DOCUMENT RESUME

ED 091 788 CS 500 708

AUTHOR	Pappas, Edward J.; And Others
TITLE	Communication in Secondary School Language Arts Curricula; Group 2 Report of the Education Priorities Division of the Speech Communication Association.
INSTITUTION	Speech Communication Association, New York, N.Y.
PUB DATE	73
NOTE	42p.; Papers presented at the Annual Summer Conference of the Speech Communication Association (9th, Chicago, Illinois, July 12-14 1973); Also in "Proceedings" published by Speech Communication Association, edited by R. Jeffrey and W. Work, pp. 12-14, pp. 50-84
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Communication Skills; Curriculum Planning; High School Curriculum; Interpersonal Relationship; *Language Arts; Secondary Education; *Speech Instruction; Speech Skills; *Teaching Techniques

ABSTRACT

Considered in this report are some of the problems experienced by secondary teachers of communication as they seek to be responsive to new challenges in teaching. Following an introduction on the relationship between the speech curricula of high schools and colleges, the report includes essays on "Determining Secondary Education Communication Competencies: The Task of Eating an Elephant," which discusses the needs and skills of secondary students participating in speech classes; "Alternative Strategies for the Study of Communication in High School," which suggests a variety of instructional materials and teaching techniques to improve communication skills; "Secondary School Speech Curriculum," which emphasizes recent changes in debate and forensic courses and the value of extracurricular activities in speech; "An Approach to the Study of Communication in High School"; "The Interpersonal Approach to Speech Communication"; "Instructional Technology in the Liberal Arts Curriculum," which argues for a balance between technological innovations and humanistic goals; and "Criteria for Evaluating Secondary Language Arts Curricula." (RB)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
Speech Communication Association
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

ED 091788

4. A CBTE program must have a strong research component to allow it to adapt to changing circumstances and to provide the basis for examining the assumptions underlying the approach.

5. SCA/ERIC should commission bibliographies:

    a. Of available instruments for implementing and evaluating CBTE

    b. Of related research available on CBTE

    c. Of instructional aids, model programs, and technology available to educators involved in CBTE

6. The SCA should develop CBTE in-service modules.

7. The SCA should develop a program of national, regional, and state workshops on CBTE.

8. Speech communication teachers should investigate the possibility of interdisciplinary cooperation in the development of CBTE programs including the specification of competencies which speech teachers are uniquely qualified to develop.

GROUP TWO: COMMUNICATION IN SECONDARY SCHOOL LANGUAGE ARTS CURRICULA

Edward J. Pappas, Chairperson

Contemporary secondary school teachers of speech communication are faced with many challenges. They are asked to totally redefine the substance of their instruction and to achieve synthesis with their peers in cognate disciplines. They are challenged to become more systematic and accountable in their instruction: to specify with precision the competencies they seek to perfect and the standards against which their instruction is to be measured. They are encouraged to use instructional technology and to individualize instruction. They are asked to focus on process rather than on product, to stress experiential curricula, and to encourage the formation of sound values. The purpose of this group was to consider some of the problems experienced by secondary school teachers of communication as they seek to be responsive to these, and other, challenges.

Input Phase

Nine stimulus statements were presented at the opening general session of this group. Each paper dealt with a specific concern. James Gibson discussed the problem of articulation and overlap between high school and college curricula. Lyman Steil raised questions concerning competencies in communication needed by high school students. Richard and Linda Heun examined alternative strategies for studying communication. Three high school teachers, Margaret Miller, Gloria Lauderback, and Cynthia Baston presented approaches to the basic high school speech course for scrutiny and discussion. David Markham explored the question of instructional technology. Jo Sprague confronted the question of criteria for evaluating the secondary language arts curricula. Finally, Edward L. McGlone discussed the necessity for evaluating outcomes of language arts instruction as the professional obligation of all teachers. These stimulus statements are presented as Appendix B.

CS 500 708

Deliberations and Recommendations

Three interest groups were created to explore more fully questions and issues embedded within the stimulus statements. The recommendations for the three interest groups are reported separately.

Interest Group One - Curriculum Evaluation Recommendations

1. It is recommended that SCA commission research to operationalize the desirable outcomes of secondary language arts curricula. This operationalization should follow a procedure which includes:
    a. A critical assessment of what communication knowledge, skills, and values should be acquired by high school students.

    b. Behavioral evaluations of pedagogical techniques for instruction in these knowledges, skills, and values.

    c. Identification of strategies for attaining these communication knowledges, skills, and values.

    d. Development of appropriate measures of these knowledges, skills, and values. (Note: Airlie Recommendations E-13 and E-19).
2. It is recommended that SCA sponsor programs for assessing community awareness, needs, and involvement in the subjects of communication curricula. Such information should be disseminated to principals, superintendents, and local and state school boards. (Note: Airlie Recommendation E-15).
3. It is recommended that SCA urge its members in college and university departments to structure teacher education programs to include specific course preparation in the measurement and evaluation of communication processes and effects. (Note: Airlie Recommendations E-13 and E-14).

Interest Group Two - Recommendations for Stating Competencies & Objectives

1. It is recommended that the SCA endorse the principle that lists of behavioral objectives and competencies in speech communication education should serve to expand options by emphasizing processes of responding rather than specifying particular responses.

Interest Group Three - Recommendations Relative to the Nature of Communication Education K-12

The following recommendations are extended as preliminary but significantly felt concerns relative to enhancing speech communication education in the United States. The recommendations are expressed concerns of a group primarily composed of secondary school educators.

Underlying these recommendations is a belief that the nature and quality of communication education K-12 in the United States ultimately rests with each instructor in the field, but can be and should be supported and enhanced by a strong national organization.

To this end it is strongly recommended that the following ideas be carefully considered as preliminary steps to definitive action.

It is recommended that the SCA should:

1. Encourage a variety of speech communication offerings K-12 (e.g. integrated traditional/interpersonal, traditional, and interpersonal; required, elective, semester, full year, and mini-course).
2. Prepare a recommended list of essential speech communication skills in a K-12 program.
3. Investigate and communicate means by which speech communication instructors K-12 can enhance interdepartmental relations.
4. Promote consideration of the vital issue of the role of competition in co/extra-curricular speech programs.
5. Encourage the development of generalists for speech communication instruction K-12, and promote balanced course offerings for potential speech teachers K-12.
6. Encourage teacher education faculties to inform and promote membership and participation in speech communication organizations.
7. Coordinate interaction between state, regional, and national certification committees and teacher education programs to develop and maintain standards.
8. Promote articulation among and between K-16 speech communication programs regarding standards, expectations, and procedures for advanced placement.
9. Develop strategies to increase its influence on organizations such as NCTE, NASSP, NEA, AFT, The National Federation of High School Leagues, and National Assessment Programs.
10. Develop a promotional campaign for the speech communication field directed to school principals, guidance counselors, certification committees, and members of State Departments of Education.
11. Develop additional programs and services for K-12 instructors to encourage their involvement in SCA (e.g.: in-service workshops and summer institutes.).

APPENDIX B

Commissioned Stimulus Statements

on

Communication in Secondary School Language Arts Curricula

Education Priorities Division Group Two

Edward J. Pappas, Chairperson

WHAT IS THE RELATIONSHIP BETWEEN THE SPEECH CURRICULA OF HIGH SCHOOLS AND COLLEGES?

James Gibson
University of Missouri

Sometimes one is tempted by the very topic assigned to respond in a semi-jocular vein. Since I have agreed to present a short position paper on the relationship between the speech curricula of high schools and colleges, I thought for more than a few moments before I decided to respond that "it ain't what it ought to be."

Let me clarify the reason for my feeling that the articulation of programs between high schools and colleges is somewhat deficient. This position in no way suggests that the instruction offered at either level is deficient. Rather, it seems to me that the communication that occurs between the teachers and curriculum builders at the two levels is exceedingly poor and, in some cases, is nonexistent. Add to that difficulty the bare fact that speech communication is still not an academically acceptable discipline in many of our secondary schools (and for that matter its very presence is still in question at many of our more distinguished universities and colleges) and I believe you have the germ of the problem.

I believe that two research studies which I have had the opportunity to be involved with in the most recent year tend to shed some light on the Problem/Question which we face here. One of these unpublished investigations by Blanche indicates that in Missouri (if there is anything typical about that state and I would argue that there are many things which are), only some 61 % of teachers prepared to teach speech are, or have been, given the opportunity to teach speech at the high school level. One could argue that perhaps these teachers were not given the opportunity to teach although there were a number of curricular offerings in speech far exceeding the 61% figure. Unfortunately, the figure of approximately 61% of the schools being ones which offer speech courses is correct. Here, then, it seems to me, is one basic dificiency in the articulation between the college and high school programs. We at the college level have not worked enough or with the appropriate counterparts at the high school level to develop and have implemented effective programs in speech communication. I would argue, vigorously, that the data collected in Missouri is not significantly different from current data available from other states in this section of the country or from national figures. The relationship is bad because there has not been sufficient pressure for a viable program at the high school level. Add to this earlier evidence froma a study by Kunesh, and I believe it becomes very clear that the number of programs, whether in speech communication or speciality or general courses in theatre, just have not achieved the desired level of acceptability at the secondary level.

Now, what is our response to the problem? Since we may be forced to concede the relationship between programs at the two levels is not adequate because of the dearth of programs at the secondary level, let us operate on the basis of one critical assumption. This assumption is that somehow we have not prevailed upon the ruling powers of curriculum development to institute speech communication courses into the secondary or junior high school levels. What kinds of course or what kind of a program would be desirable to complement the type of training education college bound students or those who have a goal of job orientation in the community should be offered?

First, I am completely committed to a program which has its genesis (in the junior high) with the first courses in speech communication being offered at either the seventh or eighth grade level. This should not suggest, nor be interpreted to mean, that I feel elementary training in speech is not in order. My feeling is absolutely to the contrary. However, instruction at the junior high school level should involve introduction to principles of speech communication and a series of experiences giving the student practical experience in communication oriented situations. From this point on, it is my judgment that the curriculum can increase in detail with programs in group process, debate, basic communication theory, theatre, acting, and persuasion.

