound be mastered in order to overcome faulty articulation and certain voice defects.⁴¹ Kantor, like West, had charge of the speech clinic as well as courses in speech rehabilitation.⁴² This scientific approach was extended further when Lou Kennedy, a speech teacher at Louisiana State University, joined with Robert West of Wisconsin to incorporate their concepts of the science of sounds and of voice science in a textbook on speech rehabilitation.⁴³

In 1945 Kantor and Kennedy continued to teach the science of the voice and the science of sounds as they had in 1940.⁴⁴ They were teaching similar courses in 1937.⁴⁵

⁴¹ Robert West and Claude Kantor, Phonetics, New York, Harpers and Bros., 1937, p. v.

⁴² Catalogue of Louisiana State University and Agricultural and Mechanical College, 1951-1952, Vol. 43, No. 8, p. 209.

⁴³ Robert West and Lou Kennedy, The Rehabilitation of Speech, New York, Harpers and Bros., 1937, p. v.

⁴⁴ Catalogue of Louisiana State University and Agricultural and Mechanical College, 1945-1946, Louisiana State University and Agricultural and Mechanical Bulletin, Vol. 38, No. 3, 1946, p. 297.

7. Professional Skills Revealed by Bulletins
at Louisiana

According to the Bulletins, the objectives for public speaking, argumentation and debate, theatre, and radio were also comparable at Louisiana and Wisconsin in 1940.⁴⁶ Certain differences were evident: The Department of Speech at Louisiana State University trained foreign students in good speech and gave general speech students opportunities for studying types of dialects to be found in the state of Louisiana.

Two new aims related to the knowledge-of-cultural-history purpose were evident in speech courses in 1940 in addition to the usual ones in rhetoric. The new aims were: (1) the study of the history of speech, and (2) the study of the history of interpretation.⁴⁷ This latter aim was found at Northwestern in 1952.

Otherwise, Louisiana and Wisconsin speech purposes were similar. Sound judgment of literature and of the arts,

⁴⁶ Catalogue of Louisiana State University and Agricultural and Mechanical College, 1931-1932, Louisiana State University and Agricultural and Mechanical Bulletin, Vol. 43, No. 5, 1931, pp. 295-301.

⁴⁶ Catalogue of Louisiana State University and Agricultural and Mechanical College, 1940-1941, Vol. 32, No. 5, p. 269.

⁴⁷ Ibid., pp. 269-271.

for instance, was a part of courses in the study of literature for oral interpretation.⁴⁸

The Bulletin discloses that specific objectives in speech at Louisiana State were similar in 1945 to those viewed in 1940. The scientific approach was further developed by such aims as the application of phonetics to the study of Yiddish, Negro, Louisiana French, French-Canadian, Irish, Cockney, German, and Russian dialects in 1945.⁴⁹

In 1952 Wise, Gray, and Kennedy were still teaching voice science, phonetics, and speech rehabilitation. The acquisition of a knowledge of voice science and the science of sounds to facilitate speech improvement was still emphasized.⁵⁰ Sound judgment of literature and the arts continued as part of descriptions of courses in oral interpretation.⁵¹ Courses in the history of speech education and the history of rhetoric apparently added to "a knowledge of man's cultural history" as in 1940 and 1945.⁵²

⁴⁸ Ibid., pp. 270-271.

⁴⁹ Catalogue of Louisiana State University and Agricultural and Mechanical College, 1945-1946, Vol. 38, No. 3, 1945, p. 296.

⁵⁰ Ibid., pp. 296-297.

⁵¹ Ibid., pp. 290-297.

⁵² Ibid., pp. 296-297.

The curriculum in speech as a whole was identical in 1952 to that observed in 1940 and to the one which emerged in 1945.⁵³

8. Some Implications Relative to
Speech Purposes at Louisiana and Wisconsin

Similarities of purposes at Louisiana and Wisconsin and the comparable speech philosophies apparently grew from close relations between instructors of both institutions.

Goals examined at both the University of Wisconsin and Louisiana State University, whatever the emphasis on scientific methods, revealed the liberal education function as dominant as at Denver University and Northwestern University. In writings of teachers and in course descriptions in both schools, however, scientific approach overbalanced the rhetorical and artistic area of the curriculum.

Along with the growing concern for theatre and radio there is the possibility for the integration of the various characteristics of speech education, such as the scientific aspects, the objectives relative to skills, and the cultural emphasis. Radio, for instance, which is in

⁵³ Ibid., pp. 294-297.

part mechanistic or scientific in nature, could be a medium for the oral interpretation of dialogue. Literary cultural values could be attained by the dramatizations performed in this medium. Furthermore, theatre subjects could obviously be integrated with radio because of the similarities of acting and directing in both fields.

SUMMARY

The emphasis resulting from publications and courses at the University of Wisconsin and Louisiana State University was on the scientific approach to speech. Both schools especially stressed the science of the voice and the science of sounds or phonetics, which was summed up in the speech purpose, an acquisition of a knowledge of voice science and the science of sounds to facilitate speech improvement. The similarity of this scientific emphasis at the University of Wisconsin and Louisiana State University was due to co-authors who represented each institution. Other aims which were accented at both schools were those which were identical to the educational objectives of the National Educational Policies Commission.

The aims, in addition to the acquisition of a knowledge of voice science and the science of sounds to facilitate speech improvement and those related to the National Educational Policies Commission, were sound standards of judgment of literature and the arts, and a knowledge of man's cultural history. These were observed throughout the years 1940, 1945, and 1952. Although the purposes of speech at Wisconsin and Louisiana revealed developments, they disclosed no marked changes during the years in which they were examined.

CHAPTER V

KRAMER AND THE METHOD OF THE WHOLE, THE PARTS, AND THE WHOLE AT COLUMBIA UNIVERSITY TEACHERS COLLEGE

The Teachers College at Columbia University was unique in comparison with other institutions in two respects. It was, first of all, primarily interested in making provisions for teachers in speech or for speech teachers of the future to learn methods, procedures, and skills involved in this aspect of teaching; secondly, Teachers College maintained only a graduate school and had reason to believe that the students who entered the College had the equivalent of a liberal education.¹ There were, however, similarities between this school and the other schools. All eight schools, like Teachers College, made allowances for the training of teachers, although this was not their main objective. Too, Teachers College incorporated the cultural speech objective, the attainment of judgment of literature and the arts, as did Northwestern; it considered important the scientific purpose, the acquisition of a knowledge of voice science and the science of sounds. So also did the University of Wisconsin and

¹ Teachers College Bulletin, 1940-1941, Thirty-first Series, No. 3, New York, Columbia University, 1940, p. 103.

Louisiana State University.² Like the other schools, the Speech and Dramatics department at Teachers College was indebted to certain members of its faculty for formulating and realizing its speech purposes. Among those having such an influence at Columbia were Magdeline Kramer, Jane Zimmerman, and Milton Smith. Since Kramer was chairman of the department, she had a greater hand in designing the aims of speech education at this institution than did the other two. Hence, it is appropriate that her speech purposes receive first consideration.

1. Magdeline Kramer and the Cultural Purposes

Magdeline Kramer was another teacher whose speech purposes produced an effect far beyond the institution in which she taught. Kramer received her A. B. degree at Trinity College in 1920, her A. M. degree in 1930 at Columbia University, and her Ph.D. degree at the same university in 1936. She was a teacher of English at Washington High School in Massillon, Ohio, from 1921 to 1926. She was an assistant instructor at the Teachers College of Columbia University from 1930 to 1933, and became an instructor in 1933, an assistant professor in 1937, an associate professor in 1939, and a professor in 1945. Kramer has been

² Ibid., pp. 101-104.

chairman of the Speech and Dramatics Department at Columbia since 1940. She served as president of the Speech Association of America in 1947.³

Prominent in Magdeline Kramer's goals in 1940 was the attainment of standards of judgment of literature and of the arts. This is apparent in her approach to the teaching of oral interpretation. Kramer believed that the true aim of literary interpretation was the appreciation of literature through analysis of the meaning and the mood of the literary selection. Moreover, she suggested the psychological approach to the study of literature when she advocated that "the student must have a sympathetic and imaginative response to ideas, feelings, and movements involved in the whole literary selection."⁴ She believed that through the synthesis of ideas, feelings, and movements, the activity became unified as a whole and oral reading became a creative art.

A second speech goal of Kramer's was the development of personality.⁵ She defined personality as the sum of all

³ Marquis, Editors, Who's Who in America, 26th ed., Chicago, A. N. Marquis and Co., 1952, p. 1527.

⁴ Magdeline Kramer and Margaret W. McCarthy, "The Development of Personality," Emerson Quarterly, Vol. 16, March, 1936, pp. 16-18.

⁵ Ibid., p. 16.

that an individual is. She believed that a school must provide experiences through which a student is able to develop all aspects of his personality. The study of oral interpretation, she said, offered the student one of these important experiences.⁶

Magdeline Kramer, although giving importance to literary appreciation and the development of personality, did not, as was the case at Northwestern University, weight her courses in oral interpretation heavily with literary subject matter. Descriptions of her courses indicate a study of literature only in a generalized way. In her "Oral Interpretation of Literature" course she taught the oral interpretation of the short story, old ballads, the narrative poem, the lyric, the sonnet, and the essay.⁷ In each of these types of literature, Kramer taught the whole of the literary selection, then the analysis of its parts, and, finally, the oral interpretation of the whole selection. From this procedure it is evident that she was carrying out the purpose of literary appreciation, but she was also giving consideration to skills involved in the oral performance.⁸

⁶ Ibid., pp. 16-18.

⁷ Teachers College Bulletin, 1940-1941, p. 103.

⁸ Ibid., p. 103.

In 1945 Magdeline Kramer taught the same classes in oral interpretation that she had during 1940.⁹ In 1947 she re-evaluated the status of speech courses of that period according to what she called the eight general purposes of education.¹⁰ She also evaluated the various subjects of the speech curriculum.¹¹

Kramer's eight general purposes of education called for the following attainments:

- (1) Education should, first of all, prepare a man for making a living, (2) Second, it should provide opportunities and necessary resources for him to develop "a well furnished mind," (3) Third, it should aid in him the cultivation of the power to think, to reason, to test new ideas, to evolve new concepts, to make decisions on the basis of pertinent data, to distinguish fact and opinion, to analyze propaganda, to form sound judgment, to build worthy values, and to solve problems, (4) Fourth, it should foster with great care the development of articulate human beings, who are aware of their moral accountability for any ideas expressed, (5) Fifth, it should cultivate within the individual a social consciousness and responsibility, as well as develop the ability to cooperate with others and to recognize the rights of others, (6) Sixth, it should cultivate the creative and appreciative talents, (7) Seventh, it should help the individual to formulate estimable moral values, and (8) Eighth, it should provide a means for discovering those individuals who are endowed with the special qualifications of leadership, and also provide the experience which will enable the potential leaders to grow to the fullest of their capacity.¹²

⁹ Teachers College Bulletin, 1945-1946, Thirty-sixth Series, No. 8, New York, Columbia University, 1945, p. 107.

Kramer urged educational responsibility upon speech instructors, but emphatically pointed out that she was not one who believed speech to be synonymous with all education.¹³ Her declaration might be considered by some as less pretentious in this respect than the statements from the School of Speech at Northwestern and the Division of Communications at Denver.

In considering specific subjects, Kramer was again practical and realistic.¹⁴ She believed that discussion was one of the most fruitful of the teaching procedures in all general education. Speech, therefore, had a contribution to make in instructing teachers; the steps in the speech activity tie in closely with other learnings. Secondly, she stressed good voice and diction for use in daily conversation since the aesthetic qualities of speech should not be ignored, even in an industrial age. Americans, she said, do not take sufficient pride in these tools of communication.

¹⁰ Magdeline Kramer, "The Role of Speech Education: A Re-Evaluation," The Quarterly Journal of Speech, Vol. 34, April, 1948, p. 123.

¹¹ Ibid., pp. 124-125.

¹² Ibid., pp. 126-127.

¹³ Ibid., pp. 124-125.

¹⁴ Ibid., pp. 125-127.

Thirdly, the subjects of dramatics and oral interpretation contribute to the spiritual welfare of civilization and give students a sense of discrimination in judging the arts. Fourthly, Kramer analyzed the place of public speaking in the curriculum of speech. She justified the study of the Aristotelian theory as scholarly and historical subject matter that speech education should stand by, although she questioned the advisability of giving too great a prominence to this noble history. She asks, "Have we failed to arouse an adventurous spirit, which might search for and find new theories more appropriate for twentieth century communication?"¹⁵

Finally, in evaluating the subject of debate, Kramer wrote: "If a student is to realize and accept his social responsibilities and take part in consideration of current social, economic and political problems, he must be fully aware of all sides of the many sides."¹⁶ Since debate is two-valued (pro and con) rather than multi-valued (many-sided), Kramer did not sanction it as being part of the speech curriculum.¹⁷

¹⁵ Ibid., p. 12.

¹⁶ Ibid., p. 127.

¹⁷ Ibid., p. 127.

