Interpersonal and Intrapersonal Communication: A Descriptive Analysis of Humanistic Speech Communication Education in Michigan and its Application at Elk Rapids High School.

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NORTHERN MICHIGAN UNIVERSITY

INTERPERSONAL AND INTRAPERSONAL COMMUNICATION:
A DESCRIPTIVE ANALYSIS OF HUMANISTIC SPEECH COMMUNICATION EDUCATION IN MICHIGAN AND ITS APPLICATION AT ELK RAPIDS HIGH SCHOOL

AN ABSTRACT OF A THESIS SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION DEPARTMENT OF SPEECH

BY

HOWARD JERRY HOCKSTAD

MARQUETTE, MICHIGAN
JULY, 1975
ABSTRACT

For years, too many perhaps, the study of speech in the secondary schools has usually been limited to, but not necessarily including, courses such as public speaking, argumentation and debate, discussion, oral interpretation, radio and television, and theatre. Recent trends, however, indicate an expansion from the more traditional approaches to speech communication; and speech programs, especially at the college level and, to some extent, at larger high schools, are now including courses in interpersonal and intrapersonal communication. Since communication is dependent upon and involves human beings, it must be a process-centered discipline in order to meet human needs, desires, and goals; and this thesis, which is exploratory-descriptive in nature, examines the extent to which class C and D high schools in the State of Michigan have attempted to meet those needs, desires, and goals through the addition of courses in interpersonal communication. Furthermore, this study examines an approach toward revising curricula--an approach which was found useful at Elk Rapids High School in Elk Rapids, Michigan.

It is suggested that schools and teachers of communication should not only be flexible and willing to change their approaches to the study of communication but must become actively engaged in the search for new approaches--in short, new and better ways to facilitate learning in the area of speech communication. This
thesis discusses some of the reasons for changing or, at least, supplementing the traditional approaches. The underlying thesis is that using humanistic educational approaches in interpersonal communication courses at the secondary level will provide students with a learning experience that will continue long after the class ends—a learning experience that will provide the students with some insights into the problems of coping with an ever-changing society.

In 1972, Elk Rapids High School at Elk Rapids, Michigan, adopted the APEX concept to the Communication Arts Department. The results of that curriculum revision are examined in Chapter II of this thesis. It was found that the APEX concept was an excellent format for expanding and improving the speech communication curriculum.

The development and growth of the APEX concept, as it was experienced at Trenton High School in Trenton, Michigan, is examined in Chapter III; it is suggested that the APEX system is one means of humanizing the study of speech communication at the high school level.

A survey form designed to determine speech communication offerings at the secondary level during the 1974-75 school year was mailed to class C and D public schools in Michigan in February 1975. The results of the survey suggest that interpersonal communication is virtually non-existent in these schools.

A search of the professional journals and dissertation abstracts back to the year 1966 indicates that no study of this type
has been conducted since 1966. It is felt that this study brings the literature up to date and that this study can provide assistance to those schools wishing to undertake curriculum revisions in the area of speech communication.
NORTHERN MICHIGAN UNIVERSITY

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A THESIS SUBMITTED TO
THE FACULTY OF THE DEPARTMENT OF SPEECH
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS
DEPARTMENT OF EDUCATION

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HOWARD JERRY HOCKSTAD

MARQUETTE, MICHIGAN
JULY 1975
TABLE OF CONTENTS

TABLE

ACKNOWLEDGEMENTS

Chapter

I. INTRODUCTION

Statement of Thesis
Methodology
Review of the Literature
Definitions
Scope and Limitations

II. FACILITATING INTERPERSONAL COMMUNICATION

Background
Mind, Body and Voice
Evaluation of Students
Problems

III. THE APEX CONCEPT

Rationale for Change
Elements of APEX
APEX and the Speech Curriculum

IV. A SURVEY OF SPEECH COMMUNICATION COURSES

AT THE HIGH SCHOOL LEVEL

Limitations
The Survey Design
Results
Interpretation of Results
Discussion

V. THE RESPONSIBILITY FOR LEARNING: HUMANISTIC EDUCATION

AND ITS IMPLICATIONS FOR THE SPEECH COMMUNICATION

TEACHER

The Need for Humanism
Communication: The Key to Learning
Humanistic Education
Humanism and the Study of Speech Communication
The Facilitation of Learning
Recommendations and Summary
<table>
<thead>
<tr>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speech Offerings in Class C and D High Schools in Michigan During the 1974-75 School Year</td>
</tr>
</tbody>
</table>
ACKNOWLEDGMENTS

The following report is the culmination of the efforts of several people and I wish to recognize their efforts in seeing the thesis through to completion. First, a special thank you to Gary E. Marek, Chairman of the Communication Arts Department of Elk Rapids High School, whose ideas and suggestions during course planning sessions helped give birth to this report. Secondly, I will forever be grateful to Roger L. Swift, who is a member of the Speech Department of Northern Michigan University and who so willingly served as my adviser, for his unselfish assistance in keeping me moving in positive directions. It is largely due to his gentle prodding and academic expertise that the finished product is as it is. Finally, Mary A. Hockstad, whose husband I am, is the person directly responsible for encouraging me to set forth my ideas. It was she who felt that I had something worthwhile to say, and her faith, understanding and love were, and continue to be, my greatest incentive.
CHAPTER I

INTRODUCTION

The need for change and flexibility in today's society is evident in most social institutions; in a society that is becoming increasingly more complex daily, man is faced with the problem of revising yesterday's social management procedures, whether they be economic policies, political processes, or educational theories. Without changing procedures, it seems, man may find that he can no longer function adequately to solve society's problems. This seems particularly true in educational institutions which seem to maintain a position that what is important to the teacher is also important for or in the best interests of the student. The recognition of the need to make education more meaningful to the students at Elk Rapids High School in Elk Rapids, Michigan, prompts this thesis.

Statement of Thesis

In 1971 the faculty at Elk Rapids High School began reviewing its entire curriculum in an effort to make the learning process more meaningful and up-to-date. The thesis of this study results from that review and the success of the Communication Arts Department curriculum. First, it is suggested that the APEX system, or Appropriate Placement for Excellence in English, which was designed by the English Department at Trenton High School in
Trenton, Michigan, provides a format for the development of a meaningful speech communication curriculum at the high school level. By reporting the success of the Elk Rapids changes and by discussing the APEX system and its applicability to high school speech curricula, it is hoped that, as Oglivie points out, "Information concerning the teaching of speech in high schools can guide those...who plan high school curricula." A second focus of this exploratory-descriptive study is an examination of speech communication curricula among class C and D high schools in Michigan. Not since the Ratcliffe and Herman study, which examined Michigan high school speech offerings in all classes and which will be discussed below, has there been an examination of speech communication offerings in Michigan. It is a purpose, then, of this study to determine the current speech communication offerings in small Michigan high schools.

