Organizational Approaches to the Development of Communication Courses in College Programs of General Education

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CHAPTER I

INTRODUCTION

Much of the educational record preceding the Revolutionary War consists of descriptions of programs involving the seven liberal arts and the classical studies. Since the wise man of the day was the instructor for all of these subjects, the situation was favorable for integration. Even from the founding of Harvard in 1636 to the reforms there in 1767, the instruction was given by "generalists." With the introduction of the tutorial system, the era of specialization began. 1 The trend continued and spread to other colleges as fields of knowledge grew and as new professions developed.

The Land-Grant Act, the founding of Johns Hopkins University Graduate School, and the influence of such leaders as Eliot at Harvard in fitting the elective system into curricula, accelerated the pace toward specialization and departmentalization. The aristocratic character of the liberal arts concepts was contrary to democratic ideals, while practical subjects and free election seemed more consistent. 2

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2 Ibid., pp. 281-83.
Coupled with the principle of democratic choice was the example of success awaiting the specialist. It was not until scientific and technological progress began to make many trained specialists obsolete (except for those whose broad general education equipped them to start a field of specialization at a higher level) that the higher institutions began to react to a new demand—that broad fields be integrated and professional training be begun at higher levels.

To accomplish this end, educators sought to discover the most effective plan for achieving general education. Gradually there emerged rather well-defined patterns sometimes categorized as:

1. Survey and orientation courses
2. Comprehensive courses
3. The liberal arts or subject-centered programs
4. Functional programs
5. The one Hundred Best Books

Such courses were fashioned, in turn, according to emphases of the makers' philosophy that education consisted of (1) mastery of information; (2) development of attitudes and feelings; (3) behavior, action, and conduct; or, (4) some combination of the three.

A major factor in curricular changes was the matter of teaching communication skills effectively. Every adjustment brought new influences.

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to bear on this area. Sometimes the demands for reform were met in the spirit of enthusiastic cooperation; sometimes, in contrast, the demands were strongly resisted. As a result, communication programs have (1) kept pace with advances in parallel general education courses, or, (2) maintained their traditional and independent direction, or, (3) blazed a way for other departments to follow, or, in a few instances, (4) been swallowed up or merged in a core program.

There exist in contemporary operation, then, approaches to communication teaching and learning which run the gamut from concepts consistent with the classical curricula of early American Colleges through concepts representative of the striving to relate the language arts to the psychological, sociological, and occupational needs of leaders in a modern democratic nation.

Communication has been an abiding concern of the human race since the first association of man with his kind. The primitive goals of education were concerned with instruction in survival. The refinement of symbols, signs, and sounds has largely determined man's intellectual, cultural, and material growth. Teachers and scholars have accelerated this development through the revelation that communication is basic to achievement in most areas of progress. The various aspects of communication are, and have been, the objects of continuing investigations. They have formed the basic core of curricula at all times and in all places since the inception of formal schooling.

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Since communication is basic to most educative processes, it may be understood that it has been a part of most issues and discussions among educators. Since many differences remain unresolved, it follows that each discovery or solution in communication advances the opportunities for agreement in most other areas.

Such agreement might even extend to a recognition that there is need for differences as opposed to any rigid standardizations. The differences in results obtained by departmentalized and comprehensive courses in communication, for instance, are not so conclusive as to justify categorical approval of one and the condemnation of the other. It is not possible to characterize the methods or philosophy of an entire faculty or staff as one thing or another, so tangled is the web of lines representing the crossing or groping from one concept to another by practically every teacher. Whether this represents for the student a confused and bewildering, or a varied and enriching experience, has not been clearly demonstrated.

While some reports have tended to indicate that the schools teach the elements of communication in a ratio directly in reverse to adult needs and activities, little or no experimental evidence is available to indicate the degree to which reading may aid speaking or writing, or the measure in which skill in listening may implement skill in speaking. It has been easy to accept the dictum that one learns to write through writing and that to gain skill in speaking it is necessary to do a lot of talking. The concept that a combination and close correlation of all the skills is one which recommends itself to many educators, but a formula
of proportions is largely arbitrary and often has a basis in administrative convenience.

There is need to analyze and define communication courses as they relate to programs of general education. The recognized college programs of general education are making use of various organizational approaches to the communication course. The approaches may be characterized and their relationships to general education identified.

Definitions

1. The term communication is limited in this study to its implications for commonly stated objectives in reading, writing, speaking, and listening. In this sense, communication will be considered as the transference or interchange of ideas, thoughts, feelings, and information in verbal form. The plural form, communications, occurs in the literature as a reference to component elements, but the present study will acknowledge the military and engineering connotations by avoiding the plural form.

2. A communication course is one in which the four aspects of linguistic communication, listed above, are combined in an integrated program.

3. The organizational approach is seen as the practices in structuring, interpreting, and administering a program.

4. The American Council on Education Study of Evaluation in General Education refers to a series of conferences by member-school representatives concerned with evaluation and improvement in general education programs through cooperative study.
Statement of the Problem

The central problem of this study is to determine whether or not college courses in communication may be characterized by the organizational approach used and, if so, which organizational approaches might be most effective in achieving the stated objectives of communication courses in college programs of general education.

Purpose of the Study

The purpose of this study is to analyze the relationships between college courses in communication and the stated purposes of general education as a basis for comparing the organizational approaches of selected communication courses in college programs of general education.

More specifically this study seeks to:

1. Show the relationship between the stated goals of general education and those of the communication course.
2. Describe the practices in the communication course in the light of the goals of communication in general education.
3. Classify the organizational approaches being used in college communication courses according to the more widely accepted criteria.
4. Compare the organizational approaches with each other and with the synthesis of aims and practices reported in the selected higher institutions according to their philosophy, administration, and operation.

Procedures

One procedure in the study was to make a survey of recently published materials, indexed in standard references, in the field of general
education. Particular emphases were given to material on the course in communication. Courses in twenty-two selected programs of general education were taken for analysis and study. An analysis was made of chapters on those programs included in Earl J. McGrath's *Communication in General Education* and in W. Hugh Stickler's *Organization and Administration of General Education*.

Coincidentally, most of these same colleges and universities were participants in the American Council on Education Study of Evaluation in General Education and are presently active in the Conference on College Composition and Communication. Some writings from the institutions and in periodicals were available in connection with the evaluation study and the Conference proceedings.

Letters were sent to the responsible heads of the selected communication courses requesting copies of syllabuses and other information about those courses which would supplement material found in books, catalogs, and periodicals.

The data thus derived were classified and tabulated to serve as a basis for subsequent treatment.

**Limitations**

This study was limited in scope to data directly or indirectly affecting communication programs in the selected institutions.

The study did not presume to evaluate the effectiveness or determine the superiority of one program as against another insofar as individual student success in communication was concerned. Rather, an
evaluation was made in regard to the organizational provisions incorporated in each approach to meet the stated provisions of that approach.

The certainty of differences and changes, and the necessity for them, precluded more than a tentative and inquiring evaluation of the aspects of communication study and instruction.

There has never existed for universal application a single best approach to the mastery of skills in communication.

Communication has been considered a complexity of factors "biological in origin, physiological in mechanism, and predominantly sociological in function." It has needed to be studied from several different angles, and with emphases varying according to individual needs and abilities.

The best program, theoretically, would be one which most effectively utilized teacher competencies, materials of instruction, and chance opportunities employed for the maximum possible development of communication skills according to the needs, abilities, and interests of students for creative, satisfying, and actively participating roles in a democratic society. The skills need to be learned in terms of present and potential use.

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Implications of the Study

Research in communication has the potentialities for contributing to society in ways which include the following: \(^7,^8,^9\)

1. **Better human relations result from improved communication.** Often, to understand is to like. It has been said that to be able to define (verbalize) a problem is to take a big step toward its solution. It is well known to psychiatrists that the ills of many people are cured simply through the process of communication. Most court actions are the result of misunderstandings due to faulty communication. Many international crises develop from, or are aggravated by communication failures.

2. **The more universally effective communication becomes, the wider will be the spread and influence of democracy.** An articulate people are free people. A deaf, dumb, and blind people are prey to tyranny.

3. **Communication is a transferable skill.** To be able to read, speak, write, or listen is of no intrinsic value. The measure of the worth of such skills lies in the use to which they are put. And the

\[^7\text{Mario Andrew Pei, The Story of Language, Philadelphia: Lippincott Co., 1949.}\]

\[^8\text{Wendell Johnson, People in Quandaries, New York: Harper and Brothers, 1946.}\]

\[^9\text{Susanne K. Langer, Philosophy in a New Key, New York: Mentor Books, 1952 edition.}\]
skill with which they are used determines, in large degree, the success of each endeavor.

4. Communication is a progenitor of cooperation, social adjustment, personal satisfaction, intellectual and cultural attainment, international understanding. It is thus a criterion of the evolutionary development of mankind. Neglect or ignorance of these values in communication instruction is an abuse and waste of opportunity.

5. Language growth of students must be scientifically and systematically guided, promoted, and studied. Its development is too important to be left to chance or to the hazards of poor teaching because communication is basic to sustained educative and social processes. Schools need to refine and extend opportunities for the development of communication skills, and to recognize the priority of such study.

6. The success of general education programs in college is directly related to the effectiveness of the communication courses.
... communication is a web of partial or complete understandings in social intercourse; it is a process of sharing experiences in social relations in such wise that common meanings emerge for two or more individuals. It forms the basis for learnings both in and out of school situations; it is education... Learning is life, as is communication; hence education and communication are identical elements of social life.¹

A convincing case could be made for the contention that, in the process of acquiring communication skills, a complete general education could result. The materials and direction of study and learning could be so organized that they would include the acquaintanceship with knowledge which now is largely divided into several spheres of academic influence. The complaint that time does not permit adequate coverage of the arts of communication means, more than anything else, that vital learning is suffering encroachments or that experiences in communication are not integrated effectively with other learning activities. One purpose of Chapter II, then, will be to indicate ways in which communication programs can contribute to or even constitute the essentials of a general education.

Identification and Classification of the Goals

Figure 1, The Web of Communication, is a graphic representation of

Fig. 1

THE WEB OF COMMUNICATION

From center, outward:
Inner circle: The objectives of general education.
Second Circle: The components of a general education.
Radiants: Goals which serve to implement the general education objective.
Outer circle: Location of primary responsibility for the implementing goals.
Periphery: The encompassing role of communication.
general education. Social consciousness, self adjustment or realization, and mechanical skills are seen as the basic elements of general education. From each of these categories radiates the educative experiences which serve their development. The outer circle of humanities, social studies, and natural sciences are the ingredients of learning and, at the same time, the designation of responsible school departmental agencies. Revolving about the whole is the cordon of communication, holding the pattern intact and sending its shaft to penetrate the core.

In arriving at Figure 1's composite of general education goals, several sources of information provided data. First, the compilations of statements on the goals of general education which have been published in recent years were examined. For the purposes of this study six of these

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2 Earl E. Edgar, "General Studies," Kansas State College Bulletin, Vol. XXXVII (Sept., 1953) No. 10, p. 165: "The courses in general studies are designed to cover the whole field of human knowledge and to integrate the sub-fields in specific areas of: (1) Physical Science; (2) Biological Science; (3) Social Science; and (4) Humanities. Since these four areas, together with communications and mathematics, are by definition all inclusive, it follows that any particular field of study must lie in some one or more of these areas."

(However, in the present study, a further consolidation is made by including the biological studies and mathematics with the physical or natural sciences. The simplification seems justified on the grounds that the main purpose of this device is to obtain a view of communication in its relationship to the total general education program, rather than to analyze all phases.)

3 Work sheets were constructed to classify goals as to their personal-adjustment, social-consciousness, or mechanical-skills type. The purpose was to analyze the objectives of general education. Additional work sheets were used to re-classify the goals according to division of primary responsibility among the humanities, social studies, natural sciences, and communication. The purpose was to analyze the respective contributions expected of each division within the general education program.
compilations were selected according to these criteria:

1. Was the study made within the last decade?

2. Is it an impartial and authoritative statement of objectives made without regard to a particular educational institution?

3. Do the studies as a whole contrast sufficiently to include points of view representative of all the most generally recognized philosophies and areas in general education?

The reports of the following committees were chosen as fulfilling the requirements:


The second source of data was those materials which pertained directly to each of the twenty-two colleges and universities used as a basis for the study. Their names and locations are:

1. Antioch College, Yellow Springs, Ohio  
2. University of Chicago, Chicago, Illinois  
3. Drake University, Des Moines, Iowa  
4. Florida State University, Tallahassee, Florida  
5. University of Florida, Gainesville, Florida  
7. State University of Iowa, Iowa City, Iowa  
8. Kansas State College of Agriculture and Applied Science, Manhattan, Kansas  
9. Kansas State Teachers College, Pittsburg, Kansas  
10. University of Louisville, Louisville, Kentucky  
11. Macalester College, St. Paul, Minnesota  
12. Michigan State College, East Lansing, Michigan  
13. University of Minnesota, Minneapolis, Minnesota  
14. Muskingum College, New Concord, Ohio  
15. Pennsylvania College for Women, Pittsburgh, Pennsylvania  
16. Purdue University, Lafayette, Indiana  
17. Stephens College, Columbia, Missouri  
18. Western Michigan College of Education, Kalamazoo, Michigan  
19. Wisconsin State College, Milwaukee, Wisconsin  
20. University of Wisconsin, Madison, Wisconsin  
21. Wright Branch, Chicago City Junior College, Chicago, Illinois  
22. Youngstown College, Youngstown, Ohio

It is an hypothesis of this paper that courses in communication are adaptable to practices consistent with all of the composite goals of general education and that those courses which are guided by such goals are the most effective in accomplishing the primary purposes of communication, which are the teaching of skills in reading, writing, speaking, and listening.

While the usual statement of goals by the institutions selected for the study includes less than half of the goals of the composite list,
there is reason to believe that actual practices within the communication courses represent a significantly greater achievement of all the composite goals of general education than indicated by the published statement of goals for the basic general education program or for the communication courses themselves.

The Commission on the English Curriculum of the National Council of Teachers of English is committed to the proposition that instruction in the language arts (reading and literature, writing, speaking, and listening) finds its chief justification in the contribution which it makes to the all-around education of children, young people, and adults. For this reason the Commission defines the objectives of English instruction in terms of the major purposes of education; namely, (1) the cultivation of wholesome personal living, (2) the development of social sensitivity and effective participation in group life, and (3) preparation for vocational competence. The Commission believes that English instruction can make a unique contribution to these general aims and should be directed toward these ends. ²

In the elaboration of these aims the Commission stands committed to serve twenty of the twenty-six goals of the composite list, Fig. 1. Although it is only one out of the general education quadrivium of humanities, social studies, natural sciences, and communication, the latter, when including selective readings, acknowledges a corroboratory responsibility for twenty of the goals. Of the twenty, eight fall within the jurisdiction of the humanities, six are of the social science character, and five are listed under natural sciences. No other statement of a conference committee or of representatives of the selected

institutions contains as many as this number of general education aims. From the Wright Junior College list nineteen goals are derived, which is the nearest approach to the total of twenty-six composite goals.

While there may be no virtue in mere numbers, a promise and a commitment can operate as a spur and a reminder to continuing efforts. It would be quite unreasonable to suppose that a creditable institution would expect to thrive on disappointed hopes of students who enrolled on the strength of the stated purposes of a program only to find disillusionment. However, as stated previously, an effort will be made to prove that the communication courses can be adapted to at least the partial implementation of all the goals of general education. If the college or university has listed certain aims, each program or course can aid in the efforts to achieve such goals without neglecting its own primary responsibilities. In fact, a convincing case can be made for the contention that the primary aims are best accomplished through techniques fashioned from the fabrics of the other goals. While certain mechanics useful in several courses may not represent new experiences for students, they may offer opportunity for strengthening and refining those techniques.

The present study is expected to reveal various ways in which communication courses do contribute to the broad aims of general education programs, even though such outcomes have not been formally claimed or recognized as planned objectives by the communication departments.

Ways of Implementing the Goals

This study will seek from writings evidence of practices and activities among the communication programs of the selected institutions
which represent such implementations of the goals of general education. It will then be possible to ascertain if there are discrepancies between the college or university statement of general education goals and the support such goals receive from the communication programs. An explanation of the implementation will consist of illustrative (but not exhaustive) examples from practices, activities, and philosophies found among the communication programs of the selected colleges and universities, suggestions by recognized authorities, and deductions made in some cases by the writer.


a. Group work and sharing - equality of opportunity:

It is considered a moral principle at Muskingum that the strong shall aid the weak, and that each shall have a fair share of opportunity in the classroom. It is hoped that through this precept and example a contribution is made toward the building of Christian character among students. Obviously no other principle would provide as well for the needs of the shy and the meek to improve communication skills. At Minnesota, a device of research projects and panel discussions is used to assure distributed participation. Small groups divide the areas of a research problem so that each member has an individual responsibility and is an authoritative contributor to the panel.

discussion of his group's subject. Illinois uses parliamentary procedures in the classroom situation to insure that all students may receive recognition. A series of short speeches is assigned and the chairman of the day sees to it that all appointed speakers have opportunity to speak and that others who wish to be heard may succeed in doing so through orderly processes.

b. Student-centered approach:
Applying democratic principles and practices brings Muskingum to the conclusion that the college exists for the student. "Objectives, contents, methods, and procedures, when democratic, are not imposed by tradition or authority." The students, working under the guidance of enlightened instructors, discover and develop the techniques best suited to their own particular needs, and in so doing, learn a lesson in democracy.

c. Biographical studies:
The University of Florida first determined that the study of biography should come after learning skills developed from a preliminary of short stories and a novel, but subsequent planning has placed greater priority on biography. The lives of men of achievement furnish an inspiration and

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guide. The authentic character of such writings, and their improved treatment in recent years, make biography a popular addition to lists of assigned or optional reading.

d. Inspirational-type readings, lectures, etc.
Using literature, television, radio, motion pictures, lectures, dramatics, and imaginative writing as materials, the English and Speech classes have the opportunity of providing the student with "refreshment of mind and spirit through appreciation of aesthetic values."

e. Documentation, research procedures
The positive approach to the problem of plagiarism would seem to consist of instruction in how to prepare bibliographies and footnotes. Obviously ignorance of such mechanics is responsible for much which suggests plagiarism. Florida State University makes a careful point of explaining documentation procedures to students, strongly urging the importance of supporting argument with authority. The negative approach at Florida State University, as at many other institutions, is the explanation given students to emphasize plagiarism as a form of cheating and to prescribe the penalties which violators may suffer.

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10 Commission on the English Curriculum, op. cit., p. 2.
2. **Personal Adjustment and Mental Health**

There appears to be legitimate bases for differing opinions about faculty responsibility outside the subject matter of courses. There are those who believe that the character and personality of a college freshman have long since been firmly established, and that it would be a waste of time and effort for the professor to deviate from subject matter for the purpose of ministering to the personal adjustment and mental health problems of students. But it is probably true that every student, in some phase of self-adjustment, is a borderline case who can be helped. Wiles and Beauchamp see the "emotional environment" of the classroom as a potent factor in determining the quality of learning: they see a pleasant and friendly atmosphere and a "democratic spirit of recognition of each person's unique worth" as being most conducive to personal adjustment and mental health.

a. **Experiencing group dynamics:**

A great deal of the effective learning in the classroom results from the interactions within the student group. Properly controlled, group dynamics can have therapeutic and developmental values exceeding what is possible in clinics or counseling rooms.

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b. **Opportunities for regular conferences:**

Individual conference time for students must necessarily vary with the time which the instructors have available and with the advantages which a student sees in such an opportunity. At Stephens, much of the work in speech and writing is individualized due to ample faculty resources. At Chicago, whenever possible, an effort is made to match the students with faculty advisers whose fields of special interest coincide with those of the students.

c. **Individual needs recognized:**

At the College of the University of Chicago, a student takes from four to fourteen courses in preparation for qualifying examinations. The placement tests determine his areas of need and the areas from which he may be excused from further course work. In this way "each student has an individual program of degree requirements to complete." In some instances a student may even proceed immediately to advanced work in the University. The avoidance of repetition is the key to planning student programs. A student may take only that part of a course in which a weakness was evident, and for responsible and mature students class attendance is optional under certain conditions. A student need

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not have to wait until the completion of a course to abandon it and take the qualifying examination for credit. Even within some communication departments, as at Iowa State University, provisions are made for students to enroll in sections which emphasize the skill of reading, writing, or speaking, according to the type of individual need.

d. **Psychological clinic services available and used:**

At Antioch, the Psychology Department, the student's faculty counselor, and health services of the college combine to provide help in solving the exceptional problems of students. A Student Counseling Bureau at Illinois provides students with "some of the best professional counseling and scientific aptitude testing services available." This feature of the Illinois program includes special help in learning to concentrate, to read rapidly, and to study efficiently. Personal and psychological problems are handled by trained counselors and psychologists. It is the theory of Dr. Carl R. Rogers, Professor of Psychology, University of Chicago, that psychological breakdown is due to failure of communication

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20 John C. Gerber, "The Program in Communication Skills at the State University of Iowa," *Communication in General Education*, p. 23.


and thus of human relationships. Rogers agreed that the tendency to evaluate that which is heard from the listener's point of view only, is one of the prime causes of personality conflicts and communication breakdowns.

e. Remedial work opportunities provided:
A study of twenty-two colleges and universities made by a workshop of the Conference on College Composition and Communication revealed that thirteen of the number had some type of sub-freshman English, and that the remaining nine provided remedial or clinical help. The percentage of students assigned to the sub-standard sections varied from 5 to 45 per cent of the total freshman enrollment. There was no uniformity of credit assignment for such work, some institutions granting credit and others denying credit. It was a conclusion of the workshop that objective testing and limited writing in high school was responsible for inadequacies. A further consensus was that the future would see an increased need for remedial work. The University of Illinois requires all freshmen to take a placement test in rhetoric. A student who fails is required to do special work which will enable him to pass the placement test by the beginning of his third semester if he expects to remain


\[24\] "Workshop Reports of the 1953 Conference on College Composition and Communication - National Entrance Tests and Minimum Standards," the report of Workshop No. 3, College Composition and Communication, IV (October, 1953), p. 79.
in school, or, he may satisfy the requirement by passing a non-credit rhetoric course.

f. Feeling of security in class situation:
The aim at Antioch is to try to make the student feel "free from fear of failure or from any other unnecessary hindrance to learning." Several of the colleges and universities of this study, for example, the University of Florida, accomplish classroom security through the device of having others than the classroom instructor assign grades; comprehensive examinations may be machine-scored and other instructors be assigned the task of evaluating speech and oral reading achievement. Also, more homogeneous sectioning, and grading on the basis of improvement and contribution tend to relieve tension and worry.

g. Homogeneous grouping by all skills:
Many of the institutions grant exemptions, make assignments to sections, or prescribe remedial work on the basis of skill, or lack of skill, in written verbalization only, thus contradicting their description of the course as one designed to meet the student's needs in reading, writing, speaking, and listening. However, at Iowa State University about ten diagnostic tests are given to entering freshmen. These tests are designed to measure skill in the mechanics of writing, reading comprehension, vocabulary, reading rate, organization and use of data, and skill in speaking. The test results determine assignment to section according to the

student's need for increased emphasis on speech, reading, or writing, or for a balanced inclusion of all skills of communication. None of the sections is devoted exclusively to a single skill. 27

h. Heterogeneous grouping—credit by progress and participation: Although such programs as the one at Chicago permit students to proceed at their own rate of speed, no evidence was found among the institutions of the study of instances where grade or credit was determined by the rate or degree of progress or improvement. Purdue provides against penalizing students for initially poor writing by using the last few themes as the criteria for determining the semester grade. 28 Even this concession, however, (as in most other writing course situations) provides no recognition for the student who propels himself from the lowest to the highest quartile, as against the student who starts in the highest quartile and then maintains himself in that status through the simple process of taking a deep breath and exhaling gradually until the end of the term. Since Purdue gives no final examinations, the grades are determined, in part, by class participations. However, in cases where comprehensive examinations do determine grades, the class participations are not usually considered. Minnesota employs the panel discussion as a means of encouraging student participation, 29 but a final examination, prepared by

27 Gerber, op. cit., pp. 21-23.
28 George S. Wykoff, "Purdue University's Program in Communications," Communication in General Education, p. 149.
the staff for all students enrolled, may give no advantage to the active panelist over the passive analyst. As the chairman of the Comprehensive Course: Reading, Speaking, and Writing at the University of Florida states, "In a large heterogeneous group of students such as our freshman classes, there may be found some with poor study habits and some not inclined to make the best use of their time." But it is probable that such deficiencies are more evident as handicaps and have less chance of remedy where sectioning is without special order.

1. Help in improvement of study skills:
Several methods to help students improve study skills were discovered to be in use. These included progress records kept by the students, records of mistakes, scale evaluations of speeches and writing, recordings of readings or speaking for play-back analysis, lectures on the subject, and suggestions in texts and syllabuses. At Illinois, the unique device of providing the student with a carbon copy of the instructor's observations furnish the basis for later conferences calculated to help solve individual problems. 31

j. Autobiographical and self-analysis assignments:
Many composition and speech activities are concerned with materials dealing with the personal problems and concerns of students. Committing of such interests to writing, prepared speeches, and to discussion aids in their clarification for the student. At Antioch, each freshman writes

30 Wise, op. cit., p. 167.
31 Hultzen, op. cit., p. 122.
a "Life Aims paper, summarizing his life to date." In his senior year, the student prepares another inventory of his aims and accomplishments.

k. Sense of humor:
Perhaps it would be entertaining (if not scientific) to suggest that an essential goal of general education is the development of a sense of humor. No really fine sense of humor is possible without a keen sense of perspective and balance and timing. These perceptions are not possible without a feeling for relationships. Relationships, in turn, depend on interactions. The more interactions, the more relationships; the more relationships, the more perspective; and the more perspective, the greater the sense of humor. Speaking of the person who succumbs to the temptation to by-pass general education in favor of quick training for technical positions, the assistant managing editor of Fortune says:

He is fit only to be a lackey, not a leader. He can't speculate, he can't dream: I imagine he has a terrible sense of humor.33

Fadiman calls attention to language as a source of fun and entertainment—the use of language as a toy—clearly illustrating that he who is ignorant of the subtleties and versatilities of language has inadequate communication understanding.34

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The matter of personal adjustment and mental health is summarized for the Muskingum program as follows:

A life which has achieved Christian character is hygienic. Character implies wholeness or health; health, wholeness, and holiness have the same basic meaning. Health has physical, mental, and social aspects. To direct a large measure of life energy against a germ invasion is to lack physical health. To be tormented by a phobia or mental obsession is to lack mental health. To express a basic desire in a way contrary to the social good is to lack social health. Failure to control temper is an unhealthy tendency and a character weakness. A life unified in its conscience and its organic desires indicates mental health. An individual who enjoys socially approved forms of recreation expresses social health.

3. Individuality.

According to Benjamin, "Democracy needs a continuous stream of cultivated idiosyncrasy, developed individuality, and tested variations from the norm if it is to be progressive and dynamic rather than crystallized and static." He sees certain intellectual and emotional deterioration in any totalitarian system which requires strict compliance to a pattern. Although one theory of general education seems to support the notion that a certain common basic education is desirable for all, and "the attempt in theories and programs of general education seems to be to induce a high degree of uniformity in knowledge, in values, and in social behavior, in other instances, the emphasis, while on quality of social experiences, is at the same time on the encouragement of individuality."

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35 J. J. Smith, op. cit., p. 203.
a. **Basic course exemption by examination:**

There is no common agreement among the institutions of this study concerning course exemption to be granted as the result of superior achievement in qualifying examinations. While such exemption is possible through examination in the various courses of the University College of the University of Florida, few exemptions in the ordinary sense of the word, are granted in Freshman English. At Michigan State, exemption is possible at the end of the first or second of three quarters of freshman English. Florida State University grants exemption from all or part of the course on the basis of test results. The purpose of preliminary tests in communication at Illinois is to place students in levels of work according to need and ability, but exceptional students gain exemption and are granted the six hours of credit they would have earned passing the course in rhetoric. In further regard to the Illinois program, there is evidence that the accent is on the mechanical skills in communication rather than on the development of creativity.

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40 Stoakes, op. cit., p. 141.
41 Hultzen, op. cit., p. 128.
Clarity is the desideratum. Perhaps accuracy comes before clarity, and after it proportion and emphasis. But no cleverness, no expression of the individuality of the writer, or speaker as mere expression of individuality is wanted.\textsuperscript{12}

At Purdue, the credit earned in the regular freshman English course varies with the achievement in that course. "Students who make a higher than minimum passing grade are given six hours of credit in English, and they take no other required courses in writing."\textsuperscript{13} An Antioch student may earn the total ten credits required in communication through examination, and he may shorten his college program by exceptional work which entitles him to progress more rapidly to advanced study.\textsuperscript{14} Chicago follows the same principle in permitting students to progress at their own speed. \textsuperscript{15} It does seem somewhat inconsistent that tests which often measure little more than writing skill are the basis for exempting students from work which involves improvement of the skills of reading, speaking, and listening as well. Among several of the institutions there seems to be an emphasis on exemption from communication courses through examination or grade achievement. The threat of non-credit remedial work or additional class time weighs heavily in the examination-room atmosphere. This can scarcely do less than transfer to the new communication courses the old freshman English tradition of painful hurdles and chafing penance.

The ladies and gentlemen of distinction who ESCAPE at least a part of this

\textsuperscript{12} Ibid., p. 115.
\textsuperscript{13} Wykoff, \textit{op. cit.}, p. 128.
\textsuperscript{14} Antioch College Bulletin, \textit{op. cit.}, p. 9.
\textsuperscript{15} University of Chicago Announcements, \textit{op. cit.}, p. 7.
"duress dire" must feel that no new communication worlds remain to be conquered. It would seem, therefore, that much rich talent is lost. Since there is really no upper limit to communication skill, it is more logically the duty of faculties to REQUIRE the maximum development of special communication talents rather than that some minimum standard be met. These skills are in far too short supply among the leaders in education, religion, politics, science, and letters, and yet those who could raise the level of national leadership are exempted from their responsibility by a good "grade" in the freshman placement examination! There may be indicated a need to revert from a negative philosophy of "do well or you'll get more of the same" to one of "do well and you will be entitled to more of the same." "A grade of 1 in English 1 is sufficient for students in the School of Home Economics and in the School of Pharmacy to escape the requirement of any further writing course" at Purdue. The assumption then must be that graduates of such schools will have nothing of importance to communicate within the scope of their vocational interests, nor do they have as great a responsibility for articulate citizenship—this, in spite of the fact that the escapees would seem to have the greatest potentials for such service!

b. Aptitude sectioning:

Michigan State does not practice aptitude sectioning, believing that the provision for exempting exceptionally able students and giving special help to the less able is most practicable in their situation.\textsuperscript{147} The

\textsuperscript{146} Wykoff, \textit{op. cit.}, p. 149.
\textsuperscript{147} Reeve, \textit{op. cit.}, pp. 80-81.
Iowa plan of placing students in "emphasis" sections would seem to be the most direct and accurate definition of aptitude sectioning. Among schools of smaller enrollment, unequal student aptitudes can be sectioned and dealt with only in accordance with the skill of the instructor.

c. Research projects individually planned:
At Florida State University a solution was found for student apathy toward the research or term-paper requirement. The first essential is that the student be permitted to work on a project of personal interest, usually involving his own future; second, that it have the quality of reality resulting from the use of primary sources, such as interviews; and third, that the student understand the value and techniques of documentation. The Minnesota device of assigning each student a share in the responsibility for a report agreed upon through group work and planning offers the additional advantages of training in cooperative endeavors.

d. Tutorial service:
It is frequently true that practices which have proved effective in the secondary field find later adoption among institutions of higher education. Principles enunciated by Corey and by Douglass and Mills,

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49Stephen M. Corey, "For Vital Learning...," General Education in the American High School, E. Lamar Johnson, Chairman of editorial board (Chicago: Scott Foresman Co., 1942), p. 157: "In many modern schools more and more emphasis is being placed upon self-initiated learning. The teacher is a resource, vastly more important than, but somewhat similar to, a dictionary or a laboratory or a map. Under such learning circumstances the variation in abilities and interests among the students does not interfere with an effective program. Groups may get together often for some specific purpose, but the group organization is never thought imperative for any and every educative experience."

50Harl R. Douglass and Hubert H. Mills, Teaching in High School
would seem applicable in either field. In their thinking, the teacher is a resource and counselor and the best learning results from "self-initiated and self-directive" efforts. Among the institutions of this study, Stephens College offers perhaps the best example of tutorial concepts. Each member of the faculty acts in an advisory capacity to from four to twelve students. Working in close harmony with each student's instructors, the adviser is able to help the student evaluate and improve her work, and to plan the schedule of future efforts. Much of the course work is on an individual basis.

e. Guidance service collaboration:
Many educators feel that guidance and instruction are of such complementary nature that one cannot adequately proceed without the other, and that the best learning results from activities which are functional in terms of the individual and of society. Guidance and subject matter are

(N. Y.: The Ronald Press Co., 1948), pp. 54-55: "It is the teacher's responsibility to bring the pupil into contact with problems and challenges which will facilitate the exploration of his interests. It is the teacher's responsibility to bring the pupil into contact with things to do, to read, to say, to make, to hear, to feel, to see, and to challenge, and thereby to insure future behavior which will be desirable in terms of the objectives of education and of the potentialities of the individual."

Stephens College Bulletin, op. cit., pp. 88, 89, 97; 163: "Four essential supplementary parts to the program of this course (Communication Skills) are (1) the proficiency procedure, in which the specific needs of the particular student are determined in detail; (2) the individualized assistance of the speech and reading services, and the writing laboratory; (3) the systematic inventory of proficiency in each area at the end of training; and (4) the election by qualified students of particular classes designed to further the development of skill in special interest areas in reading, writing, or speaking."
parts of a whole, and to treat them in isolation is to disregard the spirit of general education. Antioch achieves this combination through its cooperative work program which is claimed to contribute to the student's "personal development, his general cultural education, and his vocational orientation and training." Antioch College Bulletin, op. cit., pp. 9-10.


In its broad view, aesthetics is the perception and enjoyment of beauty and order ranging from that viewed under a microscope to that seen through an astronomical telescope, and from the lowest plant and animal life to man and his noblest works. It is regretted that most aesthetic training in college, within general education programs, is limited to reading and talking about art and literature. Few students in our colleges are given any opportunity for first-hand experiences with either the visual arts or the performing arts. . . .

52 Harold Spears, General Education in the American High School, p. 181.


55 Malcolm S. MacLean and Esther Raushenbush, Fifty-first Yearbook, NSSE, pp. 130, 131: "... the most important contribution of the study of art to education is the discipline it gives students in learning how to see and to observe. Most people see objects and events dimly, partially, and inaccurately. Those, however, who develop capacity for sharp, accurate, and comprehensive observation in the studio carry these abilities into the world outside."

p. 132: "Work in the studios and shops shouldn't be limited to those especially able and with concentrated interest—it is important for students who may be bookish, facile in the use of language and in that kind of thinking that is expressed in language, but who have need to balance their abstractions and verbalization with the understanding of visual and auditory forms and with the 'feel' of tools,
a-d. Variety in literature:

One of the aims of the freshman English course at the University of Florida is to encourage students "to read with enjoyment good writing as expressed in various literary forms." The emphasis in lectures and in class discussions is not on form or type, but rather on the values and pleasures to be derived from good literature. 56

e. Adaptability to consideration of local exhibits, programs, productions:

Some programs are handicapped by fixed calendars and syllabi which prevent deviations, although a few institutions have managed to adapt their programs to allow credit for attendance and reports concerning out-of-class activities. This provides opportunity for student choice of aesthetic experiencing. Specifying that such credit will be calculated in part on the variety of experiences avoids distortions. Operas, plays, lectures, galleries, museums, stores, and industries are the focal point of regular class tours conducted at Stephens College. "Drawing its materials from literature, music, architecture, painting, and sculpture, the Stephens course makes the esthetic experience itself, not facts about art, the principal objective." 57

and materials, and instruments. The study of arts in general education is not to create artists—"it is a way of helping young people to see, hear, and feel the invisible world."

"In this spirit, it is evident that experiences in art should bring to the writer or speaker, through transfer of learning, a greater capacity for sharp, accurate, and comprehensive observation."

57 Stephens College Bulletin, op. cit., p. 75.
Pennsylvania College for Women uses the city of Pittsburgh as a laboratory and as a source of speakers and consultants. As a result, there is frequent opportunity to hear poets, musicians, scientists, and authorities in the fields of national and international affairs. 58

5. **Spiritual Resources.**

In a materialistic culture it is often difficult to include spiritual training. The laws prohibit the requirement of religious instruction in public institutions of education. The private schools and church schools cannot all risk attendance loss through rigid regimentation or even through extra emphasis away from vocational or social goals. The compromise consists of distilling the spiritual values from religion and using them as a criterion rather than as a material of instruction. Smith contends that "Christian motivation should help supply intelligent optimism leading to the establishment of individual and social ideals." 59

There is also the matter of knowing to what extent other religions of the world can be revealed and tolerance for them taught. It has not always been discreet to point out virtues of a foreign concept or practice which challenges the prestige of locally cherished tradition or idol.


59 J. J. Smith, op. cit., p. 204.
"Truth," says Bok, "has a way of shifting under pressure... It is largely a matter of what agitates society at the moment, for while men are always on fire over their opinions, they are rarely so on more than one front at a time."  

Communication programs frequently make indirect contributions to the spiritual resources of students through readings which reveal truth, through inspiring lectures, and through stimulating discussions.

6. **Stimulation and Integration.**

The general education program should be designed to provide a gradual and logical transition from secondary schools to college. It should carry through the entire college program as an integrating and stimulating factor. Its results should continue after graduation as a guide and stimulus to unceasing development on the part of graduates. Within the framework of general education, the communication courses share responsibility for success of the whole.

a. **Research work in areas of student interest:**

As reported earlier, Florida State University found that subjects revolving about the students' own futures were most popular as research topics. In helping Muskingum students meet authorities in the field of their special interests, the faculty unexpectedly discovered a resource for motivation of skills in communication:

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In a complete survey of the forces that brought about a more favorable attitude toward composition it is hardly possible to leave out all reference to visitors to the campus. Indirectly and sometimes directly the visitors urged the need of better preparation in the use of English. Representatives of law schools, of engineering schools, of theological seminaries, directors of education—all, sooner or later, had something to say about the need of better education in the use of the native tongue.61

Reports at the 1953 Conference on College Composition and Communication suggested research activities of proven interest to students. Beginning with an analysis of the language habits of class members, investigation may extend to an accumulation and study of tape recordings of representative types from within the local community. Using the conclusions based on such study, the class is better qualified to extend its investigations to local folklore, and to a consideration of intergroup tensions.

For workshop members, all these cases pointed toward the use of the community as "a language laboratory" where students can apply scientific techniques of investigation and personally discover the kinds of inter-relationships stressed in contemporary studies in anthropology, communication, ecology, linguistics and semantics.62

b. Remedial help for upper-division, low-ability students:

Any faculty member at Wisconsin State College, Milwaukee, may remand students at any time for further non-credit work in English, even

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though the student may have passed and earned credit in the required freshman English courses. The provision at Macalester is a bit more liberal in specifying that two or more instructors report the deficiency in English before a student is required to submit to a faculty committee's investigation. Finally, admittance to junior standing is restricted to those who have demonstrated competence in English.

c. Upper-division qualifying examination in English:
Students at Illinois who received grades of "C" or "D" in freshman English are required to pass a proficiency test in English before they may receive a degree. In lieu of passing the test, they take an extra semester course in rhetoric.

d. Topics submitted by other departments:
While some contend that topics for writing and speaking in communication courses should deal with linguistics, or literature, or mass media, or personal experience, others are insistent that a practical purpose can be served in using the time and resources of the communication course to prepare materials to be used in accompanying courses:


Teachers of communication skills cannot ask their students to write writing or to speak speaking. Consequently, students should be encouraged to read, write, and speak about their core course subject matter.

Some institutions permit free choice of topics for writing and speaking, and for extra reading, leaving the student an option of helping himself with work in other classes. Several of the institutions invite submission of topics from other departments of the general college.

e. Units on enjoyment of language arts:

Literature usually receives a more informal treatment in communication courses where the accent is on its use to improve reading skill. At the University of Florida the effort is made to avoid literature as a study of an art form, but rather to stress that reading can be pleasant and profitable. The Commission on the English Curriculum of the N.C.T. E. concurs in this view and carries the concept on to an elaboration which includes "enjoyment of and participation in such cultural offerings as the theater, the motion picture, radio and television, books and magazines, dramatics and discussion clubs, and journalistic activities."

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69 Commission on the English Curriculum, op. cit., p. 4.

a. Studies with historical settings:
Readings can be assigned or offered as optional selections which will bring to the student some ideas and concepts concerned with the cultural heritage. Some progress is noted in the trend to expand beyond the Judo-Christian sphere as national commitments bring the need to cope with other than European complexes. Research projects can add further to the opportunities for using the communication course as a means for acquiring information and understanding of a cultural nature. The study of language itself leads along paths which give broad and generous views of the concomitant cultures.

b. Studies with sociological implications:
Since communication is generally recognized as a social activity, it is natural that an acquaintance with the principles of sociology is needed to serve as criteria for the ethical use of communication. So great is the impact of mass media on modern life that education cannot evade its responsibility of providing studies of functions, results, and mechanics. Necessity has led some sociology departments to include units on communication. Sociology without communication, or communication without sociology would be sterile and meaningless. 70

c. Readings in the area of the arts:

"... an audience educated in the disciplines of language alone finds itself ill-equipped in attitudes and skills to deal with subtly purposive language symbols.

70 Porter G. Perrin, "Graduate Work for Teachers of Communication," Communication in General Education, p. 266.
reinforced by color, design, music, gesture—as in magazine and billboard advertising, radio and motion picture programming. For the self to survive in today's climate of communication with its disintegratively unsequential gusts from varied directions, the individual must be "literate" in more mediums than language.\textsuperscript{71}

d. Historical aspects of language:
The Drake program in communication features a study of language which takes the student from a consideration of the standard speech of his own community, through the Indo-European language groups, and beyond to the other remaining divisions. The historical aspects of language are presented through a series of selections from periods tracing back to the fourteenth century.\textsuperscript{72}

e. Lectures by authorities in the field:
Wright Junior College operates on the theory that integration "will not develop in the student if it does not exist in the instructor." For that reason, lectures are not given by specialists for each area, but rather a lecturer gives all the lectures.\textsuperscript{73} Chicago, while recognizing the possibility "that the single instructor gives a unified direction to the course which compensates for any incidental weaknesses in particular subject matters," maintains the system of using specialists for the

\textsuperscript{71} Francis Shoemaker, "Self-Realization, Communication, and Aesthetic Experience," Communication in General Education, p. 239.

\textsuperscript{72} Thomas F. Dunn, "The Drake University Program in Communication," Communication in General Education, p. 163.