For those who would argue that what I have proposed is merely something which transposes our current college curriculum into the high school, my response would be that perhaps we have been forced to offer exceedingly basic courses to many high school students who have not had this kind of educational opportunity. There certainly are educational systems throughout this country, in fact several not far from where we are meeting today, which offer programs of this type. They stand as models of the kind of curriculum which I consider to be desirable as a base for secondary-collegiate curriculum coordination and as a base for the improvement of communication studies for all members of society. We constantly preach that it is imperative our students understand the singular role that communication activities play in our everyday lives. But, on the other hand, we argue strenuously against exposing these same students at the secondary level to more than one or two courses on the ground that area is too complex for them to grasp or that it should be the domain of the specialists at the college level. First, these students at the high school level are being undersold. They are better informed than their parents. They are more interested in the world around them, and they desperately need more information and training in the total act of communication in a world surrounded by Watergates, Vietnams, and the soft sell. Just because they may not elect a college education does not for a moment suggest that they are incapable or undeserving of that kind of education in communication oriented activities that will help to enrich their lives or make them more useful and contributing members of our society.

As I see it, this kind of program would also do much to advance the cause of speech communication at the college level. Many of us bemoan the fact that now we must spend excessibe time with our undergraduates teaching them principles of communication that could have been grasped long before they ever walked on a college campus. The result is that our curriculum becomes bogged down with the required basic courses and we are unable to provide our graduates with courses which go far beyond the fundamentals of group process, basic communication theory, etc. I am asserting that our college level programs are not adequate at present, particularly at the undergraduate level, because of this lack of commonality between the secondary and collegiate levels.

The development of a tightly unified curriculum between the college and high school levels would herald the arrival of a new kind of communication education. We would have a speech communication program which becomes what is now available only to those whose interest had been in English or social studies. Our students could study communication, the basic tool of mankind, intensively from the 8th grade through a Ph.D. Sound revolutionary? I think not. It would be a unified program, it would give all of us speech educators the kind of freedom and continuity of instruction that is vital to an effective program, and it certainly would be in the best interests of our students and society.

What, then, should the relationship stated in my thesis be? My answer now is a "great deal more than it is at present," but that change can't occur without the concerted efforts of teachers and interested citizens at all levels in urging curriculum modifications at the secondary level. And those of us at the college level should not merely point our fingers at our secondary teaching brethren. We are and should be responsible to them for change and we must give them all the aid, assistance and information needed to initiate changes. of this sort. It must be a cooperative effort, one which cuts across levels of education, and one which now talks of speech communication education K-12. The outgrowth of all this for the college teacher, if we must talk of benefits for him, is the chance to upgrade his curriculum to build upon the great advantages reaped from education in fundamentals at the high school level. The great winner, though, will be the student, who desperately needs the type of changes I have outlined.

These moves would, in my view, go far toward giving us the kind of educational model which would make a positive and manifest contribution toward the total education of all our future citizens.

DETERMINING SECONDARY EDUCATION COMMUNICATION COMPETENCIES: THE TASK OF EATING AN ELEPHANT

Lyman K. Steil
University of Minnesota

Dr. Keith Wharton, Coordinator of Educational Development at the University of Minnesota, relates the following account which I believe has relevance to our task.

It seems that many years ago in a quaint little country there lived a young man. Like most lads of his time he was poor, uneducated, and unsuccessful, and spent the hours of the days tending his sparse garden and caring for the one gaunt cow that he owned. He was different from the others, though, for he could not bring himself to accept his station in life, but constantly dreamed of what it would be like to be rich, powerful, knowledgable and successful like the old ruler who lived in the big house high on the hill.

One morning, after a near-sleepless night filled with visions of gold and land and fine clothes and ornate carriages drawn by prancing horses, and other successes, he threw down his crude hoe, drew his tattered cloak about him, and set forth to find the secret to success. His path led him unerringly to the Wizard of the Wilderness who, it was said, could reveal to the pure and earnest seeker the answer to any of life's mysteries. The lad, his fears and uncertainities overcome by his fierce determination to become successful, boldly approached the ageless Wizard and inquired what he must do in order to gain his heart's desire. The old man, after searching the boy's soul and finding his motives sincere and honest, slowly replied, "My son, in order for you to possess that which you seek, you must eat an elephant."

"Eat an elephant!", the lad exclaimed. "It's impossible. I, who have never had a full belly in all my life, could not devour a large hare, much less a huge elephant. It can't be done. No one could do it." Thus speaking, he sadly shook his head and slowly began to make his way to his tiny hut. But on the path, as he contemplated his dismal future of poverty, a thought struck him like a bolt of summer lightning. "What a fool I am," he thought. "I only asked the Wizard what I must do in order to become rich and famous and successful. When he told me that I must eat an elephant, I was so overcome with the enormity of the task that I completely forgot to ask him how this might be done. I must return and ask him how."

He immediately turned and ran at breakneck speed back to the house of the Wizard. As he approached, he saw the old man still standing in the doorway of his hut, gazing down the path as if he were expecting the boy to return. Falling on his knees at the feet of the wise old Seer, the lad gasped, "Tell me, kind sir, how I may eat this elephant in order to become rich and famous and successful."

With a knowing smile and a gleam in his eyes, the Wizard slowly answered, "To eat the elephant, you must proceed slowly, one bite at a time."

Needless to say, the lad joyously followed this advice, and in time became the richest and most successful man in all the land, and upon the death of the ruler, was asked to rule over all the land and people.

It seems fitting as we consider, in extension of the Airlie Conference recommendations, further development of Speech-Communication Education priorities, the like task of eating the elephant.

More specifically, I believe the lesson learned by the boy has direct implications to us as we face the extraordinarily complex task of determining the communication competency needs of secondary level students.

Examination of a wide selection of Speech-Communication texts; Speech-Education texts; Speech-Communication Professional Journals; State and Community Speech Curriculum Guides, etc., clearly points to the fact that any discussion of concepts of competencies are implicit at best. In point-of-fact the word competence is rarely found cross-referenced in textual indexes.

Extending from these two basic observations, 1) that the explicit establishment of speech-communication competency levels for secondary students is less than complete, and, 2) that such an extensive undertaking equates with the unseeming task of eating an elephant, consider the following development.

The complexity of determining the communication competency needs of high school students is multi-faceted. For preliminary clarification reflect on a definition of the concept of competence. Webster's Seventh New Collegiate Dictionary defines competence as having the "means sufficient for the necessities of life" or having "the quality or state of being competent." To be competent is defined as "to be suitable," or to "have requisite ability or qualities."

With such a definition in mind, it would seem that the existent task relates to the multiform academic structuring of speech-communication subject matter. Viewed realistically, secondary speech-communication offerings vary extensively in both content and extent. Robert Oliver points out that throughout the Secondary schools of the United States one can find communication courses "designed to guide inquiry concerning the theoretical bases of oral discourse in relation to its purposes its forms, its qualities, and its effects. There are some courses devoted to the problems of evaluation, criticism, and ethical judgement of specific instances of oral discourse. There are courses designed...for the improvement of...speaking and listening." Certainly some courses, as offered, focus on public speaking, some on discussion, some on interpersonal communication, some on oral interpretation, some on theatre, some on media, etc. The point is simple, as ensuing speakers will probably clarify, the speech-communication offerings in our secondary schools are multiform. They are multiform in both type and scope.

Related to the multifaceted aspect of speech-communication education is the multilevel element. Relative to determining speech-communication competency needs is the need to consider the environmental differences facing students throughout the United States. In a paper entitled "On Communication Competencies," Dell Hymes discusses the concept of differential competence within a heterogeneous speech community. Although Hymes is discussing the concept of communication competencies relative to linguistic theory, he makes a point that deserves our consideration. Hymes argues that any consideration of competency be relative to, and independent with, sociocultural features within which that education occurs.

Thus the task of establishing a common statement of needed communication competencies beyond a most simplistic, narrow, and shallow manner may be open to question.

Another consideration in discussing the determination of communication competency needs relates to the extent of development. Again Hymes develops the thought that any consideration of competency must recognize that ultimate competency is dependent on the development of both knowledge and performance.

Thus, any consideration of what communication competencies are needed by secondary school students, must take into consideration the above factors. In summary, these facts seem worthy of repetition.

1). Some argue that there is a need to establish the speech-communication competency needs of Secondary school students.

2). At least three multifaceted factors of reality compound the difficulty of this task.

- a). Speech-communication offerings are multiform/multitopic.
- b). Speech-communication offerings are multileveled.
- c). Complete speech-communication development includes the cognitive/affective/behavioral areas.

3). The task of determining a workable statement of communication competencies is extensive and probably worthy of a long range project.

As we consider the determination and development of speech-communication competencies, I would suggest that we remember the lesson of the lad and his task of consuming the elephant. By extending this discussion, one bite at a time, tenaciously and incessantly pursued, is the best approach to determine educationally operative statements of needed communication competencies.

ALTERNATIVE STRATEGIES FOR THE STUDY OF COMMUNICATION IN HIGH SCHOOL

Dick and Linda Heun
Missouri State College, Kirksville

As a part of the continuing process of reexamination of instruction, Speech Communication instructors are taking a close look at current programs. The Airlie Conference identified 19 long-range goals and priorities for education.

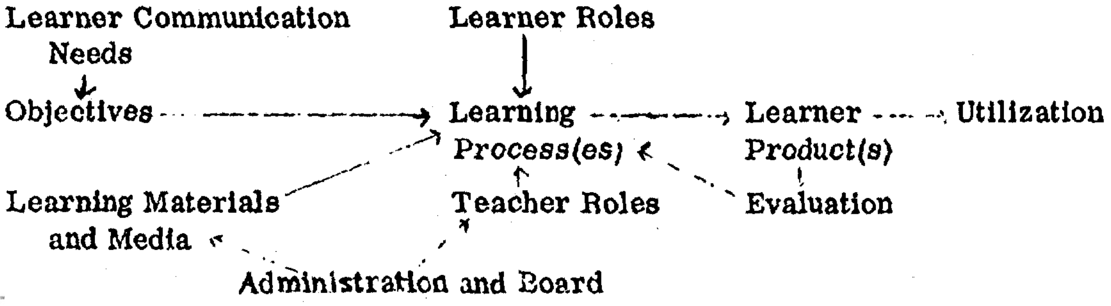
Most teachers work hard and have high goals for their communication instruction. Secondary teachers have an extra challenge with the additional structural and time demands placed on them. Sometimes we all wonder if there might not be better or more efficient ways to attain determined goals.