Methodology

The design of this study is exploratory-descriptive in the sense that it is an examination and description of current speech communication course offerings among class C and D schools in the State of Michigan; furthermore, the study is descriptive in that it presents a format--the APEX system, which will be explained in Chapter III--for the design and implementation of a broader speech communication curriculum within a normally confined small high school structure. Procedures, such as the development of the questionnaire to determine the extent of current speech offerings,
were designed to, in essence, compare schools of comparable size.

Review of the Literature

A number of studies of high school speech curricula have been conducted since the second decade of the twentieth century. The scope of these studies has varied from merely questioning the number and type of speech course which was offered, questioning the extra-curricular speech activities which were offered, questioning the educational background of speech teachers, or questioning various combinations of the above. Most studies have been concerned with speech department offerings within a given state; one study, which will be discussed below, attempted to summarize the state studies.

Three state studies have been reported in some detail and should be reviewed at this point. The first was conducted by Ratliffe and Herman, who "investigated speech education in Michigan public and non-public schools from kindergarten through junior college." Their study was limited to speech education during the 1965-66 academic school year, and six significant conclusions were drawn: 1) Few non-public schools offered speech programs of any kind; 2) By comparison with very early studies, Ratliffe and Herman concluded that speech in junior high schools "was no longer a rarity," but there was "no clearly defined pattern" either. 3) Basic speech courses during the period examined remained traditionally public speaking oriented; 4) Speech courses were all too often taught within several different types of courses rather
than as a speech department course; 5) By comparison with two studies conducted for the years 1948-49 and 1962-63, both of which surveyed Michigan high schools, Ratliffe and Herman concluded that the "quantity of speech programs has increased"; and, finally, 6) Their study concluded that "the majority of speech teachers in Michigan held degrees in speech."

A second status report, written by Fausti and Vogelsang, "describes the present [1965-66] status of speech and drama education in the secondary schools of the State of Washington." They concluded that: 1) most secondary speech and drama teachers received their training in Washington teacher training institutions; 2) about half of the teachers of speech and drama courses had taught for five years or less; 3) formal speech courses and drama courses were offered, mostly on an elective basis, by eighty-seven percent of the schools surveyed; 4) "Co-curricular and extra-curricular programs in speech and drama can be considered weak at both the high school and the junior high school level"; specifically, in junior high schools, for example, "less than 13 percent of the schools had a formal course in debate and only two percent participated in debate tournaments"; 5) their final conclusion was that "There was a lack of administrative support for speech," especially, that administrators did not enforce minimum preparation standards for the teachers of speech and drama.

A third study, by Oglivie, dealt with high schools in the State of New York. The information sought regarded teacher certification, required courses, if any, elective courses, if any, and
the educational background of debate and drama coaches. Similar to this study, Oglivie was interested in a comparison of the speech offerings in schools with specific enrollment levels and categorized responses accordingly. One assumption was that the size of the school played a significant role in determining the extent of the curricula. That assumption was borne out; specifically, "as school population increases, the likelihood of a required speech course increases"; "the larger the school, the greater the likelihood of a trained drama coach"; "Very few of the schools require a course in speech, 22%." An interesting aspect of the Oglivie study which is particularly related to this thesis is the difference in speech training among the staffs of the different sized high schools; the larger schools were financially more able to hire more highly qualified speech teachers.

A final study, one which was a summary of a number of surveys similar to the above three, was undertaken by Brooks. He concluded that "the status of high school speech in America is improved over what it was ten, twenty, and thirty years ago." For example, whereas only a few schools offered speech outside the context of another course in the 1930's, eighty or ninety percent of the schools in most states offered speech as a separate credit course during the 1960's. Brooks concluded that emphasis on a course in speech varied significantly from state to state; the number of schools requiring a course in speech for graduation varied from six to sixty percent. A bleak conclusion is that "Despite the fact that a high percentage of American high schools
offer speech, yet a large majority of high school students receive little or no speech training.\textsuperscript{8}

Although the scope of the above studies is in various ways wider than the scope of this study, the significant difference is that this thesis is a half dozen years after the most recent of the above studies, and it has been nine years since the most recent study conducted in the State of Michigan. Furthermore, it seems that the above studies were concerned primarily with gathering data about traditional aspects of speech curricula—required as opposed to elective courses, teacher training, quantity of courses in speech departments, extra-curricular speech activities, or the background of extra-curricular activities coaches. The main thrust of the survey in this thesis, however, is to determine if a trend has developed away from the traditional public speaking emphasis and toward an interpersonal communication orientation.

Definitions

Throughout this study a number of phrases will be used which may be unfamiliar to the reader; therefore, the following phrases should be defined: intrapersonal communication, interpersonal communication, multilevel communication, and humanistic education. The following quotation from Myers and Myers closely approximates the meaning intended by the author when he refers to intrapersonal communication, interpersonal communication, and multilevel communication:
When the response [to a message] is primarily inside us--internal to the person--we call it intrapersonal communication. This is where the communication process begins with our perceptions of new messages and our organization of them with our assumptions and attitudes.

Our communication with others, whether it is by writing or speaking or by gestures and signs, we will call interpersonal communication. In this category is most of what we commonly call communication. The professor lecturing or giving an assignment, your advising a friend about movies or dates, etc. By involving another person the process becomes even more complex because you have to consider his set of assumptions, his classification system, and his perceptions as well as your own.

When we say that communication is multilevel, we are noting that it can go on (a) inside us as intrapersonal communication, (b) with others as interpersonal communication and (c) in both cases involving not only the actual words or symbols but also the inside workings of all the speakers and listeners as well. Communication involves the content of the message and a whole host of unseen and unheard reactions which go on at the same time in all of us.

In looking at the foregoing definition, it becomes apparent that high school courses in communication such as those offered at Elk Rapids High School must cover all three levels as discussed by Myers and Myers because while it is almost impossible to study each level separately, most of what we call speech communication involves what they have identified as "multilevel." Furthermore, staff and budgetary limitations minimize to what extent the study of interpersonal communication can be divided into separate courses.

When the phrase "humanistic education" is used in the study, it refers to, in general, a variety of interrelated philosophies, but more importantly to the philosophical orientation of the author of this thesis. There are three scholarly definitions which accurately reflect my attitude toward the relationship between a stu-
dent and a teacher. Hamachek expresses concisely this relationship:

Humanistic education begins with the assumption...that teaching is first and foremost a relationship between teacher and student which includes human behavior, human meaning, and human understandings that grow out of uniquely human experiences. In this context, a student's (and a teacher's) feelings and perceptions are not more important than thinking and knowing; but, rather, as important in the total educational program.