\textsuperscript{73} Peter Masiko, Jr., "The Program of General Education at Wright Junior College," Organization and Administration of General Education, Edited by W. Hugh Stickler, Dubuque, Iowa: Wm. C. Brown Co., 1951.
weekly lectures. Integration is achieved through faculty discussion of
the lectures before final use of the material in class discussions. 74
Pennsylvania College for Women is alert to invite to the campus the
many capable speakers who have occasion to be in Pittsburgh during the
school year. 75

8. Creativity.

a. Publication of student writing:
The University of Florida has experimented with the publication of
freshman writing. "Laboratory Literature" was the title of an early
example which was used as study material in the course. Also, a "paper
of the week" citation has given stimulus to good writing. 76 Inadequate
financing has limited other efforts to publish student writing. A course
magazine is published at Iowa each semester. It is felt that students
are stimulated to write well on the expectation that their work may
appear in print, and also, such a magazine provides material useful to
class discussions of writing effectiveness. 77 Although many institu-
tions of this study have access to the facilities of radio and tele-
vision stations, no reference was found to a strictly freshman English
program. Typical of such opportunities is the situation at Youngstown

74 H. Harvard Arnason, "The Fine Arts," General Education in Trans-
ition, A Look Ahead, pp. 143-44. Edited by H. T. Morse, Minneapolis:
University of Minnesota Press, 1951.
75 Catalogue of Pennsylvania College for Women, op. cit., p. 34.
76 Wise, op. cit., p. 166.
77 Gerber, op. cit., p. 27.
College where students plan, write, and conduct programs of music, news, and other entertainment. It is probably true that many freshmen participate, but a freshman communication course could insure that all students receive a firsthand acquaintanceship with the operations of this mode of communication.

b. Responsibility for school or community programs:
The writing and speaking of students may be stimulated if there is some promise that these skills will receive recognition in radio or stage performances. Minnesota suggests from its experience that students can make a construction contribution through use of communication skills to publicize their opinions on local and national problems.

c. Free class discussion:
Whatever regimentation might result from uniform and comprehensive examinations which largely determine student grades, a student in discussion groups need feel no restraints or intimidations. It is unfortunate that the situation does not allow credit for vigorous and stimulating participation and contributing, but as soon as the discussion instructor becomes a factor in grading, the shackles clank

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79 Norman Foerester, "Teaching the College Student to Write," Communication in General Education, p. 211.

80 Allen, ibid., p. 64.
into place around the student. The practice of grades being assigned
by others than the discussion instructor seems a goal to cherish.

d. **Originality encouraged**:
When a student plans, organizes, and executes his own research and
investigations, the learning is more effective than when he depends on
an instructor or lecturer to illustrate the ways he, the instructor or
lecturer, accomplishes such ends. Ideas, attitudes, and skills have
more value and purpose to a student when they are the product of his
own discovery or fabrication. At Illinois, however, the theory is
held that the freshman work is essentially ground work in skills.
The first effort must be a concern with technical accuracy.

e. **Free choice of subjects in writing and speaking**:
There is probably too much capitalization on the myth of fame-and-
fortune through authorship. Much student writing seems to gravitate
toward plot and action when the subject matter of themes is optional.
Considering the fractional realizations of such dreams it is scarcely
honest for the instructor to exploit such motivations. To reduce the
hazards of bursting bubbles it might be better to call attention to
the suggestion of some candid literary agents that those who feel they
"must write or just die" might better give preference to the latter

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81. *University of Chicago Announcements, op. cit.*, p. 5: "Free and
active discussion is not interfered with by the fear of displeasing, or
the hope of pleasing, the discussion leader; for the final measures of
the student's achievement are neither prepared nor graded by his
instructors."

82. Harold B. Dunkle, "Problems of Instruction," *Fifty-first Year-

alternative. Probably some directive techniques are indicated in the matter of choosing what to write. Before permitting complete latitude, Iowa introduces the student to three types of discourse (exposition, argument, and criticism) which then permits the student to discover the form best adapted to his temperament. While the University of Florida places no restrictions on topics to be used, an effort is made to aid the less imaginative students by suggesting seasonal subjects, and by posting cartoons and clippings on bulletin boards. Subjects are assigned at Purdue, but phases of the subjects are an optional choice of the students. Purpose is given to the assignments by having the student indicate the reader or audience, and to adapt the material appropriately.

9. Consumer Intelligence.

It would seem that a communication course concerned with a practical application for the knowledge and skills would check closely upon the student's equipment for dealing with primary needs—the vocabulary of food, clothing, shelter, services, and luxury items (for today's luxury is tomorrow's necessity). The analysis of any consumer problem would involve familiarity with terms descriptive of consumer items. Conscious of woman's role as "purchasing agents of the American

84 Gerber, op. cit., p. 25.
85 Wise, op. cit., p. 167.
86 Wykoff, op. cit., p. 148.
home," Stephens has moved to include instruction calculated to elevate consumer intelligence.

10. **Vocational Intelligence.**

It is a matter of record that over half the jobs in the United States require no previous training, 25 to 30 per cent require some technical training, and only 10 per cent are professional or managerial. Eighty-two per cent of the 60,000,000 persons now employed in the country work for some other person or organization, according to the Bureau of Labor Statistics. The education of greater masses then produces greater efficiency in industry, business, and the professions, and it raises the quality of community living. It does not mean that larger percentages of the population can become managers or enter the professions. There is concern that the universities do not provide a proper balance between technical training and cultural learning. Vocationalists resist encroachment by the

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87 *Catalog of Stephens College, Stephens College Bulletin, op. cit.*, pp. 78-79: "The objectives in this instruction are: to help students to develop a philosophy of values, to acquire a discriminating attitude toward the problems of consumption, to exercise skill and judgment in practical situations, and to secure an intelligent understanding and appreciation of the social implications of the entire problem of consumer economics. Special effort is made to help prepare students to become more intelligent consumers while on the Stephens campus and after graduation."


90 Dodds, *op. cit.*, pp. 9-10: "To the extent that the universities
liberal arts advocates, and the latter question the status of vocational courses. Douglass and Mills lend their support to the de-emphasis of purely vocational preparation, stating that "of the vocations for which specific vocational education can be provided a great many, employing a majority of the population, require no more specific vocational training than may be obtained on the job in a few weeks or months." Morse analyzes the problem as follows:

There is a sharp and acrimonious comment about the "watering down" of vocational programs through the inclusion of "impractical and theoretical" courses in general education.

The vocationalists have their own answer as to how the values for general living may be promoted through vocational programs designed to prepare the student for making a living. They state that one way of attaining these objectives may be through the inclusion of "related courses,"

have defaulted and are turning out technicians in a variety of intellectual skills—men who lack the human understanding which will give them a wisdom of choice and a basis for constructive action commensurate with their technical ability; to that extent higher education is merely compounding the confusion of our times, and giving it weapons with which to destroy itself. Culture, in its deepest sense is moral as well as intellectual and esthetic. In its broader significance it may well mark the difference between extinction and survival."

91 Education at Mid-Century, University of Pennsylvania Bulletin, Vol. LII (Sept. 10, 1951) No. 1: "... decidedly utilitarian instruction... is barren of any evaluation of a vocation's social function and responsibility. ... Today, employees... want graduates... who take an interest in the affairs of the community, who get along with people, who read well and have wide interests, who have an understanding of our cultural heritage, who have the good sense to adjust to the conditions under which they work, and who know how to think reflectively. Specific training in the mechanics of business and industry will no longer suffice."

92 Douglass and Mills, op. cit., p. 478.
such as report writing, shop mathematics, and employee relations. Another way in which such values as good citizenship, personal development, co-operativeness, and communication may be realized, they say, is through the insistence upon these factors in the conduct of the vocational courses themselves. That is to say, the instructor would insist upon such "good-citizenship" characteristics as punctuality, neatness, respect for the opinion of others, care of public property, democratic relationships, and the like. And finally, similar values and others may be developed through an incidental or planned program of out-of-class activities including assemblies, clubs, parties, and student committees.

The extreme point of view among both the liberal-arts purists and the more insistent vocationalists is surely to be deplored, wherein they remain divided from each other by a wall of mutual contempt. If a really effective working relationship between them is to be evolved, changes of attitude and curriculum concessions will have to be made on both sides. The 'professors' will have to realize that vocational interests are powerful motivating drives, that work-training and experience can provide insights which may make liberal studies more meaningful, that the snobbish distinction between education for living and education for making a living is a specious one. For their part, the vocationalists must be brought to see that general education is a far broader and richer concept than shop English, that emphasis upon technical proficiency in a course leaves little time or attention for the incidental 'citizenship' values, that the providing of extraclass activities is not productive of many general education outcomes if these experiences are not capitalized upon educationally, that critical-mindedness, insight into the individual's relation to the governmental process and awareness of the implications of social trends are the imperatives of education for the preservation of a democratic society. . . . As a result of this drawing together, attention may well shift from a consideration of the relative proportion of general and vocational courses at various levels, from the junior college to the professional school, to that of the optimum relationship between these courses to provide the most effective and meaningful education for the student.93

Inherent in this statement is the recognition of communication skills as tools of vocational worth as well as instruments of social and personal growth.

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a. Assigned topics in the field:
Drake University, using the study of semantics as a basis, leads the students into an exploration of communication in the specialized fields of journalism, business, the natural and social sciences, and formal literary writing.

b. Optional as topics in writing, speaking, reading:
Florida State University allows the student to exploit his vocational interests in obtaining material for communication activities. He is encouraged to interview authorities and make personal visits to scenes where activities of interest to him are in process, and to consult the pertinent literature.

d. Job-application techniques:
A number of the institutions of this study provide for training in letter-writing, including job-application types. But Morse sees a need for "consultation with people in the field who know the practical conditions." While such a program as the one at Antioch is ideally designed to create awareness of vocational realities, other institutions may suffer from isolation.

94 Dunn, op. cit., p. 99.
95 Stoakes, op. cit., p. 138.
11. Leisure-Time Values.

Man, being the vicarious and gregarious creature that he is, has been motivated to communication-skill improvement, in some degree, by the desire to increase the pleasure and satisfaction that come from verbal experiences. To the degree that such experiencing exceeds primary needs, it might be considered as leisure or recreational activity. Since one ordinarily enjoys doing that which one does well, it follows that the greater the skill, the greater is the enjoyment to be derived from verbal exercises. Examples of values in leisure-time reading, writing, speaking, and listening are too numerous to need review, but some possibilities in conditioning are herewith suggested:

a. Stimulation for appreciation of good literature:
In its purpose of having students "read literary selections with pleasure, not to study about literature," the University of Florida coordinates the work of lecture and class discussion.97

b. Exploitation of sports and other recreational interests as topics:
While some faculties feel that any interest which will stimulate the student to write or talk should be exploited, others feel that a secondary value in knowledge of literature or language should be sought when choosing subjects for writing or speaking. It is probably true that students who have no interest in language or literature, but still need to learn writing and speaking skill, suffer an additional penalty or burden when topic restrictions are imposed. Most freshman composition

the content, as well as in production, and to learn a craftsmanship in the
production of newspapers and motion pictures. The students have been interested in these media for
some time, and they would like to see a more frequent use of the craftsmanship in these media.
However, the students are not convinced that experience and technical knowledge should
be the only requirements for a successful career. The students believe that practical experiences
and exposure to diverse positions would be more beneficial and rewarding than
a strict adherence to the classroom and laboratory work.
allotment of time according to the values extant. The problem is highly individual—would the person who watches and hears Abbott and Costello or Jerry Lewis use his time more profitably if he did not use it as indicated? Or is one person's waste another's profit? The "time for weeping and the time for rejoicing" are not calibrated standards.

d. Personal-letter writing:

Probably the very worst crime of regimentation in communication courses would be the inclusion of minutiae on how to write personal letters, and happily, no such evidence was revealed in this investigation. One of the few tolerations which remain for the expression of individuality, in written form at least, is in the things that can be said to a friend, and the ways in which they can be said.

e. Imaginative writing:

No indications were found of departments expecting students to train for writing as a leisure-time pleasure. So much energy and time is consumed in attaining minimum proficiency among the students that nothing is left over for the development of skills beyond the call of necessity. It is presumed that students with such inclinations will seek and find their opportunities in specialized courses. The University of Florida maintains a "Creative Writing Room" in which are shelved manuscripts and other pre-publication materials for the use of "serious students of creative writing."

12. Sensitivity to Social Environment:

a. Heterogeneous grouping - Ecological awarenesses:

It is said that a person's social stratum and occupation in England may be determined from his speech, while in the United States a person's speech may indicate only his geographic origin or early environment. Although such distinctions are becoming dim as the population accelerates its mobility, there is still reason to understand language against its background of interrelationships. Communication is not restricted to one level of communicants, one type of occasion, or in one time and place. The Drake program illustrates this insight:

Our approach is ecological. Each student is in an environment—social, physical, verbal—and the task of education, in our view, is to equip the student to adapt himself to his environment. Yet the adaptation, we hold, must be qualified by a vision of a better mode of life, and the student must be trained in those attitudes and skills that will stimulate him to strive effectively for a better world.103

b. Cosmopolitan structure of classes:

Although some institutions maintain "purity" through admission screening, there may be an advantage in accepting all creeds, races, and classes into one schoolroom situation where a free give-and-take would tend to compromise differences and lead to better understandings. A caution

101 Geoffrey Cotterell, author of Westward the Sun, heard in radio interview, NBC, August 30, 1953.

102 Mario Pei in his The Story of Language, op. cit., facetiously explains how Spanish is best adapted for communication with God, Italian for romance, and German for dealing with the enemy—an exaggerated, but graphic example of adaptability of language.

103 Dunn, op. cit., p. 89.
must be observed in localities where tradition is too strong to yield to compromise, and an enforced acceptance of association could develop only antagonisms more serious than occasioned by the original traditional delimitations.

c. Inter-group activities (with non-college and different age-groups):

It would be unrealistic to train students to communicate only with classmates. In adult life the need is to associate with people of all ages, all degrees of education, and all callings. The benefits are mutual. Human resources can greatly enrich the school program, but learning from people or about them demands communication on a variety of levels.

d. Observation of, and participation in, local communication situations:

Minnesota is gratified at success experienced by its students in having letters to editors printed in local newspapers. Besides indicating student interest in community problems, a practical use of writing skill is demonstrated. "The community provides the context from which the students' problems and educational needs arise," declares Seay, and he sees many mutual advantages from economic, social, intellectual, and aesthetic intercourse. MacLean and Rauschenbush make the specific

104 Action for Curriculum Improvement, p. 221, op. cit.: "People with special talents and skills, interesting vocational backgrounds, know-how, and contacts in business, industry, community agencies and institutions are an important source of help in vitalizing the school program."

105 Allen, op. cit., p. 64.

suggestion that students arrange to attend a union-management conference as a starting point for investigating the "seamless web" of the "organized and changing life of human societies." Antioch uses its campus as a laboratory for experimentation in community relations.

e. Local speakers and writers on local subjects:
It is too often sadly true that "he who seeks to pluck the stars from the sky loses the jewels at his feet." So it is that frequently more resources are expended in securing a "big name" speaker than would be necessary to get ten local speakers whose only inferiority may be in press-agentry.

Few, if any, colleges take the opportunity to stimulate and encourage local writers through active use of their unpublished manuscripts. Most any local writers' group could produce copy whose merit would not be questioned by freshmen, and yet would be material whose local flavor, combined with the likelihood of meeting the author, would provide more than usual motivation for reading (and writing). It would seem to be little less than the duty of a public institution of learning to encourage local talent (including its own graduates) rather than to succumb to the lure of

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107 MacLean and Raushenbush, op. cit., p. 180.

108 Antioch College Bulletin, op. cit., p. 11: "Antioch believes that judgment concerning social values and social purposes can be greatly increased through experience. Participation in community affairs and policymaking, therefore, is a very real and important part of education.

"For two decades Antioch has been working out the practical means for securing this participation. The basic concept is that every student and member of the faculty should be a responsible citizen of the college community."
publishing-house blandishments. The Talladega, Alabama College has discovered that survival of the communication course does not depend on the use of published texts.

f. **Local graduates included on communication staffs:**

While some of the most successful programs of communication are staffed in part with local graduates, the general sentiment toward such practice is adverse. Minnesota accepts responsibility for training personnel as instructors in communication but "In common with most universities, Minnesota discourages faculty 'inbreeding'. . . ." Illinois favors rapid turnover in its staff which brings "ideas and practices prevailing in other institutions." In spite of inclusion in most communication courses of instruction in detecting symbolistic booby-traps, the odious term, "inbreeding," has substituted for reason in many instances as a basis for rejecting local graduates as permanent instructors. If there is any virtue in the idea of articulation with the state's high schools (from which most of the universities' graduates originate); if there is any integrity in the statement of "social sensitivity," "environmental perceptions," and "preparation for participation" as goals; if there is any value in acquaintance with community resources; if the state means anything more than annoying distances between campuses—then the rationalists who have learned the term, "inbreeding," as a synonym for nasty

110 Charles W. Roberts, "Freshman Rhetoric at the University of Illinois," *Communication in General Education*, p. 129.
degenerative practices among the ancient ruling families, should be reminded of the further goal of "scientific knowledge" which will reveal "inbreeding" as an elementary process in up-grading. It would seem almost axiomatic, for instance, that a graduate of Columbia would be better able to understand and help Columbia students struggling with problems the graduate himself had solved or experienced than would a graduate of the Western Washington College of Education. The very term of "inbreeding" seems an anachronism in an age when transportation and communication shift and scatter the scenes and audiences until an incidence of authentic inbreeding could result only from a planned experiment. After his first two orientation years at college under the aegis of "home folks," the student is better able to adjust to the shock of brute academic pressures. He will have heard the rumors and had time to prepare his defenses, or had time to effect his escape with body and soul still intact.


Today it is widely recognized that the persistent processes and problems of human living in local, regional, national, and even international communities should constitute the core curriculum of the modern democratic school; that the ideas, attitudes, the skills necessary for successful living must be learned through active participation in the solving of significant personal and group problems; and that education becomes truly effective as it identifies individual and community problems as such, and then cooperatively attempts to deal with them constructively.\[111\]

Illinois expresses its communication purposes as preparation for "activity which everyone of us must engage in in doing his particular bit of work in the world, in meeting his social obligations, and in participating in the affairs of our democracy." Florida State University attempts to teach the difference between camouflage and truth in language in order that students may enjoy the privileges of freedom but avoid its risks.

a. Student-teacher planning:
There is only mockery in a system that employs no democracy in teaching democracy. "Students must help to plan the curriculum of any program that pretends to be interested in their needs."

The distinguishing purpose of general education, in contrast to technical education, seems to be to control personal behavior and group effort in such a manner that men may cooperatively work out their lives in a complex and interdependent society. . . but should we fail to undertake the correlation of knowledge with the conditioning of attitudes and behavior we had better stop prating about preparation for responsible citizenship.

Mere reading of theory lacks the educative consequence of building replicas or operating models.

112 Hultzen, op. cit., p. 113.
113 Stoakes, op. cit., p. 140.
114 MacLean and Raushenbush, op. cit., p. 184.
b. **Equality of participation:**

It is necessary for students to have direct experience in planning objectives and meeting obligations. To depend on plans made by others, and to be directed step by step toward their accomplishment is a denial of educational opportunity. The desired process provides that each student's needs are considered and that available time and attention are allocated fairly among the front and the rear ranks. It would not be realistic to expect all students to participate equally in all activities. Therefore, the provision of a great variety of activities is most apt to elicit interest and participation by the greatest number of students.

Special lectures and debates on current social, political, and economic problems may deepen understandings in preparation for citizenship participation in government through elections and other societal processes. . . . Active membership in one or more of the many and varied clubs and organizations may bring maturity of interpersonal relationship through group enterprises.117

c. **Leadership training opportunities:**

Leadership training in communication is achieved through class organizations which permit the frequent rotation of responsibility as chairman, moderator, master-of-ceremonies, judges, and other designations requiring the use of authority, tact, discrimination, and persuasion.

d. **Study of mass media reporting:**

An important feature of the Minnesota program in communication is the study of radio news reporting, including panel discussions and interviews.

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117 Ibid., p. 232.
Comparisons are made between contrasting types of programs and reporters. An emphatic endorsement of the study of mass media reporting is as follows:

He (the student) should examine . . . the common public channels of communication: the newspaper, magazine, radio, and motion picture. Already, schools like Minnesota, Drake, Chicago, and Iowa are experimenting with procedures of this sort, and in many cases with heartening results. What a mockery is a first-year course in English that completely ignores those types of communication which bombard the student day in and day out and will continue to do so until he dies! One wonders what the teachers of such courses think they are doing.119

e. Use of community resources for study:
Actuality and realism characterize the use of first-hand community materials, and in addition, for the student "there is an outlet for the feeling of needing to be allied to a cause, the feeling of being a person of worth and value to others."120 Experimental institutions are testing ways to make more effective use of the local community surrounding the college as "the starting point and the laboratory of education for citizenship."121

11. Family Life.

In addition to permitting family life as the topic for use in communication activities, it is assumed that improved understanding is

118 Allen, op. cit., p. 63.
119 McGrath and others, Toward General Education, op. cit., pp. 81-82.
120 Alabama Department of Education, Survey-Workbook for Community Analysis, p. 129.
121 MacLean and Raushenbush, op. cit., pp. 178, 179.
possible in co-educational classes where points of view can be a present academic concern rather than a later cause of marital discord. Several factors determine the value of background information useful to the instructor in aiding the student to achieve successful family life: (1) How extensive and accurate is the information obtainable? (2) Does the instructor have the training or knowledge which prepares him to use the information to advantage? (3) Are qualified counselor personnel available to interpret data? (4) Is the instructor encouraged to make use of the information? (5) Can the instructor who sees a student only in a writing laboratory or only in a discussion section use such information effectively? (6) Can the use of such information be a regular feature in programs where one instructor meets 150 students weekly and then only for a quarter or a semester? (7) Is this information useful only where the instructor remains with one group for all their experiencing in communication training? (8) Should such information about the student be used only as diagnostic help when and where trouble develops?

Florida State University maintains files on students available for use by members of the faculty.


It is assumed that this goal of general education, a responsible attitude toward public health, can be aided in communication courses.

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through assigned and voluntary topics, references in selective literature, and through cooperation with other departments which may have a prior responsibility and concern with the problem. This cooperation would consist of accepting topics suggested by such other departments and in aiding the student to make oral and written preparations for work in such other classes.


How does a given program of general education contribute to the moral and intellectual brotherhood of man on a world scale? For instance, does the program present sympathetically the several great religions of the world, helping the student to discover their essential similarities? What does it teach about economic inter-dependence and the means of economic cooperation throughout the world? What does it teach about world government? How does it deal with the problem of war and peace? Indeed, how many colleges could expect the consent of both the faculty and the trustees to the simple statement: 'We teach for world brotherhood, world government, and world citizenship.'

The world has achieved brilliance without wisdom, power without conscience. We know more about war than we do about peace, more about killing than about living. This is the twentieth-century's greatest claim to distinction and to progress.

There is some feeling that America has been more concerned with being heard than in listening to voices speaking from other regions of the world. It has been difficult to understand, at times, that the

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standards used in this country cannot always be accepted by the rest of humanity.

Robert Redfield, "Does America Need a Hearing Aid?" The Saturday Review, XXXVI (Sept. 26, 1953), 11-12 ff.: "... Alexis de Tocqueville characterized us as 'garrulous' and reported that the American 'speaks to you as if he were addressing a meeting.'... Today we have an immense governmental enterprise officially named the International Information and Education Activities, and popularly known as the 'Voice of America.' Transmitters on land and sea girdle the globe and 'the stentorian voice of free men must be heard.' We are still talking about ourselves and about what's good about us. ... There are great good things about us of which we should honestly speak. ... But I do think that our talking is insufficiently balanced by listening. I do not think that we listen enough to the sound of what we say in the ears of him to whom we say it. We are guided chiefly in deciding what to say by the conceptions we have of what those others ought to like about us if they were just like us. And they aren't. They are different in respects to which we are inattentive.

"I suggest that we learn to listen for three things: National Character, Mood, and Human Nature. The national character is the way that a people tends to be, pretty steadily, over long periods of time. ... The second thing about people is the response they make to a marked turn in their fortunes. It is their temporary set, or 'stance,' we might say, toward circumstance, fate, and other peoples than themselves. ... The tuned blending of national character and mood is itself blended with a third element in what these peoples say about themselves. We are to listen also to this third element. It is human nature, the qualities that all men share with one another. This is ever present, rarely explicitly distinguished, and necessarily assumed. We cannot talk with other people at all understandingly, but for the fact that in some things they are like us and like everyone else.

"The only hearing aid we need is a practised sensitiveness in recognizing in what other peoples say the contributions to the whole of national character, mood, and human nature. By reading of and talking with peoples of other lands we can come to hear what they say as one would turn on a cabinet so as to emphasize upper or lower tonal registers. The same utterance speaks to us of what is pretty steadily true of the speaker, by virtue of his accumulated tradition. It speaks also of his nature as a man, like us, asking that the same fundamental satisfactions be his that we, in our different way, also require."
a. **Readings in world literature:**

For the most part, Freshman courses in communication do not include units in world literature. Some anthologies do have selections by foreign writers, but by the time deductions are made for those too old to have current application to world conditions, those lacking in an interpretation of foreign cultures and beliefs, those slanted or distorted for propaganda purposes, and those twisted by the tortures of translation, the residue is not significant. The writings by Americans about foreigners or with a foreign setting have value in proportion to such author's experience and integrity. But as America has suffered through being interpreted to the world by English-speaking foreigners (our own facility with languages being inadequate for the purpose), so equally would inaccuracies appear where other countries are described by American writers. Peabody, among some other institutions, includes foreign languages as an integral part of the general education program. Among the institutions used as a basis for this study, Youngstown uses Kennan's American Diplomacy as one of its reading texts, thus introducing one aspect of relationships among nations, and perhaps stimulating interest which leads to independent investigations by students of other aspects of international complexities.

b. **Foreign visitors or speakers:**

One of the most encouraging developments in the program of international understanding has been the exchange of students and teachers among nations. This provides opportunity, among others, of becoming acquainted with linguistic processes. A study of United Nations proceedings keeps the
subject alive. UNESCO (United Nations Educational, Scientific, and Cultural Organization) has promoted a series of seminars whose purpose is to generate better feeling and understanding among people of different nationalities. While all of these activities cannot be incorporated into college courses in communication, many needs and opportunities for realistic and vital types of learning activities are suggested for consideration on restricted scales.

c. World languages:
A comprehensive analysis is made at Drake of the historical and environmental factors of the English language. This is followed by a study of patterns of other languages. The relationship among languages would seem an elementary inclusion in any course of communication.

d. Non-segregation by races:
Non-acceptance of fellow citizens because of racial differences would surely preclude any serious effort toward understanding of other races on a world scale, according to one view. This, however, may not necessarily be the case. The citizens of a foreign country do not offer the same threat to the economic and social status quo that could be presented by those enjoying "equality under the law." It can only be assumed that in the institutions which do not practice segregation there may be less restraint, conservatism, or embarrassment in the matter of promoting

127 Dunn, op. cit., p. 99.
international understanding. In Florida, where a social obligation exists to perform as a receptionist for the nation in greeting visitors from farther south, and where many Latin American students come to attend colleges, there persists the aggravating problem of recognizing caste. Fortunately, there is such delicacy, refinement, sensitivity, and understanding tact among Latin Americans that confusion over recognizing and welcoming that which is Moorish, American Indian, East Indian, Portuguese, Spaniard, Italian, or any combination of the above, rather than what is not, from observation appears to be a screening which occurs outside territorial jurisdiction of Florida campuses.

e. News and views analyses:

Again, the importance of understanding propaganda, slanting, sponsorship, and concern for whole truths needs emphasis. There is no lack of incidences of reporting that was vicious, prejudiced, inflammatory, motivated by selfish interests, based on half-truths or unverified information, or given in excerpt form which deleted all but facts favorable to the reporter's purposes.

17. Personal Physical Health.

It is not strange, perhaps, that with so much emphasis given to physical development, sports, and recreation that many academic courses attempt to maintain a balance through emphasis on intellectual development. However, it would seem that most any communication course could adapt to a compromise permitting the use of personal physical health topics in assigned speaking, reading, and writing. In this compromise
there may be inherent motivation for communication activities which many traditional topics lack. And if it is not accomplished elsewhere, a creditable deed can be performed in teaching students a vocabulary of health to include the medical and physiological terms necessary to discuss intelligently the orderly functioning of the human organism.

18. **Scientific Attitude and Methods.**

Qualities of the person who possesses a truly scientific attitude:

1. He has an inquiring turn of mind; he wants to know the what, the how, and the why of things.

2. He holds his conclusions subject to revision in the light of new evidence and revises those conclusions if the evidence warrants.

3. His judgments are as unprejudiced and as impersonal as possible.

4. He is careful and accurate in what he does.

5. He is free from dogma and superstition.

6. He is tolerant toward new ideas and suggestions.

7. He plans projects before carrying them out.

8. He distinguishes between fact and opinion; he is slow to accept as facts, statements that are not supported by evidence.

9. He respects the judgment of experts.

10. He appreciates the value of science (both methods and subject matter) in living.\textsuperscript{128}

\textsuperscript{128} Classroom placard distributed by Scott-Foresman Company.
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a. Grammar and mechanics:

In one sense, grammar and the mechanics of "proper" writing and speaking are a science. Formulae derived from deductive and inductive reasoning determine sentence structure. Relationship of words in a sentence call for analytical thought. There is no general agreement on the place of grammar in a communication course, with the result that practices vary from slight regard to rather heavy emphasis.

129 Walter F. Kaulfers, "Four Studies in Teaching Grammar," Bulletin of Secondary School Principals, Vol. 30 (February, 1946), p. 77: "... work in formal grammar... is not contributing to anything significant or promising in modern education and may at times actually be defeating the major concern of language teaching—that of helping young people to grow in confidence, ease, power, and honesty in the effective use of language for worthy life purposes. ... An exercise in isolation from any real need of communication that the child may have has very little carry-over to his successful use of sentence structures when he comes to write his own material. Thus the number of hours... devoted to practicing various types of grammatical construction in printed exercises or in workbooks in which forms have been filled... are without much real profit."

130 Norman Foerester, "Teaching the College Student to Write," Communication in General Education, p. 204: "Training in the blacks and whites of correctness should come early and be carried to completion early, not endlessly repeated and postponed through the grades, high school, college, and even graduate school. As a foundation for such training the vast majority of pupils need grammar, whether formal or functional. Only a few pupils coming from a fortunate environment can dispense with a conscious knowledge of syntax, the mutual relations of words in the sentence... Clarenness is indeed the second objective of the school, as it is the second need of the citizen. But the first and basic, to be obtained at all costs, is correctness, without which instruction in the more difficult abilities is all but out of the question."
Drake, Florida State University, Michigan State, and Illinois, favor the functional approach to the study of grammar, while Purdue leans more toward the traditional.

131 Dunn, op. cit., pp. 91, 98: "Everywhere we turned we found serious students like Wyld, Fries, and Marchwardt insisting that language should be studied as a science and that grammar must be descriptive of current usage. . . . We do not in grading pay a great deal of attention to the so-called mechanics of the student's writing because, if we have judiciously interpreted Sapir's definition, the relationship of the symbol to the thing symbolized is more important than the relationship of the word to other parts of a system."

132 Stokes, op. cit., pp. 135, 137: One of the objectives of the freshman English course is stated as "The development of acceptable standards of performance in such basic matters as punctuation, grammar, and sentence structure. . . . In our first-quarter course, then, with the poorer students assigned to special sections, we concentrate on what may be regarded as the rhetorical problem rather than the grammatical. Not, What is the acceptable form? but rather, Which of the acceptable forms more successfully communicates the idea? is the question we ask."

133 Reeve, op. cit., p. 79: "Good communication must meet certain social standards of effectiveness and acceptability. This objective implies training in functional grammar, appropriate punctuation, accepted manuscript mechanics, and spelling. . . ."

134 Hultzen, op. cit., p. 123: "We plan in the other four lectures . . . to take up certain questions of grammar as related to practical communication rather than as authoritarian prescriptions."

135 Wykoff, op. cit., p. 148: "Primarily to encourage careful preparation of assignments, there are 50-minute tests in grammar, punctuation, and spelling. Half the grammar test consists of identification and function of usable grammatical terms; 20 per cent is on correct usage (sentences containing errors to be corrected); and 30 per cent consists of writing sentences illustrating various grammatical terms. The punctuation test contains thirty-three sentences: the student is to insert the necessary punctuation marks according to conventional rules, and to give reason for the marks used. The spelling test is merely a dictated list, of from 50 to 100 words, chosen from the handbook list."
b. Study of research techniques:

Most of the colleges and universities of the study provide instruction in the techniques and mechanics of research and research writing. Probably greater emphasis is given to it in the schools which include more of the technical and scientific curricula.

c. Principles of semantics:

At Minnesota, the student is "encouraged to acquire the scientific attitude toward matters of language usage and to learn how to form his own linguistic judgments in accord with his observation." However, the

136 Hultzen, op. cit., p. 116: (At Illinois) "All of the apparatus of research, use of the library, footnote reference, and bibliography the student can get to understand in connection with his preparation of a persuasive speech."

Stoakes, op. cit., p. 138: (At Florida State University) "Research, for the limited purposes of the course, means primarily learning how to dig information out of the library and presenting it with adequate documentation."

Wykoff, op. cit., p. 150: (At Purdue) English I "requires a research paper of 1,200 words or more, with a background of library work and note-taking."

Reeve, op. cit., p. 79: (At Michigan State College) the student is "asked to do a 'research paper' based on effective use of the library and a knowledge of standard reference texts. Emphasis under this objective is placed upon the evaluation of sources, the material derived from them, and upon the determination of the relevant and the irrelevant, the important and the unimportant. The taking of accurate notes, a great skill in itself, is a subobjective here."

137 Allen, op. cit., p. 61.
Drake program professes a greater dependence on semantics as the core of the communication program. Stoakes deplores training for teaching which neglects attention to "readability, semantics, and linguistic science."

As teachers of English, whether in college or high school, we are neither capitalizing on the popular interest in readability and semantics nor refining our objectives in the light of linguistic science.

d. Psychology of audiences and readers:

Hayakawa calls attention to the multiplicity of communication pressures exerted daily on the public, and to the need that each person has to make himself understood by others of varying language habits and calibers. Reeve specifies that good communication is tailored to the audience for which it is intended. This, he says, is accomplished through a knowledge of its social and economic background and of its purpose in constituting

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138 Dunn, op. cit., pp. 93, 99, 91: "The endeavor to integrate large areas of knowledge is also served by the scientific understanding of language. . . since the inductive method is also the method of the natural sciences . . . the method of our course should integrate harmoniously with the methodology of those subjects.

". . . It begins with the semantics of the word and proceeds to the semantics of formal grammar and of stylistic qualities. It (the course) follows scientific theory as closely as possible, and it applies the method acceptable to science.

". . . Both the description of the grammatical system of English (together with its cognate subject, the 'stylistic' system) and the study of symbolism lead to the recognition of the existence in language, as in other sciences, of laws . . . "


itself as an audience. Kansas State College accepts this principle as a guiding rule. Foerster holds that the instructor who evaluates a composition is representative of an audience that is at the same time critically intelligent and friendly. However, this would seem to add up to a limited experience in appealing to miscellaneous audiences. All audiences to whom it is necessary to communicate are not of a type that can be represented by Foerster's "friendly and intelligent instructor."

"Ever since Aristotle, people, particularly teachers of speech, have been discovering, often to their surprise, that effective speaking really is an interaction between a speaker, an audience, a subject, and an occasion."

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141 Reeve, op. cit., p. 78.

142 The Committee on Written Communications, Written Communications Syllabus, p. 49. Manhattan, Kansas: Kansas State College, 1952: "The work of the course in Written Communications II is concerned with two important problems which writers often face. Your first papers will consider the place of the reader in written communication. You will be asked to write several themes directed to specific audiences, and to attach to these papers a note describing the readers you are trying to reach. In writing a theme explaining an agricultural or industrial process, for example, you will have to estimate the amount of information on the subject which your audience already possesses, in order to avoid boring them by telling what they already know, or confusing them by failure to describe unfamiliar techniques. In writing a persuasive theme, you will need to consider the basic assumptions which your audience accepts, and the important beliefs which it cherishes. About two-thirds of the meetings in Written Communications II will be devoted to assignments centered on this problem of audience."

143 Foerster, op. cit., pp. 210-11.

With three of the four elements being possible variants with unlimited facets, it would be more realistic for each paper or speech to be addressed to a different type of potential audience. In regard to radio and television audiences, Gilbert Seldes has this to say:

Obviously you can't discuss the relationship between broadcasters and audience until you know what an audience is. If you dig down to the bedrock on which the industry is founded, these solid facts become apparent: (1) an audience is what the sponsor buys; (2) an audience is what the broadcasters deliver; (3) an audience is a measurable fraction of the audience; (4) all the fractional audiences put together fall short of being 'the public.' Not at all apparent, but confirmed by experience, is the hypothesis that audiences are created by broadcasting.

19. Scientific Knowledge and Understanding.

Communication courses can encourage the interest of students in scientific subjects by permitting the use of appropriate topics for reading, speaking, and writing. The department can cooperate with science departments in helping students to prepare acceptable talks and papers for science classes. Drake classifies much of its communication program as science, and provides opportunity for the student to understand language techniques as they relate uniquely to natural and social sciences as well as to journalism, business, or other specialized occupational areas.


\[146\] Dunn, op. cit., p. 99.
20. **Physical Environment Perceptions.**

"Man must familiarize himself with the environment in which nature has placed him if he is to proceed realistically with the task of achieving the good life."[^1] A study of linguistics and literature can reveal aspects of the environment and sharpen observational powers through increasing appreciation for the surrounding world. A vital education, says Olsen, "must be framed in terms of continuous, first-hand acquaintance with significant aspects of the physical, biological, and social environment." He charges teachers with the responsibility for leadership and knowledge which will direct the student into "an ever-growing understanding, appreciation, and creative participation in that community . . . the inevitable background of his life, character, destiny."[^2] At the University of Florida, over a hundred "Floridiana" books have been made available to freshmen. These have been classified by type and annotated to further encourage their use.^[3] The environmental factor is an important basis for language study at Drake. Past environments explain student language habits, and future needs are based on future environments.^[4]


[^3]: Wise, op. cit., p. 162.

[^4]: Dunn, op. cit., p. 92: "If the child learns his language from his elders in his immediate family and social group (as studies in the development of bilingual children peculiarly demonstrate), then his language patterns are environmentally associated and his meanings for the
Henri Cartier-Bresson, famous contemporary French photographer, while speaking in terms of photography, made a statement in regard to the value of observational powers which has a universal significance:

I believe that, through the act of living, the discovery of oneself is made simultaneously with the discovery of the outside world; a proper relation has to be established which, in the long run, form only one. Our actions can alter the world just as the world can change us. It would be a dangerous over-simplification to stress the importance of one at the expense of the other in this constant dialogue . . . . In conclusion, photography is to me a recognition, in a fraction of a second, of the significance of an event as well as of the precise organisation of forms which brings that event to life. 151

Havighurst rates observational powers as essential factors in effective communication, categorizing them as follows:

symbols are derived from his experience in the social and personal context. The proper approach, therefore, to linguistic behavior and to the teaching that is designed to enable the student to understand and control his own language reactions is through the environment.

"We made, therefore an analysis of the hypothetical typical daily environment of our freshmen. It included some 16 hours a day in which the student is consciously reacting to his environment. A relatively small proportion of the total significant reactions are to direct sensory stimuli, but by far the majority are to verbal substitutes for a physical world. These substitutes are both oral and written, and the student in turn both speaks and writes to influence others. Only a portion of this verbal world is in formal English. In movements either accompanying the verbal symbols or used by themselves. The ecological approach provides, then, for the understanding of language symbols, for the observation of the habits of usage, and for determining the emphasis on the subject matter of the course."

151 Henri Cartier-Bresson, quoted on placard accompanying photographic exhibit sponsored by the Department of Art, University of Florida, winter of 1952-53.
1. Observation: awareness of externals, of what is going on in the world around one.

2. Insight: intellectual awareness of other people; being able to predict what other people will do.

3. Empathy: (a non-intellectual trait) putting one's self in the place of others in feeling; being able to feel as another person feels.\textsuperscript{152}

A more detailed analysis might include additional categories:

a. Objectivity:
It is hoped that in the training received in communication courses the student will be led to actions based on evidence unobscured by prejudice or wilful ignorance. It is hoped that action will result from reason and logic, or that undesirable action will be forestalled through the operation of reason and logic.

b. Interpretation:
It is hoped that in the training received in communication courses the student will learn to use facts and information sensibly. It is hoped that his comprehension of meaning will be quicker and more thorough, and that his experiences in the course will be of such scope and depth that many new items of information will be more readily understood through methods of interpretation refined in the course.

c. Perspective:
It is hoped that students will achieve a balance of judgment; that shades and colorings are accurately perceived; that size, shape, distance remain in true proportions.

d. **Introspection:**

The student needs to see himself and his relationship to the world about him. He needs to know his strengths and his weaknesses. Neither should he exaggerate his importance or seek to exalt himself at a cost to his fellows, nor should he debase his own worth or dignity. One of the unsolved riddles in education is what to do about the number of students who register for degree work only to fail in its completion. A partial remedy may lie in the development of keener powers of introspection.

e. **Retrospection:**

Students need to improve their skill in remembering and in applying what they have remembered to new situations and problems. Since much of education does consist of material to be learned and remembered, the presumption is that it will be available for recall when needed. Much of the action of daily life is patterned on previous experience. The better a student has learned "retrospection" skill, the better use he should be able to make of past experience in performing more sensibly and skilfully each succeeding day.

Illustrations from statements about the Drake's and

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153 Dunn, *op. cit.*, pp. 94, 97, 98: "Since the stress upon the use of the eyes and ears for more detailed, more complete and accurate observation, the net result of this training and this habit should be a sharpening of the auditory and visual senses so that the student can receive more and finer stimuli than formerly. This sharpening implies as a necessary consequence a development of his mental powers as a whole. . . . He may be called on to write reports of what he sees in a given location, or processes observed, or events and happenings and persons . . . . The second kind of assignment is made of papers in which he collects numerous observations that he has made, arranges them, and attempts to draw from them some generalization about language or the communication process. . . . During this part of the course the emphasis has been on the accuracy of the observation and on finding the exact word to symbolize the thing referred to."
Illinois programs in communication indicate an awareness of need to strengthen observational powers.

22. Mental Dexterity and Thinking Ability.

Communication activities can contribute in many ways to the development of mental skills, and the regard in which this attribute is held is attested to by the frequency of its inclusion in statements of goals.

a. Reading for comprehension:

At Illinois, the concern in reading is decidedly in favor of interpretation of meaning, rather than with literary criticism. Florida State University sees its task as one in converting passive readers to active readers. In this endeavor the stress is on learning the meaning of new words, relating the subordinate ideas to the main ideas, and fusing old knowledge with new. The University of Florida combines attention to comprehension in reading with an increased rate of speed. In a series of planned exercises, the student keeps a record of his own

154 Hultzen, op. cit., p. 119: "They (the students) are instructed to look upon the moving picture (just shown) as an incident they have actually observed and to write a narrative for the benefit of someone who has not seen and wants to know; they are not to criticize the film as an artistic production. Similarly after the two lectures on description, the students spend a lecture hour describing on paper some visual pattern which they have been instructed in advance to observe, such as a specified portion of the campus."