In some aspects of instruction, such as learning materials, there is a cornucopia of new tests, films, tapes, etc. or activities like games, simulations, etc. In other areas of instruction we are often too busy or feel strictured by institutional restraints to consider as wide a range of alternatives. Thus, instructional improvements tend to approximate the analogy of the automotive industry, where progressive changes are annually made in a basically stable structure. Sometimes there is value in a structural consultant from a related field.

Our purpose is to suggest alternative instructional strategies to increase student learning in communication instruction. The title implies that this paper is largely concerned with process variables. Actually other related variables are also considered as visualized in the Model of Speech Communication Learning which follows. All of the later pairs of alternatives may be thought of as two of many points or continuums. Also included are alternative basic assumptions from which other strategies might derive. Some of the suggestions do not have counterparts in most current approaches and thus are presented as such on later pages. Also, it should be noted that many excellent aspects of current approaches are not indicated.

Some or many of these suggested strategies might not fit a particular situation at this time because of the exigencies of the principal, Board, peers, etc. One of the most worthwhile outcomes of the Airlie Conference may be the mobilization of the efforts of Speech Communication educators on all levels to jointly develop accountable approaches to Speech Communication instruction and suggestions for applications to various programs.

MODEL OF SPEECH COMMUNICATION LEARNING



ALTERNATIVE	RATHER THAN
Teacher Role	
learning facilitator	giver of information
co-prescriber of appropriate learning approaches and materials with learner	prescriber of learning approach(s) and material(s)
many structures for presentation of information	Primarily one structure for presentation of information (eg. deductive)
solver of learning problems following assessment	notifier of grades following assessment
guider of independent learner movement	disciplinarian -- keeping learning orderly
accountable for learning	accountable for certifying student attendance, and/or completion of given activities
Student Role	
people can learn on their own	people need direct guidance to learn
students can learn everything	only a few students can learn everything
active participation	passive participation
learner participation in process options	teacher specification of process
learn your way out	clock your way out
Process Guidelines	
identify specific objectives at beginning of learning experience	goal of 'better communication'
before learning begins, test how students learn best	
students can learn through various channels	
individualized instruction - different approaches for each learner	group instruction - one single approach for all
learner pacing	teacher pacing and administrative pacing
teaching for transfer	adapting activities to needs of in-class structure
activities as means for learning	activities as end for grading

ALTERNATIVE	RATHER THAN
Process Guidelines (cont.)	
use of outside resources	text and teacher as primary resource
learning can take place outside the class	learning takes place with a teacher and classroom present
core communication skills identified	teaching textbook
Product Guidelines	
core skills identified by behavioral objectives	product identified by completion of various activities
articulation of objectives with colleges	
articulation of objectives with High School graduate's needs	
test what you teach and teach what you test	
train people in coping skills- how to use what they've learned and how to identify in a situation which knowledge and skills learned is applicable.	
accountable learning via 90-100% accomplishment of goals through learned core skills	learning product(grade) indicating various levels of achievement on series of tasks
additional skill options available related to individual needs	identical objectives for all
tell students what and how they will be tested	
Evaluation Guidelines	
identification of (objectives and) evaluation standards at beginning of learning experience	student unsure of grading standards
choose the ends before the means	choose the means before the ends
learning is the constant and time the variable	time is the constant and learning the variable
test evaluation used for diagnosis, learning, and mastery assessment	test only used for learning assessment
testing behavior change	testing item recall
grade based on goal attainment	grade based on improvement and effort

ALTERNATIVE	RATHER THAN
Evaluation Guidelines (cont.)	
grade based on number of objectives achieved at 90-100% level	grade based on number of repetitions of activity
evaluation items are a mirror image to objectives	test items developed and unknown to learners
retesting to measure added learning	
evaluation nonthreatening indicator of learning	evaluation perceived as evaluation of self
Testing time chosen by student	testing time designated by teacher
evaluation done immediately with learner present	delayed evaluation without learner present
student answers are correct or not-yet-correct	student answers are right or wrong
tough courses take longer and more teacher and student effort	tough courses result in low grades
low grades identify instructional deficiency	low grades evaluate the students' learning

SUGGESTED READINGS

Banathy, Bela. Instructional Systems, Belmont, California: Fearon Publishers, 1970.

Barnes, Ron. Learning Systems for the Future, Bloomington, Indiana Phi Delta Kappa Educational Foundation, 1972.

Blaschke, Charles. Performance Contracting: Who Profits Most?, Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1973.

Cram, David. Explaining "Teaching Machines" and Programming, Belmont, California: Fearon Publishers, 1961.

Denby, Robert. "Independent Study Programs" NCYE/ERIC Report. English Journal, December, 1969, 1396-1405.

Dyer, Henry. How to Achieve Accountability in the Public Schools, Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1973.

Ebensen, Thorwald. Working with Individualized Instruction, Belmont, California: Fearon Publishers, 1968.

Fitzpatrick, Edmund. "Model for Designing a System to Individualize Instruction and Guarantee Learning" Sterling Institute, Washington, D.C. 1970.

SUGGESTED READINGS
(continued)

Hayden, Alice H. and Gerald M. Torkelson. Systematic Thinking About Education. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1973.

Heun, Linda, and Richard Heun. Learning Communication Skills(unpubl. material)

__________, Development and Implementation of Individualized Instruction (unpublished material)

Instructional Objectives Exchange. P. O. Box 24095. Los Angeles, California 90024

Keller, Fred S. "Goodbye Teacher. . ." Journal of Applied Behavior Analysis, 1968, 1, 79-89.

Kemp, Jerrold E. Instructional Design, Belmont, California: Fearon Publishers, 1972.

Kibler, Robert J., Larry Barker and David T. Miles, Behavioral Objectives and Instruction, Boston, 1970.

Lee, Blaine Nelson and M. David Merrill. Writing Complete Affective Objectives: A Short Course, Belmont, California: Wadsworth Publishing Company, Inc., 1973.

Mager, Robert. Developing Attitude Toward Learning. Belmont, California. Fearon Publishers, 1968.

__________, Goal Analysis, Belmont, California: Fearon Publishers, 1972.

__________, Preparing Instructional Objectives, Belmont, California; Fearon Publishers, 1962.

__________, and Kenneth Beach, Jr. Developing Vocational Instruction. Belmont, California: Fearon Publishers, 1967.

__________, and Peter Pipe. Analyzing Performance Problems or You Really Oughta Wanna. Belmont, California: Fearon Publishers, 1970.

Steward, Don. A Behavioral Learning Systems Concept as Applied to Courses in Education and Training. SLATE Services Publishers, P. O. Box 456 Westminster, California 92683.

__________. Educational Malpractices, The Big Gamble in our Schools. SLATE Services Publishers, Westminster, California, 1971.

The Power of Oral Language: Speaking and Listening (Behavioral Objectives) Santa Clara County Office of Education, 1966.

Wilson, S. R. and D. T. Tosti, PhD. Learning is Getting Easier. U.S.A.: Individual Learning Systems, Inc. 1972.

SECONDARY SCHOOL SPEECH CURRICULUM

Margaret Miller
Central High School, Kalamazoo, Michigan

During the years that the educational curriculum has included public speaking, there have been definite changes from time to time as to the purpose and content of such a course. In high school this is often dictated by administration and by organization of the department.

At Kalamazoo Central, the speech program is a part of the English department. Most of the courses are one semester courses in which students must elect at least 4 semesters during their 3 years in high school. English courses include such electives as short story, American novel, English literature, creative writing, black literature, literature through film, individualized reading, and many others. Speech and drama courses are also a part of these electives. The speech courses include public speaking, discussion, interpretive reading, and debat e and forensics. These courses are a part of the English curriculum and students may elect any of them for English credit, and they may be taken any year -- 10, 11, or 12th grades. Therefore all courses must include some reading, writing, and vocabulary building. This dictates to some degree the approach these courses must take. Let's take a closer look at each type of class, one by one.

The public speaking courses are traditional ones emphasizing extemporaneous speaking with students preparing and delivering short speeches through the use of an outline, throughout the semester. Between speeches, activities are centered around such communication skills as listening, use of voice and diction, and bodily action. Some group discussion, interviews, and oral reading are also used. Recently I have included short units on interpersonal communication using some of the game oriented activities. However, the emphasis is on the individual speech. I won't go into details on specific assignments I use because through the speech and other related activities, the student can learn speech skills and techniques which can be applied to ordinary communication situations. Speech class can show the student the importance of learning to be audible, to express his ideas logically and clearly, to be able to communicate effectively in conversations and discussions. I agree with Lew Sarett and William Foster when they said in their book, Basic Principles of Public Speaking, that setting up good speech habits trains the mind in many ways. "Efforts to speak well force a man to clarify his more or less nebulous thoughts, to strike out the irrelevant, to synthesize materials, to subordinate minor points, to drive at the heart of issues, and to state them without waste of words. A man is never the master of an idea until he can express it clearly."

One of our newer classes is the discussion class. Because of the types of students, which are of lesser ability and of the "I hate English and this sounds easier" type of student, I have limited the amount of research and formal type of discussions. I use many of the game oriented activities and lots of small group discussions. One activity that has been successful is that of a student congress. The class is dividied into small groups. Each group writes a bill.

They pick a topic of national, local, or school interest, do some research and reading, then write specific legislation concerning it. Some parliamentary procedure has to be taught. They elect a chairman, all act as a congress, and each bill is presented, debated, and voted on. I have also used this activity in a public speaking course.

The debate and forensic course is a full year course in which debate is taught from September to December, forensics from December to March, and discussion in April as previously outlined. In May and June work is done on the next year's debate topic. The classes are extracurricular activity oriented. Most of them take the course in order to be on the debate and forensic team. In debate some time is spent on theory and techniques of debating, but most of the time is spent on working on the current debate topic with research time, refutation practices, and practice debates. We have an active debate program so most of the students participate in outside debates. We belong to six debate leagues and go to tournaments almost every Saturday. I had 55 students participating in debate this past year. The same is true of forensics. In Michigan we have eight individual events. In class, they learn rules and techniques for all these and must try orally in class at least five. Then they pick the one or two in which they want to enter in our school forensic contest, which is held in front of English classes with the teachers as judge. The first and second place winners in each event are then on the forensic team to partipate in league competition. All those who do not make the team can still participate in league competition. All those who do not make the team can still participate in any of the Saturday tournaments.