In essence, Hamachek maintains that a balance between affective or emotional experience and cognitive or intellectual experience is a humanistic approach to education--an approach that is used in the communication courses in the Communication Arts Department at Elk Rapids. Humanistic education is sometimes referred to as "confluent education," which is defined by Brown as:

...a philosophy and a process of teaching and learning in which the affective domain and the cognitive domain flow together, like two streams merging into one river, and are thus integrated in individual and group learning.

A complete reading of Brown's work indicates that his philosophy of confluent education parallels, if it is not merely a different phrasing of, Hamachek's definition.

A final definition of humanistic education is drawn from Alschuler's philosophy; he writes:

Only a small number of events in a lifetime radically change the way a person lives--a deeply religious experience, getting married or divorced, having a child, the death of parents, involvement in a serious accident. These dramatic, singular events transform a person's outlook, relation to others and view of himself. By comparison, daily learning experiences in school are undramatic, regularized and designed to promote steady, small increments in external knowledge rather than rapid changes in motives, values, and relationships. Obviously, we do not want to create regular apocalyptic events that drastically changes students' personal lives. However, the ultimate teaching goal of
Humanistic Education is to develop effective strategies and human technology for educating inner strengths as profoundly as these rare life-changing events.

It is hoped that the thrust of the Elk Rapids program and teaching techniques employed by me do indeed provide "dramatic learning" by both instructor and students. The reader, in conclusion, is urged to keep these definitions in mind throughout the remainder of the study.

Scope and Limitations

The scope of the thesis is limited to essentially two areas, as was pointed out in a previous section—namely, the presentation of a format which may be helpful to high schools considering curriculum revisions in speech communication departments and an examination of current course offerings in such departments. The primary area of curriculum interest is what is currently being offered in the area of interpersonal communication; the study is in no way intended to be a definitive statement of all speech department offering in class C and D schools. Rather, the relatively recent interest among speech communication educators in what is generally called interpersonal communication and its incorporation into high school curricula was the special interest.

Unlike the previous studies cited, the scope of this study is not directly concerned with teacher preparation, nor is it directly concerned with the extent of curricular content, or with the scope of extra-curricular activities. The examination of traditional course offerings was not the primary interest of the
survey either. It was decided to limit the survey, discussion, and application of ideas to class C and D schools since the adapting of the APEX system to a school border lining class C and D in size would be most appropriate to schools of similar size. The assumption was that the Elk Rapids curriculum revision, financial limitations, and faculty availability were similar to that of schools of about the same size and that larger schools had resources and facilities above and beyond those of smaller schools in Michigan.

Summary

The impetus for this study was the recognition of the need to revise the curriculum at Elk Rapids High School. The apparent success of the revisions, as reflected in both student and teacher attitude toward education, suggests that what was experienced at Elk Rapids could be beneficial to schools of similar size which may be considering curriculum revision. The relatively recent movement in the direction of more humanistic educational experience was facilitated by the Trenton [Michigan] High School curricular revision known as APEX.

A specific interest was what schools of similar size were offering in the area of interpersonal communication, which is a relatively recent addition to the traditional speech curriculum. Another objective of the thesis was to describe the development of the interpersonal communication course additions at Elk Rapids and suggest a methodology for schools of similar size which might
be considering curriculum revisions similar to those instituted at Elk Rapids in 1972.

Subsequent chapters in this thesis will clarify what has been outlined thus far. Chapter II presents a history of the changes in speech offerings at Elk Rapids High School. Chapter III describes the APEX system of course offerings at Trenton High School, which provided the format for Elk Rapids’ new Communication Arts Department curriculum; Chapter III also suggests how the APEX system can perhaps be utilized in revising the curricula of other high schools of similar size. Chapter IV will discuss the offerings in class C and D schools in Michigan during the 1974-75 school year; the survey reveals that interpersonal communication courses are virtually non-existent at schools the size of Elk Rapids. Chapter V will discuss the need for implementation of a humanistic education speech curriculum at the high school level.
NOTES


3 Ibid., p. 49.


5 Ibid., p. 53.


7 Ibid., pp. 42-44.


CHAPTER II

FACILITATING

INTERPERSONAL COMMUNICATION

Elk Rapids is a small community (population approximately 1200) situated in the northwest corner of lower Michigan, some 17 miles north of Traverse City. The area is abundant in cherry farms, lakes, rivers, and streams; and it is a popular tourist attraction during the summer.

The Elk Rapids school district is basically rural—extending from Williamsburg on the south to Torch Lake village on the north, a distance of approximately 20 miles, and eastward from Elk Rapids to Torch River, approximately 11 miles. The total enrollment in Elk Rapids schools exceeds 1100, and the students come from varying backgrounds: professional, agricultural, white collar, blue collar, self-employed, and part-time workers. The schools employ 55 teachers in three separate buildings. Kindergarten through the fourth grade are housed in Lakeland Elementary School; grades five through eight are housed at Cherryland Middle School; and Elk Rapids High School includes grades nine through twelve. According to the standards for school classification established by the Michigan High School Athletic Association, Elk Rapids High School is a class D school, with an enrollment of approximately
350 students. Discipline problems are not severe; vandalism is not a serious problem, and the students for the most part are well behaved but sometimes rowdy.

Curriculum revisions at Elk Rapids High School are moving toward individualization in each department. Unfortunately, financial problems preclude the possibility of all departments undertaking curriculum revision at once; thus, one department each year is able to update. This is as it is in 1975.

Background

In 1968 it was a different story. Elk Rapids schools were then in a state of chaos. The superintendent resigned under fire. Discipline was a critical problem. Teacher turnover was high. School pride was almost non-existent, and the lack of pride was evident not only in the student body and faculty, but in the community as well. Teachers displayed an air of negativism. Any suggestions of change were met either half-heartedly or were rejected without consideration. Little or no rapport existed between the Board of Control and the administration, the Board of control and teachers, or the administration and the teachers. Constant bickering, petty attitudes, and complaints were in great abundance. Teachers, lacking enthusiasm and creativity, conveyed their attitudes to the students, creating serious disciplinary problems. Classrooms were crowded, which served to accentuate those problems. For example, consider a freshman English class of 40 students, with outdated texts and a teacher who could not keep up with the paperwork and who had four preparations each day.
School millage proposals were meeting with increased resistance, leading to more serious problems. A new high school building bond issue met with defeat twice before being scaled down and finally passed.