In 1952 Kramer continued to teach the courses in oral interpretation that she had taught in 1945.¹⁸ During 1952 she gave a clear definition of her speech goal---the whole, then concentration on the parts, and, finally, re-turning again to the study of the whole:

We believe:

1. That an individual responds as a whole to a whole situation.
2. That he learns better when he understands the purpose of learning.
3. That he learns better when the purpose of learning is closely related to his needs and interests.
4. That he learns more effectively when the learning situation approximates live situations in which he finds himself involved.¹⁹

Kramer applied these general purposes to the specific areas of speech. First, in the area of voice and diction and remedial speech, instead of using drill on isolated sounds, the student in speech should begin with a whole sentence---a sentence which reflects a statement that the individual would use frequently in everyday conversation. If the student is unable to say the sentence correctly or has difficulty with an individual sound, the

¹⁸ Teachers College Bulletin, 1951-1952, Forty-second Series, No. 1, New York, Columbia University, 1951, p. xvi.

¹⁹ Personal Correspondence of the Author, letter from Magdeline Kramer, Chairman of the Department of Speech and Dramatics at Teachers College, Columbia University, dated August, 1952.

phrase is taken out of the sentence, the word out of the phrase, the sound out of the word, and practice is upon these separate "wholes." The sound is then put back into the word, the word put into the phrase, and the phrase back into the sentence, and the student works again on the complete sentence. Kramer wrote: "We believe that a sound is greatly affected by surrounding sounds, and to drill on an isolated sound does not help the student when he has to speak in phrases and sentences."²⁰

Kramer's second application of the general goals, through the whole and the parts, was to the subjects of dramatics and oral interpretation. She claimed that the student should be aware of the whole selection or the whole play first so that he is aware of the total meaning and the inter-relationship of the parts.²¹

2. Other Teachers and the Scientific and Cultural Purposes

A second teacher, Jane Dorsey, who later became Jane Zimmerman, recommended an acquisition of a knowledge of voice science and the science of sounds to facilitate speech improvement.²² It is significant to note that the

²⁰ Ibid.

²¹ Ibid.

Teachers College at Columbia University was a forerunner, among the schools examined, in formulating this purpose. As was previously discovered, Thomas Weaver and Robert West of the University of Wisconsin and Claude Wise, Giles Gray, and Claude Kantor of Louisiana State University made an important contribution to this purpose. Jane Zimmerman, however, had been stressing that purpose since 1928.²³ Her writings at this early date clarified what was later a part of descriptions of courses taught at the Teachers College in 1940.²⁴

Dr. Zimmerman, in adopting the purpose, an acquisition of a knowledge of voice science and the science of sounds, like Lew Sarett at Northwestern, voiced the opinion that it was imperative that speech training do away with elocutionary and imitative methods of an earlier day.²⁵ While Lew Sarett recommended a natural, simple, and conversational style to counteract those elocutionary methods, Zimmerman believed that there should be a scientific

²² Elizabeth Avery, Jane Dorsey, Vera Sickles, First Principles of Speech Training, New York, D. Appleton-Century Co., 1928, pp. 1-4.

²³ Ibid., p. II.

²⁴ Teachers College Bulletin, 1940-1941, p. 107.

²⁵ Elizabeth Avery, Jane Dorsey, Vera Sickles, First Principles of Speech Training, New York, D. Appleton-Century Co., 1928, p. xxiii.

approach to speech training based on careful analysis of fundamental principles and their practical application. She proposed that the scientific method of teaching voice and speech was being developed through experimentation and research in the subjects of physics, physiology, and psychology both in laboratories and in classrooms. Such study contributed to a better understanding of the structure and function of the voice mechanism and the formation of speech sounds, all of which, Zimmerman wrote, had done much to obtain for the subject of speech a better academic standing and greater interest and respect among mature students.²⁶

A further survey of Zimmerman's purposes divulge an emphasis on two factors which she believed necessary in speech development: (1) psychological principles involved, and (2) social adjustment. The whole first with the development of the parts when necessary as a method is viewed in terms of psychological principles. A part of Zimmerman's consideration of psychological principles involved in speech training calls for the student to establish a system of mental habits; he should have a clear idea of his whole behavior pattern, of which any one of his particular habits is a part. He should strive consistently to remedy a specific habit if it is negative, to strengthen it if it is

²⁶ Ibid., p. 1.

positive.²⁷

Zimmerman insisted that the student should be concerned with living a more useful, a fuller, and a happier life, not with self-admiration and affectation. By acquiring a zest for life, a wide range of interests, and a genuine interest in his fellow men, his speech training should more likely develop his whole personality.²⁸

Dr. Zimmerman considered the development of the person before attacking his speech problem. When she did discuss the individual's speech problem, she, like Wise and Weaver, gave a detailed description of the physiology of the voice mechanism.²⁹ Like Kantor and West, Zimmerman believed in the study of phonetics. In discussing phonetics in 1929, she recommended that the formulation of the sound be taught first, that words containing the sound be drilled upon, and, finally, that sentences or poetry appropriate to the sound be read.³⁰ This method, however, though discussed as late as 1929, was not in accord with the procedures which Zimmerman later followed; as a matter of fact, she is the second of the authorities studied during the years 1940,

²⁷ Ibid., p. xxvii.

²⁸ Ibid., p. 4.

²⁹ Ibid., pp. 10-25.

³⁰ Ibid., pp. 25-116.

1945, and 1952 who prescribed that the whole be taught first and the parts later.³¹

In 1940 Zimmerman was teaching the anatomy and physiology of the voice mechanism and giving instruction in the phonetic transcription of various types of speech, including foreign dialects and British and American speech. She was also in charge of the remedial speech laboratory. Zimmerman, like Harriet Grim at the University of Wisconsin, applied the aim, the acquisition of a knowledge of voice science and the science of sounds, to the teaching of voice improvement to students who had no major speech defects. This procedure was followed in her "Voice and Diction" class.³²

In 1945 Dr. Zimmerman continued to teach courses connected with the purpose, the acquisition of a knowledge of voice science and the science of sounds to facilitate speech improvement.³³

In 1952 she made additions to the studies in the speech clinic, which she supervised. She taught courses

³¹ Personal Correspondence of the Author, letter from Dr. Magdeline Kramer, Chairman of the Department of Speech and Dramatics at Teachers College, Columbia University, dated August, 1952.

³² Teachers College Bulletin, 1940-1941, p. 97.

³³ Teachers College Bulletin, 1945-1946, p. 107.

in the teaching of the deaf and dumb, the use of audiological instruments, and the understanding of the auditory and vocal mechanisms.³⁴

While Dr. Zimmerman represented the scientific method and Dr. Kramer the cultural aspects of the speech curriculum, a third teacher, Milton Smith, like Kramer, stressed the purpose, the attainment of standards of judgment of literature and of the arts. Smith was in charge of the dramatic area of the Teachers College at Columbia University in 1940.³⁵ In explaining the merits of dramatic literature, he differentiated between theatrical effectiveness and literary values. Theatrical effectiveness, he said, existed in any piece of dramatic literature that played well. It may have little literary value and it may have a simple and obvious idea, unconvincing characterizations, hackneyed situation, and an unoriginal solution, yet it may still be entertaining, for the story may be told with sufficient craftsmanship to be amusing.³⁶

Smith asserted that great literary value was present in a play when the finer attributes of structure and style

³⁴ Teachers College Bulletin, 1951-1952, p. 102.

³⁵ Teachers College Bulletin, 1940-1941, pp. 105-107.

³⁶ Milton Smith, Play Production, New York, D. Appleton-Century Co., Inc., 1948, pp. 19-20.

were added to essential theatrical effectiveness. Furthermore, he believed that literary value existed when there was an underlying truth and beauty of perception in the story, an understanding of life, a rightness in character portrayed, and, in the dialogue, a certain finality of expression.³⁷

Smith further clarified the purpose, sound standards of literature and of the arts, by relating it to the broad field of education. In this he appears to defend the cultural goals of speech education. He writes that the fear some educators have of this tool and of other arts in education is based on the false premise that art is a kind of emotional frenzy. He asserts that such is not the case with the true artist. Smith believed, though, that emotion might be the basis of art, but the necessity for the practice of an art is to direct, guide, and control the emotions, "and by a process of rationalized and intelligent decisions bring it to a satisfying expression."³⁸ Moreover, he points out specific objectives for the student of dramatics when he recommends that play production in the educational curriculum should be a social activity. It can not be practiced alone, Smith contends, since it

³⁷ Ibid., p. 22.

³⁸ Ibid., pp. 10-14.

provides such an integration of activities as directing, managing, designing, acting, writing, carpentry, painting, lighting, costuming, sewing, singing, and dancing. Such a comprehensive list of activities in play production builds up a socialized situation equalled by few of the other tools of education.³⁹ In 1940 Smith's theories were incorporated in courses covering all the major elements of play production, such as scene designing, lighting, directing, and acting.⁴⁰

In summary, Smith's purposes in play production are: Literary values in stories used in play production are not essential. Expert craftsmanship may compensate for lack of literary quality. The student should make use of his emotional nature by directing it and expressing it in the creative medium of dramatic production.

In 1945 Milton Smith continued to teach courses in acting, play production, and directing, but in 1952, Smith had been replaced by Edwin Kozelka.⁴¹ However, the descriptions of dramatic courses were identical to those taught in 1940 and 1945.⁴²

³⁹ Ibid., pp. 10-14.

⁴⁰ Teachers College Bulletin, 1940-1941, p. 104.

⁴¹ Teachers College Bulletin, 1945-1946, p. 103.

⁴² Teachers College Bulletin, 1951-1952, p. 97.

3. Professional Skills Revealed by the Bulletins at the Teachers College

The Bulletins reveal additional purposes in oral communication. Teachers College was, for instance, concerned with the training of teachers in service and the training of prospective teachers. The goals given in the Bulletin of 1940 reveal varied possibilities for employment of teachers concentrating in the speech field. These possibilities range from positions in speech correction at various levels of education (elementary schools, high schools, and colleges) to positions in the teaching of speech and dramatics at any of the levels. Also included were occupations as director of dramatics and acting; technician in community centers, camps, or little theatres; and supervisor of speech improvement and correction in a city or county school system or in the State Department of Education.⁴³

In 1940 both scientific and cultural goals were sought by instructors at the university through courses connected with the training of teachers. The Bulletin of 1940 also notes skills objectives in public speaking and group discussion. In public speaking, as in other

⁴³ Teachers College Bulletin, 1940-1941, p. 98.

institutions, skills were in delivery and composition; discussion courses were designed for teaching the steps of reasoning.⁴⁴ Skills in "The Teaching of Speech" lay in methods of teaching. Skills in debate or argumentation or in radio were not included.⁴⁵

In 1945 the aims which emerged were identical with those viewed in 1940. Zimmerman still taught courses related to the purpose, an acquisition of the knowledge of voice science and the science of sounds to facilitate speech improvement.⁴⁶ Smith continued to give instruction in subjects that were connected with the goal, the attainment of standards of judgment in literature and in the arts,⁴⁷ and Kramer, the chairman of the Department of Speech and Drama, supplemented this purpose with courses in oral interpretation.⁴⁸ The objectives in course descriptions involved skills and were similar to those viewed in 1945.

In 1952 the objectives in connection with skills were, for the most part, similar to those revealed in 1945. Magdeline Kramer was still chairman of the Department

⁴⁴ Ibid., pp. 107-109.

⁴⁵ Ibid., p. 108.

⁴⁶ Teachers College Bulletin, 1945-1946, pp. 103-104.

⁴⁷ Ibid., p. 108.

⁴⁸ Ibid., p. 108.

of Speech.⁴⁹ She was also teaching the courses in connection with oral interpretation that she had taught in 1945.⁵⁰ Milton Smith, instructor of dramatics, had been replaced by Edwin Kozelka, but the descriptions of dramatics courses were identical to those taught in 1940 and 1945.⁵¹ Other subjects, "The Teaching of Speech," "Public Speaking," and "Discussion" were similar to those viewed in the Bulletin during 1940 and 1945.⁵²

4. Some Implications of Speech Purposes at Columbia

Teachers College offered courses which were more integrated in subject matter than courses at other schools offering specialized teacher training courses. The professional training which Teachers College authorized was flexible; the student was not limited to one field of teaching but was expected to be capable of teaching or supervising several areas of the subject. Moreover, since the individual had an understanding of speech in connection with its various areas, he might be able to acquire a more rounded knowledge of one subject. A student who was called upon

⁴⁹ Teachers College Bulletin, 1951-1952, p. 104.

⁵⁰ Ibid., p. 105.

⁵¹ Ibid., p. 104.

⁵² Ibid., pp. 104-105.

to teach courses in interpretation, for instance, would be able to employ certain suitable approaches and techniques to that subject which he had acquired in the study of acting or public speaking. Furthermore, he would not be limited in his choice of subjects when choosing his special vocation because of his knowledge of the speech field as a whole.

An acquisition of the knowledge of voice science and the science of sounds is a purpose that would receive attention in an institution for the training of teachers. Many teachers and prospective teachers would no doubt feel the need of a knowledge of that part of the curriculum which contributed to this purpose. The teacher of speech correction, for instance, would need such subject matter; the teacher of dramatics and the instructor of general speech subjects would also find it an important part of training to become familiar with the procedures and methods involved in attaining such a speech goal. If there is no speech correctionist in a school, teachers of other speech fields would be required to take over the responsibility. In communities where the services of a speech correctionist are not available, a teacher of speech may need to advise parents as to where they might receive the best therapies.