The format of these classes is also a traditional approach, emphasizing that participation in extracurricular activities can teach the communication process. I know that some say speech contests are too competitive and that an unrealistic communication process exists. I don't think the emphasis has to be on competition. I don't think competition is necessarily bad -- this is a competitive world we live in and students need to learn this. I also think it depends on the teacher -- how much emphasis is placed on winning or on a learning experience. I think a happy medium can be achieved. I have yet to see a student in debate and forensics class not make some progress by the end of the year in poise, self confidence, and the ability to express himself effectively. This comes not only from tools and techniques learned, but merely from the fact that through contests a student's exposure to the contacts he makes with other students, teachers, and judges can't help but make him a more effective communicator.

Regardless of the specific class, I think the goals for most communications courses are pretty much the same -- to have the student become (1) a logical and creative thinker, (2) an intelligent listener and observer, (3) a skillful communicator of the products of his thinking through the media of speech.

Although the goals are similiar, the approaches to achieve this vary. I believe for high school students the more structured traditional speech oriented approach, with the kinds of classes I have explained, achieves these goals better than the newer interpersonal communication approach. I believe this for three reasons: first, I still believe that the best way to learn to communicate effectively is through practice. If you want to gain poise and self confidence in being able to talk with people -- if you want to be able to organize and develop ideas in a logical way -- then the best way to acommplish this is through the preparation and delivery of speeches. Learning some theory and participating in some activity oriented games may be helpful, but the actual preparation and delivery of speeches is essential. If you want to learn to swim, the best way is not to sit around and talk about it but to get in the water and try it. And the point is that through this method students are learning indirectly some of the same things aimed at in the interpersonal communication approach. Students in a basic speech course are learning much more than the mastery of delivering speeches. When they learn to speak before others, to discuss among themselves, to evaluate how others talk, to read orally, and to express their thoughts and feelings accurately, they are really learning about themselves.

Second, I believe in the more traditional apprach because I feel that many students in high school are not ready for the interpersonal communication approach. Some are reticent in takling about themselves; some are not always honest and open in their attitudes and remarks. Some look on it as "fun and games," and are not ready or willing to learn anything from it. Several years ago I had a student teacher oriented in the interpersonal communication approach who wanted to try this method in public speaking class. He began by putting the students in a circle and asking, "Well, what do you want to talk about today?" Silence. Then he tried, "Let's talk about ourselves." Again silence - giggles, and a few obscene remarks. After a week he was ready to try something else. This may be an atypical example and I know that many teachers have been successful with this approach. And I admit that I use some of these ideas in the public speaking course. Many of the game type activities add variety and interest to the class. But the interpersonal communication approach does not reach high school students at basic levels of speech skill development. It's the self discipline of the speech skills that most high school students need.

The third reason I feel the more traditional approach is necessary in my situation is because I feel obligated as a part of the English Department to include a good deal of reading and writing. Through certain speech assignments, students learn the use of the library -- Reader's Guide, reference material, etc. They also learn the proper form for outlining, and I use several assignments in writing orations where one can work on word usage, structure, and vocabulary.

In summary, I'd like to say that the structured traditional speech courses for high school students give a student the self discipline, self control, and realistic encouragement he needs to be an effective communicator. In a 1968 article in The Speech Teacher, Henrietta Cortright, Doris Niles, and Dorothy Weirich summarize my beliefs when they say, "As speech teachers we believe that through speech we assimilate thought, opinions, ideas, emotions, and truth to arrive at understanding. We believe that intelligent, responsible speech is a skill that can be taught, learned and practiced."

AN APPROACH TO THE STUDY OF COMMUNICATION IN HIGH SCHOOL

Gloria Lauderback
A. Stevenson High School
Utica Community Schools
Sterling Heights, Michigan

The basic speech course at Stevenson is a year long, elective class presenting theory and practice in each area of speech communication to students of mixed grade level, academic pursuits, and ability. This paper will attempt to describe the arrangement of the basic course, its focus and goals, and how it relates to the total school speech program.

Each communication mode is presented in four steps: presentation of known theory and terminology, student performances utilizing the theory, observation of others' performances, and relating the use and purpose of the mode to life outside the classroom. The philosophy underlying the first step is that high school students have a right to know the body of knowledge and precise language known and used by professionals. It is, however, a matter of priority involving teacher selection of only those main concepts needed for a working understanding of the art. Subtle or complex phases of the mode may be presented in further advanced study if the student so desires. The field of speech is a group of arts, social, interpersonal, public and performance arts. No real understanding or appreciation of an art can occur unless the student has some working experience in that art. The level of proficiency may vary, but the learning gained from personal experience is real and lasting.

Once given theory and terminology, students seem to learn most from other students, sharing ideas, observing each other's performances, and comparing their responses. Given an unthreatening environment, students tend to give constructive, encouraging support to each other. Student response is more meaningful than teacher approval, criticism, or letter grades.

Finally, it is important for students to relate learning from the theoretical environment of the classroom to the larger world outside. It is amazing how much real life knowledge of communication theory students have before they ever enter the speech classroom. Formal training often serves to sort out the things they already know, clarifying this practical knowledge and establishing relationships between ideas. This basic course attempts to arrange concepts so that one builds on another, carrying over techniques from one mode to another.

The course begins with a brief introduction to interpersonal communication, using exercises that illustrate how we communicate on an informal one-to-one basis. This not only establishes a certain amount of trust and rapport within each classroom group, but provides some insight into how these same interpersonal qualities carry over to other communication modes. Related to this is a study of the phenomenon of stage fright - what it is and how to deal with it.

The next step is a study of the arrangement and organization of ideas, introducing the concept that all forms of language need a pattern or arrangement for clear development of the idea to be communicated. Students look first at the organization in the work of others before attempting to arrange their own ideas.

We next work on skills that could be grouped under the heading of delivery. Using bodily action naturally and purposefully is related to the new interest in 'body language'' or non-verbal communication. Emphasis in this area is on identifying non-verbal actions, developing the positive ones, and working to reduce or eliminate the less useful ones. Similarly, the focus in improving voice quality is on achieving naturalness and clarity, dealing primarily with rate, pitch and volume, with only slight attention to individual voice quality.

Following delivery, the class looks at what are chiefly social modes of speech, including conversation, telling simple narratives, and impromptu speaking. These precede the more complex theory of persuasive speaking. It is in the study of persuasion that such concepts as motivation and purpose, types of proof, audience analysis, and adaptation are introduced. Because the area of persuasion includes so many important concepts, a large block of time is devoted to its study with several student performances and activities. Students who wish may present their own persasive speeches to speech classes in the neighboring junior high schools, serving as models for younger students. This procedure serves as quite a motivational force and volunteers abound! The principles of persuasion are carried over to the study of debate which in turn is compared and contrasted with the other problem solving method of group discussion.

By the beginning of the second semester we begin a long unit on interpretative reading including individual and group performances of humorous and serious selections from a variety of genres. The emphasis is on enjoyment of literature for the pleasure of reading aloud and sharing that enjoyment with others. In this, as in most all classroom activities, advanced students serve as performance models for beginning students. Once beginners are acquainted with interpretative reading and have prepared selections, they present reading programs for English classes, larger school audiences, and Open House for Parents.

Interpretative reading leads nicely to storytelling, or the extemporizing of children's literature, a growing favorite with Stevenson students. Part of the popularity of this form stems from the practice of sending prepared students to nearby elementary schools to tell their stories in lower elementary classrooms. Last year, 90 volunteering Speech I students went to eight elementary schools, delighting hundreds of small children through storytelling. One school later sent stacks of children's books from their elementary library asking Stevenson students to tape record them for future classroom use. This activity also provided an excellent radio broadcasting exercise incorporating sound effects, musical backgrounds, and vocal characterizations.

Mass communications including radio, television, and film study, are covered from the same step philosophy. Students learn the basic theory and terminology, trying working in the media using audio and video tape recorders and 8mm home movie equipment, as well as critically examining the flood of media they are exposed to as listeners and viewers.

The last area covered is drama, a four week study which concludes with student presentation of scenes from plays complete with simple sets, costumes, lighting, and props. After elementary instruction in stage blocking, characterization, and stagecraft, students elect responsibilities as directors, actors, or technicians. The scenes are presented to classmates and other invited classes as welcome "breaks" in the final exam week.

From this basic course and brief exposure to all modes of speech communication, students may elect second year advanced courses in argumentation and debate, advanced speech & forensics, or drama. These advanced courses provide students with more specialized study and form the foundation for debate and forensics competition. Advanced students serve in several other ways, however, than contest competition. The debate class, for example, conducts an all-school open forum discussion program each month on important social and political issues. The program is held every period of a school day in the amphitheatre, with teachers and students signing up well in advance to attend. Debaters also provide demonstration programs for local adult service clubs. The forensics classes present assemblies featuring a variety of speech activities as well as recording textbooks to assist poor readers in other academic areas such as social studies and science.

In state speech competition, Stevenson students have met with moderate success. The novice debate team has qualified for state finals for two consecutive years, the varsity teams have qualified for regional competition for four consecutive years, and our forensic entrants manage to capture almost every district event with several going to state finals each spring. State championships, however, have never been the primary goal of the speech program. A greater concern is that many students gain personal skills in the communication arts and are able to adapt their skills to larger goals of the school and the community.

THE INTERPERSONAL APPROACH TO SPEECH COMMUNICATION

Cynthia Baston
Redford Union High School
Detroit, Michigan

"People in the 1970's are very much concerned about being 'human' people--individuals able to have enjoyable relationships with other persons."[1] Our lives are based on our relationships with other people and these relationships depend on communication. Yet, we take interpersonal communication for granted to the extent that it seldom occurs to us to examine the nature of it.

The concern and attention that interpersonal communication is now receiving is, I believe, an indication that the elements which comprise it are definable and that the knowledge which comes from the study of this most frequent type of communication will somehow make us better able to cope with ourselves and with the people we encounter. It is encouraging to me that alternatives to more traditional public speaking classes are being offered with increasing frequency, for I agree with Dean Barnlund, who in 1961 "complained that the speech field had overemphasized public speaking, giving 'the impression that the rostrum is the only setting where communication among men matters.'"[2]

It should be made clear that I do not view interpersonal communication as a substitute or replacement for more traditional speech disciplines. But I do see it as a healthy addition to a well-rounded speech curriculum for several reasons.