155 Ibid., p. 114.

progress. Lectures are used to explain reasons for weak reading and to suggest remedies. It is pointed out that a close correlation exists between a student's ability to read well and his chances of realizing the most good from his general college work. Help is made available to those students needing special consideration for physical or psychological difficulties.

b. Problem-solving tasks:

"But mere thinking is not sufficient. The thinking must lead to appropriate deciding. . . . Lastly, decisions must find expression in conduct." It is a rather widely accepted concept that effective learning is reflected in changed conduct. Conduct itself is a reflection of the way in which situations are met or problems solved.

It is easily logical, then, that the ability to solve problems and meet situations with skill, courage, integrity, and dispatch should be a prime concern of education. Drake phrases its communication assignments in terms of problems to be solved. One unit of the Florida

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158 J. J. Smith, op. cit., p. 204.
159 Ruth E. Eckert, "Evaluation in General Education, 1951 Yearbook, NSSE, p. 251: "In many of the better studies goals are defined in operational terms—namely, as those changes or modifications in student's behavior which are being sought from particular learning experiences. This attempt to clarify purposes tends to improve instruction itself; it also gives more specific meaning to the term 'desirable,' thereby making possible an explicit appraisal of outcomes."
160 Dunn, op. cit., p. 98.
State University program includes reading on a modern problem with constant reminders to students that:

... half of knowledge is knowing where to find it. The other half of knowledge is knowing how to use it, how to think through a complicated problem, organize facts in terms of their relationship to that problem, weigh conflicting opinions, and draw logical conclusions on the basis of reliable evidence. This kind of thinking, which you have to practice in writing your first research paper but more particularly the second, will help you to assimilate and evaluate the subject matter of all your courses in college and to apply your knowledge to the situations of your life after college. This application of academic learning to actual situations is the goal of education, a goal which cannot be achieved without individual constructive thinking.

c. **Literary criticism:**

In English classes it was long traditional to use discussion and analysis of literary selections as the basis for developing analytical powers. Many of the newer communication courses disclaim literary criticism as a function of the program. Norman Foerster, however, believes that "what is needed is a two-year course in literature and in writing about it... The writing should be on topics growing out of a discussion of the masterpieces..." That such a program, ably conducted, would have merit cannot be denied, but applying the criterion of "the greatest good for the greatest number" suggests the need for supplementary activities.

d. **Mass-media analysis:**

The importance of familiarity with the operation and meaning of mass-media

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161 Stoakes, op. cit., p. 136.
is seen in the statement that:

In the U. S. 53,000,000 newspapers roll from the presses every day, more than 19,000,000,000 a year. Each day more than 33,388,000 telephones carry 132,024,000 conversations; 55,000,000 homes have 95,000,000 radio sets. In 1950, 6,500,000 television sets were built. And the annual bill in the U. S. for both radio and television is $4,450,000,000.

There are over 100 commercial, and one or two educational, television stations operating at present in the U. S. with an estimated 24,000,000 receiving sets in action.

In stating the Minnesota position on mass-media, Allen expresses the underlying assumptions which justify the inclusion of such study in a general education course of communication:

Peculiarly distinguishing the course is the assumption that in a democratic society some meanings which are conveyed through public and semipublic agencies and organizations to great masses of people are of social importance. The imperative corollary is that citizens in such a society, where public opinion is significant in government, obtain some understanding of the special characteristics of these agencies so far as they produce or affect the meanings which they convey. Only with such understanding can the adult citizen exercise critical discrimination in receiving mass communication calculated to influence his opinion and attitudes. Only with such understanding, furthermore, can he intelligently provide active, direct, and constructive criticism by many people, supporting the privately owned medium while stimulating its awareness of its social responsibility, is necessary to help decrease undesirable private, group, and government influence upon press and radio and, conversely, to increase upon its the desirable effect of enlightened public opinion.

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166 Allen, op. cit., pp. 60-61.
In some instances the public is saved (or denied) individual analysis and evaluation of the media by self-appointed or governmental functionaries, as, for instance,

When Moon was made into a movie for United Artists by Otto Preminger, its dialog was a red flag to the Breen office. . . . The film failed to get a Production Code seal, generally a death warrant. Then it was given two more body blows. The Catholic Legion of Decency rated it a C (condemned), and Cardinal Spellman asked all Roman Catholics in his diocese of New York to boycott both it and any theatre which showed it. But the New York state censor board passed the movie. 167

Bok sees a further restriction on communication freedom:

Behind our freedom to read is the freedom of others to speak and to write. . . . The real question is not the freedom to read, to speak, or to be silent. It is rather the courage to do these things. The legal freedoms exist, but now and then a price is put upon them. And it is the price that effectively destroys the freedom, people being what they are. This can be vicious, for the freedoms ostensibly remain. So long as a man howl with the wolves, he may say whatever monstrous thing occurs to him; if he howls against the wolves, it may cost him his job, his social position, and perhaps his liberty. Free speech is at a minimum in the areas of the fighting faiths. 168

e. Debates and panels:

Formal training in debate has largely yielded to practice in the techniques of panel discussion. Modern courses in communication favor informality characteristic of panel as compared to debate procedures. Modern educational philosophy, too, approves of participation by the many rather than exhibitions by the few.


f. **The thinking process:**

Michigan State College introduces its students "to the nature of the thought processes, to rationalization, and to bias" as its recognition of the need to understand mental functioning as related to communication study. 169 Other courses include reference to deductive and inductive reasoning. A more specialized treatment of the subject is given outside of the communication course at the University of Florida where one of the seven general education courses is "Practical Logic."

g. **Memory exercises:**

There may be too much reaction against memorization as a pedagogical device. It seems that some techniques might and should be taught which would help students to remember names and faces of people to whom they are introduced; the matter of spelling requires such skill; and certain key items like the alphabet, multiplication tables, names of reference works, calendar data, weights and measures, and geographic information would seem to be types of knowledge to be automatically supplied from memory.

h. **Organization of ideas:**

Florida State University puts organization of ideas ahead of technical accuracy. Proper organization results in ease and clarity of expression. 171

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169 Reeve, op. cit., p. 82.
Chicago views organization skill as enabling the student "to present information clearly, to explain a position or a theory in a precise and orderly fashion, to construct sound arguments, and to urge a course of action persuasively." It is no more than elementary, then, to consider the mental processes as basic to communication, and to regard competent organization as an integral component of rational communication.

Thought comes to life in words, spoken or written. When written they may be re-shaped and refined to a maximum or at least a sufficient clarity, and so recorded for others. Writing exists for reading, which is the passage back to the thought. Always the thought is central, and it follows that the student who would acquire skill in writing sentences, paragraphs, and wholes must focus his attention upon the substance of thought to be communicated.

23. Mathematical Competence.

Versatility in communication skill would seem to imply competence in the use and understanding of statistical tables, graphs and charts, Arabic and Roman numerals, mathematical and geometric symbols and vocabulary, and an acquaintanceship with systems of weights and measures; a grasp of fundamental concepts of interest and insurance, traffic and travel schedules, and monetary systems. An instance of an awareness to the importance of this type of communicative intelligence is found at Florida State University:

172 University of Chicago Announcements, op. cit., p. 23.

173 Foerster, op. cit., p. 207.
... many of the exercises present statistical tables, graphs, or drawings which the student is required to interpret. They have the further advantage of encouraging the student to use graphic devices in his own writing, devices that are of ever-growing importance in modern communication but which are all too often neglected entirely in college communication courses. \[174\]

24. **Basic Mechanical Skills.**

a. **Gadgets:**

On the theory that education is "primarily a job of communication," Johnson has delved into the considerations of how mechanical aids have helped to improve the transmission of knowledge of facts and values. The problem of the schools, as he sees it, is to insure that instructors are made competent to select and use such devices, and that students receive full benefits through actually handling equipment. Encouragement is taken from the apparent educational shift from teaching about how things are done to the more active process of teaching how to do things by doing. \[175\] Not only does skill in the use of mechanical devices have value for individuals, but

\[174\] Stokes, op. cit., p. 137.

\[175\] Philip G. Johnson, "The Educational Use of Communication Tools," The Phi Delta Kappan, XXXII (Oct., 1951), pp. 94ff: "Coupled with the modern communication tools of sound films, television, facsimile printing, oscilloscope, Geiger tubes, radio, radar, recordings, full color slides, mock-ups, page-size transparency projection, and the like must be included the time tested textbooks, reference books, chalkboard, flannelboard, charts, posters, graphs, specimens, models, experiments, field trips and excursions. We must also include lectures, dramatic presentations and forums. We can include the aquarium, terrarium, and planetarium; the telescope, microscope, spectroscope, the stereoscope; the megaphone and the metronome; the thermometer, hygrometer, and speedometer; the photograph, barograph, and the multigraph; as well as color printings, etchings, drawings and paintings. Man has not only developed many new communication tools, he has also reached new levels of perfection in producing and using the older tools." (i.e. electric typewriter)
the national welfare and interest demand individuals competent in the use of such equipment. The federal government encourages "as many nation-wide commercial communications systems as are economically feasible" due to their vital importance in times of national emergency. Examples of experimentation in the use of audio-visual aids are found at Michigan State College, Iowa, Minnesota, and Purdue.


177 Reeve, op. cit., p. 81: "Experimentation with such devices as a wire-recorder, a metronome, a Wilcox-Gay Recordio, a Whipple tuning fork set, the Seashore musical discrimination tests, mirrors, the Harvard reading films, and a Tachistoscope are a part of the clinic program, and significant results are carried over into the regular course program."

178 Gerber, op. cit., pp. 26, 27: "Whenever it seems desirable, the lectures are accompanied by films, slides, and demonstrations . . . speeches are occasionally recorded and played back and themes are mimeographed or thrown on a screen by an opaque projector. . . . A course radio program is useful . . . ."

179 Allen, op. cit., pp. 64-65: "Three types of speech equipment are provided for use of students and instructors: a transcription playback for 78 r.p.m. and 33 1/3 r.p.m. recordings, a voice reflector, and a wire recorder. Gradually, it is expected, there will be built up a small collection of wire and disk recordings of particular value to the course, such as radio documentaries, political talks, significant programs of commentators, and university convocation addresses. Through the university's Audio-Visual Education Service are available the recording facilities by means of which student speeches are transcribed and also the motion picture facilities for showing the documentary films . . . ."

180 Wykoff, op. cit., p. 155: The student is encouraged to use graphic material where needed in his speeches . . . ."
which are typical of practices common, in more or less degree, at other institutions where interest and resources exist.

b. Use of dictionaries and reference works; other uses of library:
Acquaintance with the library and practice in the use of reference works typifies most communication courses. Illustrations of current practices are seen in the programs of Drake, the University of Florida, Florida State University, and Purdue. At the University of Florida,^181 Dunn, op. cit., pp. 96, 99: The student "may be asked also to classify the associations and the uses (of words) into groups and to write a definition for each group which he will compare with the definitions in the dictionary. These exercises not only explain to the student why the dictionary records a number of definitions for a word, but they demonstrate to him the true origin of word meanings in individual experience and introduce him to the phenomenon of semantic change... papers include library research."

^182 Wise, op. cit., pp. 160, 164: "... there are almost daily exercises in library exploration. ... Each table in the laboratory is provided with a dictionary and a book of synonyms."

^183 Stoakes, op. cit., pp. 136, 138: "... in the second quarter the technique of library research and documentation. ... Research, for the limited purposes of the course, means primarily learning how to dig information out of the library and presenting it with adequate documentation."

^184 Wykoff, op. cit., p. 1147: "Limited library-training is also given—in using the card catalogue, finding books and magazines, using the various indexes to such materials; and this training is applied in reading and effective-note taking for, and in writing a well-organized research paper of at least 1,000 words, with material gathered from several sources."
as in most other large institutions, new students are provided with a
library handbook which describes the services and facilities. It contains
diagrams showing the location of special collections of materials, and
information on use of files, catalogues, and indexes.


Instruction in how to study and how to learn varies from program to
program. A lecture or two seems the minimum help offered and from that
level, gradations climb to the highly individualized diagnostic, remedial,
and tutorial processes designed to fortify each of the many possible points
of student weakness in communication. The seriousness of the inadequacy of
training is pointed out by Duncan:

When the Columbia Broadcasting Company conducted a survey
of communicative habits, it found that 9 percent of our waking
time is spent in writing, 16 percent in reading, 30 percent in
speaking, 45 percent in listening (quoting the foregoing from
New Training for Effective Speech by Robert T. Oliver and
Rupert L. Courtright). . . . Because of ineffectiveness in our
use of these processes, psychologists are wont to agree that
when communication is attempted misunderstanding is the rule
and understanding is but an occasional happy accident. 185

a. Special guidance and corrective services available:

Expansion of guidance services has been a recent development in many
colleges and universities. The Basic College of the Michigan State College
assumes increasing responsibility in this regard. 186 Stephens has a course
entitled "How to Study" which is "designed to improve the efficiency of
students' study habits." Much of the content is concerned with the im-
provement of communication skills, particularly reading. 187

185 Duncan, op. cit., p. 24. 186 Reeve, op. cit., p. 75.
b. Student-kept records of individual progress and errors:
In the writing laboratory of the University of Florida a file containing a folder for each student is maintained. The folder is accessible to both students and instructors. It is the student's responsibility to insert his own composition papers and chronicle his errors on a form provided for that purpose. The result is a complete inventory of the work of the term and a profile of progress. It is believed that the student who constructs his own graphic record becomes more conscious of needed improvement.188

c. Exercises on study methods or instruction in techniques:
At Iowa, lectures include "a group on college techniques (reading textbooks, listening to lectures, reciting and taking part in discussion, writing examinations, and using the library)." Class assignments include three exercises on study methods.189

d. Staff familiarity with psychology of learning:
It does not seem unreasonable that instructors should be expected to understand the psychology of learning, but according to Perrin, "Many English departments will take the point of view that this is not fit subject matter for them, that it is 'school of education stuff.'"190 Usually the failure to appreciate the value of psychology or methodology

190 Perrin, op. cit., p. 230.
can be explained in two ways: (1) Traditionally, college English teachers must avoid the stigma of having taken work in methodology or educational psychology, prima-facie evidence of heresies inimical to scholasticism, and (2) Courses in the psychology department, while socially acceptable, are hedged about by prerequisites which discourage majors in English (usually not too keen about, or equipped for, the qualifying work in physics, higher mathematics, or a whole gamut of preliminary courses in introductory psychology). The exception to this has occurred where new programs have been initiated with a clean slate and complete independence, where advice and help from all sources have been sought and honestly used. Such success is seldom achieved without weathering opposition in the form of "alarums" characterized by the statements of such writers as Foerster.

191 May D. Bush, "The Training of the College Teacher of Freshman Composition," South Atlantic Bulletin, XIX (January, 1954), 15: "... there is fear of methods courses. ... If methods courses are undertaken, they should be directed by English teachers in English departments."

192 Foerster, op. cit., pp. 202-03: "... unlike the previous types of writing courses, the course in written and other communication appears to have originated not among the presumed experts, the English staffs, but among educationists and administrators, men with an abnormal interest in organization, paper patterns, and terminology. ... Further, such persons were much inclined to believe that success in teaching would at last be attained by scientific method: by exercises and objective tests, by a proliferation of mimeographed materials, by projects carefully advancing step by step, by incessant staff meetings assuring uniform and exact methodology—by a procedure, in short, that would merit the name of research and lead to educationist theses and monographs. Unfortunately it must be added that persons of this type, having had no experience whatever in teaching writing, necessarily view the problem from the outside; that many of them cannot write readably, that some of them cannot write correctly. They ignore the fact that writing, from the most elementary stage, is an art, and think it may be mastered by science, or the trappings of science. In English departments, where
Bestor, and Carlton and Little. The Florida approach to teacher preparation in communication is reported by Bigelow as follows:

While no institution in Florida offers a program in which a student may take a major in the teaching of English composition in college, most four-year colleges and universities in the state have some continuing program of training inexperienced teachers who teach freshman composition. Usually this consists of theme-grading sessions and staff meetings in which matters of policy are set forth. Florida State University requires all teaching assistants to take a one-semester course entitled "Teaching Written Communication in the work must be carried out, the few enthusiasts over communication are not the best minds but generally organizational persons who are placed in charge of the course and easily persuade themselves of their success."

Arthur E. Bestor, Jr., "Anti-Intellectualism in the Schools," The New Republic, (January 19, 1953), pp. 11-13: "Some of the slogans by which professional educators mask their anti-intellectual purposes sound plausibly democratic. . . . I am not criticizing the work of experimental psychologists and of those professional educators who combine sound scholarship with a knowledge of pedagogy. . . . They are modest enough to recognize that they have neither the authority nor the competence to tamper with the purposes and the organization of the curriculum. . . . It is the duty of scholars, scientists, and members of the learned professions generally, to speak with a clear and independent voice in these matters. Cooperation with professional educators must continue, of course, in the devising of sound programs for the public schools. But on matters of high educational policy the learned world must speak with a voice unmistakably its own, and must now allow its words to be smothered or twisted or censored by others."

William G. Carleton and Winston W. Little, "The Social Science Comprehensive at the University of Florida," Social Science in General Education, p. 165. Edited by Earl J. McGrath. Dubuque: Wm. C. Brown Company, 1948: "Our poorest teachers are those who have come to us primarily interested in teaching techniques and pedagogical devices; without exception we have found that good teaching is a by-product of interest and solid groundwork in basic subject-matter fields."
College." The University of Florida plans to begin in the spring of 1954 a two-semester required course in the teaching of college English, the first semester to concentrate on the theory and practice of teaching composition, the second semester on the teaching of literature in college. At both institutions these courses are designed and taught by members of the English department.


Although communication is only one of the twenty-six goals as classified for the purposes of this study, it is basic to all of the others. It is not the purpose here to discuss the relative values of the goals beyond suggesting that some goals have no value except in context with others (and this is true of communication); the values change with time and place; and the value of a goal for one person is seldom, if ever, identical for another person.

The next phase of the study will be concerned with investigating the depth and range of communication programs in the selected colleges and universities. An assumption will be made that each of the institutions does have a communication program, within the definition used here, until contradictory evidence is revealed. The evidence, in this case, will consist of proof of activities and practices in substantial measure among the component skills (reading, writing, speaking, and listening). It is hardly possible that any of the four skills will be found to operate in continuous isolation. There will not be much reading before

there is some related talking and writing; there will not be much speaking without a turn at listening. Research has not conclusively specified the proper proportions of one to another, but the theory expressed by Wise is that "the communication skills are so closely interrelated that progress in one makes progress in each of the others surer and easier—in fact, that they operate in a complementary manner . . ."^196 Reeves sees language as the common denominator of all four skills, which enables the student to understand and judge writing and speaking as readers and listeners.~197

The task, then, would seem to be more in the nature of estimating the comprehensiveness of the several programs. But not only comprehensiveness is involved, for emphases and effectiveness must also be included in the calculations. To find that one institution recognizes and includes every phase of reading, writing, speaking, and listening would not be especially significant without analyzing, too, the time allocated to such complete coverage, the adequacy of materials, and the competency of the teaching staff to direct the study, among other factors. A committee of the National Council of Teachers of English approaches the problem by asking these questions:

1. Is the situation one in which language activities are stimulated, and are these sufficiently broad to cover a rich development?

^196Wise, op. cit., p. 158.

2. Does the organization of the teaching situation permit sufficient time for the development of needed skills, or for necessary investigation of language interests?

3. Does the organization of the teaching situation give adequate recognition to both individual and social uses of language?

4. Does the situation, or organization of work, assign teaching responsibility to those sufficiently skillful to handle the problems?

Says H. A. Overstreet in his The Mature Mind, 199 "In no area of our maturing . . . is arrested development more common than in the area of communication." And Lee Deighton thinks that helping students "gain control of their language so it will do what they want it to do" is one of the goals that "merits all the time that any curriculum may devote to it." 200 For, as McGrath says,

Man cannot live an intelligent life today without a knowledge of, and skill in using, the communicative arts. If they cannot read, and talk, and listen, and write understandably and intelligently they cannot think clearly. They cannot understand the world in which they live. They cannot participate in the common activities of their time. They cannot fulfill the responsibilities of citizenship. 201

If, then, language is to do what is wanted of it, it must be well practiced in its many adaptations to use. Perhaps the sonorous qualities of Spanish do make it more appropriate for communication with God, as

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Mario Pei's story suggests, or the German guttural is better calculated to inspire respect from an enemy, or Italian has greater romantic impact, but no other one language has greater versatility than English. It should be possible to make it do what is required of it in a degree equal to, or superior to, any other one language. The question, then, is: Do the communication programs provide practice in elements which give versatility? If the student who completes the course wants to pray, or intimidate a foe, or exploit a moonlit opportunity, is he better prepared to do so than previously, and as a direct result of transfer of training from the school situation to the real life need? The span is lessened as curriculum adaptations blend the two, recognizing, of course, that communication programs must at times fall somewhere short of achieving complete realism in the training experiences provided.

And finally, just what is it that language is supposed to do and be?

Frederic Reeve proposes the following answer:

Good communication is that which is meaningful, effective, socially acceptable, and socially responsible. Communication is meaningful when it results from an awareness, conscious or unconscious, of the signs of structural meaning (grammatical form and structure); it is clear, accurate, unambiguous in word choice and arrangement, and when it is organized in terms of purpose and intention. Communication is effective when it is simple, forthright and specific, and when it is appropriate to the user, the subject and the situation in intention, tone, level of usage, and organization. Communication is socially acceptable when it is free from readily determinable illiteracies, and when it is characterized by observation of current linguistic conventions which are validated by the practice of educated writers and speakers. Communication is socially responsible when it is grounded in observable fact, in honestly contrived opinion, in an awareness of personal and social bias,
and when it contributes to understanding and harmony among
the greatest number in a democratic society.\textsuperscript{202}

Assuming that goals of most concern to communication programs would
be those vitally dependent on the skills of reading, writing, speaking,
and listening, the following order of precedence for their consideration
is suggested:

1. Communication skills. (First by definition.)
2. Personal adjustment and mental health. Self expression and
social acceptance are dependent on language skills.
3. Preparation for social, economic, civic participation. Only
the articulate and receptive can be effective citizens.
4. Thinking aptitudes and mental dexterity. Mental capacity and
ability are increased through exchange of ideas and information. Verbal
competence is basic to these ends.
5. Study-learning skills. Much of learning proceeds from reading
and listening, and the skill with which these arts can be used is a
measure of the effectiveness and dispatch in learning.
6. Stimulation and integration. It is through the processes of
communication that adjustments and inspiration are largely possible.
Communication is an all-pervading and integrating factor. It interprets
the past and predicts the future. It translates clumsy, laborious

\textsuperscript{202} Frederic Reeve, "Toward a Philosophy of Communication,"
demonstration and painful, expensive experience into easily manipulated symbols. It translates symbols back into refined and effective action and behavior.

7. Sensitivity to social environment. A mere look does not test the pulse of the city nor reveal its agonies and joys. It is largely through the mechanics of communication that one knows and is known, that one contributes and receives social values.

8. Leisure-time values. Intellectual pleasures, at least, depend on communication skills. The horizon of understanding is widened and deepened as verbal competence increases. The spectator opportunities multiply and their level of quality is keyed to demand.

9. Physical environment perceptions. The one who has read, heard, and discussed is better able to cope with his environment, to understand it, to use it, and enjoy it.

10. Scientific knowledge and understanding. The abstractions of science require a highly developed skill in the techniques of symbolism.

11. International perspectives. Knowledge of distant places and events must come through communication media. Isolation is dead and communication was its executioner.

A further scale evaluation approaches areas of more indeterminate order and lesser impact for communication, but the goals listed above would appear the most desirable inspirations for communication courses.
Summary

The aim in Chapter II has been to define goals of general education in terms of communication programs. It is felt that the most satisfying and productive learning takes place within a framework of the recognized goals of general education.

While communication courses have a primary responsibility for developing student skills in reading, writing, speaking, and listening, it is the contention here that that purpose is best achieved through faithful observance and practice of all the other goals of general education.
CHAPTER III

PRACTICES IN COMMUNICATION COURSES CONSISTENT WITH THE
GOALS OF READING, WRITING, SPEAKING, AND LISTENING

The case for this phase of the study is well stated by Dunkel who says that "Educational objectives are important primarily because they guide teaching." He contends that the problem is one of "relating the general to the particular" with the solution resting in establishing objectives which run from the general statements to the "more specific ones for each course, with the latter clearly showing not only their general relation to the former, but also their exact contribution." 1

An examination of the stated goals of the communication programs of the selected institutions shows a tendency toward the realistic point of view of Schwab:

... the proper objectives of a course in science (or in anything else) are those modest ones, which, abstracted from some grand, vague, and general list, are reduced in stature from the heroic to the merely human, and selected to be appropriate to the subject matter to which the course is assigned by tradition or the dean.

The next step, then, is to examine the specific elements which constitute "subject matter" and activities in reading, writing, speaking,

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Definition or illustration for each practice or activity in communication to which one or more of the institutions subscribes, follows as the main substance of Chapter III.

**Heading**

Through books, the reader may explore his own nature, become aware of potentialities for thought and feeling within himself, acquire clearer perspective, develop aims and a sense of direction. He may explore the outer-world, other personalities, other ways of life. Liberated from the insularity of time and space, he may range through the wide gamut of social and temperamental alternatives that men have created or imagined.

**Types of Instruction and Activities:**

1. **Oral Interpretation.**

Oral interpretive reading is valuable training for speaking and dramatic activity. It has also the advantage of providing a basis for analysis.

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3 During the summer of 1953, a class at Columbia University conducted by visiting Professor J. Hooper Wise, outlined the scope and objectives of communication courses thusly:

"A. Reading with widening interests and experiences, improved comprehension, clearer analysis and interpretation, and sounder basis of evaluation.

"B. Writing clearly, correctly, and effectively in all forms of composition: expository, descriptive, narrative, persuasive, critical, and 'practical' (e.g., business letters and reports).

"C. Speaking with self-assurance, clarity, and effectiveness in both formal and informal situations.

"D. Listening to gather, organize, and evaluate what is heard with attention to linguistic and symbolic significance and to respond in the true sense of communication.

"E. Observation of all aspects of the students' environment with its many and complex media of communication—factual, symbolic, and aesthetic.

"F. Demonstration as a tool of exposition, through various mechanical and graphic devices and physical gestures."

and comparison of differences in pronunciation and emphasis among students. Added to this, at Illinois, is the feature of entertainment where some lecture time "is given over to student performance, a bit of choral reading with the solo and small-group parts taken by students recommended by the section instructors."\(^5\)

2. **Appreciation or Pleasure.**

At the University of Florida, the guiding principle in presenting literature is to encourage the reading of selections for pleasure.\(^6\) Experience, generally, has indicated that in required courses a clinical treatment of literature is unproductive.

3. **Speed.**

Among several of the institutions of the study offering training in improved reading rate, Illinois uses the technique of "one lecture on speeded silent reading, preceded by one and followed by three fifteen-minute reading-rate and comprehension tests at weekly intervals."\(^7\)

4. **Comprehension.**

Major stress is placed on comprehension among the programs investigated. Iowa gives a minimum of five exercises dealing with reading comprehension.\(^8\) Illinois considers "interpretation only, not criticism," and precise meanings.\(^9\) Purdue acknowledges the need for training in reading for

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\(^5\)Hultsén, *op. cit.*, p. 118.


\(^7\)Hultsén, *op. cit.*, p. 118.


\(^9\)Hultsén, *op. cit.*, pp. 114, 118.
comprehension but "has no formal instruction in the techniques of reading . . . no teaching of or tests in speed and comprehension." Partiality is shown for the Cooperative English Test C on reading comprehension as "the most valid measuring-instrument in the language arts." 

5. Analysis

A variety of approaches is used to train students in the analysis of reading. A carefully developed plan at the University of Florida aims at precision:

After reading each essay, the student checks his understanding by determining which of five given statements most nearly expresses the central idea or the essay and whether the remaining four are incorrect statements (inaccurate, wholly or partially) or inadequate statements (incomplete, though correct in all that is said). Following this check, the student turns to an analysis which will enable him more fully to get the writer's meaning. This analysis takes the form which the pattern of the material demands. It may revolve about key words or topic sentences, it may trace the grand divisions of the essay, or it may express itself in mere detailed outlining. Whatever the case, two important considerations are kept in mind: (1) The technique must logically develop from the essay and not be superimposed upon it; (2) the technique must remain what it rightfully is—a device to get meaning, not an end in itself.

A different type of material is used at Michigan State where a unit is "devoted to the study of slanted and objective reporting, and to the discrimination between fact, inference, judgment, and opinion."

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10 Wykoff, op. cit., p. 152.


12 Wise, op. cit., pp. 159-60.

13 Reeve, "Basic Communication at Michigan State College," op. cit., pp. 82-83.
Communication is studied as a process at Drake—a process in which cognizance is taken of the influence of colors, pictures, words employed, type design and size, and the associations which result from the complex of such factors.\textsuperscript{14} At Florida State University a search is made for meanings hidden behind generalizations.\textsuperscript{15} Analysis is used at Chicago to develop in the student some sensitivity to exposition, argumentation, and style, and an awareness of advantages and limitations.\textsuperscript{16} At Minnesota, a 1948 questionnaire answered by students completing the communication course found 95 per cent indicating an increased ability to analyze written and spoken matter designed to persuade.\textsuperscript{17}

6. **Literary Selections.**

Carlyle will teach us the doctrine of work, Browning will teach us to despise cowardice, Emerson will teach us the range of the human mind and the doctrine of thought, Huxley will teach us to know ourselves as part of nature. Plato and a thousand modern voices will instruct us in the doctrine of virtues and self-control, and Christianity itself will teach us the noble doctrine of goodness—sweetness, self-sacrifice, generosity, and faith.\textsuperscript{18}

\textsuperscript{14} Dunn, *op. cit.*, p. 97.

\textsuperscript{15} Stokes, *op. cit.*, p. 139.

\textsuperscript{16} The Idea and Practice of General Education (An Account of the College of the University of Chicago), by present and former members of the faculty, p. 211. Chicago: University of Chicago Press, 1950.

\textsuperscript{17} Allen, *op. cit.*, p. 71

Practices vary from the treatment of literature as a source of practice materials to improve reading skills, to formal survey courses of literary fields. Nearly every student at Purdue is required to take a course in literature "usually labeled 'Introduction to——,'" while students at Illinois are expected to demonstrate their familiarity with English and American literature through reports on outside readings. At the University of Florida, class discussions follow the trend of the lectures as they pertain to contemporary essays and literary selections. Iowa, in contrast, makes "no formal attempt . . . to integrate instruction (in communication) with instruction in literature."  

7. Newspapers.  
The Minnesota communication course includes a consideration of various types of newspapers. These are representative of metropolitan dailies; special interest papers such as trade, religious, and racial are used; and varying political complexities of big town daily and country weekly are studied. "The student makes an intensive study of one publication or of two contrasting publications in order to determine factors affecting editorial policy, content, and style, that is, such factors as ownership, advertising, location, circulation, and readers." The 1948 questionnaire showed 95 per cent affirmative answers to the question: "Has the course helped you to evaluate a newspaper as a source of information?"

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20 Hultzen, op. cit., p. 118.  
22 Gerber, op. cit., p. 20.  
23 Allen, op. cit., pp. 63-64, 71.

Michigan State and Illinois prescribe readings in such magazines as Harper's or the Atlantic Monthly to which students are required to subscribe. Illinois has found articles on controversial issues to be most useful. Although miscellaneous periodical materials are used at Antioch, "the chief emphasis is upon intelligent reading of current articles."26

9. Technical or Business Reports.

Oral reading "has probably increased in business circles; the reading of dictated letters by secretaries, the reading of minutes, the reading of reports, and the reading of resolutions are but a few examples of resort to this form of communication."27 It would seem, too, the obligation of citizenship to be able to understand oral or written reports of governmental agencies such as budget committees, school boards, and legislative bodies.


The reading of representative examples of good research is a logical preliminary to writing research papers. However, the value of knowing how to find research works and how to understand them is sufficiently important to the college student to justify an assignment of time whether such

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24 Reeve, "Basic Communication at MSC," op. cit., p. 87.
26 Catalog of Antioch College, op. cit., p. 57.
practice were ever used for the purpose of writing research.

11. Linguistic Studies.

While the McGrath study suggests that an entire communication curriculum could logically be built around linguistics, and the Drake program is an impressive example of the inherent possibilities, attention to

McGrath and others, op. cit., pp. 75-76. "The problem comes down to this: can a body of content be found which will be useful not only for its own sake but also for its capacity to motivate students toward greater proficiency in communication? We think it can, and we are proposing as content for this course (hypothetical) the nature and history and operation of language. Here, in the first place, is a body of knowledge which no one can afford to by-pass who pretends to a general education. More than that, here is a reservoir for reading assignments and for themes and speech topics which have pertinence to a skills course and on which the instructor with integrity may pose as an authority. As the student reads, writes, speaks, and listens, he learns more about the symbols he employs; and as he learns more about the symbols he will be motivated to use them more skillfully."

Doyle Mikesell, editor, The Drake University General Education Program - Philosophy and Implementation, pp. 16-17, 22. Des Moines: The Basic Studies Division, Drake University, May 1, 1953: "Freshman English is both a content and a skills course. The content includes the nature of communication symbols, what the symbols may communicate, and how they achieve their effects. The skills of the course are training and practice in the use and interpretation of communication symbols.

"The course makes a maximum contribution to the general education objective of mastery of communication because it deals with symbolic communication in general, and verbal communication in particular. Because language is the foundation of thought, the course, in clarifying for the students the nature of language and meaning contributes in a major way to the development of their thinking processes, and so enables them to arrive also at a more wholesome philosophy of life. It deals directly with the process of reading and so leads many students to a more extensive use of reading as a leisure time activity. Since the course is usually the students' first introduction to language as a challenging and exciting tool of social exchange, it may serve to whet their curiosity and lead them to note aspects of linguistic and artistic change.

"Thus the course is a study of language and the ways it functions and can be used. The general plan is to move from the study of exactness of meaning to the study and practice of style. It begins with the more familiar forms of communication in intimate speech and proceeds to the more formal and public uses of language in science and literature. It makes use always of the living language as its source material, and, by
linguistics, in the remaining institutions of the study, narrows.

12. **Proof-reading.**

Some texts include a section on proof-reading, but where a dictionary is prescribed or available, the information is a duplication. Actually, the instructor almost invariably uses a different set of symbols in correcting student papers, but the proof-reading symbols are an interesting addition to instruction in the use of symbols, and could be used as practical training in the improvement of the mechanics of manuscripts. In a few cases the training would be of vocational value.

13. **Time-tables.**

It should be conceded that most students will do some traveling. Perhaps a general education is adequate to equip students with the ability to solve the complications of time-tables, but such an exercise might prove a useful undertaking, and perhaps offer stimulation to students not easily interested in other phases of the program.

14. **Rate Schedules.**

Express, freight, and the various classifications of mail are seldom fully understood with a consequent loss of money and efficiency to patrons. The school might render an appropriate service to students by checking to see that understandings are adequate.

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training the student to observe and analyze it habitually, equips him to grow in the mastery of the forms of communication in the laboratory of his daily life. Thus the students learn everything in the traditional freshman course and much more besides."
15. Vocabulary Building.

At the University of Florida and Michigan State College the meaning of words is studied in their context with materials assigned for reading. However, the University of Florida specializes in words from the Thorndike list of most commonly used words, while Michigan State's list is derived from words most frequently misspelled. At Drake "the symbol is dealt with as both stimulus and response." An attack is made on "the one-word one-meaning fallacy" by pointing out the effect of "physical setting, physiological accompaniments (such as gestures, pitch, volume of voice, and so on), verbal setting, and the background of associations that the speaker has." The topic is elaborated "to present not only the distinctions between fact, inference, and judgment, but also to demonstrate a recognized process of semantic change and vocabulary extension." That word study is fruitful is attested to by the fact that at Minnesota, 85 per cent of the responses were affirmative to the questionnaire item: "Has the course increased your awareness of the relationship between a word and the idea or concept for which it stands?"

Reading Procedures and Techniques:

a. Pre-testing.

Because of the fact that reading is the main tool of learning in school,

30 Wise, op. cit., p. 160.

31 Reeve, "Basic Communication at Michigan State College," op. cit., p. 81.

32 Dunn, op. cit., pp. 96-97.

33 Allen, op. cit., p. 70.
failure to read adequately produces not merely slow readers or non-readers, but a variety of other forms of maladjustment. Tests and observations by trained teachers or clinicians can frequently identify difficulties to the end that remedial measures may be applied. Elimination of difficulties would seem to be the justification for including reading as a part of the communication program, and the handicaps are easier to treat when isolated through the examination process. The common tests at Chicago provide the clues to indicate the need for additional special tests. At Florida State University, a placement test (reading comprehension, mechanics, usage) segregates those who need elementary review. They go into special sections ... The same process at Minnesota ends with the poorly prepared freshmen taking "Preparatory English in the extension division." The University of Florida uses the results of the state-wide tests of high school seniors, but to supplement this the entering freshmen are given "a reading test, a test on mechanics, and (if the results are not available from the state-wide test scores) a test on effectiveness of expression." One of the most extensive series of tests is given to entering freshmen

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35 University of Chicago Announcements, op. cit., p. 7.

36 Stoakes, op. cit., p. 111.

37 Allen, op. cit., p. 65.

38 Wise, op. cit., p. 170.
at Iowa. It includes probably all of the types given elsewhere. 39

b. Re-testing.

Undoubtedly there is a point of diminishing returns as far as benefits from testing is concerned, but a statement of Wise would seem to establish the

39Gerber, op. cit., pp. 21-22:
"Test 1. An English Placement Test devised locally with the aid of the Iowa Colleges Conference on English. Although this test is generally similar to the USAFI Correctness and Effectiveness of Expression Test, it differs in that the passages included represent sharply contrasting styles of writing, some quite formal, others very informal. The student is held responsible for judging which work usage and sentence structures are most appropriate in the particular style of writing in which they appear.
"Test 2,3,4. These are General Educational Development tests which have been given at Iowa for a number of years. They are concerned with the interpretation of reading materials in the social studies, science, and literature. Their results are used by the skills staff as an index of reading comprehension.
"Test 5. General Vocabulary. This is a General Educational Development test. The words tested are presented in context.
"Test 6. Reading Rate. This is a locally devised test.
"Test 7. Organizing, Generalizing, and Slanting. This is a locally devised test to determine proficiency in several of the subskills of communication.
"Test 8. Principles and Tools of Communication. This is a true-false test designed to measure the student's knowledge of the principles of effective communication and the elementary phenomena of language. A few items on library usage are also included. Like all of the preceding tests this one is constructed so that the answer sheet can be machine scored.
"Test 9. An Expository Theme. This theme is based on an assigned subject, the subject being so constructed that no student can be without information on at least one or two aspects of it. The time limit is two hours and the students are instructed to write at least 450 words.
"Test 10. An Argumentative Speech. For this speech the student has an hour in which to prepare any one of ten assigned topics. Notes are allowed, but the student is marked down for too heavy a reliance upon them. The time limit is four minutes."

Although all the above tests are not strictly concerned with reading, later reference will be made to them, and together they indicate the comprehensive character of the communication testing program.
simple limitations:

At the end of the year we give a second form of the tests administered at the beginning. The tests given at the beginning serve a diagnostic purpose. The second testing indicates whether our program has been effective. The validity of such a pronouncement would appear to rest on the construction of a program based on the results of the diagnostic testing which, of course, would mean that adaptations and modifications in the program would have to be made after the results of the diagnostic testing were known. In reality, then, the program is based on diagnoses and achievements of classes in previous years, and the final testing measures the ability of the present classes to accomplish work designed for previous classes. If, on the other hand, it can be said that the composition of freshman classes is not a variable necessitating program changes, there should be no need of periodic tests to prove the effectiveness of the program. Actually, then, it must be concluded that the purpose of testing (where levels of achievement determine student fate) is largely a device to insure that students will conform to the requirements of a program whose authors are not secure in the conviction that the merits of the program will sell themselves to the students. The exception would be where the results of constant experimentation and change would need to be checked against test disclosures—but not at heavy expense to students.

c. Eye and other health-factor testing.

It is assumed that any instructor would cooperate in arranging for corrective help for students who showed symptoms of need. Most of the

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\[\text{Wise, op. cit., p. 170.}\]
institutions of this study are equipped to render remedial services through various types of clinics as discussed in the last section of this chapter. College infirmaries generally offer no services beyond emergency and temporary treatment. Tiegs, under a heading of "An Analysis of Factors Resulting in Reading Difficulties," offers clues to aid instructors in distinguishing student handicaps:

<table>
<thead>
<tr>
<th>Factors</th>
<th>Symptoms</th>
<th>Causes</th>
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The "analysis" of Tiegs appears rather naive when applied beyond the eighth grade. Credit must be acknowledged for the superior concern of elementary and high school personnel and community agencies for the physical welfare of students, so that the youth reaching college have generally found some corrective alleviation from deficiencies. The symptoms described by Tiegs, when manifesting themselves in college,

\(^{1}\)Tiegs, *op. cit.*, p. 6.
are likely to be of a more sophisticated nature. Testing his first freedom from parental supervision, the new student is possessed of urge to explore the boundaries of his independent world. Patience and prayer, rather than clinical scrutiny, must serve through the ordeal of hangover, late date, poker and bridge, sports fever, experimental diet, homesickness, and financial crisis.

d. Conferences.
At Chicago, in addition to class work, "conference time is provided when it is needed."\(^2\) This pattern is rather typical, although some faculties provide that students shall appear regularly for private or group consultations. Where writing laboratories function separately, the students have close and frequent contacts with instructors.

e. Remedial classes.
There is a lack of uniformity in remedial practices. Some institutions specify non-credit or outside work to remove deficiencies; others, in contrast, assign credit for sub-freshman work done in remedial classes; still others provide no special work or segregation for weak students. Basic principles are illustrated by the Chicago Basic Reading Skills course which is described as being "designed to correct deficiencies in reading." Candidates are selected on the basis of entrance and placement test results.\(^3\) The Iowa program is more elaborate in providing emphasis sections in three skills of communication in addition to making clinical help available. Confidence in this procedure is expressed as follows:

\(^2\)University of Chicago Announcements, op. cit., p. 23.
\(^3\)Ibid, p. 23.
Frequently the point is raised that the isolation of the more obviously deficient students results in a loss of morale and an impossible teaching situation. That has not been our experience. Contrarily this highly individualized instruction in our fundamentals program has resulted in the best spirited groups we have. What these students need more than anything else is a feeling of confidence in work which heretofore they have found bewildering. Once that confidence is established the technical deficiencies begin to take care of themselves. A clue to the attitude of these students lies in the fact that absences in this course are less frequent than in the other courses.

f. Individually challenging assignments (ability acceleration).

Stretch the student a little but not too much. Give him some freedom, but not license; give him a task which challenges him but which is not wholly beyond his power.

The criticism is frequently made that the abler students are not sufficiently challenged by programs designed for the average. Chicago's answer to this complaint was to institute a system of progress by examination under the principle that "a student's education should proceed without needless repetition."