At that time, 1968, the English Department, if it can rightfully be called a department, consisted of three men. The common problems we faced prompted us to some serious discussions of what could be done to improve the situation. Several times each of us was tempted to resign. The situation worsened, until, in 1970, we were forced into half-day sessions. In an attempt to improve instruction, we convinced the administration to at least give us new textbooks, which they did. The new literature series was an improvement, but it was not enough. It was obvious that we were not reaching students merely by changing textbooks.

In February, 1971, the new high school facility was completed, and students and faculty made the move almost immediately. It was about this same time that the English Department was challenged to "come up with something better."

It was obvious that what was needed was something more than a change in materials. A completely new and different approach was necessary. Several area schools were contacted to determine if what they were doing could be used at Elk Rapids. Bellaire High School, some 25 miles away, had recently made sweeping curriculum changes. Bellaire, somewhat smaller than Elk Rapids, had adopted a term year; that is, their school year consisted of three twelve-week terms. In the area of English—a broad term encompassing
about everything from written to spoken communication--Bellaire was, and continues to, offering a wide variety of courses. While this system is very successful, we at Elk Rapids rejected it for two reasons: First, the term year was not readily adaptable to Elk Rapids without changing significantly the structure; and, secondly, we felt that the possibility of each teacher having twelve different course preparations in one year was too much.

Traverse City High School, almost identical in size to Trenton High School, was also undergoing major curriculum revision and was in the process of adopting the APEX concept. Through contact with Traverse City High School, we were able to obtain information about APEX. After serious deliberation, a proposal requesting the implementation of the APEX concept was presented to the Elk Rapids Board of Education in the Spring of 1972. Included in the proposal was a request that the name of the English Department be changed to Communication Arts Department. This latter request was made for two reasons: First, it was felt the term "English" conjured up images of rigidity and drill; and since this was a new approach, a new name could at least remove part of the stigma. Secondly, many of the courses covered do not deal with English per se, but rather with specific areas of communication; and, therefore, a broader department title would be more accurate. The requests were approved by the Board of Education, and we were given permission to work toward implementation in the fall of 1972.

It was obvious that the APEX system was going to be more
successful than the traditional approach. The APEX concept seemed so appropriate to the Elk Rapids situation that the Social Studies Department adopted it in 1973. In 1974 the entire math program from kindergarten through twelfth grade underwent complete revision, and an individualized math program began in the fall of 1974. I mention these curricula changes as evidence that progress is possible, even in the smaller schools. Elk Rapids is not a rich district and receives little state aid; yet through the concerted efforts of the Board of Education, administration, and faculty, major curriculum changes are being made.

Mind, Body and Voice

Student surveys and discussions with groups of students largely determined the first course offerings under APEX, and since that time student feedback has been an integral part of course planning and design. As it will be mentioned in Chapter III, an important feature of the APEX concept is that if courses are not made relevant and meaningful, students will not elect them. This became all too apparent when, in the fall of 1973, following the student survey for the spring semester, public speaking was not being offered because of a lack of interest. This was the fourth semester under APEX, and public speaking had not yet been offered. Part of this lack of interest, I felt, was due to other courses being offered that could be classified as public speaking courses. I refer to debate, forensics, and radio courses. These courses had all been running consistently semester after semester, and it was logical that in a small school these courses
would take students from public speaking. However, an experiment conducted by the Communication Arts Department indicated that there was a more important reason; it was suggested that we try changing the name of the course to see if that would generate more student interest. We changed the name to Interpersonal and Public Communication. A subsequent survey indicated no interest. A second attempt at arousing interest was made, and the course was renamed Mind, Body and Voice. A second survey indicated over thirty students interested, yet the course description still read:

Public Speaking is a course designed for the student who would like to acquire self-confidence and poise while developing formal oral communication skills. Emphasis will be placed on the organization, structure, research and delivery required in speaking publicly. You will be encouraged to develop your own thoughts, feelings and personal attitudes into an effective message for specific situations.

We inserted Mind, Body and Voice for Public Speaking and deleted the words "formal" and "publicly." If this seems somewhat devious to the reader, I felt the same way; and following significant response, I rewrote the course description to read:

This course is designed for the student who would like to develop self-confidence and poise through the application of communication skills. The student will be encouraged to develop thoughts, feelings and personal attitudes into effective messages for specific situations. To elect this course, the student need only have the desire to improve his skills in communication. The main emphasis will be on individual coordination of mind, body and voice on a formal and informal level to create more effective communication.

This remained a very general course description, allowing for latitude in planning the course. There is still a reference to formal and informal communication, which allows for the introduction of public speaking. When the course description was written, it was
still planned to include at least a short unit on public speaking. This plan was dropped when, during the planning of the course, I recalled some observations of student behavior that had been troubling me for some time. It appeared to me that the students were very defensive. Sarcasm was all too pervasive; the use of the "put-down" was well-established; and even positive criticism was met with reactions ranging from "Why don't you leave me alone?" to "Well, you can't do any better." Thus, the need to include a unit designed to improve interpersonal relationships became paramount.

With this thought in mind, I discovered a book, a workshop really, written by Panzarella, a former high school and college teacher. The book is entitled MICROCOSM: A Radical Experiment in Re-Education for Becoming a Person, and what convinced me of its value was stated in the introduction:

If we work out a new kind of deeper, more understanding and personal relationship in the microcosm of this small group, then chances are we can do the same in the larger world around us....To be discovered by another person is to be born in a truer and richer way than any infant emerges into the world. By birth an infant comes into the world of things; by being discovered we enter into the world of persons. Until persons discover one another, they are not persons at all....

The way our society teaches us to relate to one another includes such warnings as these: Don't talk to strangers. Mind your own business. Wait until you're asked. Watch Yourself. We have been taught to ignore others rather than enter into relationships with them. We have been taught to dislike ourselves and distrust others. Most of the "manners" we have learned are patterns of behavior designed to keep us from getting too close to people....If here we can stop disliking ourselves and stop distrusting others, if here we can take the risk of opening up to others, then life will be a new thing for us, for we shall be new persons."

Panzarella's reference to "the way society teaches us to relate to
one another" was tremendously meaningful in light of the behaviors mentioned earlier in using sarcasm and the "put-down." Also, the reference to being "taught to ignore others" had a special impact, because I realized that all too often we teachers were ignoring the students, and the students were ignoring not only the teachers but each other as well. To me, however, the most significant line is that "We have been taught to dislike ourselves and distrust others." Here, I felt, was the key to the problems which we all face in our relationships with others—the failure to recognize and accept others and ourselves for what they and we are. I became very enthusiastic about the "new course" as I felt that I had discovered an area where I could give the students a relevant and meaningful educational experience. Thus, the MICROCOSM book was adopted as the basis for the first unit of Mind, Body and Voice.