First, the study of interpersonal communication is a study of what we all spend most of our communication time doing -- having informal dialogues with others. It focuses on our casual and more private communication encounters and attempts to lend insights which will make those situations more productive.

Second, it seems to me that knowledge of interpersonal communication is a logical preliminary to the study of larger public speaking situations. While many of the fundamental elements of the process of communication are found in both disciplines, the difference lies in the emphasis placed on them. An understanding of one-to-one encounters would seem to me to lead progressively into the more specialized knowledge needed for understanding larger groups.

Third, and perhaps most important, interpersonal communication appears to be a long-overdue attempt to answer the frequent cries for a more personal approach to people. It seems to provide a means to begin understanding why and how the "gaps" of our lives--the communication gap, the generation gap, the credibility gap--exist and how they can be broken down. Mere confrontation is not enough; a committment must be made, a bond established, and the problems pursued at close range.

For all of these reasons, I am pleased that an interpersonal approach to the study of communication is becoming an integral part of many programs.

The interpersonal communication course at Redford Union is an elective subject. It was started in January of 1971 with one class and an enrollment of thirty students. It has grown to the extent that as of the 1972-73 school year, ten sections with an enrollment of three hundred students were taught. Registration for the upcoming school year is completed now, and the same number of sections will be taught, and we have had to limit the enrollment to junior and senior students only because of the limits of class size.

Basically, the objectives of our interpersonal course are fivefold. The course encourages awareness of the elements which comprise communication. It provides the opportunity for students to increase their perceptions of themselves. It helps develop their ability to understand others. It encourages a keen appreciation for the many complicating factors that cause communication to be less than effective and gives knowledge of how these barriers may be overcome. Finally, it provides a situation in which students may discover for themselves the unlimited opportunities for close and trusting relationships with others.

To achieve these objectives, the course is divided into three general sections. One section focuses on communication as a process. Another section looks at the communicator as a growing, developing person, constantly searching for more successful relationships. Finally, the third section focuses on others in an attempt to achieve accurate perceptions of them. While these divisions sound arbitrary and separate, it should be noted that they do overlap and all are studied throughout the semester. Within this general framework, more specific attention is given to areas of language, feedback, intrapersonal discoveries, non-verbal communication, listening, barriers and breakdowns, competition, and small groups.

By its very nature, interpersonal communication lends itself beautifully to an inductive, self-discovery approach to learning. Role-playing activities, open-ended discussions, creative audio and visual aids, exercises and student-planned projects are used to present and explore communication concepts. Student journals are kept to record impressions, reactions, and insights from class activities. The students are encouraged to explore their findings outside of class, and, of course, find many opportunities to do this.

The inclusion of an interpersonal program in a speech curriculum offers many advantages, but two are most significant. First, it offers for study an area of communication that is basic and inevitable in our lives and helps to create competency in it. But more importantly, it draws into a speech program many students who, for reasons of their own, would not voluntarily take a more traditional public speaking course. I think it is significant that the enrollment in the basic speech course offered at Redford Union has not declined with the introduction of interpersonal communication to the curriculum. It would appear that different needs are being met by the two courses.

In my experience, the interpersonal approach to speech-communication is a workable, exciting, and successful venture into an area that has too long been neglected. It offers new challenges and discoveries to student and teacher alike, and it provides one more avenue of approach to the study of human interaction.

FOOTNOTES

[1] Fundamentals of Interpersonal Communication; Giffin and Patton, 1971.

[2] Basic Readings in Interpersonal Communication; Giffin and Patton; 1971.

INSTRUCTIONAL TECHNOLOGY IN THE LIBERAL ARTS CURRICULUM

David Markham
California State University, San Jose

We Americans have always had a lot of "know how." Over the past twenty-five years some rather penetrating questions have been asked about our collective intellectual abilities concerning "know what" or "know why." We modern sophists or, as we are more often called, bahavioral scientists, have not been very concerned about these two questions. Unfortunately, professional philosophers have not shown very much interest either. Today, I wish to speak to you not as a behavioral scientist, social critic, nor media technocrat. I am first of all, a teacher. And I should like, in this segment of the conference, to address and raise some fundamental questions concerning speech communication pedagogy and curriculum.

Some terms need to be defined. A liberal arts curriculum is a systematic' unfolding of a pattern of traditional values that are common to all persons. This definition is not only neo-Platonic, but also highly pragmatic. Only through a common set of values can personkind survive. This survival and whatever is beyond will depend upon communication and common perceptions of a very complex environment. In truth, the liberal arts curriculum directly concerns the archetectonic science, politics. The Western concept of rhetoric or communication has nearly always centered on this conception of the liberal arts.

A second term requiring definition is technology. Technology is people's use of devices or systematic patterns of thought to control physical and social phenomena. From this description it follows that virtually all of mass education or schooling is technological. Technology has few "know what" or "know why" statements inbedded within it, except for two most important value dimensions. Once a technology is introduced on a mass scale, it becomes irreversible and secondly, technology directly creates secondary effects on human lives.

Let us now try to draw some fundamental distinctions between the virtues of technology and the virtues of a liberally educated person. First, technology is compelled to deal with measurable attributes. Yet, the virtue of an educated mind is that it is unmeasurable by its nature. The differences between these two worlds appear in the following simple example. We could, given the time, develop an extremely complete technical description of a redwood tree. Yet we could not begin to capture or measure the impact on anyone of us, the sight of one of these majestic trees, nor more importantly, could we, through technology, explain why we should make plans to preserve such trees.

The second definition between a virtue of technology and a virtue of a person's intelligence is the fact that technology by definition has to operate in a sequential pattern, while a person's thoughts when forming an idea do not. Please do not misunderstand me at this point. In the process of training, thought is sequential, but not in the process of education. Training is akin to analysis or data gathering, which is important, but education is synthesis or illumination, which is a truly human activity. Civilized discourse is, after all, synthesis in one of its highest forms.

Technology, by its nature, requires a uniform response. This is a sobering feature of instructional technology. The question for us is at what points of curriculum do we wish to design points of uniform response or training, and at what points are we capable of designing uniqueness and education to free the mind to discover the common elements of personkind.

Before I am accused of being a neo-Luddite, I affirm my belief that instructional technology has a very important place in liberal arts education. Technological imperatives, however, are of such a nature that the machine often leads the teacher rather than the teacher developing systems guided by human purposes. This paradox follows from the nature of technology which is to create the line of least resistance in a collective educational experience. Hopefully, technology will be intentionally transformed to produce more difficult lines of resistance.

In order to design an instructional technology subordinate to intellectual purposes, several conditions must be met. The purposes are useful to a liberal arts education. In actual design practice, the conditions will probably never be fully reached, only approached.

The first principle in instructional technology should produce telling questions - questions which are central to our discipline as we understand it. In human communication, one telling or central question is how does the tension between cognitive and affective systems operate? In other words, do the symbologies we use think and feel correct? Conditions of interpersonal power, trust, credibility, status, roles, norms, perceptions, all have influence on these tensions. Further, we all have various technologies in our sophistic suitcases that produce conditions which produce tensions with some clarity. I am afraid that we are collectively guilty of using these devices as means rather than to further ends of understanding. Do our students really understand the telling question concerning the interactions of the dimensions of persuasion?

From this first principle, a second follows. Instructional technology must be interactive. Student questions must be heard and statements must be perceived as questions. Devices such as computer assisted instruction, language laboratories, and programmed texts are beginning to move in this direction of interactive questioning. We should be urging more motion in this direction.

I am afraid that much of technology in speech communication does not really operate in a very interactive fashion. Or at least the teachers who apply the technology don't really want to deal with a truly interactive process. In application, the telling question must be paramount in the teacher's cognitions.

The third principle of liberal instructional methodology, is that the methods must provoke an understanding and radical criticism of the socio-political environment. Technology should be focused on the collective values and cognitive norms of a segment of humankind. Do our students understand the effects of poverty or abundance? How do the socio-linguistic patterns reflect the collectivities around the world or even in one's own community? Our students are in the process of inheriting the most powerful economic-political system yet devised. Will they be able to apply that power with compassion or arrogance? More specifically, what common value structures are presented to the American public via television, movies, or popular music? All of these media forms offer liberating experiences if certain questions are asked of them. Field observation with data collection devices such as cameras and tape recorders offer another rich source of data.

The final principle of instruction methodologies should be the creation of spatial-temporal distance from the topic. The student must have the luxury of reflection upon the matter at hand. This may sound strange in this electronic world of speedy gadgets, but this distance is important. Let us consider one of the oldest instructional technologies - the writing of a paper. One of the real educational functions of such an activity is to slow the student's cognitions down, fix them, and allow the student himself to evaluate his own ideas. A robust discussion accomplishes the same purpose. Intelligence does not really comprehend an attitude, idea, or value until the person can metaphorically stand in a different place so that the total concept may be synthesized.

Communication technologies also have the capability of providing such distance. A simple form would be a book, but film, video, and audio recordings hold a concept long enough for inspection. Obviously, video and auditory delayed feedback technologies use this technique, but beyond this, distance emerges also in the simultaneous presentation of several forms of media vividly contrasting two opposing modes of conventional wisdom. I have found this to be an effective means of helping students uncover our common backgrounds and biases.

None of this should imply that I oppose behavioral objectives, skill training, or the new vocationalism. All these have their place in the curriculum of mass education. One needs to know many things, including defensive listening, how to follow a question, normative pronunciation, styles of linguistic construction, how to block a play, the use of communication diffusion, and cognitive dissonance. I am arguing here that today's student also must know about his position in a complex world and the value of civilized discourse in shaping that world.