Certain comparisons of Milton Smith's dramatic area with areas in the other five schools are obvious.

Smith was chiefly concerned with the teaching of dramatics; other schools also stressed instruction, but in most instances they set forth the purpose, a knowledge of man's cultural history, partly developed in historical courses in theatre. Teachers College did not make allowance for this purpose since it concerned itself with more utilitarian purposes that would be practical to future teachers of speech or those already in service. Teachers, in Smith's view, were interested in learning craftsmanship in play production and, since they might also be mastering other speech subject matter such as oral interpretation, public speaking, or speech correction, they were not able to go into the historical phases of play production because of lack of time.

Kramer did not believe in fragmentary teaching methods. She believed that the speech field was sufficient unto itself in developing the functional purposes which the field alone should offer in connection with general education. Her purposes provided some of the experiences necessary for the student's growth as a person. These purposes did not suggest that the study of oral communication might be the means and the end of education.

Another contrast with other schools appears in Kramer's purpose concerning human growth. This purpose is one of the most important aims of education, but the lack

of uniformity in the schools and colleges in regard to tributary aims leading to the attainment of this more comprehensive goal reveals that speech education, as a whole, had not come to terms as to its specific meaning. Kramer suggested that human growth was synonymous with the development of personality, but her definition of personality was vague as to the contributions that speech training might make to it. She believed that it was the sum of the whole individual; she asserted that this "sum total" should be developed, but she made no allowance for qualities which might be negative in this "totality." Furthermore, this definition differs from those of teachers representing the schools previously discussed, such as Denver University, where Elwood Murray defined personality as the emotional, intellectual, physical, and evaluational aspects of man.⁵³ At Northwestern University Lew Saretz did not emphasize the development of personality, but he did urge the development of character, by which he meant such qualities as "the heart, the mind and the spirit."⁵⁴ Gladys Borchers of the University of Wisconsin and Claude Wise at Louisiana State University considered "human growth" as similar in meaning

⁵³ Elwood Murray, The Speech Personality, New York, J. B. Lippincott and Co., 1937, p. 9.

⁵⁴ Lew Saretz and W. T. Foster, Basic Principles of Speech, New York, Houghton-Mifflin Co., 1936, p. 70.

to "self-realization."⁵⁵ Other schools were less specific in defining purposes closely related to human growth. These goals of Kramer's and those of teachers from other schools indicate that the field of oral communication was considered so broad in its various aspects that it might be regarded by some as a panacea for all educational needs.

There were still more contrasts with other schools. It might be considered by Teachers College teachers that their purposes provided a less fragmentary curriculum, a teaching of subject matter in wholes rather than parts closely related to life situations.

The history of drama, of oral interpretation, and of rhetoric were not represented in the curriculum of the school. Teachers College was interested in teaching teachers and prospective teachers how to teach speech; there was no interest in competing with a general curriculum including history.

There are similarities, too, between Teachers College and other schools. Like the University of Wisconsin, the University of Illinois, and Michigan State College, Teachers College followed both the psychological and the scientific approaches to speech training. The scientific

⁵⁵ Gladys Borchers and Claude Wise, Modern Speech, New York, Harcourt, Brace and Co., 1948, pp. 1-6.

aspects evolved from the scientific research of Dr. James Bush during an early period of speech history and the psychological purposes were similar to those originated in private schools in previous years. Scientific approaches to speech education were developed after World War II. Teachers College was like other colleges and universities in developing scientific factors to a greater extent than it did the psychological approaches.

SUMMARY

The Teachers College at Columbia University gave prominence in 1940, 1945, and 1952 to four speech goals, the attainment of standards of judgment in literature and in the arts, the acquisition of a knowledge of the science of the voice and the science of sounds to facilitate speech improvement, the obtaining of professional skills, and the method of understanding the whole, the parts, and the whole.

The first of these objectives evolved from courses in literary interpretation and subjects dealing with dramatics; the second aim emerged from classes accenting speech correction; the third came from descriptions of courses in public speaking and discussion; and the fourth from courses dealing with psychological principles in connection with the voice. A course stressing teaching procedures was also taught and this course emphasized methods for teaching which encompassed all four aims.

The most outstanding feature of the speech curriculum at Teachers College was the purpose of first studying the whole of the subject matter, then studying its parts, and, finally, returning to the whole for further study. This purpose was not only carried out in classes, but it appeared to be functioning in the curriculum as a whole.

CHAPTER VI

HEFFNER AND ANDERSON: THE ARTISTIC AND SCIENTIFIC AREAS AT STANFORD UNIVERSITY

An examination of speech purposes in publications and descriptions of courses at the Teachers College at Columbia University and at Stanford University reveals certain contrasts between the two institutions. Teachers College placed no emphasis on liberal education; since it was a graduate school, the liberal arts subjects were accounted for during the undergraduate years. Provision for obtaining a broad liberal education, though, was one of the general speech goals at Stanford. Teachers College had not departmentalized its speech curriculum. Stanford, on the other hand, provided for specializations in various speech areas.

There was one conspicuous similarity between the speech goals at the Teachers College at Columbia and those at Stanford University: Both schools recommended the understanding of the whole subject matter, then an understanding of its parts, and, finally, a return to the whole. No doubt this method or purpose in preparing speech projects or performances was influenced by Gestalt psychology, which had become a popular pedagogical theory for teachers of speech.¹ Magdeline Kramer at Columbia and Hubert Heffner

at Stanford subscribed to this method---Kramer suggested this procedure in the field of oral interpretation; Heffner recommended it for the area of dramatics. Heffner, like Kramer, influenced speech purposes in other schools, as well as in his own school.

1. The Speech Purposes of Hubert Heffner

Hubert Heffner, chairman of the Department of Speech and Dramatics at Stanford University, was mainly interested in dramatic production. He graduated with honors in literature at the University of North Carolina in 1921 and was a student of literature at the University of Chicago between 1930 and 1934. His professional experience also included dramatics. He was, from 1922 to 1923, an instructor of English and dramatics at the University of Wyoming, and from 1926 to 1930 he was a professor of dramatic literature and associate director of the Playmakers at the University of North Carolina. From 1930 to 1939 he was professor of dramatic literature at Northwestern University. In 1939 he became professor of dramatic literature at Stanford University and chairman of the Department of Speech and Drama. He was also editor

¹ Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, pp. 197-199.

of The Quarterly Journal of Speech from 1947 to 1955.²

Heffner, as the chairman of the Department of Speech and Dramatics at Stanford, proposed as their goal the attainment of standards of judgment of literature and of the arts in connection with the area of drama; a knowledge of man's cultural history and the acquisition of a knowledge of the whole before concentrating on the parts were subsidiary objectives to this purpose.³ Heffner, in giving attention to the knowledge of cultural history, included a history of dramatic presentation both in American and in medieval European drama. "Even in the early days of Colonial America, he said, when Puritans damned the stage as the devil's drawing room and its actors as "minions of Satan," the theatre grew in popular favor.⁴ Brought across the sea as part of our English heritage, the theatre received its first welcome in the South, spread rapidly to the North, and followed the receding frontier into pioneer settlements and mining camps. Today we are among the most devoted theatre-going people in the world.⁵

² Marquis, Editors, Who's Who in America, 26th ed., Chicago, A. N. Marquis and Co., 1952, p. 1955.

³ Hubert Heffner, Modern Theatre Practice, New York, F. S. Crofts and Co., 1935, pp. 27-49.

⁴ Ibid., p. v.

⁵ Ibid., p. vi.

Heffner also discussed amateur dramatic presentations in medieval times and their connection with modern times. His discussions included the following points: Out of an amateur theatre developed the institution that bore and fostered the art of Aeschylus, Sophocles, Euripides, and Aristophanes; out of an amateur theatre in medieval Europe came the theatre and drama of Shakespeare and Moliere; out of the modern, free, amateur theatre came the greatest of contemporary playwrights, directors, actors, and technicians---those who produced a renaissance in the theatre and brought a new conception of art.⁶

In Heffner's philosophy the whole view came first. He believes that a great director, professional or non-professional, knows that, before he casts a play, before he puts it into rehearsal, he must master the play and design his interpretation just as completely as the conductor of an orchestra must master the score before he begins rehearsals with an orchestra. Later the director works on the parts, which may be composed of casting, scenery, lighting, properties, music, and dancing. Heffner then returns to the procedure which involves the whole by advocating that the parts, such as directing, scenery, lighting, and properties, be harmonized and orchestrated

⁶ Ibid., p. vi.

toward producing in the audience an aesthetically satisfying emotional effect.⁷

Like Milton Smith at Teachers College, Heffner limited the importance of literary judgment. While Smith believed that craftsmanship was the important characteristic of justifiable play production, Heffner emphasized the necessity for producing a variety of literary types in connection with play production.⁸ Both Heffner and Smith were more interested in standards of judgment in the arts than in judgment of literature.

In 1940, as in 1945 and 1952, Heffner taught courses which were directed toward the attainment of judgment in literature and in the arts.⁹ He taught other courses which aimed at the acquisition of a knowledge of man's cultural history. During these years he had charge of such courses as "The Development of Dramatic Art in Ancient Times," "The Development of Dramatic Art in Modern Times," and "The Development of American Drama from Colonial Days to the Present."¹⁰

⁷ Ibid., pp. 27-49.

⁸ Ibid., pp. 19-26.

⁹ Catalogue of Stanford University, 1940-1941, Stanford University Bulletin, 6th Series, No. 100, Stanford University, Calif., Stanford University, 1940, pp. 351-358.

¹⁰ Ibid., p. 357.

2. Anderson and the Acquisition of a Knowledge
of the Voice Science, the Science of Sounds and
Psychological Aspects to Facilitate Speech Improvement

The third main purpose in 1940 at Stanford University was the acquisition of a knowledge of voice science and the science of sounds. The terminology of this purpose is inadequate when applied to courses at Stanford. There psychological factors were emphasized in connection with the elements of voice science and the science of sounds.¹¹ This purpose might be more appropriately called an acquisition of the knowledge of voice science, the science of sounds, and the psychological aspects affecting speech to facilitate speech improvement.

Developments at Stanford in this area were guided by Virgil Anderson, a teacher of speech correction. Anderson, like Andrew Weaver at the University of Wisconsin, Jane Zimmerman at the Teachers College, and Claude Wise at Louisiana State University, believed that there was a need for comprehension of voice science in order to understand the basis for voice improvement.¹² But Anderson did not, like the other three instructors, isolate this knowledge

¹¹ Virgil Anderson, Training of the Speaking Voice, New York, Oxford University Press, 1942, pp. 203-234.

¹² Ibid., pp. 11-160.

from actual practices in voice development. Descriptions of breathing, for example, and descriptions of the larynx and vocal folds were followed by breathing exercises and drills in the production of vocal sounds. Similar procedures were followed for developing resonance.¹³

Anderson, like West at Wisconsin, Kantor at Louisiana, and Zimmerman of Teachers College, was interested in the science of sounds.¹⁴ Like West and Kantor, Anderson taught the isolated sound first, then the words containing the sound, and, finally, he taught sentences composed of such words.

Again, Anderson deviated from the philosophy of the other teachers when he stressed the close connection of voice production with emotional and mental habits.¹⁵ Like Elwood Murray at Denver University, he believed that personality and voice production are inseparable, yet his views might be considered less extreme than those of Murray. He certainly did not think that voice training was a "cure all" for psychological ailments, although he did advocate voice training for introvert and extrovert personalities.¹⁶

¹³ Ibid., pp. 11-160.

¹⁴ Ibid., pp. 251-313.

¹⁵ Ibid., pp. 11-160.

¹⁶ Ibid., pp. 208-210.

He believed that good mental and emotional health is often related to pleasant speaking voices.¹⁷

Anderson was concerned primarily with only one speech area, voice training. In contrast, Murray gave consideration to all speech training and he believed that as this training advanced, the personality developed. Moreover, Murray proclaimed that as the personality developed, the individual became more articulate in his communication with others. Anderson, however, believed that growth in personality and development in voice production were two separate entities; he did believe that one entity affected the other.¹⁸ He said also that such characteristics of personality as relaxation were reflected in a more pleasant voice. Characteristics of personality, such as bodily tensions and states of mind, like anxiety, are revealed in an unpleasant voice.¹⁹ If the voice were trained, that training might give the individual more self-respect and might add to his self-confidence. According to Virgil Anderson, negative traits of personality should be overcome in order to be more vocally pleasing, and voice training should be undertaken in order to add to

¹⁷ Ibid., pp. 25-313.

¹⁸ Ibid., pp. 217-222.

¹⁹ Ibid., p. 119.

positive traits of personality.²⁰

In 1940 Anderson was teaching courses in voice training such as "Voice and Diction," "Speech Correction," and "Advanced Speech Correction."²¹ In 1945 he was teaching these courses and also a course called "Speech for the Classroom Teacher" and "Voice Training for Platform Performances."²² In 1952 he continued the same classes, all, like his writings, apparently pointing to the importance of the psychological aspects in voice production.²³

3. Similarities of Speech Goals at Stanford University with Those at Northwestern University as Revealed by the Bulletins

While Teachers College and Stanford offer a study in contrasted speech objectives, information from Bulletins on Stanford and Northwestern speech courses in 1940 offers a study in comparisons. At Stanford there was a development of the aesthetic, rhetorical, and scientific areas of

²⁰ Ibid., pp. 221-222.