MICROCOSM contains twenty-five group experiences designed to assist the student in increasing both self-awareness and others-awareness, and I felt then that it could be the single most important feature of the course. Later experiences tend to support that feeling. This is not to imply that the workshop is the perfect answer, for many of the exercises met with some resistance, and not all students were able to open up and relate to all of the experiences. But later in this chapter I will share some of the comments students made at the end of the course—comments that lead me to believe that I am moving in the right direction.

I had previously planned to use Fast's book, Body Language, as a part of the public speaking course. It was an easy transition,
therefore, to include that book as the basis for a unit on nonver-
bal communication. *Body Language* is not a comprehensive book; it
does, however, offer some good basic ideas in the study of the phys-
ical aspects of communication and would serve well as a starting
point. Other areas of nonverbal communication, such as art, music,
photography, sounds, and extra-sensory perception, were planned to
supplement the text. In planning this unit, then, it was clear
that at least twenty days would have to be allocated. Thus, with
the twenty-five units in *MICROCOSM* and the twenty class sessions
for nonverbal communication, only forty-five of ninety days were
planned. At first, I thought I would have to introduce a lengthy
unit in public speaking; however, in looking over other available
materials, I soon realized that I would have no difficulty whatsoever filling time with meaningful experiences. Dyadic interviews
role playing, group decision-making and other group processes, and
general discussion offered more than could be covered in a one-
semester course.

**Evaluation of Students**

There remained only the method of evaluation to be decided.
Since Elk Rapids schools operate on evaluation by letter grade,
there had to be some method of evaluation for this course which
would be fair, comprehensive, individualized, and accurate. I am
not naive enough to believe that I have found that method, and
the very nature of this type of course multiplies the difficulty of evaluation. After some serious soul-searching, I arrived at
the following method:
1. The student will select four outside projects based on his or her goals and interests.

2. Each project will receive a grade of S or U, indicating the satisfactory or unsatisfactory completion of the project.

3. Four projects satisfactorily completed will equal a letter grade of A; three a B; two a C; one a D; and none an E.

4. Pluses or minuses will be given based upon attendance and self-evaluation.

Later, however, another evaluation procedure was added. This was a pre- and post-course communication skills inventory, used in conjunction with self-evaluation. Also, according to school policy it was necessary to administer a final examination. In designing that final examination, I tried to make it reflect personal growth and at the same time offer a learning experience for the student. Thus, Mind, Body and Voice was ready to be offered.

The general objectives of the course were simply stated as follows:

Intrapersonal Communication:
1. To assist the student in analyzing and identifying ways in which self-image is formed.

2. To assist the student in determining ways in which he or she is a unique individual.

3. To assist the student in assessing his or her attitudes, values, and concerns.

4. To assist the student in determining how his or her attitudes, values, and concerns affect the interpersonal relationship.

5. To assist the student in determining how his or her attitudes, values, and concerns affect his or her perceptions.

Interpersonal Communication:
1. To assist the student in discovering differences between
his or her self-image and the image others have of him or her.

2. To assist the student in developing a deeper, more understanding and personal relationship with others.

3. To assist the student to recognize defensive communication.

4. To assist the student to identify barriers to communication.

5. To assist the student to recognize effective group processes.

Nonverbal Communication:
1. To assist the student in identifying nonverbal cues.

2. To assist the student in identifying cultural differences in nonverbal communication.

3. To assist the student in identifying the scope of nonverbal communication.

4. To assist the student in learning to identify signs, symbols, and signals.

5. To assist the student in determining the importance of nonverbal communication in the overall communication setting.

The course was ready but the instructor was not. It became increasingly more clear as I delved into the materials and goals for the course that the old, traditional methods I had been using would not do justice to the course. My own interpersonal attitudes, values, and relationships were far short of spectacular, and it was quite clear that if I wanted to help students, I first had to help myself. As Postman and Weingartner point out, "There can be no significant innovation in education that does not have at its center the attitudes of teachers, and it is an illusion to think otherwise." A fortunate turn of events helped in this respect. I had already decided to pursue coursework eventually
leading to a Master's degree, and during the summer of 1974, I enrolled in three courses which helped in shaping a new philosophy toward the role of the teacher and of education. More important than the course work, however, was the interaction with college instructors who had taught interpersonal communication courses and interaction with students who helped me recognize the value and significance of attitudes in a helping relationship. These factors helped to provide me with a new insight into the educational processes of interpersonal communication. In the fall, then, I felt that I, too, was ready.

Of the more than thirty students who had indicated an interest in Mind, Body and Voice, twenty-five enrolled in the fall semester of 1974. Of these twenty-five, one student failed because of a lack of attendance (Elk Rapids attendance policy dictates that a student missing sixteen class sessions or more will automatically fail).

As a means of charting my progress in attempting to facilitate interpersonal communication and, also, as a means of helping students chart their growth in the class, I requested that they keep a daily journal of their experiences as one of their four projects. The final group discussion in MICROCSM asks the question: "What has being in the group meant to you?" To me, it was a tremendously rewarding experience, and although not everyone in the group benefitted to a significant degree, I would like to share a few of the comments from students following the final MICROCSM experience:
Well, Jerr, I guess I'll close this journal with a kind word or two. I sure will miss you and the classmates we both shared and I love you for everything. You know love is a funny word. It has many meanings but I love you (this seems like a letter but, please excuse the writting I'm kind of in a hurry). Well, to better times Jerr so long. P. S. Remember me always. [sic]--Larry C.

This next comment is significant in that the writer noticed physical changes as well as internal changes:

Did you notice the change in my hand writing? It happened quite suddenly like the changes inside me.

Jerry, Here's my journal I'm not expecting a grade on it. It's not complete, but it has a lot of feeling behind it.

I really hope you enjoy it & thank you for all you've done for me. A lot of people noticed the change in me & I'm glad I did change. I feel a lot more alive now. I still have problems but now I can cope with them easier.

I really miss our 5th hour class there's not really anything to look forward to all day long. But something inside me says "keep going, you'll make it."

The first few pages of this say how I was afraid of love, but you and Jess* helped me get over that & now love is special & good & very enjoyable. It's not really painfull it just pleasant.

I love you Jerry & will try to keep living with the ideas you and Jess have taught me. It's kind of hard at first but I'm getting better noew. Thanks again, Jerry, Love ya lots, [sic]--Karen.

The following three responses also suggest that the first semester experience with Mind, Body and Voice did, indeed, provide a meaningful experience:

What has being in the group meant to me? Being in this group has brought a feeling of real togetherness between myself and certain other people in the group. I am really glad I took the class only I wish I could have opened up more and other people would have too.--Charlie H.