However, latest reports are to the effect that the regular four-year curriculum requiring a previous high school diploma, and the specialized elective courses in the junior and senior years has been restored.

\[^{1}\text{Gerber, op. cit., p. 21.}\]
\[^{2}\text{Dunkel, op. cit., Ch. IX.}\]
\[^{3}\text{University of Chicago Announcements, op. cit., p. 1.}\]
\[^{4}\text{University of Chicago Announcements, Vol. LII, Number 9, p. 1. Chicago: University of Chicago Press, June 20, 1953.}\]
\[^{5}\text{Fred M. Hechinger, "Education 1953-54—A Newsicast," Vol. XXXVI, No. 37 (September 12, 1953), p. 64.}\]
Writing

Types of Instruction and Activities:

1. **Poetry.**

Only at Illinois was there found reference to an assignment in poetry writing.\(^{19}\) It may be sound theory that full appreciation cannot result without personal experience through participation, and certainly there are few, if any, greater challenges to vocabulary and concise thought than in the construction of poetry.

2. **Drama.**

As in poetry, it would seem logical that any program which attempted to teach appreciation of drama would stimulate that result through personal writing experiences. But on the more practical side, to insist that drama is an embellishment in a writing laboratory is to ignore the realistic facts of modern life, for theatrical techniques have become basic to social, political, and economic life. It is the impresario who presides at the premiere of the new corner drugstore; it is the soap opera that sells Rinso; the dramatic flare wins election votes; publicity-hungry mortals risk life, limb, and dignity in theatrical stunting. Since there seems no cure for this brand of "ham" there should be control. It may be necessary to face up to another axiom, too—namely, that the script has no value until it can be televised. Probably too many institutions are conservatively avoiding experimental writing\(^{50}\) and insisting that fifty years of tested success be the criterion of worth.

\(^{19}\)Hultzen, op. cit., p. 123.

\(^{50}\)Ibid, p. 114.
3. **Scripts of broadcast programs and commercials.**

Too much insistence is made that students exhibit the ability to develop a series of 400-word papers. Nothing could be more unrealistic than to suppose that ideas all merit equal verbal expansion. Catchy, euphemistic, epigrammatic phrases are the writing need of the many. "I Like Ike" or "Better Schools Make Better Communities" or "I like the new Biscuit Butterflakes because________(in twenty additional words or less)" or "Dear John, I have wed another . . . ." are expressions which receive attention where a 400-word extension of remarks would be ignored. As fondly as teachers might wish for rhetorical gems, the contemporary need is satisfied with a quick synthetic. Word or symbol production presupposes word or symbol consumption. Practical experience of word and symbol merchants (advertisers, for example) proves that sustained interest is a delicately regulated circumstance. No better proof of audience sensitivity to writing, and therefore to its effectiveness in causing action, could be had than in studying this form of expression.51

**b. Manuscript forms.**

In the concern to have students express themselves naturally and spontaneously, the form of the paper is sometimes neglected. However, if there is any purpose in writing, fundamentally it must be to communicate to a reader or to an audience to whom the material will be read. It should be as elementary to teachers as it is to grocers that the most attractive package appeals to the greatest number of customers. This is not to say that value of the package should exceed the value of the

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contents, but rather that the product should deserve an honest and ethical wrapping.

5. Argument.
Illinois considers persuasion as a form of deliberation. The purpose is to give training for participation "as citizens or as members of social or occupational organizations."*Minnesota includes elementary logic and formal argument as well as "informal argument and the means of psychological persuasion" as they influence the behavior of audiences. An 82 per cent affirmative response was noted on the questionnaire item: "Has the course helped you to organize and to test your reasoning in preparing an argument for presentation." Treatment at Michigan State includes a quarter of work in which

... language is studied as an incentive to action, as a weapon of persuasion, as a means of influencing behavior. ... We ask our students to analyze a current advertisement in both a talk and a paper, not from the point of view of its success in selling the product, but from the nature of its persuasive means and the ethic which underlies it. 54

At Illinois, narration, description, and exposition are grouped together "as types of communication which appear most frequently in and can best be handled as distinct types of writing." 55 At Purdue, "English 31 is

52 Hultzen, op. cit., p. 120.
55 Hultzen, op. cit., p. 115.
built around expository writing, the theme assignments including a process or procedure, definition, analysis-classification, analysis-partition, and narrative exposition."\textsuperscript{56} Skill in narration is probably basic to success in other forms of writing. It constitutes the bulk of writing in elementary courses.

7. Exposition.
A step above narration in writing difficulty is exposition. Students at Iowa prove their ability to write an expository theme as evidence of success in the writing requirements of the course.\textsuperscript{57} Minnesota devotes a quarter to expository speaking and writing.\textsuperscript{58} The stress at Chicago is on organizing "an extensive body of material to appropriate expository patterns."\textsuperscript{59}

8. Propaganda.
Michigan State teaches the responsible use of language and "the valid use of communication to bring about changes in an imperfect society."\textsuperscript{60} Generally speaking, propaganda is studied both as a legitimate and useful tool and as an insidious and misleading apparatus of the unscrupulous.

\textsuperscript{56} Wykoff, \textit{op. cit.}, p. 150.
\textsuperscript{57} Gerber, \textit{op. cit.}, p. 32.
\textsuperscript{58} Allen, \textit{op. cit.}, p. 61.
\textsuperscript{59} University of Chicago Announcements, 1952, \textit{op. cit.}, p. 23.
\textsuperscript{60} Reeve, "Basic Communication at MSC," \textit{op. cit.}, p. 64.
9. Research.

The writing of research would seem to offer many advantages over other types of writing assignments. In the first place, such activity involves identifying and isolating problems; second, research is more stimulating to the accomplishment of original work concerned with personal needs and interests; third, it satisfies curiosity by providing answers to questions that develop in the student's own thinking; fourth, it encourages open-minded investigation; fifth, it trains in the recognition of law and order synchronizations; sixth, it offers the satisfactions of discovery and contribution of new information or deductions; seventh, it trains in precise methods of measurement and evaluation; and eighth, it leads to an appreciation for the work and contribution of others and to a respect for the products of intellectual endeavor. A Purdue requirement is for "a research paper of 1,200 words or more, with a background of library work and note-taking."\(^{61}\) Illinois finds that research is a natural outcome of the need of the student to make persuasive presentations in class. "All of the apparatus of research, use of the library, footnote reference, and bibliography, the student can get to understand in connection with his preparation."\(^{62}\) Michigan State emphasizes "evaluation of sources, the material derived from them, and ... the determination of the relevant and the irrelevant, the important and the unimportant."\(^{63}\) Research is a continuing study at Minnesota:

\(^{61}\) Wykoff, op. cit., p. 150.

\(^{62}\) Hultzen, op. cit., p. 116.

\(^{63}\) Reeve, "Basic Communication at Michigan State College," op. cit., p. 79.
In each quarter a term paper is required. The first is an exposition of the data and findings of an original investigation into some aspect or problem of language use. The second is argumentative or persuasive and carries the usual machinery of a research paper, that is, footnotes and annotated bibliography, with a preliminary brief. The third, in most classes, is a presentation of the student's share in the group research carried on by the panel of which he is a member. Florida State University regards the value of research for freshmen as "learning how to dig information out of the library and presenting it with adequate documentation," but which also extends to making "some use of primary sources, such as personal interviews."  

10. Reports.  
In striving to train the student to make language do what is required of it, Michigan State has him give "a short talk reporting upon a condition, place, or event." Following this, he "writes three reports upon the same condition, place, or event, slanting two of the reports from opposite points of view and making, or trying to make, the third one objective." Essentially the same procedure is used at Drake with the important inclusion of requiring the student to show the relationship of the data to conclusions arrived at in the report. Problems considered in the lectures are the topics of student reports at Illinois. Florida State

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64 Allen, op. cit., p. 62.
65 Stoakes, op. cit., p. 138.
66 Reeve, "Basic Communication at MSC," op. cit., p. 83.
67 Dunn, op. cit., p. 97.
68 Hultzen, op. cit., p. 124.
gives attention to the theory and mechanics of business and professional reports. The University of Florida specifies a report "of the effect of the first visual impression" and one on "the use of speech in conversation."  

11. Forms.  
Perhaps the procedure for filling out forms involves little more than following printed directions, and is therefore a matter for accuracy in reading rather than a matter of writing. However, the growing tendency has been to use printed forms, return self-addressed envelopes, and other devices to minimize the amount of required writing. The training, if any is deemed applicable in this field, should consist of devising forms which will go even further toward the reduction of required writing by the public who are to be induced to one action or another through processes as painless as possible, the theory being, apparently, that the less pain the more action of a type desired by the designer of the form.  

Statistical tables offer a condensation of information essential to business, government, and social work which, in turn, should be a concern of citizens generally. So vast and complicated are the bodies of knowledge and information upon which the world systems are founded and dependent that only the capsule form of the distillation of essences can

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69 Stoakes, op. cit., p. 134.

70 Wise, op. cit., p. 163.
be accommodated. Since statistical treatment must then be considered as a substitute for writing where an economy of time will result to the reader, it must then be an integral part of training in reading and writing for general purposes. No longer the esoteric subject of graduate study, it is a basic fundamental of communication.

13. **Graphs and charts.**
Florida State University uses materials which help the student to understand statistical tables, graphs, and drawings. He is encouraged to incorporate graphic devices in his own writing in recognition of the fact that modern communication has shown a growing dependence on sensory stimulation to supplement the written word.\(^7^1\)

14. **Plans and specifications.**
One of the most pathetic features of American home life is the inadequacy of home-planning. Inconvenience, waste space, lost time and energy, lack of imagination and originality, coldness and rigidity, incongruities and grotesqueries mark the home architecture. To what degree architecture, landscaping, and interior decorating and furnishing could be improved through schools assuming responsibility for teaching the kind of communication which involves plans and specifications could not be accurately predicted, but the need for consideration seems apparent.

15. **Outlines.**
"Outline" is a name for "organization," and Reeve defines good communication as having "a definite pattern of organization" whether that pattern be based on logic, chronology, spatiality, or other factor. He recommends

\(^{71}\text{Stoakes, op. cit., p. 137.}\)
student-teacher conference on the outline prior to the actual writing of a paper.\textsuperscript{72} Preliminary training in making outlines at Illinois consists of outlining text materials. This is later followed by outlines of his own original writing.\textsuperscript{73} Florida State University sees the outline as an aid in guiding the writing and checking on the logic of its organization.\textsuperscript{74} To insure that the principles of good outlining are carried over into speech work, Purdue requires the student to prepare and submit outlines of speeches.\textsuperscript{75}

16. \textbf{Diagrams.}

It is usually necessary to accompany an explanation of a process, mechanism, or device with diagrams to assure clarity. The fundamental nature of this requirement is such that it has long been established practice of the patent office to specify at least a diagram, if not an actual model, from all applicants for patents. The preparation of such teams as those of basketball and football is greatly facilitated through diagraming techniques. The military makes extensive use of diagrams in training programs. No studies are known which explore the concept of diagrams as a device to circumvent language confusion or inadequacy, but it is assumed that skill in the employment and understanding of abstract language would tend to reduce the need for the primitive crudity of diagrams.

\textsuperscript{72} Reeve, "Basic Communication at MSC," \textit{op. cit.}, pp. 79-80.

\textsuperscript{73} Hultzen, \textit{op. cit.}, pp. 79, 80.

\textsuperscript{74} Stoakes, \textit{op. cit.}, pp. 137.

\textsuperscript{75} Wykoff, \textit{op. cit.}, pp. 148, 155.
Purdue takes a practical attitude toward instruction in letter writing:

Training is also given in the principal types of business letter writing, with stress on correct and conventional form, the letter of inquiry, the letter of information, the application letter, and the complaint letter—that is, letters that an average professional person will some day write.17

Michigan State is more concerned with immediacy of interest on the theory that imaginary audiences lack reality. From this view the student writes a letter of application for a job he would like to have, or a letter inviting a speaker to appear before a group of which he is a member.77

The importance of good letter writing and the interest in it has resulted in the founding of the American Business Writing Association whose membership brings with it eight publications during the academic year.78

Procedures and Techniques in Writing:

a. Pre-test.

An essay is the only part of the Chicago common placement tests which is not of the objective type.79 A placement test at Florida State University segregates those who need elementary review in reading comprehension,

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17 Ibid., p. 117.


79 U. of Chicago Announcements, op. cit., p. 6.
mechanics, and usage. They are placed in special classes. Students at Purdue and Illinois also are placed in accordance with results from tests which include both objective items and a composition.

b. Re-test.

At Antioch, "All students must pass an Achievement Examination in all five areas (of general education) prior to graduation as assurance that they have achieved at least a substantial orientation to the content and methods represented in the areas." Iowa uses a rating form to pinpoint achievement or areas of weakness in writing. This consists of separate consideration of merit in purpose, content, organization, sentences, diction, and mechanics.

c. Conferences.

Conference time is highly regarded at Minnesota where the instructor has a better opportunity of directing the student to exercises and references which are pertinent to his particular problem. Two of the three quarterly conferences are used to discuss the student's writing and the third to

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80 Stoakes, op. cit., p. 111.
81 Wykoff, op. cit., p. 115.
82 Hultzen, op. cit., pp. 116-117.
84 Anticoch College Bulletin, op. cit., p. 35.
his speech performances.\footnote{Allen, op. cit., p. 65.} Students at Michigan State use conference time to discuss ways of rewriting to produce greater polish and refinement.\footnote{Reeve, "Basic Com. at MSC," op. cit., p. 80.} Graded themes are the subject of discussion at Purdue's teacher-student meetings.\footnote{Wykoff, op. cit., p. 149.} At the University of Florida, in addition to regular personal conferences of the writing laboratory, the instructors advise students of both the writing and discussion sections as to available out-of-class hours which he can make available to them, or a schedule of conferences may be set up.\footnote{Wise, op. cit., p. 165.}

d. Remedial help.

The routine of the Basic Writing Skills course of the University of Chicago is fairly typical of remedial classes in writing:

It reviews the fundamental problems of composition, including the adequate development of a topic, the effective organization of material, the construction of unified paragraphs, and the writing of clear sentences. Weekly theme assignments, occasional classroom papers, drill exercises, and review tests comprise the teaching materials of the course.\footnote{University of Chicago Announcements, 1952, op. cit., p. 23.}

About 15 per cent of entering freshmen at Florida State University are assigned to remedial sections which meet two hours more per week than do the regular sections. The credit is the same as for the regular program, but a poor showing results in non-credit additional work in the Writing Clinic. A junior-level examination is a check to graduation until writing
deficiencies are removed, as is also a faculty recommendation that students at any level improve their skill in the Writing Clinic.\(^{91}\)

Purdue, also, retains 15 or 20 per cent of entering students in remedial sections, but without credit, except that those who show improvement soon enough may transfer to the regular course.\(^{92}\) Students in the Iowa fundamentals sections ordinarily do additional work in the writing laboratory, but the work is personalized in treating each student's difficulties individually.\(^{93}\) Minnesota favors employment of a writing consultant, but is limited to using the services of the regular instructors in regularly scheduled courses attended by all students.\(^{94}\) At Illinois "the grammatically quite incompetent are weeded out" and those who are weak but still survive the qualifying tests must seek their own remedies in recommended exercises or in the writing clinic.\(^{95}\)

e. **Group discussion of own compositions.**

Iowa uses an opaque projector to exhibit student themes for class discussion, or has mimeographed copies made for this purpose. Students' criticisms are considered in computing grades.\(^{96}\) Purdue, in contrast, has its instructors make a detailed analysis of student papers which are

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\(^{91}\)Stoakes, *op. cit.*, pp. 137, 141.


\(^{93}\)Gerber, *op. cit.*, p. 65.

\(^{94}\)Allen, *op. cit.*, p. 65.

\(^{95}\)Hultzen, *op. cit.*, pp. 116, 119.

\(^{96}\)Gerber, *op. cit.*, p. 27.
then returned for corrections. Discussion of writing takes place in a conference between student and instructor. A complaint at Florida State University is that "Students should write more than they do, but our staff can't read more than they do," implying that practice has no value unless it is accompanied by faculty approval or disapproval. Some institutions have had success with student groups doing the preliminary evaluation of their own writing. Divergent views seem to stem from different answers to the questions: (1) Does the student attain greater skill through extensive writing, or through carefully prepared and guided specimen writing? (2) Does motivation for good writing come more from writing for the instructor or from writing for classmates? The solution seems rather obvious—where the students write more than the instructors can read, the students themselves should help in the evaluation, not only to relieve the instructor but also for the values inherent in such activities. The values are no less in situations where the instructor can make his own detailed criticism as a contribution complementary to that of the students of the class. No instructor is more omniscient than all of an average-sized class. Accepting the proven fact that no two instructors are going to evaluate a paper in the same way, there should not be too much concern that group reactions to a composition might vary in some respects to the reaction of an instructor.

f. Individually challenging assignments.
Perhaps the research project offers the most in the sense of individually

97 Wykoff, op. cit., pp. 148-149.
98 Kellogg Hunt, notation written on questionnaire submitted in connection with this dissertation.
challenging assignments, but much can be done to adapt other features of the program to that end. "Pervading all" at the University of Florida, "is the effort on the part of the instructor to throw the student on his own resources as much as possible." Writing and speaking, and some reading topics are optional, but the lectures and discussions are designed to suggest appropriate themes. "A committee, attempting to keep abreast of the other comprehensive freshman courses," helps to keep the student stocked with ideas. However, the system of uniform tests generally found in communication courses is difficult to harmonize with the idea of individually challenging assignments.

Speaking

Types of Instruction and Activities:

1. Group discussion.

Seldom in communication courses or in education in general do we give sufficient thought to the application of the understandings and skills of group communication, already known, that would lead to better group behavior. Faculty meetings and classrooms alike provide notable examples of faulty group communication, a failing that is tremendously costly to education.

The student is to learn how to cope with scientific facts, art objects, philosophic principles, and the rest. The discussion gives him a chance to try his own hand, not watch teacher do it. ... By doing the work himself under this kind of supervision, the student gets some insight into the requirements of an adequate treatment of the problem as he sees it and the differences between his approach and the other procedures espoused by his classmates.


101Dunkle, op. cit., p. 201.
Chicago, among others, guarantees freedom of speech in the classroom by providing that "the final measures of the student's achievement are comprehensive examinations which are neither prepared nor graded by his instructors." Use of the discussion meetings at Illinois is described as activities in "reporting on interpretation, reading aloud, making speeches, and discussing specific details." while the University of Florida, basing discussions on lectures and textual material, tries "to help the student retrace the speaker's and the writer's pattern of thinking." According to a student questionnaire at Minnesota, 73 per cent felt that the discussion experience in class made them feel "more at ease in talking informally as a member of a group;" 39 per cent felt that the experience increased their "effectiveness in leading a group discussion."

2. Oral reading.

The case for oral reading is stated by Edney who traces the evolution from family reading to modern business needs. He cites the requirement of special training in techniques different from those of the extemporaneous speech. Also, the reduction in price of voice-recorders has resulted in a widening use of such appliances. Business people, teachers, politicians, authors, and even dissertation writers expect the "play-back" listeners to understand. Assurance of such outcome is easier for those with a background of training in oral reading. While the University of

102Univ. of Chicago Announcements, op. cit., p. 5.

103Hultzen, op. cit., p. 117.

104Wise, op. cit., p. 159.

105Allen, op. cit., pp. 62, 70.

106Edney, op. cit., p. 45.
Florida\textsuperscript{107} and Illinois\textsuperscript{108} include units on oral reading, the practice is not general among communication programs. Such neglect would appear to deny opportunity for the development of pleasure in poetry, particularly. Even a strictly skills course should appreciate the values inherent in oral reading for the improvement of voice range and versatility.


The program in speaking at Iowa would seem to include most of the desirable elements and an adequate scope, incorporating into each semester's work

\ldots two organized recitations, two two-minute talks, three four-minute talks, one six-minute talk, one participation in a discussion group, one voice recording. \ldots Speeches are rated in six ways: for purpose, content, organization, language, voice and articulation, and appearance and action.\textsuperscript{109}

Minnesota specifies at least three speech exercises each quarter, one of which is recorded and played back to the class for study and criticism. Seventy-seven per cent of the students replying to the questionnaire indicated that they gained greater ease in speaking before groups as a result of experiences in the course.\textsuperscript{110} Illinois experiments with a "deliberative inference" type of speech, and one "pointing out why the audience should or should not have confidence in the speaker or some other advocate."\textsuperscript{111}

\begin{footnotesize}
\begin{enumerate}
\item[\textsuperscript{107}] Wise, \textit{op. cit.}, p. 163.
\item[\textsuperscript{108}] Hultzen, \textit{op. cit.}, pp. 117, 118.
\item[\textsuperscript{109}] Gerber, \textit{op. cit.}, pp. 25, 28.
\item[\textsuperscript{110}] Allen, \textit{op. cit.}, pp. 62, 70.
\item[\textsuperscript{111}] Hultzen, \textit{op. cit.}, p. 125.
\end{enumerate}
\end{footnotesize}
Iowa demonstrates in lectures how films, slides, and other visual aids may be used, but admits the possibility of greater value to the students if they themselves could practice their use.\textsuperscript{112} One of Purdue's speech activities does involve "an explanation and demonstration of a simple operation... in which it is permitted to use graphic material where needed.\textsuperscript{113} In the belief that "the differences in techniques between written and oral communication are greater than their similarities," Florida State University offers "two related and parallel courses rather than one," thus separating speech work from writing.\textsuperscript{114} The suggestion is made that speaking is more than mere talking and training involves additional features:

Oral communication has certain visible aspects which, of themselves, convey meaning; they also emphasize, reinforce, and clarify meaning communicated by the spoken word. Visible components of oral communication are of two kinds: bodily action and visual aids. The various kinds of bodily action—posture, movement, gesture, and facial expression—are fundamentally, responses to the speaker's mental-emotional processes. Although natural responses, these actions, if they are to convey the intended message, ordinarily need to be improved and coordinated. The same may be said of the use of visual aids. Rare is the individual who, without instruction, is able to utilize charts, graphs, pictures, and objects in a way that is convenient both for the audience and himself, and at the same time, remain in contact with the audience and responsive to it.\textsuperscript{115}

\textsuperscript{112}Gerber, op. cit., p. 26.
\textsuperscript{113}Wykoff, op. cit., pp. 154, 155.
\textsuperscript{114}W. Hugh Stickler, op. cit., footnote p. 401.
\textsuperscript{115}Edney, op. cit., p. 42.
4. Debate.

Much of the earlier popularity of debate has been lost to panel and round-table types of discussion, and to the public interview of authorities by such groups as the press representatives. Education has drifted to emphasis of group performance and participation as against the exhibition by the gifted "stars." Special concessions, support, and monopolistic privilege granted by the public to private communication enterprises obligates the latter to give equal representation to opposing points of view so that public debates, to insure a hearing for all interests and beliefs, is no longer a necessity. The best and most comfortable seats for any audience wishing to consider the expression of opposing views is in front of the radio or television set situated in the front parlor or the corner pub. So it is that "debate" appears less and less frequently as a word in communication course descriptions.

5. Panels.

As a climax to research projects, Minnesota arranges for students to participate as leaders or members of a panel. Responsibility for one phase of the research makes each student an authority in the discussion.116 Michigan State uses a timely topic of controversial character as material for panel discussions. The panel is preceded by appropriate student research.117

116 Allen, op. cit., pp. 62, 64.

117 Reeve, "Basic Communication at MSC," op. cit., p. 84.
6. Conversational art.

The most frequently used form of personal communication is the most neglected in the school training situation. Gladys Louise Borchers defines conversation as "a speech experience characterized by unpredictability, readiness, adaptability, naturalness, freedom, and absence of exhibitionism; a way of living—a means of self control; a game... to please, impress, influence; an adaptation to each new combination through sensitivity to people and things in the environment;" an art which develops "acceptable unselfish attitudes, worthwhile ideas, meaningful language, expressive voice, communicative bodily action, appropriate vocabulary." In short, the definition would suggest that conversation has values basic to most all communication activities which certainly makes it the kindergarten of communication. The test, says Borchers, consists of the following daily checks:

1. Do I use words that reveal me as a sincere, modest person?
2. Do I use words that don't offend?
3. Do I use simple words in short sentences?
4. Do I use simple words in great variety?
5. Do I use words that satisfy (pleasant and imaginative)?

It is refreshing to find an occasional rejection of the idea that communication should be studied as a power implement—a means of forcing action on others, or of penetrating through to ulterior motives, and of resisting the intentions of others. It is possibly conversational astringency that popularizes the cocktail substitute on occasions appropriate for social discourse arising from active emotional and

intellectual processes. Great store is placed by the value of general education in providing common backgrounds. It is the common backgrounds and experiences which make conversation possible. The content and skill should be made to keep pace.

7. Radio broadcasting.

WBAA, the Voice of Purdue, gives more than 200 students experience yearly and Iowa finds motivation for students in a course radio program. Considering the increased use of the radio for communication purposes it seems logical that each program should include a unit on the special aspects to consider such as, for one thing, the voice which here "enters the home as a friend—courteous, cheerful, informal, but not too familiar." The operation of a "walkie-talkie" or car radio-telephone, of course, is a different matter, involving more the techniques of telephoning.

8. Televising.

Two hundred and forty-two channels have been set aside for educational telecasting, and many institutions have been frantically juggling budgets in an effort to seize an option before dead-lines release the facilities to private bid. "Close to 100 colleges, thirty school systems, and five medical schools, at the last count, were producing TV programs as part of their work." Among the institutions of the study, Michigan State,

119Purdue University Bulletin, op. cit., p. 108.
120Gerber, op. cit., p. 27.
121Borchers and Wise, op. cit., pp. 440.
122Fred M. Hechinger, op. cit., pp. 64-65.
Wisconsin, and Illinois have stations in the construction stages. It would seem that communication programs could focus much training adaptable to potential TV use which would, at the same time, serve immediate and traditional concepts of need.

9. **Telephoning.**

Although students might scoff at the idea of receiving training in telephoning as they would at being taught to drive a car as a school activity, the telephone is used for such a variety of services that it seems doubtful that one person would be sufficiently informed without help. The long distance call, the emergency call, the pay phone, the party line, business use, social use; courtesy, dispatch, and clarity are some of the factors involved.

10. **Recording.**

Since much time in classes is spent in discussing student performances, Iowa and Minnesota use transcriptions of speeches and readings to permit as many reviews as necessary for detailed analysis.

11. **Public-address systems.**

Opportunity should be provided for those who foresee a need for a knowledge of operational skill in the use of loud-speakers. Perhaps anticipation is an insufficient index to justify time and expense in supplying facilities for practice and experimentation, but no endeavor to be

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124 Gerber, *op. cit.*., p. 27.

completely comprehensive can ignore an instrument which is the most effective present means of projecting amplified speech to an audience outside the normal range of a speaker's voice where the audience is not equipped with mechanical devices for reception. 126 At the same time, there are ethical and psychological considerations which need to be understood.

12. Audience psychology.

"Oral communication is carried on with a specific audience on a specific occasion for a specific purpose." The task, then is to accomplish a proper balance and relationship among the three elements. The same audience might respond differently with a change in time or speaker-purpose. The speaker must be sensitive to his audience, and the measure of his success rests in his skill to fit together the audience and the occasion into a combination responsive to his words. 127 The objective at Minnesota is to provide the student with practice in "giving and receiving both written and spoken communication, with constant attention to selecting and organizing material and to adapting it to specific hearers or readers." 128 A guiding principle at Michigan State is that "Good communication is adapted to an audience situation," in which consideration is given to "the previous experience of the audience including their economic and social background, their interests, and the occasion which is responsible for the group being together." 129


127 Edney, op. cit., p. 113.

128 Allen, op. cit., p. 62.

129 Reeve, "Basic Communication at MSC," op. cit., p. 78.
at Illinois includes "methodology in analyzing propositions and in discovering audience attitudes; study of audience motives, especially as distinguished from the speaker's own motives; methods of handling material so as to satisfy the demands of and to take into consideration the motives of the audience; methods of gathering material; a very strict method of organizing material in outline form to show patterns of inference."\textsuperscript{130}

13. Socio-drama.

The socio-drama is useful in making training more realistic. For instance, actual procedures in interviewing a prospective employer can be more meaningful and interesting than a mere text description or list of suggestions. Practice in developing powers of observation can also result from descriptions of staged skits. Actually, a socio-drama is enacted where, as at Michigan State, "students are never asked to . . . speak for imaginary audiences."\textsuperscript{131}


A screening check of phonetic accuracy can be made rapidly by having each student read sentences loaded with the eleven most frequently misarticulated sounds of the English language. A more thorough examination can be made of those students who, in the screening check, display articulatory deviations that spread beyond these eleven sounds. Although an examination that focuses solely upon articulation is preferable, some instructors, in order to save time, check phonetic accuracy during the examination of ability in speaking to an audience.\textsuperscript{132}

\textsuperscript{130}Kultzen, \textit{op. cit.}, p. 121.

\textsuperscript{131}Reeve, "Basic Communication at MSC," \textit{op. cit.}, p. 81*.

\textsuperscript{132}Edney, \textit{op. cit.}, pp. 53-54.
15. Pronunciation.

Accuracy in pronunciation is a product of skill in extensive and intensive listening and speaking or reading. Environmental backgrounds and natural alertness are factors, as well as an interest in and desire to achieve accuracy. Those programs which emphasize linguistics may achieve greater success in this particular.


Skill in articulation and pronunciation means that the student is able to produce the sounds of the English language in connected speech clearly, distinctly, accurately, rhythmically, and in a manner that does not distract his auditors. Conservatively stated, at least twenty per cent of the students in the freshman class of any university will suffer from this kind of speech deficiency. The problems will range in severity all the way from substitution, addition, omission, or distortion of sounds to severe stuttering. Some of these problems can be remedied in the classroom situation, but most of them require individual and small group therapy in the speech clinic. Rarely do these difficulties remedy themselves; they can be eradicated or improved only under competent supervision.133

The following phrases occur in course descriptions: voice—enunciation and vocal variety; a distinct and forceful speaking voice; effective volume variation, effective pitch variation. It is also interesting to note that students with a background of experience in glee club activities enjoy a complementary value in improved enunciation and articulation, as well as volume and pitch control.

17. Bodily activity.

The play of facial expression, the sparkle in the eyes, the movement of the head and the body, the gestures of the hands—all illuminate, illustrate, emphasize, and punctuate what is being said. Each student speaks with his entire body, and that fact largely accounts for his effectiveness.134

133 Ibid., p. 38.

Restraint, however, is recommended to preserve dignity against the exaggerations whose names are Buffoonery and Vulgarity. The more illiterate or inarticulate the speaker or the audience, the more is the temptation to resort to illustrations of meaning through gestures and antics.

18. Persuasion.

Talks designed to sell, to raise funds, or to secure votes are intended to stir up action. The test of their effectiveness is whether the audience takes the definite action, frequently physical, advocated by the speaker.135

Edney expresses oral communication as "a means to social action." He sees it as a duty to those who have benefited from a public education to use their training in helping to give direction to progress of society, and in lending leadership to the solution of common problems.136 Illinois cautions against regarding persuasive speech as merely a matter of entertaining audiences and charming them into action. Substantial values can come only from serious preparation based on research.137


"... deliberation which takes place under the rule (of parliamentary procedure) is debate and not discussion."138 So, like debate, parliamentary procedure's use is diminishing. The formal meetings, and the town-hall type of gathering have given way to committee operations.

135 Ibid., p. 768.
136 Edney, op. cit., p. 38.
137 Hultzen, op. cit., p. 116.
Rather than permit inefficiency, lags, and disruptions caused by open meeting procedures, effective organizations delegate committees of their most experienced or informed members to formulate recommendations for vote by the total membership. The trend has been toward delegated authority and government by managerial experts, and away from the sanctity of the all-in-favor-say-"aye" and the tyranny of the majority. While various efforts persist to have schools train students in parliamentary procedure little permanent good results. The idea of hedging activity about with all sorts of complicated and regimenting impediments is repulsive to the impulsive American character. While "fair play" is auxiliary to this American spirit, and such is the basic objective of parliamentary procedure, a conflict results in the further American tendency toward the Jessie James-Robin Hood coalition tea-party to thwart the slickers who become overly clever and manipulative with parliamentary "tricks." However, Illinois has found satisfaction in using the device for classroom purposes:

The method of conducting the speechmaking sessions is very informal. One student is appointed chairman. Any student may then get the floor in the usual parliamentary way and say what he has to say. There is no apparent program, no introduction of speakers. Those students who have been appointed to speak that day must get the floor by addressing the chair and are expected to go to the front of the room to speak and to speak for the prescribed time. Any other student can get the floor and make what comment he wishes to make on a subject which has been introduced by a scheduled speaker. The chairman sees to it that all appointed speakers have opportunity to speak, but he does not call on them by name.139

139Hultzen, op. cit., p. 122.
Procedures and Techniques in Speech Work:

a. Pre-test.

Realizing that "speech defectives constitute our largest single group of handicapped citizens,"^® Minnesota tries to detect sufferers at the time of registration through audiometric and speech tests. They are then referred to the speech clinic. According to Edney, an adequate program of diagnosis will reveal:

1. Immediate level of skill in oral communication.
2. Strengths and weaknesses in the constituent skills of oral communication, and
3. Individual instructional needs.

The diagnostic examination of ability in oral communication should consist of six parts: (1) an examination of hearing acuity, (2) an examination of phonetic accuracy, (3) an examination of ability in reasoning and ability in organization of ideas; (4) an examination of ability in reading to an audience, (5) an examination of ability in speaking to an audience, and (6) an examination of ability in listening while in an audience.^2

b. Re-test.

Edney warns that "inactivity, carelessness, or bad environmental conditions will frequently result in a decline of (communication) skill." Therefore, he proposes two plans to counteract the danger:

1. Referral of the student back to the course by instructors who observe that he is inadequately using the skills of oral communication, and
2. Referral of the students back to the course who fail to


^1Allen, op. cit., p. 65.

^2Edney, op. cit., p. 53.
pass examinations administered periodically throughout the remainder of their college career.\textsuperscript{113}

It could be added, of course, that post-examinations might also be useful in pointing up weaknesses in the instructional program or personnel.

c. Conference.

The experience at Minnesota has been that a speech consultant is essential to dealing with specialized problems. There has been such heavy demand for his services that the employment of an additional person is contemplated, particularly since it is deemed advisable for such personnel to participate in the regular teaching, as well.\textsuperscript{114}

d. Clinical check.  
e. Remedial work.

Iowa is conscious of the responsibility which an institution has to aid students with speech difficulties. The problem requires sympathetic understanding and skilled personnel. A unique feature is that students are considered deserving of academic credit for their work in overcoming speech handicaps.\textsuperscript{115}

f. Individually challenging assignments.

It is generally agreed that students learn more and are less hampered by minimum requirement standards where approval can be obtained for individual choice of topics, and where the choice is in the nature of

\textsuperscript{113}Ibid., p. 56.

\textsuperscript{114}Allen, op. cit., p. 65.

\textsuperscript{115}Wendell Johnson, op. cit., pp. 216-217: "During the past several years speech and voice examinations have been administered to all entering students at the University of Iowa. In the first semester of the present academic year, 120, or approximately 8 percent, of about 1,500 students in the communication skills program are receiving remedial speech instruction. Of these, 50 have problems of severe grade, requiring intensive individualized clinical attention. The others are dealt with
preparation through research. The University of Florida offers students the incentive of examination exemptions and opportunities to appear as speakers at the lecture hour, as recognition for capable class performances. There is also the inherent challenge to effort in the inspiration offered by the preponderance of University of Florida alumni in state politics where, in places, a still somewhat provincial and ingenuous attitude gives an air of reality to the fiction of success for unsubsidized oratory.

either in small homogeneous groups taught by speech correctionists, or in their regularly scheduled classes conducted by instructors who have had one or more courses in speech pathology and who are supervised by the speech correction staff so far as the limited remedial speech training they undertake to give is concerned.

"In addition, the university speech clinic provides remedial service for some 40 students who are not in the communication skills program. There are 35 stutterers in the clinic; of these, roughly three-fourths are regularly enrolled students in the university. Speech defective students who are not enrolled in Communication Skills are not required to attend the speech clinic. The number actually being handled constitute about 1.5 percent of the total enrollment. The best estimate one might make is that the total number of speech defectives on the campus comprises between 3 and 5 percent of the enrollment.

"In most midwestern universities speech correction is provided, at least in some measure, for speech-handicapped students. In some institutions academic credit is granted for speech correction... This may most reasonably be regarded as an official recognition of the importance of effective speech in relation to the functional value of a "good education." The implied educational philosophy is becoming more and more widespread; speech correction service to students is coming to be provided in more and more colleges and universities throughout the country—even in some of those in which an official conservative traditionalism has militated against a liberating appreciation of students' individual needs and potentialities."
Listening

A. H. Walker, superintendent of the Florida School for the Deaf and Blind, in 1906, commented:

While the education of the blind child presents many varied and vexatious problems, his education is not fraught with so many difficulties as that of the deaf child. The blind child enters school with a medium of communication already established; he knows the cause of his new surroundings; he has an idea of the importance of an education. Upon entering school his first lessons are directed toward the education of his tactile sense. As to his education, a deaf child when he first enters school comes to us without any means of communication, except for his few personal wants, and these are generally made known by pointing, or with crude gestures or signs; he knows not that he has a name; he knows not that there is a language. He lives in a little world wholly circumscribed by his own few necessities. 1

Although this may represent an extreme observation on the importance of listening skill, it does serve to illustrate the power and potentials of auricular acuity. "Good talking is an art; good listening is obviously rarer, and it is rarer because as an art it is more subtle and difficult," says Redfield. He sees danger in the American concern to be heard without an equal concern for listening. 2

Edney points out that comparatively few research projects in listening comprehension have been completed, but that the need is definite and it has been established that there are factors in listening that can be measured, tested, and taught. 3 He cites the study of Nichols to suggest thirteen factors which "definitely influence the comprehension of informative material presented orally in the

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1 Edney, op. cit., pp. 16-17.
2 Robert Redfield, "Does America Need a Hearing Aid?", The Saturday Review, XXXVI (September 26, 1953), pp. 11, 12.
classroom" and some areas of needed research:

intelligence, reading comprehension, recognition of correct English usage, size of the listener's vocabulary, ability to make inferences, ability to see the organizational plan of the speech, listening for main ideas as opposed to specific facts, use of special techniques to improve concentration, real interest in the subject discussed, emotional adjustment to the speaker's thesis, ability to see significance in the subject discussed, physical fatigue of the listener, and audibility of the speaker. Future studies should carry investigators into the effect of attitudes, interests, beliefs, and prejudices upon listening efficiency, into the effect of purpose in listening upon comprehension, into the effect of habits of recall and reflection upon comprehension and assimilation, into the effect of both rate and accuracy of symbolic interpretation upon comprehension, and finally, into the effect of the listener's range of symbolic, sensory, and imaginative experience upon comprehension.

In regard to the lecture technique as an effective instrument of learning by listening "There is some evidence to show that the poorer members of a group gain more from discussion than do their more capable associates. . . the following hypotheses may be ventured: (1) that the lecture is rarely as effective as discussion for poorer groups; (2) that brilliant groups can make progress under the lecture system much more rapidly than poor groups; and (3) that the lecture system is often the superior method for brilliant students, especially in advanced study.

Types of Instruction and Activities in Listening:

1. Social skill and courtesy.

No one has offered experimental evidence to show how long an audience should be expected to suffer in silence, or how to tell the difference

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150 McBurney and Hance, op. cit., pp. 278-279.
between applause for a speaker's words and applause for his act of sitting down. It is probably true that students who have been trained to sit through lectures are conditioned to perform as proper audiences forever thereafter.

Occasionally the radio stations, with the Federal Communications Commission breathing down their necks, would offer educational time. And occasionally the university would deign to put its professors on the air—usually in a series of half-hour lectures originally designed for the captive audience in the classroom. No one should have been surprised that radio sets clicked off all over the land, or that the stations later withdrew the time and offered it to hillbilly bands.\(^{151}\)

But while a person can shut off the radio or throw an unfinished book into the ashcan or walk out in the middle of the feature picture, he must feign symptoms of a fatal fit to escape early from lecture, sermon, or clutch of raconteur. While the latter three situations should perhaps stand or fall according to their own intrinsic merits, much can be said for social skill and courtesy in sharing opportunities for recognition and participation with all, and in protecting such rights of all against the inevitable monopolist.

2. **Concentration.**

3. **Understanding.**

It is a false premise that "to apprehend aural symbols" is "to comprehend and assimilate them" in the same degree. The complete cycle in communication occurs only where "the intensity of listening is proportionate to the intellectual challenge of the speech."\(^{152}\) Hayakawa bemoans the lack of integrity of the listening fare, and pleads for a sharpening of

\(^{151}\) Dodds, *op. cit.*, p. 10.

\(^{152}\) Edney, *op. cit.*, pp. 45-46.
listener demand for truth and sense in mass media offerings, implying that the situation has developed from indifference and ignorance on the part of the listening audience. Concentration is basic to understanding, and understanding is necessary before convincing demands can be made for improvements.

2. Mass media analysis and critical listening. Minnesota devotes one quarter exclusively to the study of mass communication. The nature and interrelationship of news and public opinion is the beginning point. The next step is a look at the physical, economic, and structural organizations of mass media channels. This is followed by an analysis of public, semi-public, and private pressures on the slant of news. Each student concentrates a study on a particular news commentator heard over the radio, and another study of a regular panel-type program of news treatment with the purpose of "determining the relative objectivity and selectivity of radio comment upon public affairs." A student questionnaire revealed that 96 per cent believed that they had developed "better standards of judgment in listening to news analysis and comment on the radio.""154 If the time ever comes," says Hayakawa, "when nonsense crowds out all or almost all sense from radio, journalism, and the mass media, so that people are thrown into complete confusion, the word-manipulating professions, by having betrayed their basic trust of communicating accurately and well, will have created the conditions under which civilization will no longer be able to survive ..."155

But perhaps there is undue concern over the quality of mass-media offerings. The day that 24 hours of programming is too good to miss will witness the final abdication to B. O. Plentyism. The take-it-or-leave-it choice today leaves some opportunity for versatility and selectivity in human activities. It should be hoped that it is only the novelty stage which demands that the family be served dinner in front of the television set, that neighbors are invited to come over only to sit quietly (at least between commercials), and that physical exercise is limited to quick twists of the wrist at the panel controls. Election to public office at that stage reduces to the simple formula of the biggest and best promise of efforts in behalf of television. The success of any invasion from Mars or elsewhere is guaranteed by a preliminary of sustained program bombardment which holds the population mesmerised and stupified.

5. *Sound effects.*

Sound effects are used to condition an audience to acceptance of the words of a speaker. Military or patriotic music fires an audience into sympathy with the utterances of political persuasion; the gurgle of Pabst Blue Ribbon filling the foaming tankard supports a tremendously extensive weekly television program; lacking a live audience, the comedian on film has thunderous applause or hysterical laughter dubbed in, while a live audience is cued with placards; music for the movie, *High Noon,* was cast in a tempo to synchronize with the human heartbeat.