²¹ Catalogue of Stanford University, 1940-1941, p. 351.

²² Catalogue of Stanford University, 1945-1946, Stanford University Bulletin, 7th Series, No. 138, Stanford University, Calif., Stanford University, 1945, pp. 413-414.

²³ Catalogue of Stanford University, 1940-1941, pp. 353-354.

liberal education. The curriculum was departmentalized, and it included four areas of specializations: (1) voice science and speech re-education, (2) public speaking, (3) interpretation, and (4) theatre and drama.²⁴ Stanford also was concerned with the training of teachers and of platform artists.²⁵ Stanford offered courses suggesting the following purposes: An attainment of judgment of literature and of the arts and a knowledge of man's cultural history.²⁶ It is obvious that these characteristics and aims were much like those at Northwestern.

There were two contrasts between the two schools. First, speech teachers at Stanford published little while instructors of speech at Northwestern wrote many books and articles. Secondly, the semantic approach, which was strongly recommended at Northwestern, was not given attention in 1940 by the Department of Speech and Dramatics at Stanford.²⁷

The four purposes suggested by writings of instructors and by the Bulletin at Stanford University in 1940 were: (1) standards of judgment of literature and of

²⁴ Ibid., pp. 351-358.

²⁵ Ibid., p. 348.

²⁶ Ibid., p. 348.

²⁷ Ibid., pp. 351-358.

the arts, (2) a knowledge of voice science and of the science of sounds to facilitate speech improvement, (3) a knowledge of man's cultural history, and (4) objectives dealing with skills.

In 1940 the major goal in oral interpretation and in drama was the promotion of standards of judgment in literature and in the arts, according to the Bulletin. In this area of the speech curriculum a course was taught in "Interpretation of Poetry," involving such literary factors as metrical form, style, and imagery; another titled "Oral Interpretation" emphasized the study of the novel and the essay.²⁸ Like Northwestern, too, Stanford emphasized training of the platform artist.²⁹

But Stanford, unlike Northwestern, did give prominence to techniques involved in oral reading. These goals placed stress on the acquisition of skills in coordinating the voice with thought in reading aloud. Skills also included the development of vocal tones which had depth and sustaining that tone.³⁰

A second purpose, knowledge of cultural history, emerged in 1940 from the speech curriculum at Stanford.

²⁸ Ibid., p. 352.

²⁹ Ibid., p. 352.

³⁰ Ibid., p. 352.

Three fields of subject matter contributed to this historical purpose: Oral interpretation, drama, and rhetoric. In oral interpretation courses were designed such as "Classical Literature with Emphasis in Greek Writings," "Shakespearian Interpretations," and "Interpretation of Literature in the Modern Period."³¹ In the field of drama such historical courses were described as "The Development of Dramatic Art in Ancient Times," "The Development of American Drama from Colonial Days to the Present," and "The Development of Dramatic Art in Modern Times."³² In the field of rhetoric, there were also subjects of an historical nature: "Rhetoric in Ancient Greece and Rome," "Rhetoric of Britain," and "Rhetoric in America."³³

In 1940 the third purpose, the acquisition of a knowledge of voice science, the science of sounds, and the psychological aspects affecting voice to facilitate speech improvement, was revealed in the courses mentioned. The description of these courses were given in discussing Virgil Anderson's contribution.

The fourth and last purposes of speech at Stanford University in 1940 were the objectives relative to skills.

³¹ Ibid., p. 352.

³² Ibid., pp. 352-354.

³³ Ibid., pp. 352-353.

In addition to the skills already discussed in connection with drama, oral interpretation, and voice training, there were, as in other institutions, skills related to argumentation, debate, and radio. Skills in argumentation dealt with the use of logical thinking; skills in debate stressed methods of refutation.³⁴ Those in radio emphasized only acting.³⁵ Skills in the subject, "Group Conference," accentuated the steps involved in group discussion, and public speaking skills included skills in composition and delivery.³⁶

It is disclosed by the 1940 Bulletin of Stanford University that Stanford also had developed the aesthetic or artistic area, the rhetorical subjects, and the scientific division of liberal education as at Northwestern. The aesthetic area of liberal education evolved from subjects in oral interpretation and drama. The scientific area was clearly developed by courses in speech correction, and the rhetorical area was composed of historical subjects dealing with the history of rhetoric.

In 1940 there were only four course descriptions which dealt with the various scientific factors of speech

³⁴ Ibid., pp. 352-354.

³⁵ Ibid., p. 353.

³⁶ Ibid., p. 354.

improvement and one radio subject description;³⁷ there were thirteen descriptions of subject matter dealing with drama and seven courses in oral interpretation.³⁸ Three of these courses in interpretation stressed the oral reading of dramatic literature.³⁹ This emphasis on the cultural purpose was doubtless due to Hubert Heffner's influence as chairman of the Department of Speech and Dramatics.⁴⁰ He was also professor of drama in 1940 at Stanford.⁴¹

Stanford was comparable to Northwestern, too, in that its development of speech purposes in 1945 was an outgrowth of goals disclosed in 1940. Descriptions of the courses, for the most part, remained the same, especially in drama, oral interpretation, argumentation, debate, and public speaking.⁴² Hubert Heffner also continued as chairman of the Speech and Drama department.⁴³ Under his speech philosophy the purposes, standards of judgment of

³⁷ Ibid., p. 354.

³⁸ Ibid., pp. 353-354.

³⁹ Ibid., pp. 351-354.

⁴⁰ Ibid., p. 351.

⁴¹ Ibid., p. 36.

⁴² Catalogue of Stanford University, 1945-1946, pp. 413-415.

⁴³ Ibid., p. 413.

literature and of the arts and a knowledge of man's cultural history, were no doubt functioning in 1945 as they had in 1940.⁴⁴

It was in the scientific fields of speech improvement that certain developments had taken place either after 1940 or during 1945. In 1945 the scientific area of speech improvement had been extended as a "service subject" for other areas of speech education. In 1940 there had been only four courses in speech improvement: "Voice and Diction," "Advanced Voice and Diction," "Speech Correction," and "Advanced Speech Correction."⁴⁵ In 1945 Virgil Anderson was, in addition, teaching a course called "Speech for the Classroom Teacher"⁴⁶ and the subject, "Voice Training for Platform Performances."⁴⁷ Hence, it is evident that Heffner's purposes were given even more prominence in 1945 than in 1940.

Another area conspicuously expanded by 1945 was that of radio. In 1940 there was only one course in this subject.⁴⁸ In 1945 eleven courses were described.⁴⁹ These

⁴⁴ Ibid., pp. 414-415.

⁴⁵ Catalogue of Stanford University, 1940-1941, p. 37.

⁴⁶ Catalogue of Stanford University, 1945-1946, pp. 413-414.

⁴⁷ Ibid., p. 414.

courses were not, however, limited to scientific subject matter, although aims involving a knowledge of technical equipment and operation, a knowledge of the medium of sound, and a knowledge of the mechanics of radio were of a scientific sort.⁵⁰ Objectives including such creative factors as writing serial drama, dramatic narrative, and radio reading suggest artistic approaches.⁵¹ Objectives such as those stressing techniques involved in using the microphone and in making announcements might be classified as objectives related to skills.⁵²

Another speech division in which growth and development was clearly evident in 1945 was that of speech education.⁵³ Here again, a resemblance to the curriculum at Northwestern is disclosed. While Stanford was giving instruction in methods and procedures utilized in children's theatrical productions,⁵⁴ Winifred Ward at the School

⁴⁸ Catalogue of Stanford University, 1940-1941, pp. 420-421.

⁴⁹ Catalogue of Stanford University, 1945-1946, p. 414.

⁵⁰ Ibid., p. 414.

⁵¹ Ibid., p. 414.

⁵² Ibid., p. 414.

⁵³ Ibid., p. 415.

⁵⁴ Ibid., pp. 413-415.

of Speech at Northwestern was also promoting various objectives in this field.⁵⁵ A workshop in speech education was also being conducted at Stanford.⁵⁶ That course, "A Workshop in Speech Education," was unlike anything then given in the Northwestern curriculum.⁵⁷

The great similarity between work at Northwestern and at Stanford in 1940 and 1948 must be the result of Heffner's move from Northwestern to Stanford. Heffner was a professor of drama at Northwestern University when he wrote his book, Modern Theatre Practice, in 1936.⁵⁸ During the year 1939 he became chairman of the Department of Speech and Dramatics at Stanford.⁵⁹ Hubert Heffner was apparently emulating the speech purposes at Northwestern when he set objectives at Stanford. He must also have, to some extent, kept these similarities between the two schools from year to year.

⁵⁵ Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, Evanston, Illinois, Northwestern University, 1940, p. 44.

⁵⁶ Catalogue of Stanford University, 1946-1948, pp. 413-414.

⁵⁷ Ibid., pp. 413-415.

⁵⁸ Hubert Heffner, et al., Modern Theatre Practice, New York, F. S. Crofts and Co., 1936, p. II.

⁵⁹ Catalogue of Stanford University, 1940-1941, p. 311.

Stanford, in 1952, did not deviate from purposes of 1940 and 1945. Both Stanford and Northwestern developed goals of speech to greater degrees during the three periods, but did not make radical changes from year to year.⁶⁰ There were some new subjects added to the curriculum, but they only extended the purposes of 1945 toward further growth.

Two important additions were made in 1952, courses in audiology and courses in television.⁶¹

4. Some Implications of Speech Purposes at Stanford

A review of the speech purposes emerging from the Bulletins and the writings of Hubert Heffner and Virgil Anderson suggests certain inferences:

First, in regard to the purposes of Hubert Heffner, the question is posed as to whether instruction in the subjects of dramatics should emphasize therapeutic or artistic possibilities. In other words, it is a matter of philosophical discussion as to whether the process or the product should be stressed. Wilton Smith at Teachers College was concerned with the process. Hubert Heffner

⁶⁰ Catalogue of Stanford University, 1951-1952, Stanford University Bulletin, 8th Series, No. 59, Stanford University, Calif., Stanford University, 1951, pp. 278-287.

⁶¹ Ibid., pp. 282-283.

stressed the product and its artistic merit.⁶² His efforts seemed to be bent toward securing a finished and polished product; his concern seemed to be less with the participants in the production, more with the aesthetic experience of the audience.

Secondly, the purposes of Virgil Anderson are subject to other philosophical inquiry. Proper breathing habits for speaking, proper use of the resonators of speech, and effective articulation are certainly basic goals in speech education. Questions may be raised on the relationships of skills to personality. It was the elocutionists who adhered to such exhibitionary measures as that of attracting attention to beautiful voices as well as beautiful gestures, a conspicuous expression of "personalities." Many performers today are guilty of such artful endeavors. As personalities they are "effective" since their artistry is so highly cultivated that the most discriminating audience cannot distinguish between how they sound and how they feel and think. Virgil Anderson was in danger of encouraging such insincerity when he proclaimed his purposes.

Thirdly, the conspicuous influence of Northwestern upon Stanford suggests the question, did Northwestern

⁶² Hubert Heffner, et al., Modern Theatre Practice, New York, F. S. Crofts and Co., 1935, pp. 112-209.

University influence other institutions as well as Stanford? Evidence of the histories of other departments of speech is not definite. It is recorded that the School of Speech at Northwestern originated as a two year professional school in 1878 and, at that time, only courses in oral interpretation and voice culture were taught.⁶³ This was only thirteen years after the period of Dr. James Rush and his influence on the scientific aspects of the voice.⁶⁴ The founding of the school, moreover, was at a period when the psychological aspects emphasizing the reaction of the emotions and thoughts of the students to the material being read was being absorbed by instructors of speech.⁶⁵ Considering the length of the history of the school and its continuous development of dominant purposes, through a variety of courses and publications, there is no doubt that its influence was strong. There is no doubt about the influence of Northwestern on the Stanford speech curriculum.

Stanford, like Northwestern, revealed a broad development of its curriculum according to the publications of 1940, 1945, and 1952. Both schools were attempting to

⁶³ Ibid., p. 284.

⁶⁴ Frank Narig, "Ralph Dennis," The Quarterly Journal of Speech, Vol. XXIX, April, 1943, pp. 237-238.

⁶⁵ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, 1954, p. 234.

satisfy a diversity of student needs; this diversification of needs had made an extension of work possible. Courses in dramatic production, in voice science and corrective speech, in public speaking, in debate, in discussion, in oral interpretation, in speech education, and courses in audiology, in radio, and in television were offered.

These speech subjects at both Stanford and Northwestern were representative of a well-developed curriculum. It is, however, the purposes which evolved from the separate fields of speech subject matter which some might call pretentious. Any pretentiousness would develop as the varied fields attempted to maintain academic recognition and vied for academic independence.

In oral interpretation, for instance, courses provided subject matter comparable to organized literary content in English and American literature. This inclusion of such literary subject matter may well have been at the expense of performance methods in oral communications. In the area of speech correction, scientific subjects were to be studied within the speech field rather than in a science department.