CRITERIA FOR EVALUATING SECONDARY LANGUAGE ARTS CURRICULA

Jo Sprague
California State University, San Jose

The paralysis that sets in when it is time to set the first word on paper is well known to all of us. To have survived in academia, we have been forced to analyze the malaise and work out some idiosyncratic systems of reward, fear appeals, artifical stimulation and/or self-hypnosis to get us past that moment when preliminary research is completed, some thinking has been done and it is clearly time to write. Therefore, I believe that it was more than procrastination or fear of facing my inadequacies that delayed so long this moment when I actually begin this paper. Until Senator Ervin's gavel fell at 2:00 a.m. signalling the Fourth of July recess, I could not tear myself away from the Watergate hearings. For six hours a day I watched the failures of our political system which I see more clearly than ever as the failures of our educational system. I heard young men who had graduated with honors from the most prestigious liberal arts academies justify knowingly participating in illegal and unethical acts on the basis of "team spirit." I heard men of high responsibility who chose to cope with indications of wrongdoing all around them by making a concerted effort not to know what was going on. I heard the English language perverted through the use of the passive voice ("It was decided to go ahead with the Liddy plan."); personification ("The White House suggested the cover-up." "The Oval Office authorized the Ellsburg break-in.") and pragmatic, if misleading stylistic choices)"Executive privilege was not going over so all press statements were not to refer to separation of powers."). Amid all of this I heard occasional instances of probing cross-examination or serious analysis of essential moral issues. And from time to time I heard an internal voice saying, "You really should turn off the television set and begin to write about criteria for evaluating secondary language arts curricula."

Of course, at some level I knew that nothing was more relevant to criteria for curricular assessment than the kinds of ethical issues raised by the spectacle in Washington. Criteria for any particular curriculum derive from value statements about what education should be. I agree with those who argue that education is intended to help persons strive toward their fullest human potential -- collectively as a species and separately as unique individuals. Specifically, an educated person should be able to perceive the range of behavior options, understand the consequences of each option, make choices, and accept responsibility for the choices he or she has made. Watergate is only one striking example of our failure to create a society of persons aware of the consequences of choices and consciously accountable for those choices. In short, I argue that all education in every discipline is ethical and/or political education -- not in the sense of transmitting a particular ethical or political value system but rather in the sense of helping persons explore their relationship to their environment, to themselves and to one another. Language arts education plays a central role in such a system since the symbolic behaviors of human beings permit them to share with others their perceptions of the world, persons, and relationships.

The critical interdependence of language arts education and the ethical/political awareness I describe as the end of all education is illustrated in Dwayne Huebner's (1966) discussion of ethical rationality in education.

> The student encounters other people and natural and man-made phenomena. To these he has the ability to respond. Indeed, education may be conceived to be the influencing of the student's response-ability. The student is introduced to the wealth and beauty of the phenomenal world, and is provided with the encouragement to test out his response-abilities until they call forth the meaning of what it is to be thrown into a world as a human being. (p.21)

I am intrigued with Huebner's play on words because I see in it a chance to combine the all-forgiving posture of the determinists with the unrelenting accountability of the proponents of free will. Maybe those persons who condoned hundreds of thousands of deaths in Indochina are not evil but only irresponse-able...for some reason unable to respond to casualty statistics with a graphic awareness of the loss of unique, irreplaceable human lives. This concept of personal and social responsibility is more than a part redefinition of ethical relativism. For while no person may tell another the correct response to a stimulus, logic, philosophy, and science give us some sources of validation of stimuli so we may reasonably conclude that no response to significant stimuli in one's environment signals some sort of deficiency in one's response-ability. To have been a sentient person over the last decade and to find the women's liberation movement amusing, the Viet Nam war boring or Watergate trivial is equivalent to some sort of ethical colorblindness.

Why is it that certain people seem to be unable to respond to certain highly significant stimuli in their environment? How can people not respond to pollution, poverty, pain, or for that matter, poetry, natural beauty, or another human being reaching out in friendship? One explanation of educational theorists concerned with these questions has been that the stimuli presented, particularly in schools, are not interesting or vivid or relevant enough to bother to respond to. These theorists claim then that education should create an environment of novel, intense, constant stimulation. Douglas Heath in his excellent book Humanizing Schools (1971) offers a contrary analysis He claims that the greatest complaint of today's youth is boredom, but that paradoxically boredom may be psychologically understood as an overly sensitized consciousness. Witness the autobiography of twenty-year old Joyce Maynard (1972) who lived through Elvis Presley and the Beatles and the Stones and the hopeful Kennedy years and the assassinations, moon shots, civil rights demonstrations, peace rallies and the drug culture and states at age twenty that she has had enough excitement and change, that she would like to find a nice piece of land and a rocking chair...and retire!

Obviously, education for personal and social response-ability will not come primarily from efforts to intensify and diversify the stimuli presented to adolescents. As Heath observes:

> Our society is creating a very dangerous contradiction in its youth. On the one hand, we have developed a generation exquisitely aware of and sensitive to every evil of our world, committed to liberal social values, and eager to find justice and equality for all. On the other hand, we have neither provided our youth with the opportunities to learn the patience and skills to implement that idealism nor worked vigorously ourselves to eliminate the evils they see so clearly. (p. 18)

A sense-satiated generation will respond to stimulation to be sure, but in a binary, on/off, manner--reacting strongly to the most extreme stimuli and then closing down in self defense to several other stimuli. This survival technique they name coolness or boredom. A deep personal response to an awe-inspiring stimulus is painful, but the pain is abated or even transformed into a scary orgasmic pleasure when one is able to symbolize the response. The student who felt lonely and alienated by the inadequacy of "Far Out" as a response to the first moon walk, would, of course, find subsequent moon walks "boring." And this student would have little response-ability to spare for the well-intentioned English teacher who replaced Shakespeare with Vonnegut in hope of turning on a class.

Heath's book had a great effect on my own teaching, causing my "encounter phase" to ebb when I realized it is absolutely cruel to provide more and more intense encounters or stimuli with only minimal training in symbolizing or communicating one's responses. A junior college English program that I consulted with this year was recovering from a curriculum that attempted to teach writing through sensitizing students to themselves and their environment. The students touched velvet, sniffed lemons, wandered barefoot through the grass, and wrote moderately well about their experiences. But the atmosphere of the classes became tense, subdued, and unresponsive as the teachers stared at tombs of over-stimulated students who appeared to be bored to death. This particular faculty recognized the need to balance the heavy personal experiences with a variety of interesting, but more channeled, interpersonal and group activities.

If improving the quality of educational stimuli, however important that may be, does not represent the key to an effective language arts curriculum, it follows that the focus must be on student responses. In recent years much educational activity has centered around student responses, as the specification of behavioral objectives has been touted as the cure for all the ills of education. The problem with this approach, of course, is that it evaluates the product or content of the response rather than the process of responding. Huebner comments on how such approaches violate his notion of response-ability:

> The human being with his finite freedom and his potential participation in the creation of the world, introduces newness and uniqueness into the world, and contributes to the unveiling of the unconditioned by the integrity of his personal, spontaneous responsiveness. His responses to the

> world in which he find himself are tokens of his participation in this creative process, and must be accepted as such. Forcing responses into preconceived, conditioned patterns inhibits this participation in the world's creation. Limiting response-ability to existing forms of responsiveness denies others of their possibility of evolving new ways of existing. (p. 21)

It is obvious that specifying the content of student responses is indoctrination rather than education. Yet the impact of the behavioral objectives movement has been so great over the past decade that one author of a recent article found it necessary to state, "Carefully designed teaching strategies are as essential to a coherent curriculum, lesson, or instructional system as are carefully specified objectives" (Joyce, 1972, p. 150). Who would imagine that we would come to a point where an author feels compelled to comment that what goes on between teachers and students is an important part of the educational process and seems to find it a somewhat radical suggestion that such encounters are as important as lists of behavioral objectives? I have a number of other reservations and concerns about the current obsession with behavioral objectives. For the purposes of this paper it is sufficient to summarize these points in the words of Arthur Combs (1972), "The behavioral objectives approach is not wrong. It would be easier to deal with if it were. The danger lies in that it is partly right, for in the realm of human affairs, nothing is more dangerous than a partly right idea." (p. 1)

So far I have indicated that at this moment in history my criteria for judging almost anything--including language arts curricula--relate to enhancing individuals' abilities to respond to their environment and to be aware of the consequences of their behavioral choices. I have discussed two categories of criteria that do not seem to lead to that ability. We cannot judge a language arts program by examining the stimulus materials used and we cannot judge it by looking at lists of behavioral objectives. A curriculum aimed at improving response-ability must focus on the process of responding. No document or flowchart can tell us whether a curriculum meets that criterion. I find that when I say that a certain school has a good language arts curriculum, or a fair one, or a poor one, that I think primarily of the people who make curricular decisions and the interactions that they have with one another and with students.

This brings me to the point where I should tell you about my perusal of the literature on curricular design and evaluation. I stare at a stack of books with such titles as Strategies for Planned Curricular Innovation and Curriculum Handbook for School Administrators, and I find that many of the readings deal with the management tasks of education or present criteria that seem to apply to programs or documents rather than to persons. For example, Wickert's (1973) list of twenty-four criteria for a good curriculum includes items like: "The curriculum tasks to be done are understood by the respective groups and committees" and "Experimentation and research are employed as integral parts of the curricular improvement process." There are other lists equally long and well organized that state curricular criteria that no one would argue with (McNally, Passow, et. al., 1966; Office of Professional Development, NEA, 1966; Saylor and Alexander, 1966). I hesitate to call this body of literature boring; first, because the scope and depth of my review was limited, and second, because I realize that I could be revealing that it may have provided such dazzling stimulation that my over-satiated senses closed down. But I do find the "school of business" language and the lack of emphasis (for example, placing frequency of committee meetings on a par with recognition of individual differences) somehow offensive. If it is not wrong, it is still in Combs' language only partially right to speak so dispassionately of such important issues. So I offer three criteria that seem to shape my own responses when I say that a particular secondary school has a "good" language arts curriculum.

A. The interactions between teacher and student center on the process of responding. Parker and Rubin (1968) offer four suggestions for a process-oriented curriculum that are easily related to language arts instruction:

1. A retooling of subject matter to illuminate base structure, and to insure that knowledge which generates knowledge takes priority over knowledge which does not.
2. An examination of the working methods of the intellectual practitioner: the biologist, the historian, the political scientist, for the processes of their craft, and the use of these processes in our classroom instruction.
3. The utilization of the evidence gathered from a penetrating study of people doing things, as they go about the business of life, in reordering the curriculum.
4. A deliberate effort to school the child in the conditions for cross-application of the processes he has mastered -- the ways and means of putting them to good use elsewhere.