I have enjoyed this class very much and have learned quite a bit. I am sorry that I could not open up more but everyone is a grade or two above and I was afraid that I

*Reference to Jess Lair's book "I Ain't Much, Baby, But I'm All I've Got."
might be laughed at or be rejected. I think if I took this
class again I think I would do better because I would
no what to expect. [sic]--Jeff P.

Today we'll tell what this class so far means to me or
helped me. It sure has, Jer, you've helped me a lot so did
a lot of the other people in the class. You've helped us be
more humane and understanding and freer. Your probably the
best teacher and accomplishing teacher there is. I'm not
saying this to get a better mark. We all feel this way, and
I want to say thanks a lot, because I learned so much about
how to act and understand other people. I always look for-
ward to Mind, Body, and Voice, cause there's no class in the
whole school system filled with the warmth and understanding
that there is in Mind, Body and Voice. So thank you very
much Jerry. [sic]--Ken K.

And, finally, this comment written at the end of the semester:

Jerry, I would love to thank you very much for the things
you have been doing with us people. You have helped me and
others to understand ourselves and other students and grown
ups. I don't know where you ever got the idea to teach Mind,
Body, and Voice, but thank God you did.

Good luck with the rest of your M. B. V. classes. May it
help those who don't understand the meaning of being equal
in love like all the rest of us. Thanks a lot, Alfonso V.

The foregoing comments were unsolicited and were kept in the
journals by the students.

Problems

There were problems, however. One parent called during the
semester to relate problems with her daughter which she felt were
the result of the Mind, Body and Voice class. I invited the parent
in to discuss the problem and to show her the materials we were us-
ing. The parent could not find the time. In addition, you will
notice that the students were on a first-name basis with me. I en-
couraged that by participating in the group exercises with them.
The first-name basis caused some problems among some of the members
of the faculty who felt that the students were being disrespectful
to me. I felt, and still feel, that I want to meet them on an equal basis. I do not require that they call me by my first name, but if they wish, they may do so. Further, I have heard "Mister" used in many disrespectful ways, but I have never heard a student call me by my first name disrespectfully.

Notwithstanding these problems, Mind, Body and Voice entered its second semester with an enrollment twice as large as the first semester; furthermore, student feedback indicated interest in additional courses of a similar nature, particularly in the area of intrapersonal communication. Consequently, a course is planned for fall, 1975, called Who Am I? and will be designed to give the student deeper insight into the process of becoming.

Summary

I would not suggest that Mind, Body and Voice is the best way nor the only way to facilitate interpersonal communication. What I do mean is that it works; it is a rich and rewarding experience, not only for the student, but for the facilitator as well. A wealth of material is appearing on the book shelves now designed to assist the teacher who is interested in becoming a facilitator of interpersonal and intrapersonal communication. It is a significant educational experience which arose out of a need at Elk Rapids High School to make the educational program more rewarding for the students.

An examination of the APEX system proved it to be a compatible format for the transition from a teacher-centered curriculum to a student-centered curriculum, and the first full year of ex-
perimentation suggests that what has developed in the Communication Arts Department can provide students with an opportunity for learning that will continue after the course is completed. Chapter III will examine the principles of the APEX concept.
NOTES


CHAPTER III

THE APEX CONCEPT

In the mid-1960's teachers in the English Department at Trenton High School in Trenton, Michigan, undertook a massive revision of the language arts curriculum. This revision was funded under Title III and was known as Project Apex: Appropriate Placement for Excellence in English. The results of the study and revisions have been published by the United States Office of Education. The purpose of presenting this information is to offer a look at one method of humanizing language arts education in our schools generally and how the concept of APEX can be applied to expanding speech communication curricula specifically.

In the preface to the publication, the authors state:

Because of the success of the curriculum at Trenton High School, it has been examined by other schools. Over 2,000 copies of previous editions of the APEX report have been disseminated upon request to schools in forty states and five foreign countries. In addition, over 500 educators and administrators have visited Trenton High School for either spring conferences or small group meetings to learn more about the curriculum. Reaction of these colleagues toward the curriculum have been highly complimentary and many school districts have adopted similar programs successfully in their own schools.

Because of Trenton's experience and that of other schools, we recommend the Nongraded, Phase-Elective English Curriculum to any school that wishes to dramatically and significantly improve its language arts instruction.

While it is clear that the APEX concept was originally applied to
an English curriculum, it should be mentioned that the concept has spilled over to other areas such as social studies and is a viable means of improving offerings in speech communication. Before looking at specific applications of APEX to the areas of speech, some explanation of what the concept entails must be offered.

Rationale for Change

The teachers at Trenton High School, before undertaking the curriculum revision that resulted in APEX, felt that the traditional approach to the study of English was not realistic in attempting to educate students for life. They felt that:

The traditional English Curriculum was generally operating on very vague, inaccurate and often archaic educational principles. The grade level structure, for example, was instituted in medieval Germany. Instead of being based on the recent discoveries of sound educational research, the English curriculum in most high schools was basically the same as the one outlined by the NEA's Committee on Uniform College Entrance Requirements before the turn of the century. This outdated approach to the study of English, the teachers felt, was a significant cause of boredom and apathy that they perceived in their students. In addition, it was felt that:

...the "teaching-learning" process has been predominantly how much literary and grammatical data they were able to memorize. And to insure that the students learned the material, the concepts were reviewed each year. For the slow and average student, this ineffective method was even more devastating to their education.

For these reasons the teachers at Trenton spent over 500 hours of study attempting to formulate concepts and curricula which would significantly improve the study of English. With the help of a federal grant, the department drafted a proposal for a nongraded, phase-elective English curriculum, which is outlined in the follow-
ing sections.

Elements of APEX

Nongraded

The term nongraded does not refer to the elimination of the letter grading system of evaluation, but rather to the elimination of the concept of teaching students by grade level. Thus, as far as the APEX curriculum is concerned, there are no sophomores, juniors, or seniors. A tenth grade student may elect any of the courses in the curriculum and may find himself among students who are older. The authors set forth the rationale for nongrading by pointing out:

...in any given student body, the linguistic and literary sophistication of students at different grade levels will not only vary but also overlap. According to Dr. B. Frank Brown, "The dispersal of achievement among students in a tenth grade class in English will range from grade three through thirteen, which is the first year in college." In fact, it is not uncommon to find freshmen who perform as well or better than many seniors.

While this idea was new in the study of English, it had existed in other departments for many years. Common examples of nongrading include the study of foreign language, mathematics, science, and many vocational courses.