In other words, the speech department encompassed subject matter which might be studied in other departments of the university. Too, the basic function of the department, the teaching of oral communication, may well have

been neglected because of emphasis on other fields only indirectly associated with the performance function. This remains a moot question to be argued by speech teachers.

SUMMARY

One of the outstanding features of speech purposes at Stanford University during the years 1940, 1945, and 1952 was its obvious comparison to those of Northwestern University during these years. Both schools provided courses which fulfilled the aesthetic, scientific, and rhetorical areas of the liberal education function. Nevertheless, the aesthetic or artistic aspect was more emphasized at Stanford than the other two areas. This school, however, disclosed in 1940 the purpose, an acquisition of a knowledge of voice science, the science of sounds, and the psychological aspects affecting the voice in order to facilitate speech improvement. Moreover, the scientific area was further developed in 1945 by the emergence of additional courses dealing with correctional speech and by an obviously increased number of subjects in radio. Furthermore, a course in television and courses in audiology were added to the speech curriculum in 1952.

CHAPTER VII

TEACHERS AT THE UNIVERSITY OF ILLINOIS AND MICHIGAN STATE COLLEGE: THE PSYCHOLOGICAL AND SCIENTIFIC AIMS OF SPEECH

Comparisons of the speech purposes at the University of Illinois and Michigan State College with those of the other schools reveals something of the repetition of the history of speech education in the United States. There emerged, for instance, in the years 1940, 1945, and 1952 three similarities to the early stages of development in speech education history: (1) an emphasis on scientific procedures, (2) signs of rebellion against these procedures which would replace those scientific aspects with others psychological in nature, and (3) the banding together of teachers of speech in order to make speech subjects included within the curricula of various departments a separate department devoted completely to oral communication.

A consideration of the first stage of the history of speech education allows for a comparison between the prominence given to scientific methods in speech training at the University of Illinois, Michigan State College, the University of Wisconsin, Louisiana State University, Stanford University and Columbia University with the speech purposes of Dr. James Rush, who created a school of thought

in the speech field during the years between 1827 and 1870. Dr. Rush was the first scientist to make a contribution to the speech field and his influence was especially felt throughout the history of speech correction.¹ The scientific methods of Rush, which included giving descriptions of various vocal phenomena with a view to bringing the subject within the limits of science, are comparable to the trend disclosed at least at the institutions considered in this chapter. The scientific approaches detected in these colleges and universities no doubt originated with Rush.²

In the second stage of the history of speech education, the signs of change that replaced the scientific aspects with those which were psychological in nature were revealed through the developing purposes of the University of Illinois and Michigan State College in 1940, 1945, and 1952. Maxwell Parrish, Moiree Compere, and Severina Nelson at the University of Illinois and Michigan State College were aware of the emphasis on science in speech. They appeared to move with the change in tendencies. Teachers at other schools, such as Magdeline Kramer at Columbia,

¹ Karl Wallace, The History of Speech Education in America, New York, Appleton-Century-Crofts, Inc., 1954, pp. 619-237.

² Ibid., pp. 301-323.

Ralph Dennis at Northwestern, and Gertrude Johnson at Wisconsin, promoted the psychological principles. This same development occurred during the interval between 1870 and 1918 in the history of speech education, when private schools of speech were giving recognition to psychological purposes. They stressed the relationship of the reactions of the mind and emotions of the student to the emotions and thoughts of the selection being read or speeches being made while minimizing the scientific methods.³

The third stage of speech development, when teachers of speech banded together to design their own educational association in 1914, is similar to the development in speech education at the University of Illinois emerging in 1952.⁴ The Department of Speech was a part of the English department at Illinois in 1940 and 1945. A separate department for speech was not created until 1952.

1. Karl Wallace and the Integration of Speech Education with General Education at the University of Illinois

The effect of the publications of four teachers at Illinois is important. These teachers were Karl Wallace, Maxwell Parrish, Severina Nelson, and Grant Fairbanks.

³ Ibid., pp. 401-450.

⁴ Ibid., pp. 501-538.

Karl Wallace became chairman of the Department of Speech at the University of Illinois in 1947. He had received his B.A. degree in 1927, his M.A. in 1931, and his Ph.D. in 1933—all from Cornell University, where he was instructor of public speaking from 1931 to 1933. In 1936-1937 he was assistant professor of English in charge of speech at Washington University in St. Louis, Missouri, and during the years 1937-1947 he was chairman of the Department of Speech at the University of Virginia. Wallace took charge of the Speech Department at the University of Illinois in 1947 and in the same year became an executive of the Speech Association of America.⁵

By 1950 Wallace was decrying the isolation of speech departments from the content subjects in colleges and universities.⁶ His remedy would incorporate work in writing and in the social sciences to give content to speech subjects involving skills:

⁵ Marquis, Editors, Who's Who in America, 26th ed., Chicago, A. N. Marquis and Co., 1952, p. 2685.

⁶ Karl R. Wallace, "Education and Speech Education Tomorrow," The Quarterly Journal of Speech, Vol. 36, April, 1950, pp. 175-183.

The most promising way of clearly associating general education courses with writing and speaking would be to utilize their content in fundamentals courses in speaking and writing. For this purpose we would do well to select the general course in social sciences because as usually presented it deals with problems arising from man's attempt to understand himself and live with himself and others, economically, politically and culturally. Parallel to this course would be courses devoted to writing and speaking on problems introduced or suggested by the science courses.⁷

Wallace continued his recommendation for an integration of speech education with general education by suggesting that concurrent registration be required and that both courses run for a year. He believed that this would be followed by two striking results: First, learning, understanding, and thinking would be facilitated in both courses, for concepts and information would become familiar through repeated use; second, students would be talking about, evaluating, and arguing many problems they would read about and talk about for the rest of their lives. He wrote that in "the parlance of learning theory, the learning situation would come close to the real life situation and we should expect the maximum of transfer."⁸

⁷ Ibid., p. 177.

⁸ Ibid., p. 177.

2. Other Teachers and the Psychological and Scientific Approaches

Wallace, as chairman of the department at the University of Illinois, gave consideration to the speech curriculum as a whole. Other teachers at Illinois recommended more specific aims for speech training. Wayland Maxfield Parrish and Severina Nelson suggested specific objectives that were psychological in nature. Grant Fairbanks was concerned with the scientific approach to speech education.

Parrish emphasized the attainment of standards of judgment in literature and in the arts. This goal is a reminder of the period of speech history between 1870 and 1914, as the realization of this purpose involved psychological methods. Parrish, a professor of English at the University of Illinois, insisted on the development of adequate mental and emotional responsiveness in the student.⁹ In addition, he recommended certain subsidiary and tributary aims to this main purpose: That the student should develop a high sense of the stimulus of words and that he should experience the feelings that words describe in order to have the appropriate emotional and intellectual

⁹ Wayland Maxfield Parrish, Reading Aloud, New York, The Ronald Press, 1941, p. 48.

response to literature, and that the student must develop a "feel" for style and form of literature so that he might become adept at literary criticism. Parrish recommended poetry for oral communication because poetry emphasizes sounds and the student's emotional and mental reaction to sounds increases his appreciation of literary merits.¹⁰

Contrasts and comparisons of these psychological approaches of Parrish at Illinois with the more mechanical methods of oral reading suggested by Gertrude Johnson at the University of Wisconsin are evident. Parrish wrote of the necessity of mental and emotional motivations in oral interpretation for recreating the thoughts of the author; Johnson also stressed the psychological aspects of thinking the thoughts of the author as they are communicated to the audience. But Johnson compromised this psychological method with a more scientific approach. She strongly accented a need for the student to be aware of certain physiological factors. Such factors were related to a set of specific rules which were to be coordinated with psychological manifestations.¹¹ Parrish, in contrast to Johnson, indicated that if the emotional and intellectual

¹⁰ Ibid., pp. 48-102.

¹¹ Gertrude Johnson, et al., Interpretative Reading, New York, Appleton-Century-Crofts, Inc., 1943, pp. 13-323.

motivations were appropriate, the physical aspects of communication would be correct.¹² Despite the differences and likenesses of Parrish's approach to Johnson's, the influence of the psychological methods of the schools of speech of an earlier period on Parrish's purposes seem obvious.¹³

A second teacher at the University of Illinois, Severina Nelson, was, like Parrish, a teacher of oral interpretation and, also like Parrish, advocated the purpose, the attainment of standards of judgment of literature and the arts.¹⁴ She, too, suggested the psychological approach, as did Parrish.

Nelson, like all speech teachers thus far viewed, accented literary appreciation in her speech purposes. She, not unlike Parrish at Illinois and Johnson at Wisconsin, emphasized thinking the author's thoughts and feeling his emotions in the reading of literary selections aloud. But Nelson was concerned mostly with symbols or words. According to her theory, symbols were not only objects viewed with intellectual and emotional reactions, but they

¹² Wayland Maxfield Parrish, Reading Aloud, New York, The Ronald Press, 1941, p. 48.

¹³ Margaret Robb, Oral Interpretation of Literature, New York, The H. W. Wilson Co., 1941, pp. 166-184.

¹⁴ Severina Nelson, et al., The Art of Interpretative Speech, New York, F. S. Crofts and Co., 1947, p. 1.

were also inner speech or thoughts. She advocated, therefore, that effective oral interpretation depended upon the intellectual and emotional reactions to symbols or words.¹⁵

Severina Nelson asserted, too, that symbols not only brought a vital vocal reaction to the reader, but that they also brought appropriate bodily reactions. She suggested literary selections for reading which required forceful vocal reaction for their expression. According to Nelson, this vocal technique, like other techniques of oral interpretation, originated from within and was then manifested outwardly.¹⁶

A third teacher at Illinois, Grant Fairbanks, an instructor of speech correction, stressed the scientific method of speech training. His purposes were comparable to those emphasized at the University of Wisconsin and Louisiana State University. Fairbanks' purposes at Illinois also indicated the influence of the earlier purposes of Dr. James Rush.¹⁷ However, this influence was limited, since Fairbanks was concerned with only the science of sounds, and since the speech purpose which he represented

¹⁵ Ibid., pp. 11-30.

¹⁶ Ibid., pp. 1-32.

¹⁷ James Rush, The Philosophy of the Human Voice, Philadelphia, Lippincott, Grambo and Co., 1855, pp. 1-559.

does not include voice science, it therefore must be limited to the objective, an acquisition of a knowledge of the science of sounds to facilitate speech improvement.¹⁸

Fairbanks, like Robert West at Wisconsin, advocated a knowledge of phonetics. Also like West, he called for this knowledge in speech clinical work in the retraining of speech defectives. He also recommended training in phonetics for the speech education of skilled speakers, as had Harriet Grim at Wisconsin. Fairbanks, moreover, believed that by employing the use of phonetics in speech improvement, one avoided, to a large degree, the ambiguities of ordinary spelling. He recommended, too, that the individual sounds be taught first, then the sound in a list of words, and, finally, the words containing the sound should be read in appropriate sentences.¹⁹

3. The Purposes Revealed by the Bulletins

Parrish, Nelson, and Fairbanks, according to the Bulletins, were members of the staff composing the English Department in 1940.²⁰ The same was true in 1945.²¹ In 1940

¹⁸ Grant Fairbanks, Voice and Articulation Drill Book, New York, Harpers and Bros., 1940, pp. ix-234.

¹⁹ Ibid., pp. 1-51.

²⁰ University of Illinois Bulletin, 1940-1941, Vol. 37, No. 37, Urbana, Ill., University of Illinois, 1940, pp. 28-35.

the titles of several courses in the English division were representative of skills in seven types of speech subject matter: Public speaking, oral interpretation of literature, theatre, speech education, speech correction, and a historical course in rhetoric. Briefly, these aims in public speaking embraced the study of principles of effective speaking, argumentation, and group discussion. Oral interpretation included the purposes of interpreting literature orally. Theatre included studies in acting and play directing. Speech education stressed teaching methods used in teaching speech subjects. Speech correction gave prominence to methods concerning the diagnosis and therapy for the speech handicapped. "The History of Rhetoric" suggested the purpose, a knowledge of man's cultural history.²²

By 1945 the Bulletin reveals that the goal, the acquisition of a knowledge of the science of sounds, advocated by Grant Fairbanks, had become the acquisition of a knowledge of the science of voice and the science of sounds to facilitate speech improvement. This aim is completely formulated by 1945 in two courses: "Voice Science" and

²¹ University of Illinois Bulletin, 1945-1946, Vol. 42, No. 42, Urbana, Ill., University of Illinois, 1945, pp. 40-46.

²² University of Illinois Bulletin, 1940-1941, pp. 29-31.

"Voice Improvement."²³

Other additions in aims of 1945 not noted in 1940 were in the dramatic and the speech correction areas. The aim in theatre involved the gaining of experience and knowledge in play production. Purposes in speech correction consisted of learning methods in diagnosis and the treatment of those who have defects in speech.²⁴

In 1952, according to the Bulletin, speech subjects were removed from the English department of the University of Illinois and a separate department for speech subject matter was added.²⁵

The following changes were evident in the new Illinois department that emerged in 1952: First, objectives related to skills in 1951 revealed considerable growth.²⁶ Second, the more general purpose, a knowledge of man's cultural history, was, in 1952, more fully developed.²⁷ Thirdly, the scientific approach of the year 1952 was more prominent.²⁸ Finally, a new purpose, identified as the

²³ Ibid., p. 41.