"From these auditory perceptions inferences can be made concerning the similar rewards or punishments which may be anticipated from experiencing
the real situation."156


The approach to the study of slanting at Minnesota is to have the student make use of "transcriptions of political speeches and other propaganda talks, accompanied by mimeographed copies, in order to analyze rhetorical and logical content and to contrast oral and written devices used in persuading." A recording is presented which contains an accompaniment of criticism of errors in a speech; another recording presents the speech with the errors corrected.157 A unit at Michigan State "is devoted to the study of slanted and objective reporting, and to the discrimination between fact, inference, judgment, and opinion."158 At Drake, "The discussion and assignments included slanted and balanced reports, the importance of full, or at least of representative data, and the relationship of the data in a report to the conclusion."159 At Illinois, the students try their own hands in "trying to make their fellows believe that the blame for (a certain) state of affairs is or is not to be laid at the door of the institution or practice he would or would not like to have changed."160

156 Doob, op. cit., pp. 321, 373-374, h93.
157 Allen, op. cit., p. 63.
158 Reeve, "Basic Communication at MSC," op. cit., p. 83.
159 Dunn, op. cit., p. 97.
160 Hultzen, op. cit., p. 121.
7. **Listening for pleasure.**

It is assumed that tastes in listening fare are elevated through experiences in school which result in deeper and wider understandings of life, literature, and language. To the extent that this developing audience will be representative of consumers and voters its listening demands will be met. "The listener who enjoys or profits from a program day after day or week after week will involuntarily contract a kind of debt which can be discharged only by doing what the propagandist wishes."\(^{161}\) Not only may the school help students to increase their capacity to enjoy the listening they already prefer, but it may also open up new vistas of enjoyment in previously unfamiliar territory. In addition, it would be profitable to study the tastes of others in order that those students who later enter the merchandising or advertising fields may know how to analyze and cater to popular fancy, create new fashions, or develop a specific type of audience. A product which received the voluntary endorsement of Hollywood "stars," as a result of concentration on that one particular audience, would need no other assurance of success.

8. **Listening for reliable and useful information.**

For every serious talk and discussion on the radio there are from one quarter to twenty times again as many soap operas and productions which entertain an audience through comedy and silly questions-and-answers. The news of the world is given quickly, frequently, and efficiently by radio, but many of the reports consist of little more than expanded headlines or serve as a vehicle through which commentators can editorialize or entertain their listeners. Notable services for the farmer are performed

\[^{161}\text{Doob, op. cit., p. 494.}\]
each day by stations which broadcast weather and crop reports, but with significant exceptions little sustained interest is shown in people who inhabit rural or sparsely settled areas since their purchasing power is relatively small. 162

In spite of the hope that the mass media may improve the quality of their product, and hence the quality of the services they are capable of rendering to the public, "the culture which people have— including the media of communication—is usually the one they deserve since it is adapted to actual and latent public opinion." 163 It seems reasonable that schools which teach this phase of communication might do so from the point of view of the producer of such programs or broadcasts to the end that two purposes will be served: (1) the techniques useful to the producer will be understood, and (2) at the same time, appreciation of useful listening will be as well learned as from the single-purpose training for appreciation as a listener only. Specifically, and for the limited purposes of a course in communication, the student's learning—through—listening comes from class discussions and lectures. The type of information received through listening to lectures is typified, in more or less degree, by the four lecture areas observed at Iowa:

(1) an introductory group of lectures on the nature of communication, (2) a group on college techniques (reading textbooks, listening to lectures, reciting and taking part in discussion, writing examinations, and using the library), (3) a group on language (words and their form, words and meanings, words and

162 Ibid., p. 469.
163 Ibid., p. 470.
9. **Listening to observe good speaking techniques and style.**

A number of colleges and universities have films and recordings of exemplary types of communication. Also, in some instances, their libraries contain recordings of proceedings of panels and debates by students, or provisions are frequently made to have members of a class record their talks for playback and criticism by other members of the class. At Minnesota, a project is under way to build up "a small collection of wire and disk recordings of particular value to the course, such as radio documentaries, political talks, significant programs of commentators, and university convocation addresses."\(^{165}\) Television has greatly extended the opportunities to observe good speaking style.

10. **Note-taking.**

The purpose of note-taking at the University of Florida is to help the student follow the course of thought of the speaker, and to record the questions that arise in his mind for clarification in later class discussions. Tests measure the skill of the student to relate the words he hears to a logical pattern of thought.\(^{166}\) Listening skill is considered of equal importance to speaking skill at Florida State University, and a measure of achievement is judged from a comparison

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\(^{165}\) Allen, *op. cit.*, p. 65.

\(^{166}\) Wise, *op. cit.*, p. 159.
of the students' outlines with the speakers' outlines.\textsuperscript{167} The students at Illinois indicated doubt of the utility of instruction in note-taking when they voted down a faculty proposal to include a lecture on the subject.\textsuperscript{168}

**Procedures and Techniques in Listening Instruction:**

\textbf{a. Pre-test.}

Edney makes the suggestion that a listening test could take the form of an examination on the content of lectures, and the ability of students to demonstrate an application of the information heard. He predicts that equipment will soon be available which will enable audiometrists to give group testing of hearing acuity.\textsuperscript{169}

\textbf{b. Re-test.}

Johnson advocates periodic tests to determine the progress of each student toward achieving and maintaining his own maximum level of oral comprehension. It is his recommendation that students continue in skills courses until this objective is attained, and that degrees be deferred until satisfactory evidence is apparent.\textsuperscript{170}

\textbf{c. Conferences.}

If equipment and trained personnel are not available to test for listening deficiencies, there is really no way to discover such handicaps

\textsuperscript{167}Edney, \textit{op. cit.}, p. 147.

\textsuperscript{168}Hultzen, \textit{op. cit.}, p. 125.

\textsuperscript{169}Edney, \textit{op. cit.}, pp. 54, 53, 56.

\textsuperscript{170}Johnson, "A Critical Speech Program at the College Level," \textit{op. cit.}, p. 217.
among students except through observation and conference. Deaf people are frequently shy and sensitive. They may prefer to suffer the consequences of their handicap rather than reveal it. The most likely place to find out about personal problems is in a private conference, if they cannot be discovered from an examination of personnel records. Unfortunately, the conference cannot also be the means of remedial help in most cases because the number of trained personnel is simply not adequate to the task. "... it will be at least twenty years before a sufficient supply of speech correction workers will be forthcoming." At Iowa, students who have "severe grade" problems are given "intensive individualized clinical attention."  

d. Remedial work.

In the introductory note to Listening of this section, reference was made to Nichols' thirteen factors in listening skill. Thus isolated there would seem to be promising opportunity to bolster points of weakness. Edney suggests placing students in listening clinics or in listening emphasis sections, and bringing about an increased emphasis upon listening skill in speech classes. He cites direction of work done at the University of Minnesota as contributing to improved listening:

(1) efficient listening as economy in learning,
(2) four systems of notetaking,
(3) structuralizing the speech,
(4) the support of one point,

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172 Ibid., p. 216.
the desire to learn,
the nature of concentration,
techniques for improving comprehension,
fear (inadequacy and insecurity) and its influence upon
listening efficiency,
physical conditions related to efficient listening, and
listening techniques proved successful.

Individually challenging assignments. Inherently, the individually challenging work would consist of each student’s bettering his own skill in listening. This would involve a knowledge of the areas in which he could work most productively. If accurate testing can determine areas of need, the task is one of setting up suitable activities. However, in helping himself, it may be possible for the student to help others as well. "Less than fifteen research projects have been completed to date," says Edney in pointing out that listening comprehension is a problem involving factors which can be studied. Certainly, then, many opportunities exist for students enrolled in communication courses to select listening itself as a topic for investigation, writing, and speaking—preferably choosing the phase of most immediate and personal concern. It is a relatively pioneer field, and work therein offers the additional reward of constituting a possible contribution.

Clinics and Laboratories for Remedial Help in the Communication Skills

Often the initial recommendation of the sectioning committee carries with it the notation that a student apparently needs more

173 Edney, op. cit., p. 47.
174 Edney, op. cit., p. 46.
aid in a particular skill than he is likely to receive even in an emphasis section. In such an instance the student is urged to attend one of the clinics—reading, speech, or writing.\textsuperscript{175}

The above statement would seem to express a suitable solution to the problem of varying individual needs. It is recognized, however, that enrollment and resources are factors limiting full and universal adoption of such a plan. Accordingly, a variety of practices and policies are in existence to satisfy exceptional needs.

\textbf{Reading:}

About 25 per cent of students taking skills courses at Iowa are serviced by the reading clinic. Included in this group are all students in the fundamentals sections and any volunteers from other sections. Work is centered in improving reading rate, comprehension, and vocabularies. "Of all these activities the work on rate has resulted in the most satisfactory achievement." On the average reading rate is doubled without loss in comprehension.\textsuperscript{176} Michigan State offers help which is usually successful in helping students to overcome reading difficulties. Many modern mechanical devices are employed to speed the process.\textsuperscript{177} Illinois instructors are available for special help to students with reading difficulties, but particularly complicated cases are sent to the student counseling bureau.\textsuperscript{178} Purdue recognizes the need for a reading clinic, but presently is making referrals to the psychology

\begin{enumerate}
\item[176]\textit{Ibid.}, p. 30.
\item[177]Reeve, "Basic Communication at MSC," \textit{op. cit.}, p. 81.
\item[178]Hultzen, \textit{op. cit.}, p. 117.
\end{enumerate}
Writing:

Upon arrival at the laboratory for the first time a student is encouraged to talk about himself and to analyze his own deficiencies. Then he is asked to do some writing so that the instructors can add their analysis to his. After that, he attends regularly two hours a week until such time as he and the laboratory staff agree that he no longer needs such special attention. Work in the writing laboratory is not formalized training in grammar. Rather, the approach is through the development of simple but orderly paragraphs. As grammatical and mechanical deficiencies show themselves, they are treated in the context of what the student is writing. Ordinarily no more than twenty students are scheduled for the laboratory at any given hour. Normally three instructors are present. . . . each clinic turns in a report on its students . . . available for any of the staff or any of the college advisors.

Such is the ordinary function of writing clinics. Illinois sends its worst cases to a writing clinic set up by the English department as a university service. At Florida State University, "faculty members in all departments are encouraged to refer advanced students at any time to the Writing Clinic." All students who fail the required junior level English examination are also enrolled in the clinic.

Speech Clinic:

As in many other institutions, the skills speech clinic at Iowa is under the supervision of the department of speech. In it are incorporated the procedures desirable in such a program:

179 Wykoff, op. cit., p. 152.
180 Gerber, op. cit., p. 31.
181 Hultzen, op. cit., p. 117.
182 Stoakes, op. cit., p. 141.
To it are referred all of the students who have any noticeable voice or articulation defect, regardless of the course they are in—fundamentals, main, or accelerated. The administration of the program works like this. Students who are spotted on the diagnostic examination or on subsequent class talks as having speech defects are assigned to speech emphasis sections. From these sections they are excused one day a week—a day when other students in their classes are scheduled to make talks and when they would do no more than listen—so that they may attend the clinic for individual instruction. How long they do this depends upon the severity of the disorder. It should be added that stutterers and those with serious organic disorders usually register for extra work in the speech department and thus get more aid than if they were in the skills program alone. Regularly, by both written reports and conferences, the clinicians keep the instructors informed of their students' progress. About one-fifth of all students registered in the skills program have one or more interviews with the speech clinicians; and about one twentieth go regularly to the speech clinic during the time that they are registered for skills.183

The criteria for judging whether or not a student at Illinois needs prescribed vocal exercises or clinical help are: intelligible speech, satisfactory rate of speaking, sufficient force, reasonable variety, and use of "a dialect which they themselves approve."184

Listening as a Clinical Concern:

Hope is expressed at Illinois that "special help in listening" will be available at some time in the future.185 Edney recommends "placement in listening clinics or in listening emphasis sections for those having marked deficiency in listening ability."186 But present attention to hearing or listening difficulties is given mainly, if at all, in the clinics whose major responsibility and concern are with speech disorders.

184Hultzen, op. cit., p. 117.
185Ibid., p. 117.
186Edney, op. cit., p. 117.
Practically all of the colleges and universities of the study offer some type of organized remedial or clinical aid in the communication field. This varies from special subfreshman sections or extra-hours sections to specially staffed and equipped clinics for assistance in each of the skills of reading, speaking, and writing. Generally, writing and reading problems are handled by the communication department while speech problems are handled through the speech department which may or may not be administered by the communication department. Listening is usually a concern left to speech clinics as far as remedial aspects are concerned.

Working within the limitations of available data, the following institutions would appear to offer the most intensive treatment for deficiencies: Iowa, Wisconsin State College, Stephens, Illinois, Kansas State College, and Michigan State College.

The most general practice is to section deficient students into one group until acceptable standards are attained. In rare cases credit is given for remedial work in communication skills. The more common practice is to require remedial work as a prerequisite to work for credit.

Summary

Chapter III has been an analysis of scope and procedures in the study of reading, writing, speaking, and listening. It is seen how the materials and operations conform with or deviate from the stated goals of general education, and how communication programs differ or agree among themselves.
The impression which persists is that all programs of the study are directed earnestly and ably even at points where differences are most evident, and that a possible deficiency in one aspect may be balanced by compensating factors in others.

Chapter II has been an effort to relate communication to the purposes of general education; Chapter III has detailed the ingredients of communication itself. The next part of the study will be an endeavor to show how these patterns, purposes, and ingredients are rationalized, administered, and placed in operation.
CHAPTER IV

IMPLEMENTATION OF THE GOALS THROUGH ORGANIZATIONAL APPROACHES

USED BY THE INSTITUTIONS OF THE STUDY

Philosophy

Brumbaugh and Pace point out that every faculty represents a mixture of philosophies which makes labeling of the total department difficult. Nor is it easy to deduce from what philosophy a specific practice originates. In a general way, it might be proposed that the rationalists would favor literature as a core for communication courses, the neo-humanists would include literature along with linguistics and drill on skills, and the instrumentalists would place greater emphasis on practical individual needs. Morse distinguishes the differences as follows:

Since the instrumentalists believe in suiting educational experiences to individual needs, it would be inconsistent for them to require a common program of studies. But the temptation is indeed strong to advocate a well-designed course or group of courses for practically all the students in a given college, since this offers a ready means of providing for every student the learnings for which it may be assumed they have a common need. The rationalists naturally have no such qualms ... the curriculum should be the same for all. And the appraisal of attainment may also be according to a single standard. The neo-humanist position resembles that of the rationalist with respect to required studies. The neo-humanist concentration upon the literary, historical, and philosophical development of Western culture, and the intellectual values

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1 Brumbaugh and Pace, op. cit., pp. 298-99.
accruing from the collateral study of the chief methods of acquiring knowledge in the major fields of learning, leads them naturally to the side of prescription.2

These exploratory studies certainly provide no clear-cut indication that any one program of general education is notably superior to others...3

1. Philosophical Climate.
   a. Rationalist:
      In the rationalist system "One would expect to find a structure characterized by a fixed curriculum pattern, a logical organization of subject matter, a dialectic method of teaching, and prescriptive planning at the top level..."4 In this concept, the teachers are concerned with intellectual development among students, and the program is ill-designed for those incapable of abstract thinking. Success of such a program depends on having teachers who are loyal to the rationalist view.5 Such dedication leads to the conviction among its administrators that the "poorest teachers are those who have come to us primarily interested in teaching techniques and pedagogical devices; without exception we have found that good teaching is a by-product of interest

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3 Eckert, op. cit., p. 255.
4 Brumbaugh and Pace, op. cit., p. 280.
and solid groundwork in basic subject-matter fields."\(^6\)

b. Neo-Humanist:

In the eclectic or neo-humanist view of education one would expect to find, structurally, a divisional organization of subject matter, with coordination by committees, the use of more varied methods of teaching, the existence of limited electives within a broad pattern, and general planning of the program by the staff through the techniques of consensus and compromise.\(^7\)

Neo-humanism is most frequently found in the liberal arts college specializing in professional preparation of students. The teachers under this influence may recognize vocationalism as a co-existent field, but with a well-defined boundary. In general, the neo-humanist teachers' "purposes and behavior are likely to be similar to those of the rationalist teachers, but they will be less certain of their ground, more variant in their convictions, and somewhat more tolerant of colleagues whose views deviate from their own." In further description, Bigelow continues:

Teachers suited to neo-humanist programs of general education will prefer students who are intellectually gifted. While aware of the impacts of emotion upon student behavior they will be distrustful of emotion and seek to promote its strict control through knowledge and reason. They will have


\(^7\)Brumbaugh and Pace, op. cit., p. 280.
profound faith in the virtues of subject matter, systematically organized and systematically presented, as the means of accomplishing what they consider the fundamental ends of general education. They will expect, and be expected, to be experts—which in effect means specialists—in some such subject matter. . . . Working in general education they will find it difficult to select the elements of their speciality which at a minimum should be transmitted to their students. 8

c. Instrumentalist:

"The instrumentalists contend that educational experiences must take current and local conditions into account, being consciously tailored to particular philosophies of education, special student clienteles, and institutional resources in staff and equipment." 9 Instrumentalism, then, is predicated upon "the present life situation" of students and a recognition "that students learn in different ways, that the aim of education is to help students make the most of their particular abilities, to channel and extend their drives, to use their present convictions and hopes and interests as a means to making them better human beings and better citizens, and . . . to help them bring as deep an understanding as possible of themselves and of their world to the work they do." 10 At this point, at least, Instrumentalism parallels, or is supported by the philosophy of "Experimentalism which holds that the individual is dynamic, that learning is an active process, that the essence of education is the reconstruction of experience through the use

8Bigelow, op. cit., pp. 306-07.
9Eckert, op. cit., p. 261.
10MacLean and Raushenbush, op. cit., p. 182.
of the method of intelligence, logically placing the emphasis in curriculum making upon the problems of contemporary living . . . the past has value principally as it helps to interpret the present." 11 Warters expresses concern that there are so few schools which base their instruction on "the requirements of adult society and the common concerns of youth," and that such schools are labeled as "progressive" or "advanced." The instrumentalist does not expect uniform scholarship. He expects a student to serve his own goals with the best skill and integrity at his disposal, but is not dismayed by low performance in other areas. 12

In the instrumentalist view one could expect to find, structurally, a flexible pattern of courses, a psychological organization of subject matter, individualised methods of teaching, and wide staff-and-student participation in planning. The distinction between curriculum and extracurriculum would be minimized. . . . Evaluation would be concerned with personal development and maturity rather than being limited to the testing of intellectual attainments. 13

For the instrumentalist teacher in general education there are no absolutes:

. . . man is an integrated, growing, social organism in whom reason and emotion are of co-ordinate significance, being indeed inextricably inter-linked; the free, spontaneous growth of all persons in society is the supreme good; the function of education is to arrange an environment conducive to the full development of all potentialities of each socially-related

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14 Brumbaugh and Pace, *op. cit.*, pp. 280-81.
individual; and the test of that education is the consequent behavior of those who have been the object of teaching effort.\textsuperscript{15}

If, then, as from Illinois, there comes the direct but ambiguous statement that "We deal with writing and speaking only, or almost only, on the practical level" on the assumption that "few of our students will ever be professional writers or speakers, whereas all will have to write or speak in order to be good workers and good citizens,"\textsuperscript{16} the problem of categorizing becomes complicated. The first part of the statement seems to imply mechanical and formalized skill, while the latter part suggests that such means accomplish an unrelated end. Even more stark, but less equivocal is the report from Florida State University that
"Written Communication is strictly a skills course. Oral Communication ... deals with the skills of speaking and listening."\textsuperscript{17} Such definition of purposes as the two above, might indicate more of the neohumanist qualities since the skill itself is of primary emphasis rather than the student himself or a body of knowledge. More nearly exemplifying the instrumentalist view is the philosophy at Drake:

The philosophy is student-centered, and it holds that the function of education is to begin where the student is and to train him in those values and skills that will enable him to contribute continually to the renewal and improvement of society.

\textsuperscript{15}Bigelow, \textit{op. cit.}, p. 305.

\textsuperscript{16}Hultzen, \textit{op. cit.}, p. 111.

\textsuperscript{17}Stickler, \textit{op. cit.}, p. 101.
Our approach is ecological. Each student is in an environment—social, physical, verbal—and the task of education, in our view, is to equip the student to adapt himself to his environment. Yet the adaptation, we hold, must be qualified by a vision of a better mode of life, and the student must be trained in those attitudes and skills that will stimulate him to strive effectively for a better world. 

So, too, at Michigan State College, there is no wish to impose upon the students "an entirely new code that they will immediately discard once outside the classroom door." Rather, the aim is to take what the students have as a beginning and try "to make them aware of what language habits and what skills are socially acceptable in the world in which they will work and play . . ."

2. Pervading or Unifying Theme of the Communication Course.
   a. Linguistics:
   The approach at Drake "is through semantic emphasis." A study is made of "connotative values; contexts, symbolic, psychological and physical" as a means of developing critical judgment, for one thing, "to detect persuasive devices in editorials, advertising, and propaganda."

Courses in other comprehensive communication programs usually include principles of semantics, but with varying emphases.

b. Reading:
   The University of Florida program operates on the premise that "the most effective approach in the development of the communication skills is

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18 Dunn, op. cit., p. 89.


20 Florence Leaver, personal letter, May 11, 1953.
through reading." The language arts are synchronized around reading as a core.

c. Writing:
At Purdue, major attention is given to clearness and correctness in writing. "Every student must take one such course; weaker students must take two; and very weak students usually take three . . ."22

d. Speaking:
There seemed to be none of the schools of the study which placed greater emphasis on speaking than on other skills of communication in the main freshman English course. However, several recommended or included separate courses in speech as part of the general education program.

3. Objectives.

Surveying California junior colleges, Johnson found that

In many courses instructors limit their attention exclusively to skills. In others, while these are stressed, instructors at the same time aim to contribute to such other general education goals as personal adjustment, family relations, life values, and citizenship.23


22 Wykoff, op. cit., pp. 144-46.

The latter features are looked upon as impediments to instruction by some educators. The Chairman of the Freshman English Composition course at the University of Oregon maintains that the best feature of the program there is "the determination to teach composition rather than social consciousness, etc."2h

a. Skills-to-be-improved:

The Michigan State College communication program is regarded as utilitarian. "While content must remain important, it is the skill that counts." Artistry must give way to practical necessity. Basic needs and purposes must have first consideration. The University of Florida sees skill in reading as basic to achievement of skill in other academic endeavors, and distributed stress on reading, writing, and speaking leads often to the designation of a course as "communication skills" as seen at Iowa, Michigan State, Stephens, and Minnesota.26 An Iowa study of ways to improve writing skill resulted in denial of value to the introduction of extraneous materials into the composition course. "Correctness and clearness in the written work" seemed the desideratum of function, according to the institutions surveyed.27 The Iowa program itself, however, is an integration of all the communication skills with

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2h John C. Sherwood, personal note, April 25, 1953.


27 Foerster, op. cit., pp. 211-12.
essential operational knowledge required within the limits of the communica-

tion field. No attempt is made to integrate the course with literature or social science courses. Even the individual skills of reading, writing, speaking, and listening are studied as integrations of many subskills.

b. Knowledge and fact:

In the subject-centered approach it is assumed that an orderly organization of subject content should be the matter of first concern in curriculum development. The objective is the arrangement of topics so that they are logically related to one another within the general framework of the subject area. 29

Illustrative of this technique is the course in Bible at Muskingum:

The first main objective related to the acquisition of information. The student was required to demonstrate his ability to recognize or recall, as the case might be, selected facts concerning the historical background of the life of Jesus; literary features of the four Gospels; chronological features; leading characters associated with Jesus; a few great masterpieces of Christian art; and the meaning of terms . . . 30

However, there is general agreement that content is important for "subject matter is the medium through which the adult mind of the teacher and the immature mind of the learner find communion," but "the


particulars . . . must be those for which the learner can find functional use in his own concrete world." In this spirit the program should "make allowances for intellectual differences among students" to the end that greater stress be placed on the student's total development, taking account of many kinds of differences. Indiscriminate acquiring of facts is not efficient learning, and in specific reference to communication; the facts, thoughts, and reactions should be those worthy of communication. To give direction to this purpose at the University of Florida, content of lectures is included in the progress tests and comprehensive examinations.  

c. Social attitudes and socio-semantics:  

Society not only continues to exist by transmission, by communication, but it may fairly be said to exist in transmission, in communication. There is more than a verbal tie between the words common, community, and communication. Men live in a community in virtue of the things which they have in common; and communication is the way in which they come to possess things in common. . . . Not only is social life identical with communication, but all communication (and hence all genuine social life) is educative. Actually no subject matter or drill or class activity has a place in the program unless it can be demonstrated to fill a need in daily living  

32 Corey, Fifty-first Yearbook, NSSE, p. 64.  
33 Wise, "The Comprehensive Freshman English Course at the University of Florida, op. cit., p. 163.  
34 Ibid., p. 159.  
or contribute to the achievement of clear social objectives. Sound curriculum development suffers from retention of obsolete and useless traditional impediments unrelated to present human need.

One of the earliest courses, that at Macalester College in St. Paul, Minnesota, has consistently maintained a social orientation, with emphasis upon the communication activities which relate the student to his environment. It rests upon the premise that communication is both a symbolic process and a social activity and may be described as 'socio-semantic.' Somewhat akin but more complex is the program at the University of Denver, where the greatest weight is given to the application of general semantics in an effort to produce general personal adjustment as the key to communicative effectiveness.

So also is the objective at Drake to train the student in "those values and skills that will enable him to contribute continually to the renewal and improvement of society." A quarter of work at Minnesota is concerned with meaning of words and their social effects.

d. Democratic values:

Michigan State underscores "the responsible use of language in a democratic society." It is not sufficient that a student acquire skill; he must also learn his obligation to use that skill productively and honestly. Communication skill can also be a weapon for destruction as well as a tool "to bring about changes in an imperfect society."

38 Dunn, op. cit., p. 89.
40 Reeve, "Basic Communication at Michigan State College," op. cit., p. 84.
e. Cultural and intellectual attainments:

If there is a common body of knowledge which all students must acquire, the syllabus, common reading assignments, and lectures follow naturally. If the role of the teacher is to impart knowledge, or train the mind, and stop there, most of the relations between student and teacher other than those of learning alone, are a matter of indifference. ... We cannot accept, on present evidence, the concept of 'intelligence' as being a single, unalterable, measureable quality limited to academic, verbal, and quantitative powers of symbolization and abstraction, but, instead, we tentatively hold the hypothesis of several kinds of intelligence, accompanied by clusters of abilities, appearing in a bewildering variety of forms and patterns in the individuals who make up the student bodies of our colleges. ... Thus, they speak of aesthetic, social, scientific, administrative, and mechanical intelligence. They further conceive of each of these kinds of intelligence as being accompanied in its operation by several separable abilities, such as observational, evaluative, interpretive, conceptual, imaginative, logical, or predictive. 1

f. Understanding of language:

Not only science, but myth, analogy, metaphorical thinking, and art are intellectual activities determined by 'symbolic modes'. ... Symbolism is the recognized key to that mental life which is characteristically human and above the level of sheer animality. Symbol and meaning make man's world, far more than sensation. ... Man's conquest of the world undoubtedly rests on the supreme development of his brain, which allows him to synthesize, delay, and modify his reactions by the interpolation of symbols in the gaps and confusions of direct experience, and by means of 'verbal signs' to add the experiences of other people to his own. ... The development of language is the history of the gradual accumulation and elaboration of verbal symbols. ... The symbol-making function is one of man's primary activities, like eating, looking, or moving about. ... The fact that the human brain is constantly carrying on a process of symbolic transformation of the experiential data that comes to it causes it to be a veritable fountain of more or less spontaneous ideas. As all registered experience tends to terminate in action, it is only natural that a typically human function should require a typically human form of overt activity; and that is just what

1 MacLean and Raushenbush, op. cit., p. 182.

2 Ibid., p. 188.
we find in the sheer expression of ideas. This is the activity of which beasts appear to have no need. And it accounts for just those traits in man which he does not hold in common with the other animals—ritual, art, laughter, weeping, speech, superstition, and scientific genius. . . . The great contribution of Freud to the philosophy of mind has been the realization that human behavior is not only a food-getting strategy, but is also a language; that every move is at the same time a gesture. Symbolization is both an end and an instrument. 43

Man’s achievements rest upon the use of symbols. For this reason, we must consider ourselves as a symbolic, semantic class of life, and those who rule the symbols, rule us. 44

If this course is to be given the immediacy of appeal that it must possess, the student should be required to gather material for many of his speeches and themes from the life about him. We should suggest, therefore, that many assignments require him to study and report on the communication habits of such persons as his younger brother, his minister, his economics professor, and the corner policeman. He should examine for the same purposes the common public channels of communication: the newspaper, magazine, radio, and motion picture. Already, schools like Minnesota, Drake, Chicago, and Iowa are experimenting with procedures of this sort . . .

The study of semantics is frequently used as a means of helping individuals think straighter and to improve communication contact. "It is essentially a study of relations between words and things, between language and behavior." Such study has revealed blockings or barriers which include:

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45 McGrath and Others, op. cit., p. 81.
1. Confusing words with things
2. Confusing levels of abstraction
3. The inability to distinguish between a fact and an inference
4. Faith in absolutes
5. Leaving important characteristics out
6. False identification
7. Two-valued judgments
8. Belief in the power of words as such—word magic
9. The pursuit of meaningless questions

The Drake program has proved a valuable experiment in demonstrating the relationship between a knowledge of language and the ability to communicate effectively. Encouraged by success in the improvement of writing through these means, it is expected that more work will be done in speech, following the same principles. Training the student to observe language and to understand the basic laws of language behavior are fundamental to a sound program. Minnesota's communication program revolves about linguistic studies as they concern "adult needs in a democratic society," and the realistic and current usages as found among the mass media.

g. Personality development:

One experimental program operates on the principle that the key to communicative effectiveness lies in proper personal adjustment. Such also
is the thesis of Wendell Johnson's *People in Quandaries*. In the structure of language lies the clue to the solution of most personal maladjustments. Answers are possible only in terms of the language of the question or problem. If the question can be stated in clear and accurate language the answer can come back with equal attributes.  

h. Memberships of department heads, conference participations, and contribution to studies in general education.

It is assumed that the members of a department will follow the leadership of the department head. Activity might reflect interest in promoting one or another or all the aspects of a program.

A faculty member may adventure in many ways. He may acquire and use new research techniques; he may experiment to discover which of selected educational practices work best for him; he may write for publication; he may develop new course syllabi or participate in off-campus activities of various kinds . . . . The concept under consideration is that every faculty member should make adventure a part of his own thought life; he should constantly push back his own thought frontiers; he should do some pioneering and exploring, because adventure is necessary to assure continuous growth in his work and to assure his own personal vitality.  

Whether the "adventuring" involves travel near or far, one important outcome is the improvement in understanding of community and national life needs. Too notoriously, "the public relations of many colleges and

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universities are poorest in their home communities. Such an indictment surely suggests the importance of off-campus participations. An impressive example of possibilities for values in inter-group relations is found at Minnesota where a committee of representatives of schools in the area "aids in inter-city and school and university understanding," as follows:

It contributes to various special programs in the general field of communication . . . it is engaged in promoting a series of lectures and discussions for all language arts teachers in Minneapolis and St. Paul with the purpose of elucidating the social significance of educational stress upon the mass mediums of communications.54

As at Antioch, in most other institutions as well, "Some funds are available to permit members of the faculty to attend professional meetings."55 The productiveness of conferences and cooperative studies is evident from the published reports describing these activities. The experiences are a partial answer, at least, to the charge that

We need in our field teachers with a variety of backgrounds and a variety of information along with a basic interest in and some training in the arts of communicating knowledge, ideas, feelings to others . . . . Besides these obviously professional topics, the teacher


54 Allen, "Communication in General Education," op. cit., p. 73.

needs to have a more than average understanding of the social scene, in part because so much student material deals with it and demands some background for evaluation, and in part to keep his own perspective clear and to prevent him from falling prey to the isms of the moment.\textsuperscript{56}

While McGrath suggests that the student be required to study the language habits of representative segments of the population, and Perrin suggests that the teacher read widely, and McGregor proposes work experience for the Antioch faculty, it would seem that the faculty could benefit from a rather extensive and varied experiencing in meeting and working with people outside the profession as well as with those within. No evidence was found that faculties designate representatives to participate in lay functions for the purpose of helping the staff in its own orientation toward needs and purposes in communication.

In summary, then, it is evident that a variety of philosophies exist among faculties but that administration, curriculum, and practices provide some clue to the over-all complexion. How the philosophy is translated can be seen in the pervading theme and objectives which characterize the programs. The type and dynamism of the leadership, and the degree of dedication of staffs find some expression and identification in membership and participation in professional and lay associations. The quality and influence of programs are manifested in the frequency of their selection as subjects for study and discussion by recognized authorities.

\textsuperscript{56}Perrin, op. cit., pp. 221, 227.
Administration

When we state the general principle that administration is a means of facilitating the achievement of goals or purposes, we are explicitly acknowledging the belief that a harmonious and effective relationship between structure and function must prevail. The virtues and weaknesses of organizational patterns and structures must be assessed, in part, by reference to the purposes they are supposed to facilitate.57

An infinite number of factors constitute the administration of a communication course. "The variety of organizations and of administrative devices is in itself evidence of the fact that educators are searching for a structure to handle effectively the emerging programs of general education."58 Some of the materials of the framework will be examined to determine their relationship to other phases of communication study and learning and to the type and character of the institution and its program of general education. A selective choice has been made of six areas which seem pertinent in making comparisons. Direct correspondence with heads of communication departments of the several institutions has provided much of the data, but supplementary information has been obtained from college catalogs, McGrath's Communication in General Education, and Stickler's Organization and Administration of General Education.

An analysis of data in the worksheets reveals that characteristics most prevalent among the communication programs of the study would result in the following design of administration:

57 Brumbaugh and Pace, op. cit., p. 280.
1. The title of the course has been modeled to indicate an emphasis in freshman English on language as skills in communication.

2. The course combines instruction in all the aspects of communication with relationships established between reading, writing, speaking, and listening.

3. Top administrative responsibility rests with the dean of the arts and sciences or liberal arts college.

4. He is advised by a committee on general studies.

5. The head of the communication or freshman English department is responsible to the chairman of the general studies committee, or if the latter is merely advisory, then to the dean of the college.

6. In a few instances, committees on reading, writing, and speaking serve as advisers to the head of the communication department.

7. The instructors serve a dual capacity as members of both the communication staff and the English department. The communication staff's membership is largely composed of English teachers, only occasionally including instructors recruited from other departments.

8. The head of the department maintains his "home" in the English or speech department.

9. The head of the department is a full professor, but a Ph.D. degree is no more likely than an M.A. degree, or sometimes even an A.B.

10. Only a fraction of the communication departments carry on an active, continuous, and comprehensive articulation with the high schools whose graduates they serve.
Typifying the preceding average characteristics as a whole in greatest degree are Drake, Louisville, and Western Michigan College of Education.

Among the six general areas described on pages 185 through 215, it is noted that each institution observes administrative practices found in 80 per cent or greater duplication by other institutions of the study as follows:

1. Antioch: Kansas State Teachers College, and Muskingum
2. Chicago: Purdue
3. Drake: University of Wisconsin, and Louisville
4. Florida State U.: Iowa, and Kansas State College
5. University of Florida; Antioch, and Drake
6. Illinois: Minnesota, Iowa, and Louisville
8. Kansas State College: Florida State University
9. Kansas S. T. C.: Western Michigan, and Youngstown
10. Louisville: Drake, and Muskingum
11. Macalester: Drake, Louisville, U. Wis., and Youngstown
12. Michigan State College: University of Minnesota
14. Muskingum: Louisville, Antioch, and Youngstown
15. Pennsylvania College for Women: Kansas State Teachers, Western Michigan, and Wisconsin State College
16. Purdue: Kansas State College, Chicago, Louisville, Pennsylvania College for Women, and Wright J. C.
17. Stephens: Muskingum, and Western Michigan
18. Western Michigan College of Education: Kansas State Teachers College, Drake, and Youngstown
19. Wisconsin State College: Florida State University, and University of Wisconsin
20. University of Wisconsin: Drake, Iowa, Louisville, and Wisconsin State College
From this evidence it appears that the smaller institutions have a tendency to follow much the same pattern of administration. The tendency toward uniformity in administration does not exist among the larger institutions.

1. Title of Course.

Does evidence tend to show that courses retaining titles such as English Composition and Freshman English retain more of the traditional qualities? Does a change to such newer designations as Communication, Area I, or Basic Skills tend to indicate innovations or modernization? Does a change in title of course commit a school to a program of renovation or does it act as a spur to continual efforts to meet newly defined goals or purposes inherent in the substituted name?

A change from conventional high school terms of "English" or "Composition" might result in a student's overcoming a conditioned prejudice against a college course incorporating the same course designation. To a high school graduate who "liked" English, a difference in objectives and procedures in a college course would be less of a shock if the title did not lead him to expect experiences paralleling those of the high school course. On the other hand, if freshman English is a continuation of the high school course, the title might be appropriately similar as an assurance to the student of an easy transition from high school to college work. But, says Johnson, "Mere course titles and departmental classification by
no means reflect or describe the realities of a program in communication skills." His investigations led to the conclusion that any correlation between title and content was slight. Among California Junior Colleges he found some of the most effective teaching ("teaching that recognizes the achievements and needs, the goals and interests of individual students") taking place in courses "under the most commonplace and traditional of titles." In contrast, he found examples of "perfunctory and uninspired teaching," occurring under such titles as Modern Communication, where he could detect "no change from the traditional in either purpose or method. In some instances, Johnson thinks, this situation develops from an administrator's wish to appear in step with the latest educational progress, but where the action was not preceded by appropriate planning and staff training.

Other investigators, too, see the need for functional changes—a departure from specialization—and honesty in course descriptions. Brown expresses the danger of specialization in communication skills with a parody on a parable: "And it came to pass that the specialists did multiply and did form themselves into lesser groups of specialized specialists until all progress ceased, for there was a strange confounding of language and they understood not one another's speech..." Brown found that 97.6 per cent of the institutions of a recent general education survey required "English composition" of which he states 90 per cent is of the more traditional type. He does not accept traditional composition courses as

meriting a place in a general education sequence. The following course titles were found among the institutions of the study:

Antioch .......... L 101-2 (Current Reading and Writing)
Chicago .......... English A, B, C
Drake ............. English 1-2 (Freshman English)
Fla. State U....... English 101-2 (Written Communication)
U. of Florida ..... C-3 (Reading, Speaking, and Writing—Freshman English)
Illinois .......... (2 courses) Verbal Communication; Rhetoric 100-101-102
Iowa .............. Basic Skills Course 10: 5-6 (Communication Skills)
Kans. State Col.... Eng. 125, 135 (Written Communication; Speech 105, Oral Communication)
Kans. State Teachers Col. .......... English Composition 1-2 or optionally Communication 11-12
Louisville......... Eng. 101-2 (Oral and Written Composition)
Macalester ........ Eng. 103-4 (Freshman English)
Michigan State .... Basic 111-2-3 (Communication Skills)
Minnesota .......... English A, B, C (Freshman Composition) or optionally, Communication 1, 2, 3
Muskingum .......... Area 105-6 (Communication)
Penn. Col. for Women .......... B 1-2 (English Composition)
                             B 1-2 (Effective Speech)
Purdue .............. English 101, 103, 202 (Fresh. Composition)
                             Speech 111b (Principles of Speech)
Stephens ........... English 1-2 (Communication Skills)

2. Category of Program.

a. Distributed courses:

Rattigan found that "distribution requirements" was the most common approach in general education programs. The purpose is stated as an effort to acquaint the student "with the content and method of each major division of the curriculum." The criteria for this designation, he states, are two: "(1) Divisional organization of the curriculum and the staff, and (2) sampling."

The maximum acceptance of distribution principles in the area of the language arts provides opportunities for sampling of various types of written and oral composition, a study of literature in its multiple forms, a consideration of mass media, and perhaps, lecture or other experiences calculated to improve listening skill.

The purpose of the program of distribution is to provide the student with a broad view of the world he lives in and to equip him with the means of understanding it. This entails a knowledge of inanimate and animate nature.

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through the appropriate sciences, a large view of man in
the perspective of time, an acquaintance with the great
ideas which have influenced the actions of man in the past,
and continue to do so in the present, and a knowledge of
the significant institutions of modern society. It also
entails a comprehension of the arts, the ideas, and the
aspirations of men. To obtain so large a view in all its
fullness is properly the occupation of a lifetime. Practical
considerations compel the division of knowledge into certain
large and reasonably well-defined areas.

It appears that in some instances the communication program may
vary in category from the pattern of the other general education courses
within the same college. For instance, the over-all program may seem to
be an integrated one, or comprehensive in character, while the communi-
cation phase remains traditionally distributed or limited. At Florida
State University it was decided that "the differences in techniques
between written and oral communication are greater than their similari-
ties" and in consequence parallel courses in oral and written commun-
ication are offered rather than a single course. However, the oral
section is more of an optional course. Purdue maintains separate
courses for work in composition, speech, and literature on the theory
that fusion adds complexities, and because present evidence is not re-
garded as conclusive that integration provides more permanent and
effective results.

62 Bulletin of Yale University. "Undergraduate Courses of Study,
63 W. Hugh Stickler, "Building a Program of General Education at
Florida State University," Organization and Administration of General
Education, footnote, p. 401.
64 Wykoff, op. cit., pp. 143, 144, 153.
b. Tutorial:

In some programs, such as that at the State University of Iowa, there are "emphasis" sections within the course in which students with common needs are brought together for specialized training. A preceptorial system like that at Colgate, and systems in use at Sarah Lawrence, Bennington, and Bard individualize the work even more. "Many schools have been adding or developing reading and speech clinics and writing laboratories, which in effect offer the students personal attention comparable almost to private tutoring." At St. John's "Each morning for five days a week the student must spend one hour in a language tutorial and another in a mathematics tutorial."[66]

...the individualized approach is of much less significance than the others, if one regards the general education movement as principally a quest for unity. Though excellent from the point of view of motivation and guidance, this "Progressive" approach offers no solution whatever to the central problem of general education. In fact, nothing could be more opposed to a quest for unity than this particular viewpoint, calling as it does for a "tailor-made" curriculum to fit the individual interests, needs, and abilities of each and every student.[67]

Among the selected colleges and universities of this particular study, there appeared to be no true or consistent tutorial programs in communication except for some instances of remedial help and supervised writing in laboratories.


[67] Ibid., pp. 204-05.
c. Core:

Rattigan sees core courses as those which "aim to identify life-needs of students and to organize the curriculum around these needs." There is less reliance upon the transfer of learning in this situation. Such procedures are especially effective in the orientation areas of school programs. A difficulty in the core technique is

... to adjust the content of the various sectional courses to the needs of the students rather than to attempt to adjust the students to a content more or less common to all of them ...

In theory, the integration of English with other subjects increases motivation and makes more likely transfer of skills and knowledge—perhaps of attitudes also. This argument is conclusive—for those who regard English as merely a tool subject, a facilitator of communication.

... Where the teachers know enough about English to recognize and minister to student needs for language arts skills the effectiveness of integration in teaching the tool phases of English is beyond question.

... the communication course at Minnesota capitalizes on the student's growing interest in the contemporary world, especially as that world unfolds through the mass media of communication; the course at Drake takes advantage of the students' natural inclination to know more about themselves as social beings.