The Trenton faculty also felt that the grade level system was unrealistic in another respect, falsely implying that there is a logical sequence in the study of English by grade level. As they put it:

In some curricula, for example, American Literature is pre-
sented in the 11th grade with English Literature in the 12th grade, while in others it is just the opposite. It would appear that in either case the sequence is not really imperative even though the two curricula operate under that assumption. There have been cases of Trenton students, for example, who have failed 9th grade English, enrolled in 9th and 10th grade English concurrently the following year and finished that year by passing 10th grade and failing 9th grade again. If there were a true sequence, 10th grade could not have been passed unless the concepts in 9th grade had been mastered. It was clear that this was not true.

Thus, the Trenton teachers felt that through the concept of nongrading, students would be able to enroll in courses that were more suited to their abilities and interests. Thus, a basic principle of the APEX concept was, and is, that course be nongraded.

Phasing

While the following is a rather lengthy quotation, it is felt that the APEX authors said it best when they described the process of phasing. They write:

Phasing is simply the classifying of courses according to difficulty and complexity of skills and materials. It is nothing more than a way of putting handles on courses in order to indicate their relative degree of sophistication. It should be made clear that the term phasing does not apply to students. In order to avoid the possibility of stereotyping, an APEX axiom is that "courses are phased, not students." This is not mere semantic nitpicking. In practice students do not view themselves as phased either since many of the courses such as Individualized Reading and Theatre Arts are multiphased and since students take courses in different phased levels over a period of time. The consequence is that it is difficult if not impossible for students to become stereotyped inasmuch as they take courses covering a range of phases. Thus phasing is essentially just a guidance tool. To develop courses and assist in guidance, the following definitions are used:

Phase 1 courses are designed for students who find reading, writing, speaking and thinking quite difficult and have
serious problems with basic skills.

Phase 2 courses are created for students who do not have serious difficulty with basic skills but need to improve and refine them and can do so best by learning at a somewhat slower pace.

Phase 3 courses are particularly for those who have an average command of the basic language skills and would like to advance beyond these basic skills but do so at a moderate rather than accelerated pace.

Phase 4 courses are for students who learn fairly rapidly and have good command of the basic language skills.

Phase 5 courses offer a challenge to students who have excellent control of basic skills and who are looking for stimulating academic learning experiences.

The phasing of courses provides the student with challenging educational experiences because he is learning at the level most commensurate with his ability and sophistication. This procedure has proven to be a more realistic learning sequence and a better motivator than the grade level promotion.

Phasing is a very important principle in the APEX concept. Skills in the language arts are still important, but "appropriate placement" is the important element; it provides the student with a greater freedom of choice in course work and the increased possibility of learning at his own pace.

**Electing**

Allowing students to elect courses without any restrictions with the exception of a required number of credits for graduation is what, in my estimation, makes the APEX system a truly student-centered curriculum. The freedom to elect courses which the student perceives as interesting and relevant provides that student with a much stronger motivation to learn.

The APEX concept is based on one semester course offerings
under a wide variety of titles. Because courses are offered based
upon student interest, APEX is extremely flexible. If not enough
students are interested in a course, it is not offered. This
feature also places a great amount of responsibility on the teacher
to make the course interesting, relevant, and meaningful. A second
important point is that, under the APEX system, teachers are allow-
ed to teach from their strengths, rather than attempting to teach
"everything." As the authors of the APEX report have stated:

Although no curriculum is ever a panacea, APEX is flexible
and dynamic enough that it can be continuously adapted to
make English exciting and stimulating. With its wide range
of course offerings, APEX makes English more personal and
meaningful by allowing each student to set up a program
which uniquely fits his individual needs. Each course is
designed carefully and diligently to insure that it will
correspond to the interest, need and ability of the student
for whom it is intended. Relying extensively on paperbacks
rather than being restricted by textbooks, the teachers
scrutinize materials which will most effectively help stu-
dents to understand the content and achieve the goals of the
course. 7

Courses are subject to review by the department's faculty so that
teachers do not merely offer something that they alone are inter-
ested in and which may not meet the needs, interest, or ability of
the students. The APEX concept, with its emphasis on student needs
and interests, has many implications for the instructor in speech
communication.

APEX and Speech Communication

While most colleges and universities have departments of
Speech or Speech Communication, the speech curriculum at the
secondary level has traditionally been considered a part of the
English department. Consequently, it is my opinion that speech
communication has not been given the attention that it deserves. Many persons now teaching courses in speech have little or no formal training in speech, which will be indicated in Chapter IV; the result is that the secondary speech curriculum has failed to keep pace with the demands of today's students for relevant and meaningful learning experiences. The teacher in speech communication with little or no training must make an effort to improve his or her skills placing him or herself in the role of the student, through advanced formal education or informal seminars with other educators in speech.

Since APEX offers a wide variety of courses in English, this approach seems appropriate to the speech people who would like to improve their course offerings and gain the attention that speech deserves. At Elk Rapids, for example, this class D school offers the following one-semester courses since adopting the APEX system:

Speech
Radio
Broadcasting
Debate
Individual Events
Drama
Mind, Body and Voice (Interpersonal Communication)
Who Am I? (Intrapersonal Communication)

Note that there are eight distinct course offerings in the area of speech communication, and the courses listed above are by no means exhaustive. There are many courses in speech communication that can and should be added in the speech curriculum. Specifically,
Attitudes, Values, Beliefs, and Dogmatisms
Semantics and Perception

The above, of course, is only a partial listing of what could be offered in a speech curriculum, and it is hoped that the speech communication facilitator could enhance the list.

Adopting the APEX concept is speech communication goes beyond the expansion of curriculum offerings. As noted earlier in the discussion of APEX, if student interest is lacking, the course will not be offered. Therefore, for courses to be offered, the teacher must make them interesting, meaningful, and relevant to the student; this, it seems, is the first step toward a humanistic approach to teaching. The APEX system also allows the teacher to offer courses in which he has specific educational experience; APEX provides for a wider curriculum through increased flexibility in course offerings, which, hopefully, would eventually produce a respectability that the speech discipline deserves.