²⁴ Ibid., p. 43.

²⁵ University of Illinois Bulletin, 1952-1953, Vol. 49, No. 49, Urbana, Ill., University of Illinois, 1952, pp. 438-440.

²⁶ Ibid., pp. 438-440.

²⁷ Ibid., pp. 439-440.

integration of speech education with general education, appeared in 1952.²⁹ Other purposes continued to function in 1952 as they had in 1945. These purposes were: Sound judgment of literature and of the arts and the acquisition of a knowledge of voice science and the science of sounds for purposes of speech improvement.

The goals of public speaking, in connection with the development of skills, were extended to include practices and principles of parliamentary procedures. Dramatics added objectives involving stage craft and speech correction developed such scientific objectives as those concerned with audiometry and the use of hearing aids. Speech education courses were more numerous in 1952 than in 1945. New courses aimed to teach teachers methods and procedures for play production in the elementary schools and how to direct extracurricular activities in the high schools. Skills in radio emerged as a part of the journalism department in 1952.³⁰ Emphasis was upon skills in announcing, acting, dramatics, continuity writing, stage management, production, directing, and radio news.³¹

²⁸ Ibid., pp. 438-439.

²⁹ Karl R. Wallace, "Education and Speech Education Tomorrow," The Quarterly Journal of Speech, Vol. 36, April, 1950, pp. 175-183.

³⁰ University of Illinois bulletin, 1952-1953, p. 439.

A knowledge of cultural history emphasized only in the history of rhetoric in 1945 was, in 1952, a development of studies in theatre, including a knowledge of the history of the American theatre and of the history of the British theatre.³²

The area of speech correction had grown considerably by 1952. The scientific aspects of speech training were becoming more balanced with the psychological factors in 1952.³³ Nevertheless, the psychological methods for teaching oral interpretation were still conspicuous in 1952.³⁴ This was evident not only in the courses taught, but also in the revival of Wayland Parrish's book, Reading Aloud.³⁵ The Art of Interpretative Speech by Severina Nelson was also published in 1952.³⁶ A final aspect emerging in 1950 gave consideration to the objective, the integration of speech education with general education.³⁷

³¹ Ibid., pp. 338-340.

³² Ibid., pp. 39-40.

³³ Ibid., pp. 38-40.

³⁴ Ibid., pp. 39-40.

³⁵ Wayland Maxfield Parrish, Reading Aloud, New York, The Ronald Press, 1941, p. iii.

³⁶ Severina Nelson, et al., The Art of Interpretative Speech, New York, F. S. Crofts and Co., 1952, p. ii.

³⁷ Karl R. Wallace, "Education and Speech Education

4. Some Implications of Speech Purposes at the University of Illinois

The integration of speech education with general education was a goal formulated by Karl Wallace previous to 1952, but there was no evidence of its being manifested during that year. Yet it is significant that it imparted something of the status of speech education during this period. There was in 1950, as in 1914, a striving to justify the place of speech in higher education. It has been observed that universities and colleges sought to achieve this distinction of status for speech subjects in various ways. Denver University consistently made goals of social integration and speech personality prominent during 1940, 1945, and 1952. That school also met the changing educational needs after the war with speech objectives connected with a division of communications and a liberal education function. Northwestern, too, had tried to foster high academic standards by teaching content materials such as phases of literature in its speech classes, as well as suggesting supplementary subjects in departments of liberal arts. In addition, the University of Wisconsin and Louisiana State University were stressing in 1941, 1945,

and 1952 scientific aims that were appropriate to the curricula of the universities and colleges.

But there was another question which did not appear to be resolved in 1940, 1945, and 1952. Objectives related to skills were seemingly without subject matter or "content." In other words, techniques for public speaking, argumentation and debate, and group discussion were insignificant if the student did not have something to speak and argue and debate about or a knowledge that might motivate discussion. Denver University solved this problem by declaring that the speech subjects taught at its institution acted as service subjects for other departments of the school. Northwestern University alleged that when students were assigned topics in these fields requiring skills, they were motivated to do research in various areas of education. Even so, these provisions for sources of subject matter in relationship to skills taught were dubious. It is this lack in the speech curriculum which caused the purpose, an integration of speech education with general education, to be originated at Illinois.

In connection with this speech goal, Karl Wallace was interested in subjects for public speaking. Courses in oral interpretation might be taught in conjunction with appropriate literary subjects. However, though the School of Speech at Northwestern did make similar suggestions in

1940, 1945, and 1952, its program of education did not include such stabilized procedures as concurrent registration in a speech subject with a subject from another department. In fact, it is questionable whether the departments of other fields were aware of the suggestions of the speech school.

Another feature of Wallace's purpose was that it offered further evidence of the fragmentary aspect of speech education. As was revealed previously, the subject matter of most of the schools was departmentalized. The subjects themselves were taught in parts, not as wholes. And it is evident that the integration of speech education with general education did not function.

Although speech courses were not numerous in the English department, the speech purposes at Illinois in 1940 and 1945 covered as great an area as those in the fully developed speech departments of other universities and colleges. It is, therefore, incongruous that an established department such as that of English should be responsible for two varied and developed curricula. All of this points to a repetition of speech history which goes back to the year 1914 when teachers of speech found it beneficial to band together to form an educational association of speech separate from that connected with English. This comparison between the year 1914 in speech education

and speech during the years 1940 and 1945 at Illinois is further evidenced in 1952 when it was disclosed that speech subjects had been removed from the English Department and the University of Illinois had added a separate department reserved entirely for speech subject matter into its curriculum.³⁸

5. The Compromise of the Scientific and Psychological Goals at Michigan State University

Two teachers in particular at Michigan State College made contributions to the speech purposes of the school through their publications. These teachers were Donald Hayworth in experimental research and Moirée Compere, a teacher of oral interpretation. A third teacher, Paul B. Bagwell, is given consideration here, too, since he originated the communication skills program at Michigan State College. This program was not really a part of the Speech Department, but it did emphasize oral reading and speaking skills in connection with such skills as writing and listening.

Donald Hayworth was the chairman of the Department of Speech at Michigan State College. In 1919 he received

³⁸ University of Illinois Bulletin, 1952-1953, pp. 79-86.

his A.B. degree from Grinnell College; he received his M.A. degree from the University of Chicago in 1921, and in 1928 he was awarded his Ph.D. at Wisconsin University.³⁹ From 1923 to 1927 he was head of the Speech Department at Penn College and during the years 1928-1937 he served as chairman of the Speech Department at the University of Akron. It was in 1937 that he was made chairman of the Speech Department at Michigan State College.⁴⁰

In 1940 Hayworth designed the purpose, the searching of facts in teaching public speaking. This goal was both scientific and experimental in nature. It was formulated for teachers of speech and it attempted to devise a source of measurement of the improvement of individual students who composed the class in speech.⁴¹

Hayworth regarded the facts on the teaching of public speaking as a scientific investigation of what the individual speaker actually does to make speaking effective or ineffective. The procedures involved in this purpose included counting the number of times the student lost eye contact with the audience per minute of speaking, the number of times per minute that there was a break in the

⁴⁰ Ibid., pp. 239-240.

⁴¹ Donald Hayworth, "A Search for Facts on the Teaching of Public Speaking," The Quarterly Journal of Speech, Vol. XXVIII, October, 1942, pp. 123-128.

fluency of speech, and the number of gestures per minute during speech. As a result of such procedures, Hayworth maintained, a curve might be drawn to show the characteristics of the class as a whole. This curve, according to Hayworth, was significant as a means for measuring the speech improvement of the student. Moreover, he recommended that students be sectioned according to abilities and that the ideal time for teaching the class was in the morning, rather than in the afternoon.⁴²

While Hayworth was advocating a means for improving speech training, Moiree Compere, the second teacher at Michigan State College, was decrying the dominance of scientific subjects. This conflict between cultural and scientific purposes in 1945 may have indicated an attempt to adjust the purposes of the speech curriculum to needs felt after World War II. During the war education was limited to technology, science, and practical experience. Other things had to be side-tracked or derailed completely; cultural courses were shunted to a siding, although they held the ideals for which man fought. All emphasis appeared to be placed on scientific achievement, research, and study. Speech correction became a vital subject matter because of the large number of returning soldiers in need

⁴² Ibid., pp. 334-335.

of speech rehabilitation. Voice science, as well as radio techniques, received scientific development during the period of war.⁴³

Moiree Compere realized both the advantages and the dangers of this scientific development in speech. Speech education, she believed, needed the impetus, the research, and the beginning of scientific exactness which the war years engendered; but she protested against the lack of educational consideration for standards of judgment of literature and the arts. Scientific factors in speech education, she felt, must hold their place, but she believed that literature should be given a more important position.⁴⁴

Compere declared that speech should be both a science and an art. In oral interpretation she urged that techniques or rules for oral reading were scientific in nature and should be employed in the reading of radio scripts, in reading lines for dramatic rehearsals, and in quoting excerpts in public speaking. Furthermore, what Compere considered to be the science of oral reading, including grouping and phrasing, emphasis and pauses, might be

⁴³ Moiree Compere, "Speech: Science and/or Art," The Quarterly Journal of Speech, Vol. XXX, December, 1945, pp. 465-470.

⁴⁴ Ibid., pp. 466-467.

utilized in remedial reading and speech correction. But regardless of this compromise of the scientific and the artistic, Compere finally gave cultural values the greater importance when she wrote: "Science gives two powers, the intellect and knowledge. The study of literature gives the power of conduct, the power of beauty and the power of social life and manners. It seeks to relate them one to another in total life of man." Compere's stand was not only for cultural characteristics, but also for the psychological approach.⁴⁵ Her emphasis was on the purpose, standards of judgment of literature and the arts.

In 1945 another development was being manifested at Michigan State College in order to meet the changing needs caused by World War II. This development was the origination of a basic communications program of studies.

6. The Basic Communications Program at Michigan State College

In 1945 new aims were developed in reading, writing, speaking, and listening.⁴⁶ These aims originated by Paul Bagwell appeared as a result of a program of communications begun as a part of the educational program for the armed forces during the war.⁴⁷ After the war, Michigan State

⁴⁵ Ibid., p. 467.

College adopted a communications program similar to that of Denver University. Other institutions such as Northwestern University, which still favored the principles designed by Lew Sarett, rejected the program.⁴⁸ Denver and Michigan State no doubt believed that with the influx of returning soldiers, an allowance should be made for basic training that skills in writing, reading, speaking, and listening afforded. Michigan State and Denver were not in total agreement as to the construction of this program, though. Denver University placed these skills in one of the sections of its Division of Communications, identified the section as "basic Communications" and integrated these skills with other sections of the Division of Communications: Speech, theatre, radio, and journalism.⁴⁹ But Paul Bagwell at Michigan State College included speech subjects as part of the basic communication studies which were isolated from

⁴⁸ Paul B. Bagwell, "A Complete Course in Writing and Speaking," The Quarterly Journal of Speech, Vol. XXAI, February, 1945, pp. 79-87.

⁴⁷ Lionel Crocker, "Speaking Instruction in College Military Units," The Quarterly Journal of Speech, Vol. XXIX, December, 1943, pp. 406-413.

⁴⁸ Glenn Mills, "Speech in a Communications Course," The Quarterly Journal of Speech, Vol. XXXI, February, 1947, p. 40.

⁴⁹ Catalogue of the University of Denver, 1945-1946, Bulletin of the University of Denver, Vol. 41, No. 3, Denver, Colorado Seminary, 1945, pp. 217-222.

its Department of Speech.⁵⁰

A further understanding of the purposes of basic communications at Michigan State College in 1945 may be gained by examining lessons which the failure of this program revealed during the war and the purposes which appeared after the war. Relative to failures during the war, Bagwell believed it significant to note that the programs of study were under the auspices of the English departments in the various colleges and universities. In many cases, Bagwell said, proper attention was not given to speech training. Another difficulty arose in regard to the term "speech." This word was interpreted to mean anything from reading an essay aloud to shouting commands. A third failure of the program, according to Bagwell, was lack of uniformity in the integration of the two types of skills. This was, in some cases, because many teachers of English could not understand that language and organization in speech were similar to language and organization required in writing. As a result of these failures which were conspicuous in the basic communications program at various institutions during the war, Michigan State College believed it was able to avoid such pitfalls when adjusting

⁵⁰ Paul B. Bagwell, "A Complete Course in Writing and Speaking," The Quarterly Journal of Speech, Vol. XXXI, December, 1945, pp. 79-87.

the program to the curriculum of the college after the war.⁵¹

In its organization the study was divided into three phases: The lecture period, the writing laboratory, and the discussion section. Some of the objectives are seen in the subject matter of the first of these phases, the lecture period:

First Term

Communication
Reading for Meaning (Silent)
Reading for Meaning (Oral)
Developing Ideas for Written and Oral
Composition
Levels of English Usage
Outlining (General)
The Composition as a Whole
Semantics
Effective Oral Composition
Reading, Listening, Note-Taking⁵²

Second Term

Research and the Library
Dictionaries and Their Use
Organization and Outlining
Writing the Research Paper
Reasoning
Bodily Activity in Speaking
Letter Writing and Letter Forms
The Scientific Method
Semantics⁵³

⁵¹ Ibid., pp. 79-86.