Iowa designates general education courses as "Basic Skills and Core Courses," but communication is placed in the category of the basic skills courses rather than the core courses. The Antioch situation would seem to offer opportunities to relate communication study to practical problems and related needs, but the course description seems indicative of a somewhat traditional program. It is assumed that a

68 Ibid., p. 204.
69 The English Language Arts, op. cit., pp. 149, 216.
true "core" course would cut across conventional subject-matter lines. If writing is one subject, speaking another, reading another, and listening a possible fourth, then a number of the programs could be labeled as core, but for the purposes of this study, a communication course is assumed to include the four elements referred to by simple definition. Some of the institutions of the study indicate that topics pertaining to other course work of the student are acceptable for writing and speaking, but there was no actual merging of courses, nor any hint of willingness to surrender sovereignty. The apparent exception is found at the Pennsylvania College for Women:

Since the skills which pertain to writing are essential to every course in college, the student is given direct practice with material from other courses, specifically in collaboration with history. . . . Effective Speech (is) offered as a correlated course with Modern Society.  

Although general education as a term implies understandings which encompass broad fields, there is usually insufficient time for the detailed mastery required in subject-matter courses. "It is sufficient to know the general nature of the content, significant problems of the field, outstanding authorities, and ways in which a particular subject has contributed to a rich life in the world today." Such a purpose

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is ordinarily the object of survey courses. In the early efforts to achieve comprehensiveness in the new communication courses, says Foerster, "Combination did not mean integration . . . but rather the packaging of diverse skills (writing, reading, and speaking) in one course." It is conceded, nevertheless, that such courses could be classified as comprehensive insofar as they included all elements pertinent to communication. In the institutions of this study it is possible to find evidence that the communication programs do include all the pertinent elements in some degree, by accident or design. The comprehensive freshman English course at the University of Florida is described as one "designed to enlarge the student's store of ideas and meanings and to increase his efficiency in the communication arts—reading, writing, speaking, and listening." In the planning stage, at the University of Florida, "many all-university sub-committees were appointed to work out outlines for the seven subject-area comprehensive courses." The purpose was "to replace the high fragmentation of college courses with broader viewpoints" and to avoid "superficial survey courses."

The comprehensive freshman English course, Reading, Speaking, and Writing, is, then, one part of the university's program of

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general education. The course, planned to help students improve their reading and writing, listening and speaking, attempts to synchronize these language arts, using reading as a core.\footnote{Wise, op. cit., p. 157.}

e. Integrated:

That only is true enlargement of mind which is the power of viewing many things at once as one whole, or referring them severally to their true place in the universal system, of understanding their respective values, and determining their mutual dependence. Thus is that form of Universal Knowledge . . . set up in the individual intellect and constitutes its perfection. Possessed of this real illumination, the mind never views any part of the extended subject-matter of Knowledge without recollecting that it is but a part, or without the associations which spring from this recollection. It makes every thing in some sort lead to every thing else; it would communicate the image of the whole to every separate portion, till the whole becomes in imagination like a spirit, everywhere pervading and penetrating, its component parts, and giving them one definite meaning.\footnote{John Henry Cardinal Newman, The Idea of a University, pp. 136-37. London: Longmans, Green, and Company, 1917.}

The Commission on the English Curriculum of the National Council of Teachers of English concluded that the only successful integrated courses were those "organized on the basis of problems which the students have accepted as valid and important for them."\footnote{The English Language Arts, op. cit., p. 217.} Probably the optimum in integration would be a program in which the courses of instruction are unified to the degree that "they approximate as closely as possible one single course, in which the material drawn from all fields
is synchronized and correlated at every feasible point to emphasize significant relationships and to promote meaningful generalizations, consistent knowledgeable attitudes, and critical appreciation." At Minnesota, "the student himself is considered to be the integrating element of all the formal and informal learning experiences which have an impact upon him." More specifically in regard to communication, Drake regards the symbolic process as the factor which makes the separate skills of reading, writing, speaking, and listening indivisible. At Wisconsin, in the program of Integrated Liberal Studies, "the feeling of wholeness of the program" is maintained through participation by the entire faculty of the department in planning and introducing new courses. The goals of the total program are a responsibility of each instructor, regardless of his special field. The mechanics for achieving integration at the University of Florida are as follows:

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The communication skills are so closely inter-related that progress in one makes progress in each of the others surer and easier—in fact, that they operate in a complementary manner. ... Following the weekly lecture, the student attends a discussion group twice a week. At these meetings there is a discussion of the preceding lecture and of the textual materials, which are generally related to the subject discussed by the lecturer. ... Stimulating and instructive lectures are presented in these various (literary) fields. These are followed by class discussion of the specific selections of the type under study. ... Every teacher in our program is a teacher of reading, speaking, and writing. Various phases of the program are not handled by specialists in those areas. ... The class periods use as a basis for discussion contemporary essays or literary selections usually related to the topic of the lecture. Thus, students are regularly having stimulating ideas and thoughts presented to them. These may serve as topics for both oral discussion and written expression. A committee, attempting to keep abreast of the other comprehensive freshman courses, suggests appropriate topics from those sources.

Emphasis is placed upon the question of reading from the standpoints of both comprehension and rate. Special stress on this part of the course is initiated in the lecture periods when attention is given to the general problem of reading, the causes of faulty reading, and the means of overcoming these reading difficulties. ... The lectures are so timed that they are given just when the scores for the standardized reading test administered early in the term are ready ... The writing in C-3 is conducted under the laboratory plan. Effort is made to relate the student's writing not only to his reading and experience in C-3 but also to his experience in his whole college program and his pre-college days ... 82

3. Administrative Responsibility.

Observation by McGrath over a long period of time lead him to the conclusion that top administrative support is essential to the success of general education programs. Mere faculty enthusiasm is insufficient. He cites the programs at Chicago, Harvard, Michigan State, and the University of Florida as examples of accomplishment through strong administrative support, and without mentioning names, recalls instances of

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faculty efforts to establish programs of general education where the administrative support was "little or perfunctory." The results were "halt ing, frustrated, and in the end futile." Havighurst suggests as an alternative, if administrative leadership is lacking or unavailable, that the objective is possible if "a small segment of like-minded faculty members is set off with power to create its own program within the larger and heterogeneous whole." Such solution seems to have occurred where dual programs exist as at Illinois, University of Wisconsin, Minnesota, and Kansas State Teachers College at Pittsburg, among the institutions of this study. The best chances for success, however, would seem to rest in the cooperative endeavor of faculty and administration. "For the sake of unity of policy the chief direct responsibility for educational administration should fall to one official," says Ogan, "because the administrator is in the best position to see the college program as a whole . . . ."

In general, the experience of initiating the general education program at the University of Florida is a verification. It was, as Dean Little states, "an achievement of the entire University—possible only by the strong support of the university administration." The dean

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84 Havighurst, op. cit., p. 89.


might have added that the general education proposal never could have overcome the initial resistance except for the relentless persistence of the president, John J. Tigert. In spite of every possible opportunity to become discouraged or dissuaded, a program was set up which has served as a guide and inspiration to many other colleges and universities.

The principles stated for the general education program as a whole and for its administration, are basically the principles governing the component parts. The communication phase of the general education program has largely depended for its success upon the strength, character, and wisdom of its leadership.

McConnell does not accept a "standard" of administration. He sees a need concept of administration. "Administrative organization is a means, not an end." If the purpose is to manage the functioning of a vocational school the administration may vary considerably from that required for a liberal arts college. "Administrative organization will depend also on whether departmental, interdivisional, or divisional courses, or some combination of these types are offered." 87

What are, really, the major problems of administration in general education? They are, first, the problems of clarifying function and purpose. Second, there are the problems involved in finding an organizational framework, or structure, which appropriately serves the purposes intended. This second set of problems has two facets: the organization of knowledge and experience, and the relationship between the structure for the

87 McConnell, op. cit., p. 18.
general education program and the total structure of the college or university. They are, third, the problems attendant upon the process of change, the dynamics of human relationship which lead to the modification of behavior; for, in the last analysis, changes in curriculum, organization, and structure presuppose predictable changes in the behavior of people. 

And again it becomes evident that the principles which govern the relationships between the general education program and the total school program are largely the relationships which obtain between the communication department and the general education program as a whole. The latter must be structured to permit the former to "develop freely and without conflict or competition." More serious doubt may exist for presuming that the type of institution may determine the type of the freshman English course in the light of a study of twenty-one accredited senior colleges in Virginia as to aim, scope, and nature of the curriculums. It was found that there was "little if any connection between type of institution and pattern of freshman English." Observation of the leadership roles of administrators of the twenty-two communication programs led the writer to believe that the person who officially leads a program is significant to its direction and conduct.

Antioch .......... Basil Henry Pillard
Chicago .......... Mark Ashin

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88 Brumbaugh and Pace, op. cit., p. 279.
89 Ibid., p. 284.
91 Under a policy of rotating the chairmanship, Ashin was succeeded by Mrs. Wilma Ebbitt in the fall term of 1953.
Drake ..........Thomas Dunn
Fla. State U......Kellogg Hunt
U. of Florida......J. Hooper Wise
Illinois.........J. M. McCrimmon
Iowa .............John C. Gerber
Kans. State Col...James Phillip Callahan
Kans. State T.C...Robertson Strawn
Louisville........Meta R. Emberger
Macalester........Frank Karl Ward
Michigan State....Paul D. Bagwell
Minnesota..........Harold B. Allen
Muskingum.........Mary Elizabeth Johnson
Penn. C.W..........Robert L. Zetler
Purdue...............George Wykoff
Stephens..........Ralph Leyden
W. Mich. C. Edn..Mathilde Steckelberg
Wis. State C......Rachel Salisbury
Wright, J. C......Leo Geist
Youngstown ......Karl Washburn Dykema

a. English department supervision:

There is still need of a course in English required of all students. . . . Since it cannot be a course in writing writing, it must be one in writing on a subject, and that subject must be one in which the English department is most competent and most interested. The subject is literature, a subject vital in any program of general education. 92

Although core programs have swallowed up English departments in some school systems (particularly in the secondary field), defenses in the higher echelons are more solid. Probably the most potent organization, or at least the one containing the most prominent and influential names, is the Conference on College Composition and Communication (commonly referred to as the Four C's). Membership, however, is open only to individuals who are members of the National Council of Teachers of English. Any thought that "communication" courses are something new and apart from "English" is false. It has been the English faculties which have engineered and condoned the establishment of communication courses, and any departments that have declared an independence from the English mother are still largely staffed by instructors whose major preparation was in the traditional English curriculum. Many of these instructors are not too sure of the survival of communication courses and are not ready to risk disinheritance by the English department.

b. **Humanities division supervision:**

Particularly in some of the smaller schools where it is necessary to serve administrative convenience and economy, the communication courses are lumped in with foreign languages, literature, history, or other subjects under a general classification of "humanities." At Antioch, Current Reading and Writing, the freshman communication course, is a course in the Department of Literature and Languages, which in turn is

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included in the Humanities Area along with Creative Arts, and Philosophy and Religion.  

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c. Basic, General, or University College, or Junior College Division:

"The College is the administrative unit of the University of Chicago which is charged with the task of offering a program of general, liberal education." The skills courses at Michigan State are administered by the Basic College unit which is composed of seven departments under a dean "who is coordinate in rank with the deans of all the upper schools in which the students complete their degree programs."  

95 A general curriculum reorganization, resulting in the establishment of a general education program at the University of Florida came about as a direct result of a 1934-35 enrollment increase which coincided with a budget deficiency. Besides merging some Colleges, "many classes were eliminated from the curriculum and over a hundred persons were dropped from the payroll." Decisive action was needed as is indicated in the following excerpt from a letter written by W. J. Matherly to President J. J. Tigert: "If we are to go to divisional rather than departmental organization much time and study will be necessary, and possibly in the end, vigorous action on your part as well as on the part of those who favor the change will be required."  

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Previous to this time, only the

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94 Catalog of Antioch College, op. cit., pp. 41, 57.
95 University of Chicago Announcements, op. cit., p. 4.
96 Reeve, "Basic Communication at Michigan State College," op. cit., p. 74.
freshman English course, Composition and Rhetoric, was required, but now two types of courses were introduced, the first being broad comprehensives and the second being related introductory courses. The new college had a dean with equal status with all deans of the other schools. Committees were established to decide on content of courses and to keep them up to date in the matter of improvements. The enormous complexity of administration is exemplified in the Minnesota communication program:

As a general education course cutting across traditional departmental boundaries Communication is administered within the department of general studies, along with courses in the humanities, in family relations, and in the social and natural sciences. The director of the program, who is released from one-third of his teaching load in English linguistics because of his administrative duties, was so appointed by the dean upon the recommendation of the original planning committee. He is directly responsible to the chairman of the department of general studies, who coincidentally, is also assistant dean for the junior college. At the same time he is aided by a supervisory committee, also appointed by the dean, which meets several times a year to discuss matters of general policy and to recommend persons to fill staff vacancies. The committee chairman ex-officio is the director of the communication program; the three other members are the chairman of Freshman English and professors of speech and journalism. The composition of the committee makes its members valuable for consultation in the areas of their own specialization.

Inner administration of the course involves the work of several staff members. One is released from one-third of his teaching load in order to serve as assistant director. Three others are chairmen of committees each of which is responsible for the syllabus and examinations used in a specific quarter of the course. The director, assistant director, speech consultant, and committee chairmen form a steering committee which helps to integrate the work in the three quarters, plans staff meetings, and acts as a clearinghouse for various problems.

d. Liberal Arts College supervision:
The staff of the Department of Integrated Liberal Studies at Wisconsin is paid from funds of the College of Letters and Science, except for the director whose salary is included part in the ILS budget and part in the English department budget. The General Education Division of Florida State University is administered by the College of Arts and Sciences, and certain individual courses considered as part of the general education program "are developed, administered, and taught by the respective departments which offer them." In the dual courses at Illinois, Rhetoric is given by the English department and Verbal Communication by the Division of General Studies. Both are in the College of Liberal Arts and Sciences.

e. Communication department independent within another department or division:

A primary reason for organizing a communications course is this: it is designed to serve the needs of all students. It is frankly a service course in skills which are essential for success in any area of college work. It is a single basic course and as such it cannot serve some need peculiar to advanced work in its own field. It has no intimate obligation to the literary department.

Here we have touched upon one of the significant strengths of a communication program: it is not subordinate to any department. It stands on its own feet confident that it has an important job to do. For a while it may be nurtured by some men in the English department; however, the full development of the communication idea can only take place in a separate department. This is important; with such an organization it need not take orders from other areas which lack complete understandings of the student language needs in general.

101 Roberts, op. cit., p. 128.
Another advantage of the communication course is that all communication media may be studied and used: newspapers, movies, charts, graphs, panel discussions, etc.

The communication course with its usual emphasis on four related areas—reading, writing, speaking, and listening—is better able than the traditional course to treat the special needs of individual students and to make clinical assignments. ... Communication departments are alert to the findings of educational research. ... Its very name demands that it know what does communicate and why. Consequently it makes use of all kinds of data. ... So long as the course in communication is just a part of a large subject-matter field there will be a tendency for teachers to seek out the advanced courses which will give them greater prestige.102

The skills courses at Iowa are college and not departmental courses. Interlocking committees tie the work of the communication skills in with the general skills program through memberships which include the dean of the Liberal Arts College and representatives of English, speech, psychology, journalism, and library, and the examination service.

Within the framework of general policy set by the Communication Skills Committee the skills staff is an autonomous group which by majority vote makes its own decisions on all matters of curriculum and instruction.103

Michigan State has a separate administrative unit for its department of written and spoken English which is independent of both speech and English departments. This division gives encouragement to the staff to concentrate on matters of the course with assurance that pay raises and promotions are as good here as in other departments.10h

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10h Reeve, "Basic Com. at MSC," op. cit., p. 85.
4. Staff.

The survival of general education "depends as much upon the establish-
ment of an effective teacher-training program as upon any other
single factor." 105 The suggestion has been made that "training for re-
search and preparation for college teaching should be separated." 106 This
and similar proposals have been met with little genuine enthusiasm. As a
result, most training of instructors for work in communication courses has
been through individual departmental efforts. Iowa has succeeded in having
a credit-carrying seminar in communication teaching introduced into the
curriculum. 107 Tentative ideas are developing at Antioch for teacher-
training consistent with their program of instruction for students. Con-
sideration is asked for the proposition that teachers work periodically in
the business and industrial world to maintain contact with reality and
"the problem of living." 108 Brumbaugh and Pace outline desirable teacher-
training for general education programs to include "the development of
loyalties and a feeling of belongingness" in which there is "freedom from

105 Albert H. Marckwardt, "A Critique of Communications in General
106 Karl W. Bigelow, "The Preparation of College Teachers for General
108 Douglas McGregor, in Antioch Notes as quoted in an editorial,
The Journal of Higher Education, XXIII (Feb., 1952), 106.
threats to one's status." Unless the teachers are well informed of
the meaning of general education and have conviction of its value their
efforts are likely to be erratic and ineffectual.

a. Graduate students on staff:
With over seventy staff members, the rhetoric courses at Illinois normally
use many graduate students who are at the same time working toward advanced
degrees. In contrast, Iowa's policy is to use a minimum number of
graduate assistants. The feeling there is that work in the communication
skills is just as demanding and challenging as in any other area. "The
instructor, therefore, must be one who is being paid to concentrate upon
his teaching and . . . not upon the advancement of his own graduate
work." In a spirited rebuttal to this line of reasoning, Bailey suggests
that inexperience may be offset by lesser sterility or preoccupation with
research and by a less serious age-barrier between student and instructor.

b. English department plurality and quality:
In most instances the majority of instructors in communication departments
retain a status in the English department, either teaching courses therein,

109 Brumbaugh and Pace, op. cit., pp. 286-88.
110 Bigelow, op. cit., p. 303.
112 T. J. Kallsen, Recorder, "The Graduate Assistant and the Freshman
English Student—A Panel Discussion," College Composition and Communication,
V (February, 1954), 35.
113 Gerber, op. cit., p. 34.
114 Dudley Bailey, "The Graduate Assistant and the Freshman English
or "being on loan" from the English department to the Communication department. Another frequent compromise is the arrangement for salaries to be paid from the English department budget, in whole or in part. Where the communication program is departmentalized, the composition, literature, and speech are handled separately, the first two come normally within the province of the English department, while speech becomes a responsibility of the speech department. The only exception to this is noted in the statement that "Verbal Communication was originally designed and taught by members of the English department, it is now supervised and taught by members of the department of speech," although it is a listening-speaking-reading-writing course. A fairly typical developmental trend is illustrated at Minnesota:

During its first year the course offered no budgetary problems, since all instructors were on loan from the old-line departments of English and speech. Although some of the instructional staff are still on loan from English, the rest are now paid from the budget of the department of general studies, in which a limited number of items has been thus specifically allocated.

c. Representatives from other departments on the communication staff:

The University of Florida draws upon the instructional resources of the departments of speech, foreign languages, journalism, and philosophy, as well as of the upper division English department. At Iowa, "most instructors on the skills staff teach other basic or required courses, and

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115 Roberts, op. cit., p. 128.
117 Wise, op. cit., p. 164.
all of the assistant or associate professors in the staff teach electives in the field of their specialization." Because of the fact that this staff is made up of persons from English, speech, psychology, and journalism the Communication Skills courses are not a department of the university. The arrangement has the advantages of bringing experts and authorities into the program, and on the other hand, a better understanding of the general education program is extended. It becomes easier to integrate the general education program with other phases of the curriculum.

d. Separate and trained communication staff:
Only about 10 per cent of Michigan State's staff has a dual status. "We look for, and have found, teachers whose principal interest is communication . . .," says Reeve. This, he believes, explains success in continuity and in intensive development of the program.

5. Expenditures Per Pupil.
". . . the most expensive single item in the curriculum is English. There are more classrooms, teachers, and textbooks required for English than for any other subject."

6. Articulation with High Schools.
In answer to the criticism that no standards existed for planning work in English from elementary school through college, the Jacksonville,

118 Gerber, op. cit., p. 34.
119 Reeve, "Basic Com. at MSC," op. cit., p. 65.
Alabama, area schools prepared a set of levels-of-achievement and content for each course and grade. A major purpose was to satisfy the demand by college English instructors that entering freshmen come with an adequate preparation in the communication skills. This action is in accord with Kumpf's statement that "a guide to producing a better school is to insure that the program at any level is part of a comprehensive program." The most reasonable and intelligent attitude on the part of college and high school faculties would seem to be one of getting together in planning a continuous and integrated pattern of general education at both levels, one which would provide a suitable type of general education both for the eighty percent who discontinue their formal schooling with the high school and for those who continue on into the colleges and other institutions in which post-high school education is given.

Such was the attempt of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale—"the construction of a tightened, sharpened curriculum joining the work of school and college." Expressing the hope that action will be possible, Florida State University reports that some 91 per cent of its students come from the state's public secondary schools, but that "almost nothing to articulate our program with the programs of" these schools is being done. Drake finds its first task in

123 McGrath and Others, op. cit., p. 8.
125 Stickler, op. cit., p. 142.
It is often the case that such a course as English Composition is taught so impor-
tantly on the grounds of the importance of the subject that the student is
not given the opportunity to develop his own ideas and put them into prac-
tical application. The teacher, in such a course, must not only instruct the
student in the rules of grammar and composition, but he must also make
him understand the problems involved and the methods of attack that
are necessary to solve them.

The student should be encouraged to write as much as possible and to
express his ideas in a clear and concise manner. He should be given the
opportunity to read widely and to develop his own ideas and to express
them in his writing.

The problem of the student is to concentrate on the subject matter and
not on the rules. The problem of the teacher is to guide the student in
the development of his ideas and to help him to apply them in practice.

In the English Composition course, the student should be given an op-
opportunity to express his ideas in writing and to develop his own think-
ing processes. He should be encouraged to write as much as possible and
to express his ideas in a clear and concise manner. The teacher should
make it clear to the student that the main purpose of the course is to
develop the student's ability to think and to express his ideas in a
clear and concise manner. The teacher should give the student the
opportunity to read widely and to develop his own ideas and to express
them in his writing.
Reading

1. The ability, unless physically handicapped, to read relatively easy factual prose at a minimum rate of 250 words a minute. (Most students, with a little training, can far exceed this minimum.)

2. The ability to read factual prose with sufficient comprehension to grasp the author's central idea and the main divisions of his account. (As with listening, this implies skill in discerning the essential content despite possible attempts on the part of the writer to appeal to prejudice and emotion.)

3. The ability to read literature with sufficient sensitivity to participate pleasureably in the experience created and controlled by the author, and with sufficient comprehension to grasp at least one or two of the basic insights of the work.

Speaking

1. The ability to participate in group discussion and to present informal talks without undue reluctance. (This implies enough practice in talking to overcome undue stage-fright.)

2. The ability to organize thinking around a central point, whether in group discussion or an informal talk, and to present the results of that thinking with sufficient clarity to be readily understood by the average listener.

3. The ability to speak without mannerisms that seriously distract the listener from what is being said. (This implies the avoidance of such distractions as consistent mispronunciations, hand wringing, and ceiling gazing.)

4. The ability to communicate to the audience, that is, to give the individuals in the audience the feeling that the speaker is talking personally to each one of them.

Writing

1. The ability to talk intelligently about the basic problems of the craft. (This implies knowledge of the basic terminology of language and writing, terms like 'noun,' 'sentence,' and 'parallel structure.')

2. The ability to write short, informal papers that are unified and orderly. (This implies skill in selecting an appropriate topic and keeping to it, skill in analyzing it in terms of two or three subtopics, and skill in developing it in terms of facts as well as opinions.)
3. The ability to write sentences that conform syntactically with present practice about which there is general agreement. (This implies the avoidance of an expression like 'them books,' but necessarily of one like 'will' to express simple futurity in the first person.)

4. The ability to use mechanical aids as a means to communication. (This implies (a) skill in distinguishing punctuation used to indicate sentence stops; (b) skill in using capital letters according to common practice, and (c) accuracy in spelling the common words and the habitual use of the dictionary for checking and spelling of less common words.  

Students entering Florida State University find the transition easy to the course in Written Communication where aims are essentially the same as they were in his Florida high school.

At two points, however, the jolt of transition ... might be lessened by a particular adjustment in high school methods. One jolt concerns the impromptu theme, the other the investigative.

The recommendation from the University of Florida varies to a degree:

What preparation in English should a high school graduate receive? Whether he is going to college or to work, he should learn to read and come to like it, he should learn to make the most of his voice and acquire poise, he should learn the meaning of the sentence and how to compose paragraphs and short papers, and, realizing the dangers which flow from poor listening, should learn

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130 Following a recent Report to High School Principals from Florida State University, considerable consternation was felt in one high school over Freshman English grades achieved by its recent graduates. The principal indicated his intention to inquire vigorously into ways of improving student preparation for college work in English.

how to listen actively and critically. If the high school graduate acquires reasonable proficiency in these matters, he will be not only a successful citizen but also an effective college student.\textsuperscript{132}

"College marks a break, a new attitude and set of habits for students," says Foerster. He sees no time for mechanics and rules that should have been learned in previous schooling.\textsuperscript{133} The President's Commission points to the waste and frustration which result from inadequate articulation between high schools and colleges. Remedies are urged to meet the increasing aggravation of the problem resulting from accelerated college enrolments.

Having established the goals of communication and fashioned a title to act as a reminder of purposes, it is necessary to define and locate responsibility for proper functioning of the programs. Variations in the categories of the programs, among other factors, have resulted in variations in the type of administrative organization charged with the duty of effectiveness and efficiency in the teaching of communication skills. In turn, the administrators have the obligation of maintaining a staff adequate to the task. All other considerations must be adapted to the physical, faculty, and financial resources. And finally, the student's

\begin{verbatim}
\textsuperscript{132}J. Hooper Wise, "The Comprehensive Freshman English Course—Reading, Speaking and Writing—at the University of Florida," \textit{College Composition and Communication}, IV (December, 1953), pp. 131-35.

\textsuperscript{133}Foerster, \textit{op. cit.}, p. 204.

\end{verbatim}
previous educational experiences must be an item in the calculations. Better integration with high school English programs is seen as a service which can advance the student's interests and more adequately speed his language development.

The next step will be to examine the operation of communication programs with the eventual purpose of determining the relationship between the aspects of administration and the mechanics of operation.

Operational Interpretation of Communication Programs

The operation of communication programs will be examined in the light of practices among the twenty-two colleges and universities, and according to suggestions of authorities in the field.

Such operation, as pertaining to communication programs, is seen as the activation of plans and techniques, and the disposition and manipulation of students, faculty, and materials of the course.

An analysis of data in the work-sheets reveals that characteristics most prevalent among the communication programs of the study would result in the following design of operational techniques:

1. Material or content is selective rather than constituting a comprehensive survey.

2. The values and standards of performance persist beyond communication class enrolment periods and are an obligation of the student to prove in an upper-division examination taken before graduation.

3. Responsibility for planning course procedures rests with the communication staff. Student participation is slight. The head of the
The department seldom proceeds autocratically, but rather, seeks advice and cooperation among his staff.

4. All aspects of communication, or all that are required in the basic program, are studied in a class section under one instructor.

5. Students are placed in sections without regard to special needs or abilities.

6. Size of discussion or general purpose classes vary from sixteen to thirty-five.

7. Separate texts for each of the skills of reading, writing, and speaking are required. The central library provides periodicals at the rate of two for each five students, and books at the rate of fifty-five for each student.

8. Examinations are constructed by faculty committees to be mass-administered to all students in the program.

9. The program is evaluated periodically by the faculty, and only an occasional sampling is made of student opinion.

1. **The Operational Plan.**

   a. **Systematic treatment of content-sequential presentations:**

   Some programs in communication are designed to present subject matter in a logical sequence to insure that each student is exposed to all phases of the subject. Often this plan is operated by experts in each of the component segments with a resulting loss in transition and
integration. Until recently changing from the quarter to the semester system, Florida State University found advantages in the quarter system in that it enabled the freshman English course to be divided into three parts, each containing five units. The course at Purdue "follows tradition in having writing taught for two semesters, reading for one, and speaking for one—usually with different instructors, at least for the written and oral work." At Illinois, an advantage is seen in separate treatment of writing as narration, description, and exposition because of differences in structural patterns.

b. Selective content:
The "phenomena of language" is the main constituent of the Drake program. It is felt that gathering data on the language itself is more productive in learning use of the language than writing, speaking, reading, and listening concerned with other possible topics. Foerster contends that knowledge and interest in language skill is the natural outcome of the study of literary masterpieces.

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136 Stoakes, op. cit., p. 136.
137 Wykoff, op. cit., p. 143.
139 Dunn, op. cit., p. 101.
Selective content courses are often preferred on the grounds that more thorough learning is attained if the content can be sharply delimited and topics covered more intensively. Advocates of this approach maintain that if a few illustrative principles are understood thoroughly the student will have a clearer understanding of the method of inquiry distinctive to the field and will be able to grasp its implications and relationships more adequately. They propose to 'do more' by attempting less in terms of complete coverage.  

**c. Learning activities based on identified life needs:**

"In general, it can be said that the 'student-centered' programs are based upon a clearer conception of the importance of providing learning experiences that are as similar as possible to the situations in which what has been learned will be used."  

Minnesota has attempted to follow this principle in setting up courses where "experiences are related directly to common life activities and problems." The procedure was to conduct studies of adolescents and alumni to determine actual needs. The result was the introduction of a number of new nontraditional courses involving "many difficult problems in organizing content and securing satisfactory staff and instructional materials." At Florida State University, it was found in the communication courses that subjects involving the students own future were of most general appeal.  

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1\[1\] Morse and Cooper, *op. cit.*, p. 290.  
1\[3\] Morse and Cooper, *op. cit.*, pp. 286, 291.  
2. Integration of Learning.

a. Integration with entire curriculum:

Some will be chosen for higher privilege. The studies which they pursued without order in their early years will now be brought together, and the students will see the relationship of these studies to one another and to truth. 'Yes,' he said, 'That is the only kind of knowledge which takes lasting root.'

Marckwardt sees a necessity for integration among three factors: (1) "the language activities required of the educated adult," (2) "the language habits which the students bring with them," and (3) "a proper fit of the communication course within the framework of the general-college curriculum." On advocating objectives based on these considerations, he expresses regret that "pedagogical literature" contains no reference to them as a determinant of specific aims. The failure of basic courses in English to function in realistic integration with other areas of learning and need prompts Deighton to sound an alarm:

Already in some areas of the country, English has become a 'service' subject, handmaiden to the sciences and social studies. Already English teachers have in fact disappeared.

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117 The Florida Alligator, Oct. 22, 1953, University of Florida, Gainesville, Florida. Dr. J. Hooper Wise of the Freshman English Department reports the beginning of a program to help students prepare oral work for all classes.
from faculties and school programs, swallowed up by social studies in the guise of core curricula.\textsuperscript{148}

It does seem unfortunate that greater emphasis is not given to skills in communication in other courses, for the importance of such skills merits whatever review, re-emphasis, duplication, or general strengthening which they can get. The communication skills themselves are integrated in the Iowa program. Although special attention may be given to certain phases of communication, sight is never lost of the study as a single process. In addition, the effort is made to relate the individual facets of communication to their applications in the study of the humanities, social studies, and the natural sciences.\textsuperscript{149} Drake uses language symbolism as the integrating force which carries through from the communication course to studies in other areas.\textsuperscript{150} The Chicago plan calls for "an integrated system of courses in the principal fields of knowledge rather than an assortment of courses from which the student may choose for himself."

The criterion of student success is his ability to demonstrate a knowledge of relationships among the various fields of learning.\textsuperscript{151}

b. Upper division qualifying examination before graduation:

Below average students in Rhetoric at Illinois are required to take a qualifying examination before leaving the sophomore class, and students failing in this examination must take a remedial course and pass it

\textsuperscript{148}Deighton, op. cit., 97-106.

\textsuperscript{149}Gerber, "The Program in Communication Skills at the State University of Iowa," op. cit., pp. 19, 24.

\textsuperscript{150}Dunn, op. cit., p. 101.

\textsuperscript{151}Univ. of Chicago Announcements, op. cit., p. 4.
before graduation. A Committee on Standards in English at Purdue examine writing samples from juniors and seniors to determine if the level of skills indicates the need for attendance in a refresher course. A junior-level composition examination is a final check on qualification for degree at Florida State University.

c. Faculty authority to remand students for further communication study and instruction:
Florida State University faculty members may refer advanced students at any time to further work in the Writing Clinic.


Objectives should never be static and complete but always in process of evolution. The completeness of their expression in terms of educational practice is limited chiefly by the creativeness of the faculty. . . . Efforts to effect innovations by coups rather than by the patient accumulation and presentation of sufficient valid evidence are unlikely to result in genuine improvement.

a. Administrative directives:
Lillywhite protests "administration by memo" as eliminating the advantages of personal human relationships. He points to the greater accuracy in communication which results from observing the tone and manner of an administrator giving a directive or suggestion, as compared with a written statement. Although military efficiency may result from

152 Roberts, op. cit., p. 132.
154 Stoakes, op. cit., p. 141.
155 Ibid., p. 141.
157 Lillywhite, op. cit., 67-68.
authoritative direction, general experience has been that cooperative endeavors result in greater effectiveness and morale. Dictatorial methods are frequently short cuts to immediate achievement, and a faculty may feel lazily comfortable on being relieved of administrative participation, but complaisance is a contagion which could be transmitted to students, as well. The opposite extreme may be in cases where the administrative head evades his legitimate responsibilities, or there is a vague understanding of his duties. Recognition of this possibility and opposition to it is sensed in the statement of Dean Little that "Our future progress will be made in light of needs here as we see them and the suggestions or directives of those in whose hands the responsibility for work at the University of Florida has been placed."

b. Faculty participation in planning:

Ogan sees a close correlation between effectiveness of members of a faculty and purposes which result from plans which include a consideration of their interests, backgrounds, and capacities. The handed-down formulation of objectives is seldom appropriate to individuals of the staff. The many critically important issues can only be revealed through the focusing of many minds. Staff meetings at Iowa occur


weekly with half the time devoted to business and the other half to staff-training. Departmental policy and teaching techniques are matters for jurisdiction of the Michigan State College communication staff. At Drake, the continuing inquiry into materials, methods, and goals is considered a part of the staff training. Looking back over past records, Florida State University can chart a course of progress and anticipate that each succeeding year will see changes and innovations in the never-static pattern of its communication program. Annual appraisal of the program by the staff is standard procedure at Illinois. Changes are accomplished through majority vote of the staff. Experimental sections try out promising new ideas. It is the faculty at Chicago which prescribes the elements which constitute a good general education. The students' options and freedoms are contained within those limitations. A practical reason for faculty participation exists at the University of Florida where "there must be cooperative staff effort in organizing and conducting the course, since all students take the same tests and examinations and since all of these are designed to measure the students' attainment of the course objectives."

162 Dunn, op. cit., p. 100. 163 Stoakes, op. cit., p. 142.
164 Roberts, op. cit., p. 129.
166 Wise, op. cit., p. 172.
c. **Student participation in planning:**

True general education requires a curriculum fashioned from a fusion of curricular and extra-curricular experiences. "This can be accomplished only by joint planning between faculty and students, by means of which the students are given responsibility and authority for combining the interests of their lives with the aims of liberal education," says Taylor. 167 Eckert agrees, with the statement that:

Preliminary studies show that an autocratically structured learning situation accents tendencies toward aggressive behavior or overconformity, whereas a more democratically conceived one promotes initiative, spontaneity, and a sense of group responsibility. The discerning teacher in general education must be helped to find out much more about these matters, so that he can lay the foundation for good interpersonal relationships among members of his learning group, and promote a freer communication of ideas, and develop a real sense of partnership with students in carrying on learning activities. 168

A vote by students adverse to faculty thinking may tend to undermine the confidence of faculties in the advisability of student participation in policy-making or planning. Illinois anticipates continual modifications in its program, but hesitated at an unqualified endorsement of student judgment when "This year we considered the possibility of a lecture on note-taking and dropped it, perhaps ill-advisedly, when the students voted against it by a large majority." 169 However, it seems doubtful that the lecture would have been well received if it had been

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168 Eckert, op. cit., p. 271.

169 Hultzen, op. cit., p. 125.
offered over student protest. The evidence does not indicate that student representatives had shared in the suggestion that the lecture be given.

4. Schedule of Course Activities.

Most of the larger institutions employ lectures, discussions, and writing periods to teach communication. The division at the University of Florida involves one hour of lecture, two of discussion, and two of writing each week for two semesters. At Illinois, Rhetoric is a three-hour course in composition, offered by the department of English, while the optional alternative course, Verbal Communication, is a four-hour listening-speaking-reading-writing course offered by the Division of General studies. The latter comprises two lectures and two discussion meetings a week. The regular freshman composition course at Purdue consists of three class meetings a week for one semester. Reading is an auxiliary to writing, and reading as literature is a one-semester, three-hour course "required of nearly every student during his first two years." About 15 per cent of Florida State's freshmen attend five hours weekly at Written Communication classes; the remainder, having achieved higher ratings in the entrance examinations, attend only three hours weekly. All students take the three-hour course the second

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172 Hultzen, op. cit., p. 117.
173 Wykoff, op. cit., p. 147.
and final quarter. A traditional Freshman English course at Minnesota is a three-credit course; the communication course, an optional elective, meets four times a week for four semester credits; and the advanced English A-B-C course for capable entering students is a five-credit course which combines literature and composition. Chicago students have three weekly discussion meetings plus conference time as needed.

5. Sectioning.

a. Heterogeneous competitive:
Michigan State College has no advanced, backward, or emphasis sections. All students are "thrown together." The University of Florida, "with a large heterogeneous group," sections students heterogeneously.

b. Heterogeneous with credit and grades assigned according to progress and contributions of the student:
Grades at Purdue, where no final examinations are given, are determined largely by the quality of work which the student is doing during the last half of the course, thus making allowance for adjustments which may have handicapped the student at the beginning of the term. Additionally, the student is given credit for his contributions to classroom discussions. Unfortunately, the practice of recognizing improvement or interest is not common.

174 Stoakes, op. cit., p. 137.  175 Allen, op. cit., p. 66.
176 Univ. of Chicago Announcements, op. cit., p. 21.
177 Reeve, op. cit., p. 81.
179 Wykoff, op. cit., pp. 149, 156.
c. Homogeneous as determined by results of written examination:

The dangers of ability sectioning are described by Foerster as follows:

The best writers were either excused from the course or segregated in sections where talent and motivation were high, the middle group settled down to a rather dull time without pacesetters, and the lowest group were a sodden mass, earnest but discouraged, especially if they were sentenced to what was called subfreshman English.180

The experience with deficient students at such universities as Iowa State would seem to be an exception to Foerster's description. Reading comprehension, mechanics, and usage tests at Florida State University are used to segregate students who need elementary review in special sections.182 Written tests are depended upon at Purdue to reveal students' intelligence and background training. Depending upon the test results, students are "assigned to a subfreshman course, an advanced course, or the so-called regular course."183 Three rhetoric staff members at Illinois examine each student's entrance examination to determine whether he shall "be denied admission to, admitted to, or granted exemption from the standard first-semester course." Exemptees may proceed to the second semester course immediately, and in turn, try an examination for exemption from this course, too.184 Chicago has refined classification practices to the point where students take only the part of a course in which they show weakness.

180Foerster, op. cit., p. 200.
182Stoakes, op. cit., p. 141.
183Wykoff, op. cit., p. 144.
184Roberts, op. cit., p. 128.
Placement in the English Courses is based (1) on the student's scores on the reading, writing, and linguistic aptitude parts of the entrance and scholarship tests and (2) on a two hour essay. . . . On the basis of the results . . . a student may (1) be excused from the comprehensive examination in English or (2) be required to pass the examination. If he is weak in reading, he is advised to take the Basic Reading Skills course. If his writing is deficient, he is advised to take the Basic Writing Skills course before beginning the work of the regular English course. 185

d. Homogeneous sectioning as determined by aptitude in more than one skill of communication:

On the basis of results from a battery of tests, Iowa has established the following principles for sectioning:

The 95 per cent not exempted we divided three ways: about 1/5 were assigned to the five-hour, one-semester accelerated course; about 3/5 were placed in the four-hour, two semester main course; and about 1/5 were assigned to the four-hour course in fundamentals. This basic job of sectioning is accomplished at the time of registration . . .

In the fundamentals course, no further sectioning takes place since the instruction throughout is on a highly individualized basis. In the main and accelerated courses, however, students are sectioned within any given hour and course, again according to their apparent needs. . . . It should be explained here that emphasis sections are exactly what the term implies. They are sections designed for those who need proportionately more practice in one skill than in the other three. But they are not sections devoted exclusively to a single skill. . . . At the end of the fifth week, therefore, the case of each student is reviewed, and on the recommendation of his instructor anyone who seems misplaced is resectioned. 186

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185 Univ. of Chicago Announcements, op. cit., LII, 7: 7-8; LI, 5:21.

6. **Class Size.**

A survey of research on the subject of class size, by Johnson, failed to reveal significant differences in measurable pupil outcomes among classes of different sizes. However, he acknowledges the advantages for small classes in the less tangible aspects of "more individual teacher-learning techniques and greater diversification of learning activities and modes of expression." Individual enterprise and desirable outcomes seem more often to characterize classes in which the teacher has the opportunity to discover "more about the education, health, and socio-economic status" of students. 187 Large classes are apt to result in over-crowded rooms; the roll becomes cumbersome to check; returning and collecting papers is time-consuming. "Instruction necessarily became more formal as the size of the class increased, and students did not feel so free to express their opinions or to participate in class discussion." 188 In any comparisons it will be necessary to take into consideration the fact that sizes vary for discussion sections, writing laboratory sections, and lecture sections. For instance, at the University of Florida, the discussion sections may run from thirty to thirty-five students, the writing laboratory usually provides one instructor for each twelve to fifteen students, and several hundred students attend each of the lecture meetings.

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188 J. L. McCreight, "Class Size and Effectiveness in Teaching Freshman Bible," A College Looks at Its Program, op. cit., p. 56.
7. **Texts and Materials.**

There is no intention of suggesting that the number of pages assigned or available in a text indicates the degree of emphasis placed on a subject or topic. It is recognized that one page of grammar is a matter for greater concentration and time than perhaps ten or more pages of story material (again depending on the many qualities which determine the ease with which a story may be read and understood). It is also recognized that a page of poetry may represent a far greater distillation of thought than many pages of prose. Therefore, any comparisons based on page numbers can be only an approximation of proportions until a further check is made of assignments, syllabi, and outcomes. However, in a general way, some significance may be attached to the fact that one school provides a ten to one ratio of literature to grammar materials as compared to the ratio in reverse at another school; or the significance may be nothing more than support of the frequent complaint that materials are inadequate to purposes. This latter may be verified by a comparison of course materials with the use made of them according to a syllabus or other reference to course assignments. A caution is sounded by Dunn who says, "In our preparation of texts, in choosing texts, in organizing our courses we all too often aim at conformity with the prevailing fashion, which may mean at the lowest common denominator of teaching and courses."