The fourth point suggests my second criterion.

B. An effective language arts curriculum stresses the inter-relatedness and unity of reading, writing, speaking, and listening. The course structure of such a curriculum might be divided into year-long blocks or a myriad of short courses and electives, but in the minds of administrators, teachers, and students the general goals of response-ability and responsibility would be more important than any aspect of the curriculum. Such divisions or categories as exist are based on the various processes of perceiving, responding, symbolizing, and communicating, rather than on arbitary topical boundaries such as English literature and American literature. In light of current research I would be especially skeptical of any curriculum which separated grammar, linguistics, and reading instruction from vital, personal acts of communication (Conner and Ellena, 1967; Hogan, 1965; Moffet, 1968; Shane, 1959). Our own greatest concern about unity and continuity, of course, lies in the relationship of speech communication instruction to the other aspects of language arts curricula. Huebner(1966) states that "speech may be considered as a basic form of man's response-in-the-world" and cites Heidegger's definition of speech as man's reply as he listens to the world (p. 21). The centrality of speech in language arts instruction has been discussed by writers from both speech and English (Cayer, 1971; DeBoer, 1962; Pooley, 1966; Tacey, 1960). Finally, a unified language arts program would not have a rigid sequential pattern. Neither would it be totally aimless and spontaneous. Ulin (1973) reconciles the need to provide a multiplicity of opportunities for naturalistic language use and the need to provide some sort of sequencing by recommending James Moffet's suggestion that language arts instruction should proceed (in a fluid and irregular manner) "from the personal to the impersonal, from low to high abstraction, from undifferentiated to finely discriminated modes of discourse." (p. 204) Moffet's book, A Student-Centered Language Arts Curriculum Grades K-13: A Handbook for Teachers (1968), represents the best resource I am familiar with which describes how all aspects of the language arts may be unified by the use of small group discussions, creative dramatics, and the use of student writing as reading material.

My third criterion for evaluating a language arts curriculum is controversial and difficult to express, but it is perhaps the most important because it deals with the people involved in implementing the curriculum. There is only a modicum of facetiousness in my phrasing of this criterion.

C. People worry a lot. I sometimes try to locate the source of this value that I find myself applying to so many human activities. Is it a carry-over of Protestant morality that insists that future salvation can only be built on present suffering? Is it an outgrowth of the rhetorical tradition that truth emerges from dialectic and conflict? Does it spring from the existential notion that persons reach humanness and freedom through an agonizing confrontation with the constraints and contradictions that reality imposes? Or is my positive evaluation of worrying just a dissonance-reducing device used to justify my own response to most situations? Whatever the source of this criterion, I know that I could not be greatly impressed by a language arts program where the people involved were too calm, complacent, or sure. I would not look for masochism or for conflict over personalities, power, or politics. But I would expect to find intellectual tension, serious confrontation and painful, personal grappling with paradox and ambiguity in interactions among curriculum planners and in classrooms. The most intellectually sound essay on curriculum that I found was Mills' "In Search of Ambiguity" (1971). She argues that those responsible for curricular design have been too quick to accept a single educational worldview, either the scientific, the praxeological, the philosophical, the historical, or the intuitive, and to judge their efforts by the standards of that view. Mills believes that curricular problems are too important to allow this convenience. Tenets of each approach are needed for good decisions even though inconsistencies are apparent. She states:

> . . . it is not only futile but destructive to insist upon certainty as the goal of curricular inquiry. To remain emergent, humans must escape from their ontogenetically or phylogenetically based need for resolution of questions and strengthen instead their openness to search. They must value ambiguity as the stimulus by which

they are forced onward and thus escape obsolescence and extinction. (p. 735)

James Bugental's startling essay, "Someone Needs to Worry" (1969), claims that the ability to worry, to care, to be concerned, is the essence of humanness. It is this capacity that makes human decisions different from those of machines or rulebooks. We should value our worries and concerns as indicators that we are in the process of some very human act, rather than hastening to eliminate them. In our own discipline we are changing our terminology from conflict resolution to conflict management to acknowledge that intrapersonal, interpersonal, or intergroup conflict is not always an unhealthy state.

Writers in the area of curricular design are fond of referring to the etymology of the word curriculum claiming that it seems to come from "to run in circles." They proceed to remedy this sad state by presenting tidy linear designs. Personally, I find the former metaphor more engaging than the production line images their alternatives call up. Perhaps Robert Frost would have said, "One could do worse than to be a runner in circles." I like the picture of a moving, active, concerned group of decision-makers running in spirals perhaps, rather than circles. I have seen the result of neat, efficient divisions of response-ability in such organizations as the Committee to Re-elect the President.

REFERENCES

Bugental, James F. T. "Someone Needs to Worry: The Existential Anxiety of Responsibility and Decision," Journal of Contemporary Psychotherapy, 2 Summer, 1969, 41-53.

Coyer, R. L., J. Green, and E. E. Baker, Jr. (editors). Listening and Speaking in the English Classroom. New York: The Macmillan Company, 1971.

Combs, Arthur W. Educational Accountability Beyond Behavioral Objectives. Washington: Association for Supervision and Curriculum Development, 1972.

Conner, Forrest E. and William J. Ellena (editors). Curriculum Handbook for School Administrators. Washington: American Association of School Administrators, 1967.

DeBoer, John J. "The Relation Between Speech and English in the Curriculum of the Secondary School," Speech Teacher, 11, March, 1962, 101-104.

Heath, Douglas. Humanizing Schools. New York: Hayden Book Company, Incorporated, 1971.

Hogan, Robert F. "English" in New Curriculum Developments, Glenys G. Unruh (editor). Washington: Association for Supervision and Curriculum Development, 1965, 16-27.

Huebner, Dwayne. "Curricular Language and Classroom Meanings'in Language and Meaning, James Macdonald and Robert Leeper (editors). Washington: Association for Supervision and Curriculum Development, 1966.

Joyce, Bruce R. 'The Development of Teaching Strategies," in Speech Communication Instruction, Deems M. Brooks (editor). New York: David McKay Company, Incorporated, 1972, 149-170.

McNally, Harold, A. Harry Passow, et. al. "Criteria for Evaluating the Curriculum Improvement Program" in Contemporary Thought on Public School Curriculum - Readings, Edmund Short and George Marconnit (editors). Dubuque: William C. Brown Company Publishers, 1968, 183-187.

Maynard, Joyce, "Searching for Sages" in Newsweek, December 25, 1972, 13.

Mills, Patricia. "In Search of Ambiguity" in Educational Leadership, April, 1971, 730-735.

Moffet, James. A Student-Centered Language Arts Curriculum, Grades K-13, A Handbook for Teachers. New York: Houghton Mifflin Company, 1968.

Office of Professional Development and Welfare, National Educational Association. "Profiles of Excellence: The Educational Program" in Contemporary Thought on Public School Curriculum-Readings, Edmund Short and George Marconnit (editors). Dubuque: William C. Brown Company Publishers, 1968, 180-183.

Parker, J. Cecil and Louis J. Rubin. "Process as Content," in Contemporary Thought on Public School Curriculum - Readings, Edmund Short and George Marconnit (editors). Dubuque: William C. Brown Company Publishers, 1968, 131-132.

Pooley, Robert C. "Oral Communication in the English Curriculum" in Speech Teacher, 15, January, 1966, 26-29.

Saylor, J. Galen and William M. Alexander. 'The Marks of A Good Curriculum" in Contemporary Thought on Public School Curriculum - Readings, Edmund Short and George Marconnit (editors). Dubuque: William C. Brown Company Publishers, 1968, 179-180.

Shane, Harold G. "What Research Indicates About Teaching the Language Arts" in Issues in Curriculum Development - A Book of Readings, Marvin Alcorn and James Linley (editors). Yonkers-on-Hudson, New York: World Book Company, 1959, 204-209.

Tacey, William S. "Co-operative Activities for English and Speech Teachers" in Listening and Speaking in the English Classroom, Cayer, et. al.(editors). New York: The Macmillan Company, 1971, 27-32.

Ulin, Richard O. "Sequence in the English Curriculum: Mirage or Miracle?" High School Journal, January, 1973, 200-205.

Wickert, Jack J. "Criteria for Curriculum Development" in Educational Leadership, January, 1973, 339-342.

EVALUATING THE OUTCOMES OF LANGUAGE ARTS INSTRUCTION: OUR PROFESSIONAL OBLIGATIONS

Edward L. McGlone
Wayne State University

We have heard a comparison between what language arts teachers are trying to do and the "eating of an elephant." My own special concern is with the evaluation of outcomes of language arts instruction or, having eaten an elephant, how to prove that occurrence to principals, local and state school boards, and the general public. My impression is that too frequently the only evidence of elephant-eating provided by teachers of speech communication is a rather loud belch. Such evidence has often given the belcher great satisfaction, but I fear that the school decision-makers have not been impressed.

My concerns are that teachers of speech communication are unwilling to attempt meaningful evaluations of their curricular programs and that this unwillingness threatens the continuance and development of useful and innovative programs like the ones which have been described to us at this conference. I believe that the evidence of unwillingness is to be found in the lack of published evaluations in our professional journals, and in the opinions which our teachers express whenever the subject of curriculum evaluation comes up.

One frequently expressed opinion is the view that the school decision-makers will not listen to what our teachers can tell them about speech communication programs and curricula. I don't doubt that school administrators and school board members may be reluctant to listen to much that our school teachers try to say to them. Nearly every teacher believes that what he is doing in the classroom is worthwhile; surely every professional believes that his own specialty is of substantial value to education. The school administrators are not going to place any special credence in the testimony of teachers who assert that their programs are effective without any additional evidence. If one examines the pattern of school decision-making, he finds that both good and bad decisions have been made, but usually these decisions have been based on the kind of evidence which controlled, experimental research produces. If our own professionals have not persuaded the decision-makers in the past, it may be because we have not been willing to support our impressions and conclusions with the kind of hard data we can obtain from curriculum evaluation projects.