⁵² Ibid., pp. 82-84.

⁵³ Ibid., pp. 79-81.

Third Term

Reading (Rate, Comprehension, Vocabulary)

Clarity in Writing and Speaking

Persuasive Writing and Speaking

Standards of Good Conversation

Leading and Participating in Group Discussion

Business Interviews

The English Language⁵⁴

In the second phase, the writing laboratory, Bagwell believed the aim should be that of any course in composition---helping the students develop abilities in writing. The writing laboratory was a place to combine practice exercises with actual experience. There were no assigned themes; instead, students wrote, as designated, letters to friends, term papers, reports for other courses, or undertook some other kind of writing. Practically all the writing a student did for the communications program was done in the writing laboratory.⁵⁵

The third phase, the discussion section, was coordinated with the lecture period. Emphasis in this section was placed on silent and oral reading and on the giving of speeches.⁵⁶

⁵⁴ Ibid., pp. 79-81.

⁵⁵ Ibid., p. 32.

⁵⁶ Ibid., pp. 84-88.

7. Speech Purposes Disclosed by Bulletins at
Michigan State College

In the purposes disclosed by the Bulletin of 1940, it is clear that subjects which dealt primarily with skills were uniform in the schools of speech at Northwestern, Wisconsin, Louisiana State, Stanford, and Columbia and Illinois, as well as at Michigan State. Denver differed from the other institutions since there was an infiltration of social integration and speech personality implications in many courses, especially in the year 1952.

Courses in these other schools and at Michigan State which represented this uniformity were, among others, those which Karl Wallace of the University of Illinois referred to in his speech aim, the integration of speech education with general education. These courses were in public speaking, which embraced skills in delivery and composition; in argumentation and debate, which encompassed methods of logical reasoning; in discussion, which dealt with procedures in group thinking and speaking; and in persuasion, which involved various psychological principles.⁵⁷

⁵⁷ Catalogue of Michigan State College of Agriculture and Applied Science, 1940-1941, Michigan State College of Agriculture and Applied Science Bulletin, Vol. 34, No. 6, East Lansing, Michigan, Michigan State College, 1940, pp. 237-240.

other objectives related to skills which were less dependent on content outside their immediate field were those included in radio, such as gaining a knowledge of radio speaking, announcing, and production. These were also comparable to those previously observed in other schools.⁵⁸ There were other goals, too, which disclosed these similarities, such as those given prominence in dramatics---aims pertaining to acting, directing, and play production. Purposes in connection with speech education emerged at Michigan State College in 1940.⁵⁹

At Michigan State College the development of conversational techniques to meet the demands of daily life was not evident in other schools. Also, there was an emphasis on mastering dialects at Michigan State College in 1940 that was absent from the curricula of other institutions. Speech correction aims were not stressed at Michigan State College in 1940 as elsewhere. There was one course in oral interpretation; its description suggested only that students learn to read aloud.⁶⁰ Only one general purpose was indicated in the Bulletin of 1940; this was a knowledge of man's cultural history, and it was present in descriptions of only

⁵⁸ Ibid., p. 236.

⁵⁹ Ibid., pp. 238-239.

⁶⁰ Ibid., pp. 237-240.

two subjects, the history of American public address and theatrical history from ancient to modern times.⁶¹ Michigan State College was behind all of the other schools in the development of objectives. At this time, for instance, the English Department at the University of Illinois was represented by courses in all speech areas.

From the year 1940 to 1945 there was not only growth in general purposes at Michigan State College but a conflict between cultural and scientific aims.⁶² The program in basic communications was initiated at Michigan State in 1945.⁶³ Purposes that developed were the outgrowth of descriptions of various subjects. The goal, standards of judgment of literature and of the arts, emerged from courses in oral interpretation in 1945. Prominence in these courses was given to the study of literature, including such literary phases as modern and classical literature, the form and rhythms of poetry, and aesthetic problems.⁶⁴

⁶¹ Ibid., pp. 123-127.

⁶² Catalogue of Michigan State College of Agriculture and Applied Science, 1945-1946, Michigan State College of Agriculture and Applied Science Bulletin, Vol. 39, No. 6, East Lansing, Michigan, Michigan State College, 1945, pp. 333-338.

⁶³ Ibid., pp. 22-26.

⁶⁴ Ibid., pp. 333-338.

A second purpose developing in 1945 was in the scientific area of speech.⁶⁵ Objectives in speech correction involved the study of phonetics, or the science of sounds, and the understanding of normal and abnormal speech development.⁶⁶ A third purpose, which continued to develop since 1940 as an outgrowth of the description of courses, was a knowledge of man's cultural history. Objectives present at other institutions in public speaking, argumentation, and persuasion were similarly developing at Michigan State College in 1945.⁶⁷

By 1952 there was a more even balance given to cultural and scientific factors of the speech curriculum. In 1952 the Department of Speech was placed in the School of Science and Arts; it had been a part of the general liberal arts curriculum in 1945. The main goal for speech subjects, as well as for other subjects in the School of Science and Arts, was the liberal educational function.⁶⁸

⁶⁵ Ibid., pp. 335-338.

⁶⁶ Ibid., p. 334.

⁶⁷ Ibid., pp. 333-338.

⁶⁸ Catalogue of Michigan State College of Agriculture and Applied Science, 1951-1952, Michigan State College of Agriculture and Applied Science Bulletin, Vol. 47, No. 12, East Lansing, Michigan, Michigan State College, 1951, pp. 430-436.

In 1952 specific goals, like the general goals, showed developments in the cultural and scientific areas. Standards of judgment of literature and of the arts prevailed in 1952 as in 1945.⁶⁹ The purpose, a knowledge of cultural history, was comparable to that of 1945. Scientific aspects included such aims as the nature, testing, and rehabilitation of hearing;⁷⁰ the application of phonetics or the science of sounds to speech correction;⁷¹ the study of anatomy, physiology, and physics as applied to speech improvement; and basic functional and organic disorders of speech.⁷²

Scientific aims were present in courses in television. In these courses were taught techniques and procedures in television, study and practice in television, control rooms, theory and practice of television directing, and adapting and writing scripts for television. Subjects in radio were concerned with writing scripts of various types, acting, directing, and producing.⁷³

⁶⁹ Ibid., p. 432.

⁷⁰ Ibid., pp. 435-436.

⁷¹ Ibid., pp. 430-436.

⁷² Ibid., pp. 429-430.

⁷³ Ibid., pp. 430-436.

The communication skills program was functioning in 1952 as it had in 1945. It was said that, since belief and action depended upon knowledge and since knowledge depends on careful observation and the ability to give and receive accurate observations, there was a need for developing skills of writing, speaking, reading, and listening.⁷⁴

8. Some Implications of Speech Purposes in 1952
at Michigan State College

A review of the purposes at both the University of Illinois and Michigan State College reveal psychological and scientific factors. The scientific approaches to speech training had grown beyond those of voice science and the science of sounds. This growth disclosed not only the trend in subjects in radio, but in 1952 there were indications that television would become a part of the curriculum in speech. It was clear that cultural goals, such as standards of judgment of literature and of the arts, involving the psychological factors of speech, and a knowledge of man's cultural history, were being surpassed by the varied scientific purposes.

There were, however, possibilities of an integration of the scientific aims and the cultural aims. In the case

⁷⁴ Ibid., pp. 64-65.

of oral interpretation, which employed psychological methods, it is evident that the psychological skills involved in this subject could be used when interpreting dialogue for performances in the more scientific fields of radio and television.

These observations reveal the complexities of the speech area in 1952. Not only was scientific knowledge, a fruition of the efforts of Dr. James Rush, included in the modern curriculum, but scientific inventions which had mechanized the speaking and entertainment areas were being developed. Psychological methods initiated in the early professional schools of speech followed along in the new mechanized age of speech projects.

SUMMARY

In the years 1940 and 1945 courses in speech were additional subjects of the English Department at the University of Illinois. Speech courses, although not numerous, were representative of all the areas of the speech curriculum. The psychological approaches to speech training predominated for the most part during the years of 1940, 1945, and 1952, although the purpose, the acquisition of a knowledge of voice science and the science of sounds, was given prominence. By 1952 a fully developed Department of Speech was a fact at the University of Illinois; Speech subjects were taken out of the Department of English.

The development of speech purposes at Michigan State College in the year 1940 was similar to the development at the University of Illinois during the same year. This was true even though speech subjects at Illinois were a part of another department. In 1945, the war years, a growth in aims was obvious. Cultural purposes were being challenged by scientific objectives. Cultural purposes which emerged from courses in interpretation were psychological in nature, which brought about a conflict between the scientific and psychological aspects of speech training. During this same year a program of basic communications was started at Michigan State College. In the period

marked by 1952 an increase in scientific aims was revealed. There were, however, possibilities that cultural goals would balance with scientific developments.

SUMMARY AND CONCLUSIONS

The main purpose of this study is to assist administrators and teachers in re-evaluating their present goals of speech, or in designing other, more suitable ones. Any subject-matter area has to be reviewed periodically to appraise content, methods, purposes, and goals. Especially is this true of speech, which has expanded so rapidly and is so relatively new to the university curriculum. So broad are the areas considered under the heading of "speech" that speech departments seem to undertake an almost impossible task in trying to cover them all.

The objectives of speech training, as indicated by an examination of catalogs and bulletins of eight representative schools, issues of The Quarterly Journal of Speech and textbooks, gives a vivid historical account of speech training in general in this country. This history shows changes and suggests hypotheses to explain these changes. The sources cover the years 1940, 1945, and 1952. From these materials, four important facts are indicated: (1) speech purposes have taken varied directions as a result of varied influences; (2) speech goals seem to have been strongly influenced by dominant teachers, most of whom have written influential articles and

textbooks, often charting new courses; (3) the growth of speech education - the extension of subject matter covered and the development of a variety of purposes - has resulted in large part from the creation of separate departments of speech and, initially at least, from the interest in "practical" training; and (4) in general, speech training incorporated the goals of liberal education.

The years 1940, 1945, and 1959 show steps in the evolution of the purposes of speech education. In 1940 there is evidence of conflicts between theory and practical learnings, between the teaching of subject matter characterized by content and subjects involving skills. While the course descriptions in bulletins emphasize the acquisition of skills, teachers were writing books and articles which, in most cases, seemed to minimize the importance of skills.

Before or during 1940 purposes of speech education took varied directions and were sometimes inconsistent in their proposals. The variations and inconsistencies were evident in the four different goals.

The first goal suggests that speech should be fused with certain aspects of psychology, sociology, and semantics to develop more adequately the speech personality and to emphasize the role of speech in human relations.

The second dealt with cultural values. It advocated the speech function in three areas of liberal education: The artistic, the rhetorical, and the scientific. Subordinated to the major purpose, the liberal education function, are the aims: Gaining a knowledge of man's cultural history and an understanding and appreciation of literature and of the arts.

The third goal incorporates the scientific aspects of oral communication. Writers wrote of the physiology of the voice mechanism; they described the production of speech sounds. The purpose, the gaining of a knowledge of voice science and the science of sounds, was formulated.

The fourth purpose is vocational in nature. It assumes that the primary function of speech departments is the training of actors, stage technicians, radio announcers, speech clinicians, and speech teachers.

The interval between 1940 and 1945 was the time of World War II. The actual aims of speech were static during this period; regular classes were small, since male students were engaged in war activities. New developments in speech education were not apparent---male instructors and administrators were engaged in military or civilian war service. Regardless of the conditions of speech training during these years, there were developments in speech objectives in the military educational programs located in universities

and colleges.

The teaching of communication skills was a part of the war's educational organization. Although not alone concerned with oral communication, it included instruction in writing, reading, listening, and speaking. Before 1945, teachers were suggesting that these purposes be a part of the college curriculum.

A new trend in speech education was indicated by the bulletins of 1945. The curriculum was split into more and more segments. One university divided its subject matter into two units---the School of the Theatre and the School of Speech; another organized subjects of debate, public speaking, radio, oral interpretation, theatre, speech correction, and speech education into separate departments. Still others suggested that students concentrate on areas of oral communication representing their special interests.

A noticeable growth at this time was seen in the departments of radio and speech education. Radio courses in some schools were many and varied. The teaching of teachers how to teach speech at different grade levels in departments of speech education and in one teachers college was significant; it implied that speech training was being given more extensive consideration in public schools. Communication skills courses were added to the schools' curriculum; historical courses in rhetoric beginning with the

Greek and the Roman periods were more prevalent; and studies in the history of drama originating with ancient periods developed. The development of the individual and social development continued as purposes, also.

In 1952 the speech curriculum showed signs of recovery after the war years. There were changes of organization; speech became a part of the Division of Communications. In such cases, communication skills were integrated with the departments of radio, theatre, speech, and journalism. Goals of the past were re-examined. One purpose examined was the integration of speech education with general education. Writings of the time supported old aims and acclaimed new ones. The subjects of the curricula continued to be inclined to those teaching skills and those emphasizing content. The scientific subjects, audiology and speech correction, had a more important place in the speech curriculum than previously. Television was taught in most colleges.