189 Dunn, *op. cit.*, p. 102.
a. **Separate and various required materials:**

In the Verbal Communication course at Illinois "The textbooks are: a collection of verse, a collection of prose, a handbook of English, a college-level dictionary, mimeographed materials, and, for the second semester only, three numbers of a monthly periodical dealing with subjects of current interest." These are in addition to supplementary readings in English and American literature which are the responsibility of the student to find.\(^\text{190}\)

b. **Combined text:**

After arguing that a textbook is a virtual necessity for uniformity in handling large sections, Marckwardt complains that no book to his knowledge "makes a successful integration of all four language activities, or even three, for that matter."\(^\text{191}\) The University of Florida, for several years, used separate texts for speech, grammar and writing, and reading, but for use beginning in the fall of 1952, certain members of the faculty compiled a text which "does more than present the materials for a complete freshman English course in one volume; the various parts of the text complement each other, and the exercises are interrelated."

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Part One . . . is designed primarily to improve skill in reading expository prose and to stimulate the student's interest in the mature thinking of his day. The essays and articles were chosen because they are timely but not narrowly dated, mature but within the understanding of the first year student. Moreover, these selections, used as models, enlarge the student's perspective of writing and speaking and provide valuable standards of performance.

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\(^{190}\) Hultzen, *op. cit.*, pp. 117-118.

\(^{191}\) Marckwardt, *op. cit.*
Part Two, an introduction to the study of literature, contains generous representation of each of the five major types. The selections were not chosen because they are either ancient or modern. Nor was any selection chosen because it represents an author, a period, a movement, or a nationality. They were chosen because they are arresting and meaningful for the freshman reader, and because of their genuine literary merit and lasting value.

Though Book Two is largely devoted to the fundamentals of speaking and writing, Part Three, an introduction to semantics, contributes to all the basic arts and skills of freshman English. Such an approach, which is primarily social and psychological, gives the student a fuller understanding of the implications of language processes and thereby improves his ability to read, write, listen, and speak. Part Four emphasizes the layman's need — personal, social, and professional — for proficiency in speaking and presents the basic principles, which, put into practice, will aid the student to speak with greater poise and effect. Part Five, the Harbrace College Handbook, is concerned with the mechanics of written English and the art of composition...

The Exercise Manual, accompanying this text, shares the inclusiveness of the text itself. Every selection has a write-in and discussion exercise, designed to make the preparation of assignments more thorough and informative for the student and to furnish the instructor with a convenient teaching device. Growing out of each essay and article is an exercise to test for central idea, to analyze the organization and evaluate the supporting details, to improve vocabulary, to acquaint students with some indispensable library reference works, and to suggest subjects for talks and themes... 192

Such then was the effort of one faculty to consolidate and integrate the materials of the course. The text was duly approved for adoption by vote of the entire freshman English staff.

c. Prepared bibliography or syllabus of assignments:

A rigid schedule largely precludes opportunities for testing principles and theories against fast-breaking, day-to-day personal, local, national,

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and international problems and concerns. If the topic is not listed in the syllabus, it will not be given on the examination. If it is not to be given on the examination, only the rash instructor dares to take detours. The new instructor, especially, can prove his quality only through herding his flock ruthlessly and relentlessly out of the lower and into the upper quartile pastures. To the students themselves, the "good" instructor is the shepherd who arrives first at the Elysian fields with the fewest fatalities among his lambs. When the wolves have gobbled or crippled all the bad shepherd's sheep, they begin (as the freshman composition would have it) "to eye the shepherd himself with drooling fangs."

"Only adaptability can serve as the test of modern education," says Kumpf. Only this criterion, he continues, will maintain the strength and vitality of the schools "in the face of the changes perceptible on all sides of us." 193

There is no uniformity of practice in providing syllabi to students. The University of Florida issues one of the most extensive syllabi with revisions yearly. Other institutions may have none, or only a few mimeographed pages of assignments, or a short leaflet. Among the twenty-two institutions of the study, the following are examples:

Chicago - The three volume series of Selected Readings and Exercises serve as the syllabi as well as the text. "They indicate, in the table of contents, the basic and subordinate divisions of our course but they do not describe the course or even present a schedule of assignments. Those are left to the individual instructor who progresses through the course with a relatively large amount of freedom. The 'norm' for our

activities is set at weekly staff meetings at which one instructor leads a discussion about the best way of teaching the material to be assigned for the following week. Most of us, out of laziness, perhaps, follow this norm, but we have had mavericks who mimeographed supplementary material for distribution in their own classes. The exams test generalized writing skill in exposition and argument and therefore do not demand a specific knowledge of any of the articles in the syllabi.194

Drake - "The best syllabus of our course is the text, Learning our Language, by Dunn, Hanous and Allen . . ."195

Florida State University - The syllabus is Written Communication, A Guide to English 100, 101, 102. It is a 163 page booklet of instructions, outline of course, suggestions for writing, using the library, sample themes.

University of Florida - Bearing the title "Syllabus - Comprehensive Course - C-3: READING, SPEAKING, AND WRITING," the book contains 259 pages of instructions, record blanks, practice material, schedule of assignments, bibliography of literature, and a vocabulary list.

Illinois (Rhetoric course) - "The Manual and Calendar is a ninety-six page booklet of three divisions: the manual of instructions or rules and regulations governing the three courses; the three calendars or schedules of daily assignments; and the reading list of books shelved in the freshman reading room in the University Library."196

Iowa - "To hold the instructional program together, members of the staff are provided with Course Syllabi written by senior members of the staff. Those syllabi are meant to be used as guides and suggestions, not as ironclad directives. The individual staff member is expected to adapt instruction to the needs of his particular students . . . The number and nature of the class assignments depend upon the type of section. Quantitatively . . . the figures are minimums agreed upon by the Skills staff and apply to substantial assignments, not short exercises." With variations for differing emphasis sections, a table is given for ratios of assignments in reading, speaking, writing, and listening.197

194 Letter of 4-25-53, Mark Ashin, Chairman, Col. English Course.
195 Letter of 5-11-53, Florence Leaver, Ass't Prof. Eng.
196 Roberts, op. cit., p. 129.
197 Mimeographed course description, 1951-52.
Kansas State College - The seventy-eight page, 1953, sixth edition syllabus, "Written Communications," is a booklet of information, instructions, suggestions, examples, and assignment schedule.

Kansas State Teachers College - Seven mimeographed sheets list the objectives of the course, materials to be utilized, assignments for each week, and a page of bibliography.

Louisville - "A Guide to Freshman English" in 40 bound and printed pages describes the course, procedures and standards, form of papers; and contains reading lists and appendices on persuasion, poetry and versification, definitions, and basic reference books.

Michigan State - ". . . the syllabus . . . contains the statement of course objectives, material on reading, listening, notetaking, library work, course organization and rules, vocabulary, sample themes, and assignments." 198

Minnesota - "Instruction to Students in English A-B-C, Freshman English and Composition 4-5-6, Freshman Composition" is 31 pages (mimeographed) of regulations, textbook descriptions, techniques of the research theme, critical terminology, and outside reading lists.

Muskingum - "Only general outlines of parts—no syllabus." 199

Purdue - "Information Booklet for English 1, 1952-1953" is an eight-page leaflet of instructions, suggestions, and descriptions. It contains the key to symbols used in marking papers.

Stephens - A "Communication Skills Packet" contains material on the use of the library, writing a research paper, and other items used in the course. ". . . we do not have a uniform text and materials which are used by all students; they vary with the kind of program which a student follows." 200

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198 Letter of 7-9-53, Ralph C. Leyden, Chairman, Communications Division.

199 Reeve, "Basic Communication at Michigan State College," op. cit., p. 81.

200 Notation on questionnaire returned from Miss M. E. Johnson, Chairman, Communication Staff.
d. Class library or specially reserved library section:

We should recommend that there be a library set aside for the students of this course where they can find on open shelves books relating to language and its behavior. Members of various departments should be responsible for assembling this material—English, speech, psychology, sociology, anthropology, anatomy, law, and the like—so that the collection will not reflect only the habits of a particular group. There will undoubtedly be certain administrators and librarians so myopic that they will see such a library as only a "luxury," but it is to be hoped that they can be quickly won over by persons with better vision. Actually a library for students in communication is no more a luxury than a laboratory for those in chemistry or a gymnasium for those in physical education. 201

At Iowa, a course library contains "books on the language, on study habits, on the mass media of communication, and on composition, speaking, and reading." In addition, special pertinent collections are shelved there as need arises. 202

e. Individual or group selection of materials:

Antioch varies methods of instruction and assignments in reading and writing to suit particular needs of each class. 203 Iowa makes instruction as individualized as possible by assigning work according to apparent need. 204 The varied and variable needs of individual students and their differing goals result in a flexible program at Muskingum. 205 After providing a variety of types of sections for students at Stephens, further latitude in methods and materials is granted the teacher. 206

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201 McGrath and Others, op. cit., p. 81.
(Students in the Boston University College of General Education use an average of 200 books each per year, but there are no texts assigned for courses.)

f. Library periodicals:  g. Library volumes:

Our librarians serve the precious liberties of our nation: Freedom of inquiry, freedom of the spoken word, freedom of the exchange of ideas. . . . The libraries of America are and must ever remain the homes of free, inquiring minds. To them our citizens—of all ages and races, of all creeds and political persuasions—must ever be able to turn with clear confidence that there they can freely seek the whole truth, unwarped by fashion and uncompromised by expedience. For in such whole and healthy knowledge alone are to be found and understood those majestic truths of man's nature and destiny that prove, to each succeeding generation, the vitality of freedom.


### TABLE 1

A PER PUPIL COMPARISON OF LIBRARY VOLUMES AND PERIODICALS*

<table>
<thead>
<tr>
<th>Library</th>
<th>Total Volumes</th>
<th>Volumes per student</th>
<th>Total Periodicals</th>
<th>Periodicals per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antioch</td>
<td>79,665</td>
<td>78</td>
<td>1,490</td>
<td>.48</td>
</tr>
<tr>
<td>Chicago</td>
<td>1,844,173</td>
<td>78</td>
<td>7,730</td>
<td>1.04</td>
</tr>
<tr>
<td>Drake</td>
<td>135,000</td>
<td>78</td>
<td>600</td>
<td>.12</td>
</tr>
<tr>
<td>Fla. S.U.</td>
<td>275,277</td>
<td>78</td>
<td>1,454</td>
<td>.27</td>
</tr>
<tr>
<td>U. Florida</td>
<td>1,466,153</td>
<td>78</td>
<td>2,470</td>
<td>.27</td>
</tr>
<tr>
<td>Illinois</td>
<td>2,176,951</td>
<td>112</td>
<td>17,322</td>
<td>.78</td>
</tr>
<tr>
<td>Iowa</td>
<td>646,623</td>
<td>112</td>
<td>6,715</td>
<td>.91</td>
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<tr>
<td>Kans. S.C.</td>
<td>164,990</td>
<td>33</td>
<td>1,690</td>
<td>.34</td>
</tr>
<tr>
<td>Kans. S.T.C.</td>
<td>79,539</td>
<td>33</td>
<td>660</td>
<td>.38</td>
</tr>
<tr>
<td>Louisville</td>
<td>174,000</td>
<td>33</td>
<td>2,000</td>
<td>.46</td>
</tr>
<tr>
<td>Macalester</td>
<td>53,513</td>
<td>33</td>
<td>298</td>
<td>.21</td>
</tr>
<tr>
<td>Michigan S.C.</td>
<td>1,37,005</td>
<td>32</td>
<td>2,610</td>
<td>.19</td>
</tr>
<tr>
<td>Minnesota</td>
<td>1,600,000</td>
<td>32</td>
<td>24,000</td>
<td>1.28</td>
</tr>
<tr>
<td>Muskingum</td>
<td>36,143</td>
<td>32</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Pa. C.W.</td>
<td>140,294</td>
<td>32</td>
<td>275</td>
<td>.51</td>
</tr>
<tr>
<td>Purdue</td>
<td>304,000</td>
<td>32</td>
<td>4,500</td>
<td>.18</td>
</tr>
<tr>
<td>Stephens</td>
<td>51,840</td>
<td>32</td>
<td>540</td>
<td>.52</td>
</tr>
<tr>
<td>W. Mich. C.E.</td>
<td>86,500</td>
<td>32</td>
<td>640</td>
<td>.15</td>
</tr>
<tr>
<td>Wis. S.C.</td>
<td>42,384</td>
<td>32</td>
<td>492</td>
<td>.28</td>
</tr>
<tr>
<td>U. Wis.</td>
<td>750,000</td>
<td>32</td>
<td>9,500</td>
<td>.67</td>
</tr>
<tr>
<td>Wright J.C.</td>
<td>141,886</td>
<td>32</td>
<td>299</td>
<td>.06</td>
</tr>
<tr>
<td>Youngstown</td>
<td>61,808</td>
<td>32</td>
<td>415</td>
<td>.12</td>
</tr>
</tbody>
</table>

*Calculated from data given in the following publications:


h. Texts and materials:

Antioch

Chicago
A Writer's Guide and Index to English, Perrin
Elements of English Grammar (25 cent edn.)

Drake
Learning our Language, Thomas F. Dunn (Drake) and Charles A. Ranous (Drake).
Stories for Here and Now, Bantam book.
Saturday Review Reader, Bantam book.
Pocket Book of American Poems, Pocket books.

F.S.U.
A Rhetoric Case Book, Connolly.
Writing and Thinking, Norman Foerster.

U. Fla.
College English: The First Year, J. Hooper Wise (UF), J. E. Congleton (UF), Alton C. Morris (UF), John C. Hodges (U. Tennessee).

Illinois
Harbrace Handbook & Workbook, Hodges (U. Tenn.)
Writer's Guide and Index, Perrin (U. Wash.)
Factual Prose, Blair.

Iowa
Fundamentals of Speech, McCall.
Writing with a Purpose, James M. McCrimmon (Illinois).
General Speech, A. Craig Baird (Iowa) and Franklin H. Knowler (Ohio St. U.).
Better Reading, Walter Blair (Chicago) and John C. Gerber (Iowa).

Kan. St. C.
Writing with a Purpose, McCrimmon (Ill.).
Reading for Opinion, Davis and Hummel.
Principles and Types of Speech, Alan H. Monroe (Purdue).

Kan. STC
Writer's Guide and Index to English, Perrin (U. Wash.).
Your Newspaper, Leon Svirsky.

Louisville
College Quimbus-Dean.
Correctness and Precision in Writing, Grant et al.

Macalester
English Communications, Ward.
" " Workbook.
Mich. SC
Speech Communication, Wm. Norwood Frigance (Wabash Col.)
English at Work, Strong & others.
Manual and workbook
Toward Liberal Education, Locks and others.
Writer's Guide and Index, Perrin.

Minnesota
(Some items used in alternate quarters):
Prentice-Hall Handbook for Writers, Leggett and others.
Writer's Guide and Index to English, Perrin.
A Writer's Reader, Souers and others.
Common Sense Usage, Margaret C. Walters.
The Way of All Flesh, Butler.
Patterns for Living, various.
Elizabethan Drama, Leonard Dean.
The First Part of King Henry the Fourth, Shakespeare.
The Tragedy of King Lear, Shakespeare ( Kittredge).
Short Stories for Study, Short & Sewall, eds.
Gulliver's Travels, Swift (Mod. Lib.).
Tyro: A Collection of Freshman Writings, I, II, III.

Muskingum
Writing with a Purpose, McCrimmon (Ill.).
Basic Public Speaking, Soper.
Readings for Opinion, Davis and Hummel.

Pennsylvania
Col. for Women
The College Omnibus-Dean.
Harbrace Handbook, Hodges.

Purdue
Readings for Opinion, Davis and Hummel.
Writer's Guide and Index to English, Perrin
or
Minimum Essentials of Writing, Speaking, and Reading,
Walker, et al.
Harper Handbook of Col. Composition, Wykoff (Purdue) and
Shaw.
Writing Good English, Dunbar, et al.
Modern Mind, Jones et al.
The Research Report, Johnson.
College Omnibus, Dean.
Principles and Types of Speech, Alan H. Monroe (Purdue).

Stephens
Writing with a Purpose, McCrimmon.
Think Before You Write, Leary and Smith.
A Collegiate Developmental Reading Manual, Wiling and
Webster.
Handbook for Group Discussion, Wagner and Arnold.

W. Mich. CE
Understanding and Using English, Dink.
Wisconsin SC  Writing with a Purpose, McCrimmon.  
Current Thinking and Writing, Bachelor, Henry, & Salisbury.  
Preface to Critical Thinking, Altiels.  
College Reader, Holmes.

Patterns in Writing, Roreums (?).  
House of Seven Gables, Hawthorne.

Wright, J.C.  (Information not available).

Youngstown  Basic Principles of Speech, Sarrett.  
Parliamentary Procedure, McAndless.  
On Understanding Science, Conant.  
Vein of Iron, Glasgow.  
Of Human Bondage, Maughm.  
America in Perspective, Comnager.  
American Diplomacy, Kennan.  
Barchester Towers, Trollop.

Nine of the institutions also specify that the student will supply himself with a dictionary. Webster’s Collegiate Dictionary and American College Dictionary are the two specified in seven instances, while two schools do not specify.

The Verbal Communication Course of Illinois, and the Michigan State College Communication Skills course use such supplementary magazine material as Harper’s Magazine and Atlantic Monthly, while the latter school together with Minnesota makes use also of miscellaneous daily and weekly newspapers.

As for choice of texts there is a considerable variety in tastes among the colleges and universities, and even, at times, within one school different instructors use different texts in the same course; or a single course will alternate texts from one term to another. There is some tendency to favor texts written by local faculty members, or in some instances, members of a staff have written the text to fit the local requirements.
A notable exception is Perrin's *Writer's Guide and Index to English* which enjoys seven acceptances. McCrimmon's *Writing with a Purpose* finds its way into four institutions. Three schools use Davis' and Hummel's *Readings for Opinion*. Monroe's *Principles and Types of Speech* and Dean's *College Omnibus* and *Herbrace Handbook* are each used in three schools. This leaves some half a hundred titles with an exclusive listing among the twenty-two schools of the study.

**Difficulties of analyzing texts:**

1. Not all the material in a book may be assigned or read.

2. One "goal of general education" might be favored by a half-page treatment in one text and belabored for ten pages in another.

3. A page in one text might contain twice as many words as a page in a text of a different page-size and type-size. It would be illogical, therefore, to base computations on page numbers by saying that the University of Florida allocated two hundred pages to a novel in its anthology while Muskingum allocated two hundred pages, but in bantam-book form.

4. It is misleading to credit equally two schools with biographical studies when the length of one study may exceed that of the other; or the time devoted to analysis and discussion is unequal.

5. If a speech book contains examples of fine oratory, should this be counted both as reading in literature and study of speech? Or if it includes selections for oral reading as exercises in voice development and control, is this a double value because of its literary virtues? Is a page of grammar a practice in reading for comprehension?
6. Does a quotation from the Bible rate credit for "spiritual values" equally with a ten page excerpt from Walden?

7. Do the words of Eisenhower cancel out quotations from Truman?

8. Does Ah, Wilderness produce the same value for "family life" goals as the words to "There's No Place Like Home"?

9. Does Kipling's "If" and the Boy Scout Oath satisfy most general education goals by being included in an anthology?

8. Examinations.

   a. Subjective or essay types:

   There is no final examination at Purdue. Grades are determined largely from performances in the second half of the course. While this would seem to be a fair concession to the slow-starters, it still represents small incentive to the better students. Degree of improvement rather than attainment or maintenance of a desirable level would seem a more challenging basis for learning. The Illinois examination deals with theory, analysis, and criticism of a selection of deliberative writing, and an exercise in written composition. Muskingum constructed its own essay-type composition test. Objectivity is claimed through an understanding between examiner and examinees that papers would be judged on purpose, content, and empathy with reader. However, no common

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209 Wykoff, op. cit., pp. 156, 149.
210 Hultsen, op. cit., p. 125.
211 R. W. Ogan and Alice Cline, "Measuring Achievement in English Composition," A College Looks at Its Program, op. cit., p. 110.
final examination is given. Comprehensive examinations are adminis-
tered twice yearly at Chicago. When the student has completed his
preparations he registers to take the examination. Only marks of passing
or failing are given for the Basic Writing and Basic Reading Skill's
courses. The examination consists of three essays, each of which
"will have a beginning, a middle, and an end, in which the parts will
be linked by some principle of progression." 

b. Written objective:
Final examinations at Minnesota are in written form only; speech work is
judged in class. A need for more elaborate testing to include more than
can be measured through writing is admitted. Florida State University
planned to begin the 1953 term with the single booklet edition of the
Cooperative English Test.

c. Written and oral combination:
At the University of Florida, "each student does some oral reading and
makes a brief talk. . . . Likewise, the student writes an examination
composition." The first part of examinations is an objective measurement
of "vocabulary, reading for the central idea, library usage, mechanics of
expression, the course lectures (content), general literary acquaintance
. . . and interpretation of literary selections." The ultimate purpose

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212 M. E. Johnson, notation on questionnaire, op. cit.
213 Univ. of Chicago Announcements, op. cit., p. 10.
214 Univ. of Chicago Board of Examiners, English Comprehensive
Examination, June 2, 1953. Instructions to students.
215 Allen, op. cit., p. 69. 216 Kellogg Hunt, notation on question-
naire.
of examinations is to have the student demonstrate his achievement in
reading, speaking, and writing by reading, speaking, and writing. 217

The technique at Michigan State varies only in detail:

The examination consists of three parts: a paper written in a
two-hour period; a speech; an objective two-hour examination test-
ing skills and application of knowledge, not course content.
Papers are read by two members... speeches are heard by three
members of the department... The objective test is machine
scored. 218

Iowa final examinations are less extensive than their diagnostic tests
but are similar to them. They include:

1. Appropriateness and Effectiveness of Expression
2. Reading Comprehension
3. Organizing, Generalizing, and Slanting
4. Principles and Tools of Communication
5. An Expository Theme
6. An Argumentative Talk

Again, the objective test parts are machine scored and the results
translated into percentile ranks by the examining service. In doing
this the service employs the norms established in September. Thus a raw
score of 45 which results in a percentile rank of 85 in September,
results in the same percentile rank in February, June, or August. New
norms are then calculated the following September.

As in September the students are given two hours for the theme,
... an hour for preparation and four minutes to give the speech.
Each theme is read by two instructors... and speeches by the
same process are converted to percentile ranks. 219

e. Independent examining board:

Because of objective comprehensive examinations being given in seven

217 Wise, op. cit., p. 168.
218 Reeve, op. cit., p. 80.
cit., pp. 32-33.
different courses, the University of Florida early decided to separate
the instructional phase and the examining phase.\textsuperscript{220} The examinations
in Freshman English are faculty constructed, but the grading and
analysis is done by the independent Board of University Examiners,
except for the oral portions. At Michigan State a full-time board
manages the comprehensive examinations. With one of its members on the
teaching staff, and with committees of the faculty to assist in prepa-
ration of examinations, the consistency of content is maintained.\textsuperscript{221}
At Iowa,

The examinations service schedules and administers the tests,
machine scores the results of all the objective examinations, and
supplies the skills staff with the results in terms of percentile
ranks. \textsuperscript{222} Meanwhile the staff reads themes and listens to
speeches.

The Office of Testing and Evaluation administers and scores placement
and achievement examinations at Antioch.\textsuperscript{223}

\textbf{f. Standardized tests used:}

A different study of twenty-two institutions revealed that "the ACE
Cooperative English Test is far the most widely used. Fourteen use
Test A (Mechanics of Expression), ten use Test B (Effectiveness of
Expression), and eleven use Test C (Reading Comprehension). Other tests

\begin{itemize}
\item \textsuperscript{220}Peters, \textit{op. cit.}, p. 64.
\item \textsuperscript{221}Reeve, "Basic Communication at Michigan State College," \textit{op. cit.},
p. 80.
\item \textsuperscript{222}Gerber, "The Program in Communication at the State University of
Iowa," \textit{op. cit.}, p. 35.
\item \textsuperscript{223}Antioch College Bulletin, \textit{op. cit.}, p. 20.
\end{itemize}
used are: the ACE Psychological Test, the Barrett-Ryan, Iowa Silent Reading, Iowa Colleges English Placement, Ohio College Ability, and the Purdue Placement in English." These are in addition to other types of essay and speech tests. 224 At Purdue, besides a psychology test-form prepared by the American Council on Education, now the Cooperative Testing Service, a Purdue Placement Test in English is used with entering freshmen. 225 Florida State began use of the Cooperative English Test (Single Booklet Edition) in 1953. 226

g. Faculty-constructed test taken by all students:
At Minnesota, all testing is handled by staff members. A committee is responsible for the examination and for the syllabus from which the content of examinations is derived. 227 Investigations have indicated that no two instructors grade papers alike, but at Iowa the coefficient of reliability in rating final examination themes and speeches is above .60. This has been accomplished through a procedure of practice in having the staff compare ratings on identical themes and speeches. The coefficient was improved after abandoning the custom of having a third rater arbitrate marked differences between two graders, and substituting a conference between the two disagreeing raters. 228

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225 Wykoff, op. cit., p. 145.

226 Kellogg Hunt, notation, op. cit.

227 Allen, op. cit., p. 69.

228 Gerber, "The Program in Com. Skills at the State U. of Iowa," op. cit., p. 35.
h. Individual examinations for each class:

Iowa\textsuperscript{229} and the University of Florida, among others, have instituted the practice of having instructors other than the students’ own come in to hear speeches and oral readings, and to examine written compositions which are included as parts of final examinations. This method is expected to result in more impersonal and rigorous analyses. At the same time, it gives the student a keener realization of staff standards. Naturally, in programs where instructors have latitude in choice of materials, each instructor must arrange his own examination business.

Too often, especially for the students, the meaning of a course lies in the substance of the examination. To the authors of examinations, then, is this timely admonition:

When teachers of general education write examination questions involving integration and students are required to answer them, then we can be more certain than is possible at present that to either party integration in general education is more than one of those deified abstractions. \textsuperscript{230}

9. Evaluating the Program.

(The instrumentalists) are committed to finding out how far the learnings sought in general education have been transmuted to changed patterns of living. This emphasis on behavior, as opposed to simple verbalization, immensely complicates the process of appraisal, for pencil-and-paper or oral tests must be supplemented with controlled observations, interviews, rating scales, diaries, anecdotal records, sound recordings, projective and sociometric techniques, and similar methods for identifying behavioral changes.\textsuperscript{231}

Much of the investigation into tests and evaluations is comparatively

\textsuperscript{229}Ibid., p. 28.

\textsuperscript{230}Dunkle, \textit{op. cit.}, p. 207.

\textsuperscript{231}Eckert, \textit{op. cit.}, p. 262.
recent with the result that acceptance of newer forms is not yet widespread. The *English Journal*, *College English*, and the *Quarterly Journal of Speech* have been instrumental in publicizing new studies. Dissertations and research of other forms have explored speed and comprehension in reading, and more recently extended to listening.\(^2\) The fundamentals of communication at the college level are to be evaluated in terms of understandings in "intellectual and emotional techniques of argument, the studied processes of criticism, the 'pulls' of advertising and of propaganda, and a knowledge of the far-reaching relations between words and thoughts, words and things, words and human behavior and development."\(^3\) "In a free society the citizens as a whole (not a privileged few) must be articulate, able to communicate, able to write intelligibly," but the subtler features of communication study should be reserved only for those qualified to do college work.\(^4\)

a. Evaluations by the faculty:

McGrath suggests that a faculty can measure the success of students by giving a test at the end of a term which matches one given at the beginning. It is his opinion that failure to prove a verbal intelligence should serve as a notice that adequate college work is unlikely.\(^5\) It does seem unfair and unfortunate that this must be the one criterion for


\(^3\)McGrath and Others, *op. cit.*, p. 73.

\(^4\)Foerster, *op. cit.*, pp. 203, 204-205.

\(^5\)McGrath and Others, *op. cit.*, p. 170.
granting or denying advanced college training, for as MacLean and Raushenbush say, "We cannot accept, on present evidence, the concept of 'intelligence' as being a single, unalterable, measurable quality limited to academic, verbal, and quantitative powers of symbolization and abstraction..." At Michigan State College it is felt that machine-scored tests do not adequately test skills. "Too much testing on the conventions of grammar has distorted the course perspective and belied our own philosophy."

Outcomes at the University of Florida are noted, as follows:

The reading tests have revealed that 75 per cent of our students read with better comprehension in May than did the average student in September, while 70 per cent of them read faster than did the average... Another result of our program is the parallel reading done. As already stated, our parallel reading is "free reading," there being no requirement. Prior to 1944 our median student reported about 5,000 pages each year. Since the war there has been an appreciable decline... The measure of speaking and writing are in the very nature of these activities subjective... Although we find it difficult to motivate students to undertake the discipline required in improving their writing, we feel that our approach is a proper one and that greater improvement could come only through devoting more time to this phase of our program. If, however, that came at the expense of some other phase of our work, we believe we might lose more than we would gain... What success we have had must again be measured in terms of observation and opinion. Most students are anxious to improve themselves in the art of speaking, and it is easy to note the steady—often rapid changes—in our students from speech project to speech project.

In order to maintain a balance in the evaluation of student work, Iowa uses comparatively elaborate rating scales. "Speeches, for example, are rated in six ways: for purpose, content, organization, language, voice..."

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236 MacLean and Raushenbush, op. cit., p. 188.
237 Reeve, op. cit., p. 87.
and articulation, and appearance and action." Thanes undergo similar detailed analysis. Comparable testing at the beginning and end of the term has value in assessing instructional effectiveness. The university examining service cooperates in studies to determine the utility and effectiveness of rating blanks, grading techniques of the staff, lectures, methods used to improve reading, and the staff itself to determine the relationship between backgrounds and specializations and teaching results. Theses and dissertations, dealing with listening, hearing loss, stage fright, and ability to cooperate, have proved useful. Encouraged by the value of such investigations, Iowa is interested in their continuance:

Especially we want to know more about diagnosing students' individual needs, about the relative effectiveness of our sectioning, about the handling of listening and reading comprehension, about the training of teachers for this course, about the relation between difficulties in communication and more deep-seated personality disorders, about the relative effectiveness of the integrated course as against separate courses in English and speech.²³⁹

With no final examination on which to base judgment, Purdue bases its evaluation of student achievement on written papers, tests over subject matter, discussion contributions, and speeches.²⁴⁰ At Drake, there is concern "with the mental processes that produce an 'error' at least as much as with the error itself."²⁴¹ Tests at Drake have yielded the following information:

1. On the Drake Test of Reading and Writing, an objective test developed to measure achievement of major outcomes of the English

²⁴⁰ Wykoff, op. cit., p. 156.
1 and 2 course, significant growth with regard to the following abilities was found:

a. The ability to organize material and to recognize relational clues, patterns of development, and structures.

b. The ability to recognize the semantic function of words and sentences: whether the reference is to objective fact, or judgments, or the language is figurative, etc.

c. The interpretation of words in context, meaning in sentences, nuances of feeling, and shades of thought.

d. The recognition of soundness of argument.

e. The recognition of grammatical form and functioning, including punctuation.

f. The aesthetic judgment of word choice, rhythm, metaphor, structure, and the whole passage.

2. On the ETS Test of Critical Analysis, a test of reading comprehension and knowledge of writing techniques, significant growth was likewise noted.

3. On the series of four topics assigned to freshmen students at the beginning and end of the 1951-52 academic year and graded both for content and organization, significant growth in the ability to write effectively when content is considered was found for all four different kinds of writing assigned. While clarity of meaning, etc. were considered, the gains were of significance for only two of the four kinds of writing assigned.

4. When actual student writing at the beginning and end of the academic year was analyzed for mechanics of expression, gains were found for five of the six kinds of errors in spelling and sentence construction being noted at the end of the year than were found at the beginning.

5. (The item on student evaluation of the course is carried forward to section "b. Evaluation by the students," which follows.)  

A number of rating scales have been devised for evaluating classroom procedures and program effectiveness. At the University of Illinois, Simpson and Brown worked out a scale which has interesting possibilities for judging operations in a communications classroom situation. With values ranging from one to seven (with item eight provided for descriptions where the

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printed classifications do not fit the situation) the top and bottom categories are as follows:

**SCALE**

A. What is the motivational level on which learners are operating?
   1. Learner is antagonistic to procedures and resents teacher efforts to work with him. Does practically no work. . .
   7. Learner assumes the major share of responsibility for setting up his goals and for self-improvement; the teacher serves as a guide and at appropriate times checks to see that learning is continuing.

B. How are assignments handled?
   1. Assignments are entirely teacher-dominated with no attention given to individual differences. . .
   7. Learner with appropriate aid from the teacher determines short-time and long-time plans in terms of present and prospective needs.

C. What practice is given in guided problem identification?
   1. No problems the learner sees as important are identified. Study is memorization for a mark or other extrinsic motivator. . .
   7. On own initiative the learner gives much serious attention to trying to identify additional problems which he should consider studying and tries to get guidance in identifying such problems.

D. What practice is given in guided problem selection?
   1. All problems to be studied are selected for the learner by someone outside the immediate classroom or because they happen to be in a particular text.
   7. Learner on own initiative attempts to select for study the problem that, on the basis of sound criteria, it seems best for him to study. Guidance is solicited from others as needed and teacher checks occasionally to see that this is done.

E. What practice is given in guided problem solution?
   1. Learner is directed to spend time memorising information or the solutions to problems which others have solved and gets no practice in learning how to solve them himself. . .
   7. Learner consciously devotes a major share of his time trying to improve his techniques for getting possible solutions to problems that are meaningful and important to him. Teacher checks sufficiently often to see that this is happening.
F. What guided practice is given in trying out possible solutions to problems?
   1. No solutions to problems are tried out even mentally by the learner.
   7. Possible solutions to problems are tried out with appropriate guidance and the apparent merits of each proposed solution are carefully evaluated. This may be done in a group if that seems desirable to those concerned with the problem, but the individual actively participates in the process.

G. How are evaluative abilities developed?
   1. Work is carried on without any apparent evaluation by anyone.
   7. Learner assumes major responsibility for self evaluation of his learning processes and seeks help and guidance from others as needed. Teacher periodically checks.

H. What opportunities for guided practice of effective record keeping are provided the learner?
   1. Neither teacher nor learner keeps a record of learner's needs, problems, or attempted solutions to problems.
   7. Learner with a minimum of teacher guidance keeps a comprehensive record of his needs, identified problems, reasons for study of particular problems, and self evaluations and uses these extensively in setting up goals and in planning steps for meeting those goals.

I. What opportunities in learning how better to find resources needed in identifying and solving problems are provided the learner?
   1. Learner gets no practice in finding resources appropriate to his needs.
   7. Individual learner assumes major share of responsibility with needed guidance in learning ways of getting resources. He practices abilities in getting resources which will help him solve problems identified as important to him.

J. What opportunities for learning abilities connected with selecting appropriate resources are given when resources are at hand?
   1. Few resources for study are available and these have been selected by neither the teacher nor the learner.
   7. The individual learner assumes the major responsibility for intelligently selecting the resources that are likely to be of most value to him in meeting his problems. He, with appropriate guidance, studies the ways of improving his process in this regard.
K. What opportunities are given for practice in democratic group discussion?
1. Teacher does practically all the talking and learners' role is to copy down and memorize what the teacher has said. . . .
7. Group is assuming major responsibility for selection of problems for discussion and the carrying on of the discussion with the teacher assuming only an advisory role.

L. What guided practice in purposeful reading to identify, select and solve problems is being given?
1. Practically all reading is done without either the teacher or the learner seeing any particular purpose in the latter doing the reading except to keep the teacher from punishing him or giving him a low mark. . . .
7. Reading is done to help in problem identification, selection, and solution with the learner assuming the major share of responsibility for keeping learning processes under way. Teacher gives suggestions and guidance as these are needed."

A further technique has been developed by Theral T. Herrick for evaluation of certain aspects of a total program. The instrument evaluates citizenship training according to the following outline of main headings:

A. Course of Study
B. Teaching Methods
C. Student Life
D. Community Activities
E. Administration
F. Evaluation of Results

Although designed particularly with the senior high school in mind, much of the material is adaptable to measuring the effectiveness of a program in communication at the college level. Particularly does the system of weighted scores give validity to the instrument. 2b3

b. Evaluation by the students:

Drake

When student reactions to the course in general and to the specific objectives of the course were analysed it was found that:

a. Students by and large felt that the course had made a good contribution to a well-rounded education and that what they had learned in English 1 and 2 was helpful to them in communicating effectively in other courses at the University.

b. Students felt that the course was effectively organized and taught.

c. While students were generally satisfied with the amount of time spent on the various topics included in the course, more than half of the class felt that more attention should be devoted to mechanics of expression, grammar study; and up to 50% of the class felt that more time should be devoted to oral participation by students.

d. There was substantial agreement among this class that the specific objectives for the course were important goals and that they had received much or some help toward attaining those goals.24

Minnesota

A 1948 questionnaire elicited the following indicated percentage of affirmative responses: The course has:

1. Developed in you the idea that "good English" depends on changing practices of speakers and writers.............. 53%
2. Improved your ability to organize material for presentation.................................................. 81%
3. Aided you in developing ideas effectively in written papers.................................................. 83%
4. Increased your awareness of the relationship between a word and the idea or concept for which it stands........ 85%
5. Strengthened your feeling of ease in speaking before groups................................................. 77%
6. Made you feel more at ease in talking informally as a member of a group................................... 73%
7. Increased your effectiveness in leading a group discussion................................................... 39%
8. Helped you to organize and test your reasoning in preparing an argument for presentation.................... 82%
9. Developed your ability to determine the soundness of reasoning in an argument............................... 87%
10. Increased your ability to analyze written and spoken matter designed to persuade............................ 95%

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11. Increased your ability to understand talks, lectures, or sermons heard outside of university course .......... 76%

12. Helped you to evaluate a newspaper as source of information .................................................. 95%

13. Developed your judgment of documentary films .......................... 78%

14. Developed your judgment of entertainment films .............. 69%

15. Helped you to develop better standards of judgment in listening to news analysis and comment on the radio 96%

... the instrumentalist view, which expects educators and students alike to look upon education as a changing experience, involves a continuing definition of the purposes and goals of an educational program and an evaluation of its results. ... In all of this attempt at evaluation, students must share, as they must share, in the planning. And finally, all results, whatever they may be, must be drawn together, organized, synthesized. 2h5

If general education is seen as a means of producing a group of educated citizens with the 'proper' beliefs and attitudes, ... general education must ultimately show that it is capable of producing those beliefs and attitudes. The major problems of both teaching and evaluation lie here. ... Despairing of measuring the effectiveness of teaching through measuring the product, others have sought to examine the process directly. The familiar differences here are that the various sources of data give only a partial picture and that each is subject to its own biases and gaps. Students have a close and accurate view of much of the teaching process; but they can confuse education with entertainment, with displays of spurious erudition, with a warm and friendly environment, or with a pleasant state of dependency. 2h6

The role that students play in evaluative studies should be similarly affected by general philosophic considerations. According to the rationalist view, students should be tested and evaluated by others, being constantly challenged to measure up to the high standards set for their learning. ... The instrumentalists, in contrast, emphasize the central and strategic role of the learner in evaluation ... believing that these experiences can be profoundly educative for the students and may also contribute to a better appraisal of outcomes ... 2h8


2h6 MacLean and Raushenbush, op. cit., p. 184.

2h7 Dunkle, op. cit., pp. 210, 211.

evaluation is regarded as having a purpose—to produce change. And thus evaluators have discovered that how evaluation is conducted is important—those who have a stake in it need to participate in its planning, its analysis, and its interpretation. Records from every part of the country show that students place 'English' at or near the bottom of the list of high school subjects in order of value and importance. They simply cannot see any relation between the subject-matter of English and the subject-matter of their own lives or the lives of anyone they know.

**Michigan State College**

The majority of the students like the course. They learn to develop certain attitudes toward language and the communicative process. They realize that what seems so very easy is often the result of careful application, and that though they have always spoken and written, they have seldom done so effectively. Many of them work hard. Most of them change from blushing, shrugging figures with little to say, and that vaguely, into calm pleasant speakers, and many of them learn to write with emphasis and point. What is most important, they all become aware of communication, sensitively and perceptibly.

**University of Florida**

Our students seem to enjoy the speaking done in the course. Many have asked that more time be devoted to that phase of our program.

**University of Chicago**

The only existing evaluation of our program by students came in an extensive study of student graduates of the College who have gone on to work in our graduate Divisions and Schools. They were asked to rate their preparation for graduate work here by comparison with that of graduates from other colleges. Of 758 respondents who commented on their preparation for writing, 251 per cent rated their preparation better than that of students

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249 Brumbaugh and Pace, *op. cit.*, p. 287.


from other schools, 46 per cent as adequate, and 11 per cent
as inferior. The study was carefully made but I don’t suppose
an isolated set of figures like this is of much use. The full
study has not been released as yet.\textsuperscript{253}

\textbf{Kansas State College}

A survey of graduate opinion resulted in a three to one de-
cision that Kansas State College give more aid in developing
the communication skills \ldots \textsuperscript{254}

\textbf{University of Louisville}

In a survey of the 1948-49 graduates, ‘Thirty-three per cent
of the students questioned rated English very helpful, 23 per
cent rated it good, 22 per cent rated it average, 8 per cent
rated it poor, and 1 per cent considered it of no help. Ten per
cent did not take English.’\textsuperscript{255}

c. Evaluation by outside agencies:

Highly trained specialists seem to be at an advantage in
early professional life since they are prepared to do well a
restricted number of routine tasks. But the rapid development
of new techniques and new principles soon gives an advantage
to those who have been broadly trained and who have learned the
theoretical basis of professional work.\textsuperscript{256}

From the rationalist point of view, it would be reasonable to
rely chiefly on scholars and experts in the field of developing
the program of evaluation. Hypothetically, these would be the
persons who had real insight into the underlying objectives and

\textsuperscript{253}Mark Ashin, Chairman, College English Course, Personal communi-
cation of June 23, 1953.

\textsuperscript{254}A. L. Pugsley, "General Education at Kansas State College,"  
Organization and Administration of General Education, \textit{op. cit.}, p. 68.

\textsuperscript{255}J. J. Oppenheimer, "Developing a Program of General Education
at the University of Louisville," Organization and Administration of
General Education, \textit{op. cit.}, p. 100.

\textsuperscript{256}Rattigan, (quoting McGrath) \textit{op. cit.}, p. 34.
who would, therefore, be most competent to judge outcomes. Were this view adopted wholeheartedly, regular instructors would be released from all responsibilities for appraisal and this task assumed by college boards of examiners or, in some instances, by external examiners. Instruction and examining would be sharply separated, since the prime purpose of examining, according to this view, is to find out how well teaching and learning have measured up to the standards set for them. . . . Instrumentalists hold a very different view, maintaining that persons who work closely with students (teachers, counselors, librarians, student-activities directors) should take a responsible role in planning and conducting these appraisals. . . . This broad faculty participation they argue, should result in a sharper focusing of appraisal of outcomes actually sought from college experience in general education. Implicating these people in the task of finding out how well school or college programs have attained these objectives may also, according to this view, promote a more rapid translation of findings into practice. . . . Instrumentalists are likewise beginning to look to persons outside the school . . . to aid in setting sights.257

What qualities of behavior does a person with a general education show? He understands and cherishes the people with whom he associates. He satisfies his physical wants in a way that brings satisfaction to himself, his family, and his friends. In his acts affecting local, national, and international events, he shows extraordinary balance and insight. His every move is marked with enthusiasm. A burning curiosity constantly takes him into wonderful adventures of the mind and spirit.258

In Pace's follow-up study of Minnesota answers to the graduates many implications for education were revealed in the over 1000 items of the questionnaire. The task of communication is clearly revealed here. In their desire for a better grasp of philosophy, religion, understanding of family relationships and civic responsibilities, use of leisure time, people need and want to improve their skills in reading, discussing, and listening.259

257 Eckert, op. cit., p. 260.
258 Educational Mid-Century, op. cit., p. 61.
259 C. Robert Pace, They Went to College. Minneapolis: University of Minnesota Press, 1941.
Analysis

A desirable principle in the selection of content for communication courses would seem to consist of consideration for identified life needs. This would result in a preference for selective materials and topics rather than comprehensive surveys, or use of materials in isolation.