A second view is that additional testing is just inappropriate in the schools of today. We are told that students and teachers are fed up with learning for tests and that the trend is toward eliminating the pressure for grades rather than incerasing it. This opinion is based on the inaccurate assumption that the only function of testing is to permit the assignment of letter grades. I assure you that such a view is foreign and even repugnant to the experts and scholars in the field of educational measurement. Tests and other measurement procedures can be employed for diagnosis, for evaluation of teaching, for assessment of class progress, and for all sorts of objectives other than contributing to some marking system. One does not have to read very far to determine that the people in measurement have little regard for marking systems. I suspect that our own teachers (and many in other disciplines) are the ones who have contributed to the impression that there is an essential relationship between testing and grading. Curriculum evaluation programs offer a substantial opportunity to correct this mistaken impression.

This final opinion is the most devastating for those who are unwilling to attempt the measurement of educational outcomes in speech communication. The attitude is often expressed in these terms:"What I teach cannot be measured!" or "You can't quantify artistic or humanistic learning." I suspect that some who utter these statements fear what an objective evaluation of their teaching might reveal. They may be concerned that what they teach cannot be measured because what they teach is trivial and inconsequential. However, many others believe in this position with great sincerity and with good reason. In our discipline we have often told undergraduate and graduate students alike that quantitative methods are useful only to communication researchers with very narrow interests. We have made believe that one can be either a critic or an historian or an experimentalist according to one's interests and abilities. In fact, every professional who wants to study human communication needs to learn from studies of all sorts; this methodological provincialism is damaging by preventing the diversification which may become a necessity for academic survival in the near future.

If teachers in art and music and English can quantify the outcomes of their instruction, teachers in speech communication ought to attempt controlled evaluation before they claim its impossibility. I believe that too many of us have rejected the usefulness of these methods without even trying them out. We cannot afford to take as an article of faith that what we are teaching is more illusive and unknowable than what professionals in other related fields are doing. As I indicated above, a teacher is not all that good a source about the quality of his own instruction. If we were to accept uncritically what people say about themselves, our decisions would be universally unwise and impractical as well. The very reason for placing a teacher among students is to provide judgment in the learning environment. We accept what our students say when they have good reasons, and we must make the same requirement of ourselves.

The methodology of educational measurement ought to be tried out before it is rejected so generally by our professionals. A serious study of virtually any measurement text would reveal how easy it is to make this experiment. The Brooks and Friedrich speech education text contains two chapters on the construction of tests and the measurement of outcomes which are readable and easily used even by a teacher with no background in educational measurement. Trying out techniques of measurement will provide a more realistic perspective about whether these methods have any utility to the teacher of speech communication.

Finally, if our professionals sometimes fear that which they have not encountered before, so do the decision-makers in the schools often delay and deny new and different programs. Speech communication does not have the status of "reading, writing, and arithmetic" at the secondary level. In fact in many places it is taught as a subdiscipline of English. Speech communication instruction and facilities are seen as "soft spots' in the school budget by a great many administrators. We are going to have to convince the school decision-makers of the worth and importance of what we are doing if we are to gain an appropriate status in the secondary schools, and failure to accomplish curriculum evaluation using the same methods and materials as the competing disciplines lessens considerably our chances for accomplishing such persuasion.

A recent newspaper article describes a bill which will be introduced in the Michigan legislature this August. The bill would "...ban any type of 'sensitivity training,'...guarantee parents or guardians the right to review all school programs to make sure they are aimed at 'developing the intellectual capacities of the child,'...prohibit the assigning of any child to any type of experimental program without written parental consent," and do some other things as well. The article quotes the legislator who is introducing the bill as saying: "What we want to do is get back to basics...and forget about the rest of the junk they are getting in the schools." Whether we could convince this legislator or not, whether such a bill will be passed or not, my greatest concern is that we must convince the public, the legislators, and the administrators, that what speech communication teachers do is not part of that "junk they are getting in the schools."

PROCEEDINGS

Speech Communication Association
Summer Conference IX

Long Range Goals and Priorities in Speech Communication

Palmer House Hotel, Chicago, Illinois
July 12-14, 1973

Edited By
Robert C. Jeffrey
and
William Work

Speech Communication Association
Statler Hilton Hotel
New York, New York 10001

PREFACE

In September 1972, the Speech Communication Association sponsored a conference at Airlie House, Virginia to consider long-range goals and priorities for the Association and the profession. The seventeen conferees at the Airlie Conference generated a report (published in the April, 1973 issue of Spectra) that was widely discussed at the 1972 SCA Convention in December. The Legislative Council at that convention approved plans for the 1973 Summer Conference to expand upon the "Airlie Report."

The basic purpose of the Ninth Annual SCA Summer Conference was to extend the impact of the Airlie Conference by democratizing participation. The planners of the Conference predicted that those attending would contribute significantly to thought about the future of the profession by further defining goals, designing implementation strategies, and establishing priorities. To that end, all members of the SCA were invited to participate.

Since the "Airlie Report" presented recommendations in three broad areas—Education, Research, and Futurism—, the major divisions of the Conference were arranged to reflect those areas. Participants in Division A considered Education priorities, those in Division B dealt with Research priorities and those in Division C reflected on Futuristic priorities. Divisions A and B were each further organized into three Groups and Division C into two Groups. Participants, upon registering for the Conference, were asked to select the Division and Group in which he/she would like to participate. The Conference Program, reproduced in this report, sets out the sequence of events within the Groups and Divisions over the one and a half day conference.

The Division directors were asked to keep careful records of the deliberations within the Division, particularly of the recommendations and supporting rationales. They were also asked to collect any materials that were distributed to the Groups for reproduction in these Proceedings. Division Directors Ronald Allen and Lloyd Bitzer of the University of Wisconsin and Frank Dance of the University of Denver were diligent and aggressively original in planning for the work of the Divisions, and they were prompt in forwarding materials for publication. I am deeply indebted to them. The product of their labors and those of the Group chairmen forms the basis for this publication.

Major contributions were made to the Conference by Neil Postman of New York University who delivered a provocative and stimulating keynote address, and by L.S. Harms of the University of Hawaii, who concluded the conference with a look into the future, as the luncheon speaker. Transcripts of their addresses appear in these Proceedings.

The Director of the Conference is grateful to William Work, Executive Secretary of the SCA, for his efficiency in coordinating the efforts of many people who contributed to the Conference. The major kudos, however, go to the participants who generated the thought represented on the pages that follow.

Robert C. Jeffrey
Conference Director

PROGRAM
SCA SUMMER CONFERENCE IX

Palmer House, Chicago July 12-14, 1973

Thursday Evening, July 12

8:00 pm		Keynote Address: Neil Postman, New York University
9:00 pm		No Host Reception

Friday, July 13

9:00 am		'The Airlie Conference,' First Vice-President Samuel L. Becker
9:15 a.m.		SCA Summer Conference IX Overview President Robert C. Jeffrey
9:30-9:55 am		Organization of Conference Divisions
	Division A:	Education Priorities, Ronald R. Allen, Director
	Division B:	Research Priorities, Lloyd F. Bitzer, Director
	Division C:	Futuristic Priorities, Frank E.X. Dance, Director
9:55-10:15 am		Coffee Break
10:15 am-12:15 pm		Division Groups Meet
	A: Group 1:	Competency-Based Teacher Education, Gustav Friedrich, Chairman
	Group 2:	Communication in the Secondary School Language Arts Curricula, Edward Pappas, Chairman
	Group 3:	New Thrusts in Departmental Organization and the Preparation of Teachers, Barbara Lieb-Brilhart, Chairman
	B: Group 1:	The Future of Communication Research, Gerald R. Miller, Chairman
	Group 2:	Research Dealing with Models of Decision-Making, Kenneth E. Andersen, Chairman
	Group 3:	Research on Problems of Freedom of Speech, Franklyn S. Haiman, Chairman
	C: Group 1:	The Communication Needs & Rights of Mankind, L.S. Harms, Alton Barbour, Chairmen
	Group 2:	Future Communication Technologies: Hardware and Software, William Conboy, Larry Wilder, & Jack Barwind, Chairmen
12:15-2:00 pm		Lunch Break
2:00-5:30 pm		Division Group Meetings Continue
8:00-10:30 pm		Optional Division Group Meetings

Saturday, July 14

9:00-10:40 am	Plenary Sessions: Divisions A, B, C.
10:40-11:00 am	Coffee Break
11:00-12:00 noon	Conference Plenary Session: Recommendations and Priorities
12:15-2:00 pm	Conference Luncheon Address: L.S. Harms, University of Hawaii, "The Communication Rights of Mankind: Present and Future"

Presiding at all General Sessions: Robert C. Jeffrey

TABLE OF CONTENTS

Preface — Robert C. Jeffrey, Conference Director. i

Keynote Address — Neil Postman. 1

Report of Division A: Education Priorities:

- Overview — R. R. Allen, Division Director. 10
- Group One Report: — Gustav W. Friedrich, Group Chairperson. . . . 10
  - Input Phase
  - Recommendations
- Group Two Report: — Edward J. Pappas, Group Chairperson. 12
  - Input Phase
  - Recommendations
- Group Three Report: — Barbara Lieb-Brilhart, Group Chairperson. . . 15
  - Input Phase
  - Recommendations
- Summary
- Appendix A: — Commissioned Stimulus Statements on Competency-Based Teacher Education. 22
- Appendix B: — Commissioned Stimulus Statements on Communication in Secondary School Language Arts Curricula. 60
- Appendix C: — Commissioned Stimulus Statements on Implications of University Reorganization of Speech Departments for the Preparation of Secondary Communication Teachers. 85

Report of Division B: Research Priorities

- Overview — Lloyd F. Bitzer, Division Director. 120
- Group One Report: — Gerald R. Miller, Group Chairperson. 121
  - Recommendations
- Group Two Report: — Kenneth B. Andersen, Group Chairperson . . . 124
  - Recommendations
- Group Three Report: — Franklyn S. Haiman, Group Chairperson. . . . 128

Report of Division C. Futuristic Priorities

- Overview — Frank E.X. Dance, Division Director. 133
- Group One Report — Alton Barbour, Group Chairperson. 133
  - Priorities and Issues
  - Implementations
- Group Two Report: — William Conboy, Larry Wilder, Jack Barwind, Group Co-Chairpersons. . . . 135
  - General Statement
  - Priorities and Issues
  - Implementations
- Appendix: — Prepared Materials and Bibliographies on Future Communication Technologies. 137

Luncheon Address: — "The Communication Rights of Mankind: Present and Future" L.S. Harms. 158