If the refinement of subject matter and speech objectives is a sign of the improvement of academic standards, it is evident that the speech educators made a respected place for speech in the college curriculum. In 1952 a liberal education was represented in speech courses from studies in rhetoric and art to history, science, and literature. Within these broad areas it is assumed that

subject matter containing political science, sociology, physiology, and physics be explored. Suggestions were made for studies on the liberal arts education to supplement those of speech. The curriculum appeared to give importance to understanding what is said rather than how it is said. This approach to speech education is a further development of the liberal education function purpose. Subsidiary aims have been the attainment of judgment in literature and in the arts, the gaining of knowledge of man's cultural history, the acquisition of a knowledge of the science of voice and the formation of speech sounds, and the development of evaluational ability.

The second type of curriculum 1952 aimed toward the teaching of speech skills for professional purposes. Courses in how to act, how to speak, how to be a radio announcer, and how to become a platform artist were taught. One college gave instruction in how to teach speech, how to be a speech supervisor and how to be a speech correctionist. Incidental objectives included the development of character, the ability to communicate ideas naturally with a conversational style, and an understanding of learning that proceeds from the whole to the parts and returning to the whole. In some cases, this kind of speech program lined up speech objectives with those set forth by the National Educational Policies Commission. There were

self-realization, economic efficiency, satisfactory social relations, and good citizenship. The purposes of these two types of curricula over-lapped in universities and colleges. In most instances institutions emphasized one kind or the other.

The teacher or administrator, in making an appraisal of speech purposes, may estimate whether the changes which took place in 1940-1945 and 1945-1952 are continuing as then or whether there is a need to return to early points of emphasis---whether the current emphasis is an established state or will slowly or abruptly take a new course. The historical record of purposes in speech training can also give firm ground for an understanding of relative success in speech training.

This study does not undertake to answer all questions that can be raised. It does attempt to provide the information needed for possible answers. It is doubtful, for instance, that speech purposes will return to early points of emphasis. Subjects in oral communication serve too many diverse purposes to be subordinated to other departments, as was the situation in 1914. There are possibilities that speech goals will continue in their present direction but will make allowances for the changing times. Television, radio, speech correction, and audiology may be stressed to a greater extent because of public

interest and practical needs.

Should there be abrupt changes in speech purposes, this study suggests three possibilities: (1) the service function purpose that proposes that speech subjects act as a service to students in other departments and to students in business or professional training; (2) the integration of speech education with general education suggests that subjects of general education be integrated with speech subjects and that related courses in these two areas, such as literature in liberal arts and oral interpretation of literature in speech, be studied concurrently; and (3) the communication skills program, which includes training in oral communication, as well as the study of reading, writing, and listening as a part of its materials.

Whither goes speech? It is obvious that speech has earned a respected place as an integral part of higher education. It has had a continuous history from the early days of elocution up to the present time. Speech training has grown steadily from its beginnings to the present. Milestones have been: Mechanical methods of John Walker and their influences on the study of the science of speech sounds today; the natural methods of oral communication advocated by Thomas Sheridan and their resemblances to the style of speaking of today; the science of voice described by Dr. James Rush and its relationship to the study of

voice science in the modern speech curriculum; and, finally, the psychological approach suggested by Samuel Siles Curry and its uses in the oral interpretation of literature and other subjects. It may be assumed that early methods are the basis of later methods. Will the speech purposes grow further or are they presently established for the years to come?

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Wallace, Karl, "Education and Speech Education Tomorrow," in The Quarterly Journal of Speech, Vol. 36, issue of April, 1950, pp. 17-183.

Wallace suggests that speech needs more content subject matter and believes that students should take other appropriate subjects concurrently with speech.

Weaver, Andrew Thomas, "The Challenge of the Crisis" in The Quarterly Journal of Speech, Vol. 29, issue of April, 1943, pp. 1-360.

The educational purposes of the National Educational Policies Commission are lined up with the purposes of speech education.

CATALOGUES AND BULLETINS

University of Illinois Bulletin, 1940-1941,
Vol. 37, No. 37, Urbana, Illinois, University of Illinois,
1940, pp. 28-35.

The speech subjects are included in the English
Department, according to the 1940 Bulletin.

University of Illinois Bulletin, 1945-1946,
Vol. 42, No. 42, Urbana, Illinois, University of Illinois,
1945, pp. 40-46.

A Speech Department has been developed by 1945.
The subject matter covers all the areas of the
speech field.

University of Illinois Bulletin, 1952-1953,
Vol. 49, No. 49, Urbana, Illinois, University of Illinois,
1952, pp. 438-440.

There are indications that speech subjects have
grown in number; both skills and content subjects
are taught.

Catalogue of Louisiana State University and
Agricultural and Mechanical College, 1940-1941, Louisiana
State University and Agricultural and Mechanical Bulletin,
Vol. 32, No. 5, 1940, pp. 307-401.

The Speech Department at Louisiana State University
is comparable to other speech departments. There
is an emphasis on speech correction and types of
dialects.

Catalogue of Louisiana State University and
Agricultural and Mechanical College, 1945-1946, Louisiana
State University and Agricultural and Mechanical Bulletin,
Vol. 38, No. 3, 1945, pp. 291-297.

The catalogue at Louisiana State University re-
veals speech subjects which are similar to those
viewed in 1940.

Catalogue of Louisiana State University and
Agricultural and Mechanical College, 1951-1952, Louisiana
State University and Agricultural and Mechanical Bulletin,
Vol. 43, No. 5, 1953, pp. 297-300.

There are no obvious changes in the Speech Depart-
ment in 1952, although courses in radio are more
numerous.

Catalogue of Michigan State College of Agriculture and Applied Science, 1940-1941, Michigan State College of Agriculture and Applied Science Bulletin, Vol. 34, No. 6, 1940, pp. 237-240.

The catalogue reveals the speech curriculum of Michigan State College, which was adequate, but small in comparison to the other institutions examined.

Catalogue of Michigan State College of Agriculture and Applied Science, 1945-1946, Michigan State College of Agriculture and Applied Science Bulletin, Vol. 39, No. 6, 1945, pp. 333-336.

The 1945 curriculum of speech has grown since 1940; radio courses are obviously more numerous.

Catalogue of Michigan State College of Agriculture and Applied Science, 1951-1952, Michigan State College of Agriculture and Applied Science Bulletin, Vol. 47, No. 12, 1951, pp. 430-436.

The catalogue discloses a fully developed Speech Department which includes television; the Basic Communications program, separate from the Speech Department, is described.

Northwestern University School of Speech Bulletin, 1940-1941, Vol. 40, No. 46, Evanston, Illinois, Northwestern University, 1940, pp. 38-47.

The Bulletin of the School of Speech includes the cultural goals set forth by the School. The subjects listed are content courses with emphasis on subject matter of skills.

Northwestern University School of Speech Bulletin, 1945-1946, Vol. 45, No. 17, Evanston, Illinois, Northwestern University, 1945, pp. 38-45.

The war years appear to have had a static effect on the speech aims of Northwestern's School of Speech. The emphasis was on the artistic area of the liberal education function.

Northwestern University School of Speech Bulletin, 1951-1952, Vol. 52, No. 28, Evanston, Illinois, Northwestern University, 1951, pp. 38-51.

The Bulletin of the School of Speech suggests the development of character as the major speech goal. The curriculum has been greatly enlarged since 1945.

Catalogue of Stanford University, 1940-1941, Stanford University Bulletin, 6th Series, No. 100, Stanford University, California, Stanford University, 1940, p. 458.

The Speech Department viewed at Stanford in 1940 accents dramatic courses; other courses are made up of types of skills rather than content.

Catalogue of Stanford University, 1945-1946, Stanford University Bulletin, 7th Series, No. 138, Stanford University, California, Stanford University, 1945, p. 478.

In 1945 the Speech Department at Stanford revealed growth in content subjects.

Catalogue of Stanford University, 1951-1952, Stanford University Bulletin, 8th Series, No. 59, Stanford University, California, Stanford University, 1951, pp. 376-387.

The speech curriculum at Stanford in 1952 included a number of historical studies of rhetoric and literature, and a number of offerings in radio courses.

Teachers College Bulletin, 1940-1941, 31st Series, No. 3, New York, Columbia University, 1940, pp. 104-109.

Various speech specialization, such as speech correction, speech supervision, and speech teaching are suggested. Dramatic courses for the student who expects to teach are part of the curriculum of speech.

Teachers College Bulletin, 1945-1946, 36th Series, No. 8, New York, Columbia University, 1945, pp. 103-107.

The main aims of speech listed in the Bulletin are identical with those viewed in the preceding period.

Teachers College Bulletin, 1951-1952, 42nd Series, No. 1, New York, Columbia University, 1951, pp. 103-108.

The Bulletin of 1952 reveals obvious development in courses in speech correction and audiology.

Catalogue of the University of Denver,
1940-1941, Bulletin of the University of Denver, Vol. 41,
No. 3, Denver, Colorado Seminary, 1940, pp. 73-79.

Description of courses in speech are shown in
1940. These included the mastering of skills in
the various speech areas.

Catalogue of the University of Denver,
1945-1946, Bulletin of the University of Denver, Vol. 41,
No. 3, Denver, Colorado Seminary, 1945, pp. 217-222.

The speech curriculum of 1945 is divided into two
parts, the School of Speech and the School of the
Theatre.

Catalogue of the University of Denver,
1952-1953, Bulletin of the University of Denver, Vol. 52,
No. 6, Denver, Colorado Seminary, 1952, pp. 27-31.

The Speech Department has been placed in the Di-
vision of Communications at Denver by the year
1952. The liberal education function purpose is
now advocated by the University.

Catalogue of the University of Wisconsin,
1940-1942, University of Wisconsin Bulletin, General Ser-
ies No. 2296, Serial No. 2511, 1940, pp. 182-184.

Two significant goals are revealed: (1) special-
ization in one or more of the various phases of
oral communication, and (2) courses are designed
especially for teachers.

Catalogue of the University of Wisconsin,
1944-1946, University of Wisconsin Bulletin, General Ser-
ies No. 2540, Serial No. 2756, 1944, pp. 172-175.

Standards of judgment in literature and in the
arts appeared with the application of this prin-
ciple to oral interpretation.

Catalogue of the University of Wisconsin,
1950-1952, University of Wisconsin Bulletin, General Ser-
ies No. 2987, Serial No. 3213, 1951, pp. 222-234.

The speech objectives revealed at the University
of Wisconsin were an outgrowth of the 1940 ob-
jectives.

PERSONAL DOCUMENTS

Personal Correspondence of the Author,
letter from Helen Doll, Secretary to Mr. H. U., Educational
Advertising Department, Houghton-Mifflin Company, dated
October 7, 1952.

A letter from the publisher telling of the popu-
larity of Lew Sarett's The Basic Principles of
Speech.

Personal Correspondence of the Author,
letter from Magdeline Kramer, Chairman of the Department
of Speech and Dramatics at Teachers College, Columbia
University, dated August, 1952.

Magdeline Kramer explains the purpose, the under-
standing of the whole, the parts, and then the
whole.

OTHER REFERENCES

Marquis, Editors, Who's Who in America, 26th edi-
tion, Chicago, A. N. Marquis and Company, 1952.

Who's Who in America is a volume published annually
that is made up of the biographies of prominent
Americans.

ABSTRACT

The aim of this study is to assist college teachers and administrators in re-evaluating their present purposes in speech education and in formulating more suitable goals. The speech objectives discussed here were studied during periods marked by the years 1940, 1948, and 1952 in eight representative colleges and universities; the sources used were bulletins and catalogs, textbooks, letters and issues of The Quarterly Journal of Speech.

From these materials, four major trends in goals for speech training emerge:

1. Speech purposes have taken varied directions as a result of varied influences.
2. Speech goals seem to have been strongly influenced by dominant teachers, most of whom have written influential articles and textbooks, often charting new courses.
3. The growth of speech education - the extension of subject matter covered and the development of a variety of purposes - has resulted in large part from the creation of separate departments of speech and, initially at least, from the interest in "practical" training.
4. In general, speech training incorporated the goals of liberal education.

In 1940 conflicts developed between the liberal education function and the teaching of skills for professional purposes function. Rhetorical, scientific, and artistic aspects of the liberal education function were emphasized,

while some instruction emphasized the skills function. Teachers, through their articles and textbooks, recommended as purposes the acquisition of a knowledge of voice science and of the science of sounds, individual development, and social development to counteract the emphasis upon skills.

During the period between 1940 and 1945, the period of World War II, communication skills were taught in the military educational programs. Otherwise, developments in speech education were limited.

By 1945 speech curricula had been departmentalized, placing emphasis on training the speech specialist.

By 1952, with the solidification of the speech curriculum, greater emphasis was given to liberal arts education. Materials in history, literature, science, art, and rhetoric were taught as part of speech courses. Subsidiary aims included acquisitions in: Judgment in literature and in the arts, the knowledge of man's cultural history, knowledge of voice science and the science of sounds, and of evaluational procedures.

The conflict between the liberal arts purpose and the skills purpose continues in most speech departments. Since the schools studied are located in representative areas, these developments may be taken as representative of predominant tendencies in other speech departments throughout the country.