Logically, this approach carries beyond the confines of the communication program to an integration with other areas of learning. Reciprocally, the other courses should refer students weak in communication skills back to the communication department for further help.

The special training, interests, and knowledge of administrators, teachers, and students should all be combined in the planning which produces the character of the course. Provisions should be included for a balanced opportunity for improvement in all four skills of communication according to individual needs of students.

More encouragement and recognition should be given for improvements and contributions in the calculation of grades. Emphasis sections are valuable in grouping students with similar needs, and removing them from unfair or unstimulating competition.

While lecture sections may be limited in size only according to seating and hearing facilities, discussion sections are most practical in sizes around twenty-five students which give a range in viewpoints and talents and is not too large to permit fairly adequate opportunities for all to be heard. Because of time necessary to confer on compositions,
each instructor should not be responsible for more than a dozen or fifteen students at each writing session if he is to do an effective job.

Probably the most valuable learning is in connection with projects requiring research, but practical considerations and tradition prescribe a text or texts for each course. Multiple texts are a burden and expense, but few schools have found a satisfactory text which combines instruction in all the skills in a way which meets the desires of the respective faculties. In some instances, a staff has tailored a text to fit its own unique requirements. It has often been possible to secure the cooperation of the college library to reserve space and shelves for course materials.

The best test or examination would seem to be one which fairly evaluates progress in all the skills of communication. Objective tests are efficient and time-saving and may be comprehensive in scope, but they need to be supplemented by oral and written essay-type testing.

Objective evaluation of a program is not possible unless it is participated in by both faculty and students. The help of other school departments should be enlisted. Carry-over values should be included in the evaluations, and for this data it is necessary to seek evidence among graduates, and among those who have employed or worked with graduates.

Problems

The problems that persist in communication courses are largely those which face general education as a whole. Before examining the more detailed elements which challenge success or progress in communication
courses, it might be well to investigate the types of problems which confront the total design. Tyler has proposed a list mainly philosophic in scope:

1. The clarification of the functions of liberal arts.
2. The development of more effective means for accomplishing the purposes of general education.
3. The modification of its administrative procedures to facilitate its program.
4. The formulation of policies and processes for promoting a more significant relation with the community.

Another view summarizes the problems as the difficulty of organizing general education programs "in order to promote effective learning." Results must be concrete and well-publicized for "only if the proponents of the recent innovations in general education are able to prove their worth will the academic world at large accept them." Critics are quick to attack, and entrenched interests are alert for vulnerabilities.

General education faces the task of constantly defending itself from:

The programs of the various 'economy,' 'friends of the schools' (sic), 'tax-payers,' 'super-patriots,' 'Americanism,' (sic), 'ancestor-worshiping,' 'vested interest,' and other groups who attack education.

The hold of the academic tradition on the teachers and parents—and frequently children—constitutes a second major obstacle in the universalization.

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260 Ralph W. Tyler, A College Looks at Its Program, p. ix.
263 Harold C. Hand, General Education in the American High School, op. cit., p. 22.
Emerging from these main concerns are the particular ones of the communication courses, but relationships are very evident from the report of a communication committee at the Mid-Century Conference at Tallahassee which listed the following items as weaknesses needing attention:

1. As in most fields, a failure as yet to challenge and train adequately the gifted student.
2. Inadequate knowledge in the field of listening and a tendency to neglect the objectives of listening.
3. Frequent failure to recognize the problem of slow reading.
4. Lack of articulation of high school and college training.
5. Lack of texts and difficulty of publishing texts.
6. Lack of tests made under the direction of both teaching specialists and subject matter specialists.
7. Inadequate pre-service training of teachers.

Johnson looks beyond the confines of the communication course to note a widespread concern on every campus "with the gross deficiency in English among students." He sees a need "to carry on effective continuous teaching based on students' evolving needs at all ascending levels," before the problem can be solved.

Lillywhite expresses the problems of communication in terms of basic semantic needs:

We must realize that almost every time we speak, write, listen, or read we 'drag our past with us.' We bring to bear the tremendous complexity of human experience in the interpretation of what we say, what we hear, how we speak, how we write, and how we read. This past that we drag with us largely determines whether or not we shall communicate with such adequacy that our major wants will be satisfied.

... As educators en masse and as individuals, we are


265 B. Lamar Johnson, General Education in Action, op. cit., p. 1141.
urgently in need of: (1) a clearer understanding of the nature of communication in human relationships; (2) study and encouragement of research in the areas of communication, especially those applying to listening and group behavior; and (3) a constant orientation toward more effective use of communication in human relationships of education.

Specifically concerned with freshman English and providing a basis for comparison between summaries of original problems and the newer shifts and changes, is the agenda of the 1953 Spring Meeting of the Conference on College Composition and Communication. Panel discussions included:

1. What is New about Communication?
2. The Graduate Student and the Teaching of Freshmen.
3. Cooperation, Combination, Integration—How can various areas pool their materials?
4. A Graduated Approach to English Learnings.
5. Implications of Structural Grammar to the Teaching of English.

Three workshop sessions tackled the following problems:

1. From a Student's Reading and Listening to His Writing and Speaking
2. The Terminal Student
3. National Entrance Tests and Minimum Standards
4. Preparation of the Communication or Composition Teacher
5. Subfreshman Composition—The Poorly Equipped Student
6. Superfreshman Composition—The Well Equipped Student
7. Uses of Community Resources in Teaching Freshman English
8. Status in the Profession of the Composition Teacher
9. Improvement of Reading Ability
10. The ABC's of the Combination of Written and Oral Communication
11. Writing for Business and Industry
12. Integration of High School and College Teaching of Communication
13. Mass Media of Communication
14. The Reading, Hearing, Speech Clinics as an Aid to Freshman Composition
15. The English Language Arts

266 Lillywhite, op. cit., pp. 67-68.
267 "CCC Spring Meeting, 1953," College Composition and Communication, IV (February, 1953), 32.
Individually, a number of the institutions of the study have detailed their most pertinent problems. At Iowa, Gerber looks forward to "research on programs and techniques" to reveal solutions and promises little hesitancy in making changes in the program there as new improvements prove their advantages. "No textbook exactly suited to our program" is an immediate concern.

Florida State University is apologetic that it does not have a suitable reading clinic, adequately staffed. This lack is seen as the most pressing need. A situation which also causes concern is the belief that "Students should write more than they do, but our staff can't read more than they do."

Illinois, too, feels handicapped by the lack of proper textbook materials which synchronize with the particular purposes of the course. An objection is stated to manuals and exercises which "seem to place great emphasis on the projection of the personality of the speaker and writer, on writing as fine expression and on speaking as an instrument of power."

Drake seeks improvements through a better understanding of the working of the student mind as affected by language symbols. The errors

269 John C. Gerber, letter of April 25, 1953.
270 Stickler, op. cit., p. 412.
271 Kellogg Hunt, letter of April 25, 1953.
272 Hultzen, op. cit., p. 126.
in communication are less important than the mental factors which produce the errors.

Michigan State College places its faith in the teaching personnel, believing that the program can be no better than the people who conduct it. The chief problem, then, is in securing or training a capable staff. This includes techniques of operation which bring teaching into line with departmental philosophy and stated objectives. As elsewhere, the textbooks cause a meandering from a straight approach to the objectives. An additional task is to indoctrinate the student himself into a conviction that his present skill in communication can be improved and that efforts in this direction can be profitable. Inertia and previous poor preparation require a remedy involving the problem of "keeping the course as realistic as possible." 274

A conclusion reached at Minnesota was that "communication as an integrated subject" has had inadequate research treatment.

Existing communication courses have been constructed upon empirical rather than upon experimental evidence. Just what should a course aim at? How can the value of a course be satisfactorily tested? 275

The urgency of direction or focus is seen in its re-emphasis by Steinman:

"Composition b-5-6, which combines training in how to write exposition with

that in how to read exposition ... needs some kind of thematic or content center."

Peter's study of the University of Florida program led him to the recommendation that greater effort be made to understand the limitations and abilities of individual students, particularly entering freshmen. Staffs of the Comprehensive Science courses at the University of Florida isolated problems which, while general, are applicable to communication courses:

1. Those dealing with subject matter and technique
   a. Establishing objectives
   b. Selecting appropriate subject matter
   c. Teaching techniques
   d. Method of evaluation for student and staff achievement

2. Those concerned with administration
   a. Capable and willing physical scientists
   b. The problem of prestige
   c. Apathy of specialists for teaching outside specialty
   d. Physical facilities and equipment
   e. Promotion and salary
   f. Criteria for selecting and training teachers
   g. Adequate examinations
   h. Curriculum adjustments with other courses
   i. Adjustments to meet professional demands

An incidental issue at Chicago consists of bringing students up to minimum standards in formal grammar so that they may proceed with some profit in the regular work of the course. There is some resentment that college must be delayed and interrupted by training which should have been accomplished before matriculation.

276 Martin Steinman, Jr., letter of April 25, 1953.
277 Peters, op. cit., p. 85.
278 Members of the Staff, "The Comprehensive Sciences Courses at the University of Florida," Science in General Education, p. 226.
The modest but optimistic word comes from Kansas State Teachers College that "There are several things that we have not yet learned to do well, but none are inherently bad." At Muskingum, the program of laboratories for remedial work is weak in spots, reports the chairman. Purdue has found "no really satisfactory procedure for dealing with the weaker students."

Summary

In summary, it can be said that general education, and the included communication programs, are suffering from growing pains. Each succeeding term finds old practices discarded as new ones prove their superiority. There are minor irritations and problems of monumental magnitude, but optimism, enthusiasm, and confidence are general. Research and study conferences are combining to assemble a resource of data to reduce the hazards of indiscriminate experimentation and aimlessness. Difficulties have actually stimulated unity and cooperation among the departments.

281 M. E. Johnson, Letter of April 25, 1953.
CHAPTER V

COMPARISON OF ORGANIZATIONAL APPROACHES

The purpose of comparing the organizational approaches is to trace and analyze items and areas of agreement and disagreement among the institutions as found in a series of analyses. Assumptions are: (1) The twenty-two colleges and universities of the study are representative of institutions which have general education programs meriting recognition as such, and (2) The characteristics of the programs and of the courses which compose them may be studied as models of general education among higher institutions.

Techniques of Comparison

To facilitate the comparisons the various approaches were categorized as to philosophical tendency, title of course, administrative organization, and operational techniques. To supplement notes and various other types of documentary evidence, check sheets were prepared to simplify identification of the characteristics of the several categories as information on each of the twenty-two programs was gathered from the sources indicated under "Procedures" in Chapter I. These check sheets were intended to indicate the presence or absence of tendencies toward certain characteristics, not frequency of mention. One of the abbreviated check sheets is shown in Table 2 of this chapter.
One procedure was to use cards notched so that when they were superimposed on the columns of the check-sheet they revealed the check marks for each of the items to be compared. The notches of a card in its original position showed the total number of agreements on one item. As it was moved progressively from item-column, and from page to page of the worksheets, it revealed points of agreement and disagreement with other items as well as indicated the point or points at which the programs of the institutions diverge.

The first step was to examine and compare the most significant items of the check-sheets; the second step was to examine and compare the most significant areas of agreement and disagreement among the institutions; and the third step was to make recommendations for improved practices in communication programs or indicate approvals.

Selected Items of the Check-Sheets

1. The neo-humanist philosophy

There is some evidence that under influences of the neo-humanist philosophy there is a tendency toward a greater multiplicity of curricular offerings. Additionally, it appears that the general education program is divided into from six to nine administrative divisions under this philosophy.

In the communication programs, there appears to be tendencies toward maximum required credit hours in communication. Sectioning of students is mainly heterogeneous, but in some instances written examinations are used as the basis for ability grouping. The clinical and remedial help offered is average in degree and extent. There
appears to be no particular relationship between the title given to the course and its character.

There is a tendency toward larger sizes in classes.

Where a division of responsibility exists among departments of literature, composition, and speech, the neo-humanist philosophy seems to prevail. This philosophy is most generally accompanied by the system of staffing the communication program with members of the regular English department. Even where experimental parallel courses in freshman English have been established, neo-humanist philosophy is dominant in at least half of the new courses.

Where it is found that subject-matter is given a systematic, sequential treatment, the neo-humanist philosophy is usually apparent. Writing dominates as the principal emphasis in more than half of the instances of institutions favoring the neo-humanist philosophy, and skills appear as the central objective.

Participation by staffs in the activities of the Conference on College Composition and Communication (CCCC) and of the American Council on Education (ACE) Study of Evaluation in General Education has ranked high, but recognition of the programs which they represent is slightly below average in treatments accorded in the writings of both Stickler and McGrath.

2. The instrumentalist philosophy

Where there are evidences that the instrumentalist philosophy is preponderant, no subsequent effect is noted in the type or extent of
general college curricula. However, it appears that the general education program is divided into fewer administrative spheres.

In the communication programs where the instrumentalist philosophy obtains, no central tendencies are noted in the number of semester hours of credit required in communication.

High and low extremes are found in the clinical and remedial help provided, but uniformity is lacking.

Modernized course titles generally reflect the instrumentalist philosophy, and the content generally exhibits comprehensiveness and integration. Subject-matter is chosen selectively or through the criteria of life needs. Writing as an emphasis is followed closely by speaking and reading, but skills remain as a central objective. Where democratic values are listed as an objective for the course, the instrumentalist philosophy is a usual accompaniment.

Class sizes tend to be smaller.

There is better than average participations in the activities of the Conference on College Composition and Communication, and complete American Council on Education Study participation. There is numerically higher inclusion in Stickler's and in McGrath's books than is the case with programs favoring nec-humanism.

3. Traditional course title of English, Rhetoric, Composition or Speech

There appears to be no consistent relationship between communication titles of this type and the characteristics of the college curricula or of the general education program. The traditional course titles more frequently are retained to distinguish the divisions into which communication is divided, although the total of the divisions adds
up to comprehensiveness, and usually, a greater number of required credit hours.

Class sizes tend to be comparatively smaller.

Teaching is done by members of the English department with a few instances of individuals teaching exclusively in the communication department. The type of administrative design seems little affected by the type of course title. Planning of the program is democratically a function of the faculty with occasional student participation.

There is no upper-division qualifying examination given in English skills. Remedial and clinical assistance is at the minimum. The neo-humanist philosophy is exclusive.

Selective content is the rule for subject-matter treatment. Writing is the main emphasis except, of course, where a speech course is a required supplement. Skills remain as the central purpose.

Participations in CCCC and ACE Study activities have been about equally consistent and above average. While recognition in Stickler's book are below average in number, it is above the average of the twenty-two institutions in McGrath's book.

1. Title which includes "communication" or, with other nomenclature, indicates reorganization of purposes

The above type of title is more usually found in institutions offering advanced degree work in a variety of fields. There is no apparent relationship between the number of divisions into which the general education program is divided and the type of title used for the communication program.

Evidence indicates that as semester hours required in communication
increase, the possibility of a title, as above, increases. Upper division qualifying examinations occur more ordinarily in this situation. Where dual programs of freshman English are found, the "experimental" section is distinguished by a form of the above title. Six of the seven instrumentalist philosophies found among the twenty-two institutions favor the newer-type title. Clinical and remedial help increases under such titles.

The English department still predominates, but where separate and trained communication staffs exist they are found in courses bearing reconstructed titles.

Where sectioning is made on the basis of skills in several areas, the technique is found among programs of the above titles. Skills are the central objective in these courses. Where reading or speaking receive an emphasis over writing, it is found here. The tendency of presenting learning through identified life needs is of greater occurrence under the above titles.

Participation in CCCC and the ACE Study has been equally high, and recognition by Stickler and by McGrath range above the average for all of the institutions of the study.

5. Distributed courses

There appears to be no significance between the type of institutional curricula and a distributional plan of general education. Where the communication program courses are distributed into specialized sections, there is an above average tendency to divide basic general education into seven or eight areas.

The courses bear traditional titles for the most part. A course
entitled "Written Communication" may constitute the main course, but additional required or recommended courses are, or may be, given through the speech or literature departments. Dual programs of freshman English are not found. The number of hours allocated to communication increases with the number of courses given in the area. The classes are apt to be of the larger sizes.

The staff is from the English department except where speech may be a separate department. Remedial and clinical help tend to increase with distributed courses. Where faculties have the authority to remand students for further training in communication skills, the provision occurs under this type of organization.

Lecture methods are not unusual. Writing is the principal emphasis and skill is the central purpose. The general philosophy is that of the neo-humanist school.

Participation in CCCG and in the ACE Study has been above average. Recognition by Stickler is above the average, and below average by McGrath.

6. Integrated courses in communication

Integrated courses occur with a third more frequency in institutions with advanced curricula than in others. Integrated courses occur with a half more frequency in general education programs divided into seven or eight areas. Integrated courses occur with a third more frequency in communication programs requiring eight or nine semester hours of work.

The situation is favorable for the program to have its own chairman.
The use of personnel from other departments and for a separate and trained communication staff seem best adapted to integrated programs. Where tutorial aspects occur they are found in this environment. Comprehensiveness is characteristic of the integrated courses. Where dual freshman English programs exist, the non-traditional one is integrated. Classes are more apt to be of the smaller sizes.

Philosophy divides rather evenly between neo-classicism and instrumentalism, but all of instrumentalism will be found in the category of this type of program. Where learning occurs through identified life needs, the conditions are most frequently found here. All of the linguistics-emphasis courses are integrated. Most of the speaking-emphasis courses are integrated. A plurality of the integrated programs emphasize writing. Skills are the central objective, but where knowledge and fact are objectives they are found in this area.

Participation in CCC and in the ACE Study has ranked high. Over half the programs are cited by Stickler and by McGrath.

7. **Administrative responsibility resting with the dean of arts and sciences or liberal arts**

All numbers of divisional plans for the general education program obtain, but slight preference appears for five or six at the number of areas. Eight to nine semester hours of credit requirement in communication is usual.

Educational policies or general studies committees are usually named to aid administration. Where separate committees on general communication skills, on reading, on writing, and on speaking are used,
they are found here.

Where graduate students are used in substantial numbers as instructors, the condition is more apt to be seen here.

Separate writing laboratories are not featured, but perhaps anomalously, upper division students are required to pass qualifying examinations in written composition.

There is a six to one chance that the philosophy will be predominantly neo-humanist, with writing given as the main emphasis, although this is not invariably so. Skills are the central objective.

Citations by Stickler and by McGrath are above average in number.

8. Administrative responsibility resting with the dean of the basic college

This organizational feature is more commonly found among colleges and universities with extensive curricular offerings. The general education program is generally divided into seven or eight areas, but exceptions of smaller numbers occur. Eight or nine semester hours are required in communication with minor exceptions.

The communication program has its own administrative head. Staffing with graduate students is rare or in moderation. There is but little provision for upper division testing or remanding.

Philosophies are indeterminate on the whole, but skills remain as the central objective.

Participation in CCC and the ACE Study activities have been complete. Stickler cites all of the programs in this category among the institutions of this study, while McGrath uses half or more in each of the four books on his series on general education.
9. **Departmental responsibility resting with the head of languages and literature, humanities, and/or head of the English department**

It is equally possible that administration of the above type will be found in either institutions giving advanced curricular offerings or in institutions giving curricular offerings mainly in the undergraduate areas. The tendency is toward reduced numbers into which the general education program is divided.

A dean of instruction, administration, or liberal arts is the usual administrative superior, but not a dean of the basic college. It is not unusual for administrative functions to be assigned to a course chairman. The English department staff serves in duality and plurality, and there is no separate staff in communication. Where the program is guided largely by administrative directives, this device is found among programs of this category.

Maximum hours of credit are usual in communication. Distributed courses are an average possibility, but comprehensiveness and integration are not neglected. Where speech is given in separate classes, the situation obtains in this category in large degree. Sectioning is heterogeneous and competitive in most cases, and the trend is toward the larger class size. There is no uniformity in titling courses.

The chances favor the prevalence of neo-humanism three to one as against instrumentalism. Writing is the principal emphasis, but linguistics and reading are possibilities. Skills are a central objective.

Stickler's recognition is average; McGrath's recognition of these programs is below average.
10. **Departmental responsibility resting with the independent head of communication or freshman English**

The above arrangement appears more usual in institutions offering advanced curricula, and under the circumstances of a widely divided general education program. The communication courses are apt to involve more than the usual number of required credit hours.

Top administrative power is generally vested in the dean of the basic college. Where the communication staff is separated from the English staff, the condition occurs under this type of organization. Graduate students as instructors are not used in significant numbers. Class sizes range toward the lower numbers. Clinical and remedial aid are normally more extensive.

Philosophy and emphases are perhaps in their greatest state of flux here. The title of the courses indicate comprehensive purposes, and actual practices seem to reflect comprehensiveness and integration. Selective content for subject matter is the rule. There is no single stress among the skills of communication, but skills-to-be-improved is the central emphasis.

CCCC and ACE Study participation has been practically unanimous. Representation in Stickler and in McGrath is almost without exception.

11. **Sectioning of classes on the basis of heterogeneous grouping with progress and grades on a competitive scale**

The above situation is the most usual one, and it occurs equally in institutions of complex and restricted curricula. The division of the program into few or many areas has no causative effect. However, the occurrence is more usual with higher numbers of required hours in
communication, but exceptions are common.

Heterogeneous grouping appears to bear no relationship to the title of the course or to the size of classes. The staff is from the English department in duality and plurality. The separate writing laboratory device is seen here more often than not.

The course is comprehensive and usually integrated. Writing is the principal emphasis, but linguistics, reading, and speaking combine as emphases to equal the occurrence of writing among the programs of this category. Skills are the central objective, but when knowledge and fact and understanding of language appear as subsidiary emphases they are found here. The practices reflect the neo-humanism philosophy.

Recognition by Stickler and by McGrath is above average for the total of the twenty-two colleges and universities of the study.

12. Homogeneous grouping

Homogeneous grouping is most ordinarily found among institutions with advanced and wide curricular offerings, and among those requiring the greater number of hours in communication.

There is an average chance that a general studies committee on the basic courses has been established. There is also an average chance that the course will have its own administrator who in turn may allot responsibilities among committees on writing, reading, and speaking.

There may be instructors who serve exclusively in communication but whose numbers are augmented by English staff members.

There is a greater incidence of smaller sizes in classes and the principle carries over to more provision for individual clinical and remedial help. Otherwise, the arrangement does not affect the type of
operational plan, per se, nor is there any apparent relationship to
course title.

Neo-humanism dominates instrumentalism more than two to one. Writ-
ing is the main emphasis, but the other classified emphases, equally
divided, are found. Skills are the central purpose.

Conference and study participation have run high.

Comparison of the Areas of Agreement and Disagree-
ment among the Communication Programs of
The Selected Institutions

Table 2 is a representation of comparisons for certain selected
items taken from the check-sheets. They categorize the individual
institutions of the study as indicated in the table.

1 and 2. Philosophy

The actual divisional line between neo-humanism and instrumentalism
was arbitrarily placed at the point where practices and stated ob-
jectives numerically balanced. By this criterion, seven programs of
the study are of the instrumentalist philosophy and fifteen are of the
neo-humanist philosophy.

3 and 4. Course titles

Eight of the programs appear to retain traditional titles such as
English, Rhetoric, Composition, and Speech. Fourteen of the courses
bear titles indicative of reconstructed purposes. It is seen that six
of the seven "instrumentalist" programs have titles of the latter
description.
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<tr>
<th>Institution</th>
<th>1. Neo-humanist philosophy</th>
<th>2. Instrumentalist philosophy</th>
<th>3. Traditional course title</th>
<th>4. Reconstructed course title</th>
<th>5. Distributed communication courses</th>
<th>6. Administrative responsibility resting with the dean of the basic college</th>
<th>7. Departmental responsibility resting with the head of English dept. or other dept.</th>
<th>8. Independent head of freshman English</th>
<th>9. Heterogeneous sectioning</th>
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Frequencies: 15 7 8 14 7 15 15 7 14 8

* Indicates dual programs
5 and 6. **Distributed courses and integrated courses**

Seven of the programs have some form of distributed courses while fifteen are apparently more unified. Of the seven courses organized on a distributional basis, five are included in the neo-humanist category, and five carry traditional titles. Of the fifteen integrated courses, two-thirds are neo-humanist and three-fourths bear modernized titles.

7 and 8. **The college-level administrative responsibility**

Eighteen of the programs repose institutional authority in the hands of a dean of liberal arts or arts and sciences (10); a dean of instruction or administration (7); or a junior college dean (1). Only four of the institutions have a dean of the basic college. In the latter group, philosophy is evenly divided, but modernized course titles and integration are indicated as trends. In the first group trends appear toward neo-humanist philosophy, integration, and reconstructed titles. Trends are away from instrumentalist philosophy, traditional titles, and distributed courses.

9 and 10. **The department-level administrative responsibility**

Fifteen of the programs repose departmental authority in the head of languages and literature, or the humanities (6); the head of the English department (8); or the co-responsible heads of literature, composition, and speech (1). Seven of the programs have their own independent administrative head. However, certain overlapping and dual functioning makes clear distinctions difficult. The fifteen institutions of the first category are almost all of the neo-humanist philosophy; they appear to be gradually shifting away from the old titles of courses; they remain almost the sole refuge of distributed courses; and an organization of the
general education program into a basic college does not occur among these fifteen institutions.

More than half of the incidence of instrumentalism occur among institutions of the second category. Only isolated instances of traditional titles and distributed courses remain. Where college-level authority rests with a dean of the basic college, there is almost invariably an independent head of the communication program.

11 and 12. **Sectioning**

As between heterogeneous sectioning and homogeneous sectioning no significant effects are noticed in type of governing philosophy or title nomenclature. Homogeneous grouping appears to accompany distributed courses to some degree as compared with the tendency of heterogeneous grouping to accompany integrated courses. Very little difference is noted in sectioning according to college-level of administration, but homogeneous grouping appears to have better existence under departmental authority vested in an independent head of freshman English.

**Recommendations Concerning Communication Programs**

1. **Philosophical Approaches to Communication Study and Instruction**

   a. **Philosophical climate.** Placing seven of the institutions in the category of instrumentalist philosophy was an arbitrary division since only one of the programs observed much more than half of the practices which could be termed instrumentalist. Rather it can be said that the seven programs so categorized seem to have more instrumentalist elements than the remaining fifteen. Nor is a numerical division necessarily a criterion since one practice might have more instrumentalist or
neo-humanist weight than ten others combined. In this dilemma a search was made for the communication programs which their administrators claimed to be instrumentalist. From this base, programs were chosen for the category which followed as many, or more, of the same types of techniques and implementation. The recommendations of the writer would be an obvious acknowledgement of his instrumentalist servitude. The rationalist philosophy by definition could not survive in the atmosphere of "recognized programs of general education" as the term is used in this study.

b. Emphasis of the communication course. While the emphasis among the institutions of the study is variously stated as reading, writing, speaking, or linguistics, the Iowa plan of emphasis according to individual student need constitutes the present recommendation.

c. Objectives. Although skills which constitute communication effectiveness are most often given as the objective of the course, they can be only a sub-objective of the needs. The skills are of no value in a vacuum. Apathy of students in freshman English can be traced largely to the failure or inability to relate the skills taught to their personal objectives. Effectiveness of a communication course is seen, then, as determining individual student objectives and fitting the communication program to those objectives, and adapting the communication program as the objectives may be improved.

d. Memberships of department heads. Memberships may indicate the type, scope, and intensity of interests held by the department head. In most instances, this interest and participation as the leader of his staff, may serve as a clue to the vitality of the entire staff.
e. Conference participation. The Conference on College Composition and Communication is a new but dynamic force in attacking the problems and strengthening the structure of communication programs. Its publication has an exclusive concern with communication as taught in college programs. The temporary American Council on Education Study of Evaluation in General Education is wider in scope, but dedicated to improvements embracing communication as taught within programs of general education. Interest and participation in such groups is recommended as basic to progress.

f. Contribution to studies in general education. Not only is the nomination of a college or university program for published description an evidence of quality and worth, but the acceptance of the invitation proves a willingness to share knowledge and experience and the courage to dare criticism. Even where the writer has experienced sharp disagreements with practices described, he has maintained respect for the authors and gratitude for the opportunity to learn. The recommendation is for a maximum in full and free written and oral discussion of communication courses in college programs of general education.

2. Administrative Approaches to Communication Study

a. Course title. While the title of a course may not reflect its contents, the evidence in this study points to the probability that best practices are taking place in courses whose title indicates an awareness of practical and realistic purposes. It seems reasonable that efforts would be made to live up the honor of a good name.

b. Category of program. The spirit of general education can be served only through the mechanics of comprehensiveness and integration.
c. **Administrative responsibility.** Best results seem to occur through a "chain-of-command" running from the dean of the basic college as over-viewer of the total general education program; advisory assistance from a general studies committee; and an independent head of the communication program assisted by appropriate committees.

d. **Head of the communication department.** Best results seem to occur through having a chairman who serves independently of the English department, and who is provided with an independent budget for all salaries and incidentals of the communication program. The position merits full recognition of professional rank, and is entitled to expect a man of the most adequate training and experience to fill it.

e. **Staff.** Efforts are being made in some institutions to provide training for instructors and students interested in devoting themselves to communication teaching. Conflict has sometimes developed over whether such training is the function of colleges of education or of English departments. Since each can contribute part and neither can contribute all, the need for compromise or a new solution is indicated. Communication, in the best sense of the term, should be taught to all students, thereby creating the largest demand for any one type of teaching. The solution seems obviously one of creating training courses which incorporate the meanings and techniques of communication with the best in educational psychology, philosophy, and methodology in order to prepare a strong and unfettered corps of teachers devoted to the single cause of improved skills and uses in communication.
f. Articulation with high school programs. Teachers are exchanged between countries, but only recently has the writer heard the suggestion that goodwill and understanding might develop from exchanging teachers between high schools and colleges.¹ The best that appears is conferences including teachers from both levels, but the atmosphere is too often one of patronage on one side and awe on the other.² Occasionally college teachers are placed on accrediting committees to evaluate high school programs, but the reverse process rarely, if ever, occurs. High school students rarely have the opportunity to preview college classes in action. In large measure the articulation that is claimed results from placement tests or achievement tests given through the sponsorship of higher state institutions which may serve only as a basis for criticism of the high school program by the colleges. At least one school system, Jacksonville, Alabama, has attempted to synchronize learning in the language arts from the primary grades through college. The theory seems promising if standards are not set too inflexibly.

3. Approaches to Communication Study Through Operational Techniques

a. Operational plan. Learning through identified life needs is superior to learning through selective content, which is expected to serve the needs of all, and learning through systematic or sequential presentation of content is inferior to both of the preceding. In the first


²A statement made by a college professor at one such meeting remains indelibly in the writer's mind: "Don't worry about your difficulties in teaching high school subject-matter—just send your graduates to us with a willingness to learn."
instance learning is the servant of the learner; in the latter two instances the learner is the servant of that to be learned.

b. Integration of learning. The previously mentioned continuing workshop or seminar would eliminate the need for upper division qualifying examinations or remanding of students for further work in communication courses. The plan would serve as an integrating factor for all subjects with communication.

c. Curriculum planning. Most communication staffs participate in the administration of programs. Much time may be wasted on minutiae which could better be the subject of administrative directives without loss of democratic values, but matters of philosophy and techniques are matters deserving full discussion and free voting. Much that is of value in communication training can be accomplished incidentally if students are permitted to partake in the planning of their own course work. This is a bonus addition to the added interest and effort deriving from harvesting the crop they helped to sow.

d. Scheduling of weekly activities. One class for all aspects of communication would appear to offer the best opportunities for an instructor to become acquainted with the students and to learn of the ways in which he could serve their needs best. The values of integration are not served by a diversity of instructors and separate classes for writing, hearing lectures, speaking, or studying literature. Although an instructor in a divided system might provide conference time, he may not necessarily be able to picture the student at one and the same time as a writer, speaker, listener, and reader. One institution carries this concept to the extent of having the same group take all of
their courses together, though the instructor changes with the subject.

e. Sectioning. Since communication is not restricted to homogeneous
groups, the learning of its skills should proceed in an atmosphere as
realistic as possible. The abler should be expected to contribute more
and to accomplish the more difficult tasks involved in any project under-
taken by the class, but recognition and credit should be apportioned
according to achievement based on ability.

f. Class size. Class size should be gauged only in accordance with
the ability and training of the instructor to organize the class into
effective working units. If the instructor knows only how to lecture,
there need be only limitations on size dictated by the volume of his
voice and the physical facilities. If he knows only how to call on stu-
dents to recite, the class had better be small. If he knows how to share
responsibility and leadership with students, the size of the class becomes
unimportant.

g. Texts and materials. The burden and expense of miscellaneous
texts and materials have been overcome in some institutions through the
use of a text which combines the elements desired. This, with a syllabus,
fits the student into a groove of supposedly needed learning. The recom-
mended plan is to invite each student to spend an equivalent sum for the
purchase of a reference, periodical, or treatise to be donated to a class
or department library. This choice, at least, should be one which the
student would feel fulfilled a personal need or interest. It would give
him the pleasure of sharing with others the things which he felt were
good and useful. The discussion and planning preceding the purchases
would be a most fruitful exploration of reference and communication media.
h. Examinations. The recommendation is that examinations be comprehensive to include all skills and serve as a basis for determining individual needs. The results should be used in helping students to plan work to be done in the course and objectives to establish. If objectives are fairly established and the student achieves them an examination should not be necessary if his work is evidence of their accomplishment.

i. Evaluating the program. Evaluation of programs should include sampling of opinions among administrators, examiners, librarians, counselors, teachers, students, graduates, and qualified citizens generally.

By way of conclusion, it would seem to the writer that the purposes and ideals of general education are served best by a communication course which:

1. Follows the instrumentalist philosophy
2. Uses a descriptive and unambiguous title
3. Integrates all phases of communication into a unit identifiable with life purposes
4. Is correlated with other aspects of the general education program through a dean assisted by an advisory committee on general education
5. Has its own independent head
6. Has an independent and specially trained staff
7. Combines all skills of communication in one class under a single instructor
8. Assigns academic credit and grades according to progress and participation, and provides for individual needs and interests
9. Adapts to independence from uniform texts and materials
10. Is a developed sequence from high school work
CHAPTER VI

SUMMARY

The central purpose of this study was to analyze the relationships between college courses in communication and the stated purposes of general education as a basis for comparing the organizational approaches of selected communication courses in college programs of general education.

Work-sheets were constructed on which to categorize and tabulate types of goals found in published statements relating to general education for each of the selected institutions. Additional tabulations were made of communication course practices. The data thus derived revealed few distinctions or differences which were sharp or conclusive. Rather, it can be said that trends and tendencies characterized the comparisons, as follows:

There are no departmental philosophies purely one thing or another. While the very idea of general education largely precludes a rationalist philosophy, except perhaps where the great-books programs enter into the category, the programs of this study are predominantly of the neo-humanist persuasion. Practices which could be interpreted as instrumentalist are found to exist in programs exhibiting a greater concern for individual needs, and with a staff which is actively interested in continuous and independent self-growth.

Skill in writing is the predominant stress, but skill in reading,
speaking, or linguistics is also listed as the principal objective by some departments. The State University of Iowa assigns students to emphasis sections according to need.

Skill in communication is the most frequently cited objective, but a need is seen to relate more graphically this objective to life purposes. "Effective living" leads as the theme of general education. Even though Man, Religion, or other factors may also be stressed, they are also placed within the framework of "effective living." Being adaptable to individual interpretation, such a theme is a happy choice.

A study was made to try to find whether the most satisfying and productive learning in communication takes place where the goals of general education constitute guiding principles. Where the program of general education consists of comprehensive integrated courses, stated goals favor the social studies, but actual practice emphasizes the natural sciences with social sciences following in second place. There is less stress given to writing at the expense of reading or speaking. The programs receive wider recognition among authorities writing on general education. An indicated need was that the statement of goals should be more accurately a reflection of the provisions made for their attainment. The average general education semester credit requirements in natural science, social studies, humanities, and communication occur in the ratio of 32-27-24-17 respectively among the institutions of the study. Another indicated need was that this ratio be equalized to produce a more effective and realistic general education program.
The impression which persists is that all programs of the study are directed earnestly and ably even at points where differences are most evident, and that a possible deficiency in one aspect may be balanced by compensating superiority or strength in another factor.

While the title given to the freshman English course may not indicate its content or philosophy, the reconstructed titles which are indicative of modern comprehensive concepts in communication do harbor the realistic types of programs. The most effective programs for teaching communication skills appear to be those which are comprehensive and integrated, and which require the maximum hours of semester credit.

A variety of principles is employed to accomplish integration. The minimum plan is to offer courses which leave the integrating process to occur in the mind of the student. A second device is to concentrate general courses into the first two years of college on the theory that those who remain for no time beyond this limit will not have wasted time in fragmentary sampling of specialized courses. A third approach is to permit a parallel pursuit of specialized courses by reducing the requirements in general education courses. A fourth concept is to pyramid the general education courses to a peak and climax in the final year. A further indicated need appears to be that each specialized course end with a synthesis since the academic and non-academic life of each student will vary, making a single cap stone course inadequate.

Since a student cannot anticipate his communication needs at the beginning of his college career, institutions which hurry to end the training in the first year miss the opportunity of providing a continuing
group sharing and subject integration as new needs and problems develop in language use. Weekly workshops and seminars in communication throughout the college life are seen as the proper substitutes for the present contrived hurdle of "Freshman English."

An additional handicap to integration appears to exist under a system of distributed courses. A separate speech department is common, while composition and literature are courses offered by the English department. Although such an organization may offer comprehensive work in communication, the best standards of general education require simpler integration than is possible under a plan of distributed courses.

Weekly course activities vary from classes concerned with all aspects of communication to sections concerned with each separate aspect. The multi-purpose class, served by a single instructor, would seem to offer best opportunities for integration, coordination of individual needs, and student-teacher acquaintanceship.

The number of administrative divisions into which the general education program is divided varies from three to nine. While the lesser numbers often suggest escape from specialization, and may indicate better integration of subject matter, the condition may also stem from inferior facilities and small enrollments which require consolidation as a matter of expediency. Beyond the limits of four or five divisions, there seems to be little advantage over distributed survey courses. A consistency in deductions would suggest that a communication course loses integration as its entities increase.

Articulation of secondary school and college communication programs occurs rarely, but there is a growing consciousness of the need and a
few pioneering efforts have been made.

There is only incidental integration of communication with other courses in the general education program, but in some instances students are remanded for remedial work in English by others than English instructors. Upper division qualifying examinations are sometimes used to detect need for remedial work.

Content of communication courses is largely selective and sampling rather than systematic or sequential, but the basis for selection is largely that of faculty discretion rather than that of individually determined student need.

Texts and materials constitute a major problem. A few institutions have tried to consolidate content into one text to avoid multiple texts in reading, speaking, and writing. Outside the institutions of this study are programs experimenting with the theory that no uniform texts can accomplish purposes of all students. Reference and study materials are left to the initiative of the individual student. The idea merits full investigation.

A favorable administrative organization consists of an independent head of communication working with an advisory committee on general education, and with final authority vested in a dean of the basic college.

An especially trained staff, not subject to divided responsibility or authority, and not consisting of apprentice teachers in disproportionate numbers, seems desirable, although this has not been proved experimentally.

Sectioning is largely on a heterogeneous-competitive basis, but
instances occur of ability and need sectioning. There is apparently only isolated and partial occurrence of the recommended heterogeneous grouping with credit and recognition given for individual degree of improvement and contribution to the class activities.

The size of the class bears few, if any, consistent relationship to other factors. The organizational skill and methodology of the individual instructor, or the educational policy of the department, control the effects of class size.

If the general education program is such that success depends on a standard of ability, then previous academic records and qualifying examinations are used to eliminate those who cannot profit. If a philosophy obtains which acknowledges the right of each to benefit within the scope of his capacities, and facilities can be made available for individual needs and interest, admission requirements need to be flexible. Included in this consideration may be the realization that lack of verbal skill often conceals other skills and knowledge.

A uniform examination for all students in the communication course is usual, especially in the larger institutions. Except for the purposes of diagnosis to determine student needs and purposes, examinations tend to confuse or dislocate the purposes of communication study.

Most of the evaluating of the program in communication is done by the staffs, but recommendations suggest participation by any and all responsible and concerned individuals and agencies.

The growing interest and activity in inter-college conferences and study programs promise to continue the refinement and strengthening of communication study and instruction. Published accounts acknowledge the
quality of the programs of the institutions of this study. The cooperation of institutional personnel in supplying data and descriptions has given aid and encouragement to new or proposed communication programs.

Suggestions for further study are implicit in the section on PROBLEMS in Chapter IV.

Communication is a vital element of each part of general education, but it is a neutral and sterile element by itself. Practices and theories have been explored to determine the ways in which the skills of reading, writing, speaking, and listening may be best improved. Those consistent with and implementing the aims of general education suggest the greatest promise.

There is a constant shifting and blending of philosophies, emphases, and objectives in communication courses. Few, if any, extremes are evident, but continuing experimentation and study serve to check stagnation. Purposes require directed action most appropriate to their accomplishment under varying conditions of environment, tradition, and exigency. Operation of courses varies from assignment-recitation to problem-solving, and from a single-class organization to activities divided among sections for lectures, discussion, writing, speaking, literature, and remedial help.

From the ferment are precipitating the solid problems which once they are isolated invite solution.
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BIOGRAPHICAL NOTE

Wilbur Irving Throssell was born in Crow Agency, Montana, May 25, 1906, the second of four sons of Harry and Myrtle Smith Throssell. At the end of his second year of school, the family was transferred to Fort Simcoe, Washington, where another year was completed. The fourth year of grammar school was continued at White Swan and the fifth at Ellensburg, Washington. The balance of grammar school and four years of high school were concluded at Yakima, Washington. He entered the University of Washington in 1925 where he received the degree of Bachelor of Arts four years later.

From 1929 until 1943 he served in various Federal Civil Service capacities. Coming to Florida in the latter year, he was accepted as an instructor in the Ocala High School, first in the subject of civics and later in Spanish and English. He resigned to take a position as interim instructor in Freshman English at the University of Florida for the spring semester of 1952. During these latter years he attended summer schools in Mexico and Cuba and at the Universities of Washington and Florida. The degree of Master of Arts in Education was conferred at the University of Florida in 1949.

His marriage to Beverly Noreen Gahan occurred in 1935. Trina, aged 13, and Kirby, aged 12, are their two adopted children.
This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of the committee. It was submitted to the Dean of the College of Education and to the Graduate Council and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

June 7, 1954

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