Summary

The foregoing has been an explanation of the APEX system of curriculum revision which was designed at Trenton High School in Trenton, Michigan. It has been suggested that learning does not necessarily take place in a logical sequence, that courses can be designed to assist students with skill development according to their level of achievement, and that courses can be designed to provide students with options which might more meaningfully fulfill their needs. It has also been illustrated how the APEX system can increase the offerings in the speech curriculum of even a
small high school like Elk Rapids. APEX proved to be an excellent method for improving the speech offerings at Elk Rapids, and others have indicated that the APEX system can be successful. Skyles, Principal of the Tooele High School in Tooele, Utah, writes:

I had the opportunity several weeks ago of visiting several high schools in the state of Michigan. One school particularly impressed me with its far-reaching, innovative educational program in language arts. The school which I am writing about is Trenton High School....I found aspects of their curriculum program far ahead of other schools I have visited. I evaluated this phase program by extensively questioning the administrative staff and teaching personnel. I think the students involved in this project are receiving an exceptional experience in continual progress education. The individualization of the program is amazing. Educators have tried one program after another over the years trying to teach the individual at his or her own level and rate of speed. This program, I am sure, motivates students because at least they can achieve within the group.

And as further testimony to the success of APEX, the following letter from a research consultant with the Michigan Department of Education sums it up very well:

I don't know when we have been as impressed with a program as we were with yours. It was so excellent in so many respects that we hope to do everything we can to let other people know about it....I am sure you realize that your English Department must be among the very finest—if not the finest—Department in the State.

Other laudatory comments and letters concerning APEX and its adaptation to various curricula can be found in the APEX document.

Chapter IV will present the results of a survey of class C and D high schools in the State of Michigan and will offer a qualitative discussion of those results.
NOTES


2. Ibid., p. 2.
3. Ibid., p. 2.
4. Ibid., p. 5.
5. Ibid., p. 5.
6. Ibid., p. 6.
7. Ibid., p. 11.
8. Ibid., p. 230.
CHAPTER IV

A SURVEY OF SPEECH COMMUNICATION COURSES
AT THE HIGH SCHOOL LEVEL

The following information is taken from the results of a survey of class C and D high schools in Michigan in 1975. The survey was designed to determine the frequency of speech communication offerings in those schools, and a qualitative discussion of the results will attempt to indicate the extent to which high schools offer more than the traditional courses. In addition, a comparison of the results of the survey with the Ratcliffe-Herman study of speech offerings during the 1965-66 school year will provide some insight into changes in speech curricula in the last nine years.

Limitations

Before discussing the results of the survey, several limitations to the survey should be noted. First, the survey was limited to public schools, since the substance of this thesis is centered on public education. Secondly, the report was limited to class C and D schools. Class C schools are those with a student enrollment in grades nine through twelve of from 357 to 703, and class D schools are those which have an enrollment up to 357 students. These standards are set forth by the Michigan High School Athletic
Association. The limitation to class C and D schools was made because the writer is presently teaching in a class D school; furthermore, because curriculum improvement in the smaller schools is made more difficult due to a lack of personnel, a lack of facilities, and increasing financial problems, the success at Elk Rapids High School, it seemed, would be most applicable to the smaller schools if indeed they were not offering a wide variety of speech communication courses.

The Survey Design

The survey asked respondents to indicate which of the following courses were being offered in their curricula:

<table>
<thead>
<tr>
<th>Public Speaking</th>
<th>Mass Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debate</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Forensics (individual events)</td>
<td>Photography</td>
</tr>
<tr>
<td>Drama</td>
<td>Journalism</td>
</tr>
<tr>
<td>Stagecraft</td>
<td>Literature</td>
</tr>
<tr>
<td>Radio</td>
<td>Grammar</td>
</tr>
<tr>
<td>Television</td>
<td>Composition</td>
</tr>
<tr>
<td>Discussion</td>
<td>Creative Writing</td>
</tr>
<tr>
<td>Filmmaking</td>
<td>Other</td>
</tr>
</tbody>
</table>

While several of these courses are not considered speech communication courses, they were included to elicit responses from schools whose speech communication offerings are limited, perhaps because speech is within an English department, and to determine which schools are still following the traditional curriculum. The survey also included a question designed to determine the number of people in these schools who have formal speech communication training. The survey was also designed to determine if the courses offered were one semester, one year, a unit within another course, a self-contained mini course of six to twelve weeks, as an extra-
curricular activity only, as an elective, or as a required course. Two other columns were included: Planned and Not Planned. These were for the purpose of determining whether course not currently being offered were being planned for the future. However, this section of the survey was not well-defined or explained and, therefore, was misinterpreted or misunderstood by most respondents.

Results

TABLE 1

SPEECH OFFERINGS IN CLASS C AND D HIGH SCHOOLS IN MICHIGAN DURING THE 1974-75 SCHOOL YEAR

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking</td>
<td>60</td>
<td>26</td>
<td>0</td>
<td>13</td>
<td>13</td>
<td>27</td>
<td>6</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Debate</td>
<td>32</td>
<td>0</td>
<td>14</td>
<td>30</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forensics</td>
<td>26</td>
<td>0</td>
<td>35</td>
<td>23</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drama</td>
<td>68</td>
<td>28</td>
<td>33</td>
<td>25</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Stagecraft</td>
<td>11</td>
<td>2</td>
<td>7</td>
<td>26</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Radio</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>29</td>
<td>3</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Television</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Discussion</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>44</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mass Media</td>
<td>49</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>24</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

*Column Descriptions:
A--Number of schools offering course as a semester elective.
B--Number offering course as a year-long elective.
C--Number of schools offering subject as extra-curricular.
D--Number of schools offering course as a unit within another course.
E--Number of schools offering course as self-contained mini-course.
F--Number of schools offering course as one-semester requirement.
G--Number offering course as a one-year requirement.
H--Number offering course as a unit requirement.
I--Number offering course as a min requirement.
Of the 276 class C and D schools, 192 responded, representing 70 percent. The significance of 70 percent of the schools responding is indicated by Kerlinger:

Responses to mail questionnaires are generally poor. Returns of less than 40 or 50 percent are common. Higher percentages are rare. At best, a researcher must content himself with returns as low as 50 to 60 percent.¹

The result which is of particular interest in this study is the number of high schools offering courses in interpersonal communication. Only 16 of 192 schools offer a self-contained semester, year, or mini-course; that is less than nine percent. The implications of this will be discussed below.

Interpretation of Results

Public Speaking

It is significant to note that 60 of 192 schools responding offer public speaking as a semester elective, 26 as a full-year elective, 7 as a unit elective, and 12 as a mini-course. Twenty-nine schools require one semester of public speaking for graduation; seven require the course for a full year; twelve require a unit, and two require a public speaking mini-course for graduation. This means that 155 of the 192 schools offer or require a basic course in public speaking. This eighty-one percent is significantly higher than the result of the 1965-66, when less than half of the schools offered and required a public speaking course.²

Debate

Although it should be remembered that the comparison of
the current study results with past studies results is somewhat inferential in the sense that the current study is limited to only a portion of all high schools, the studies reviewed in Chapter I indicated that smaller schools offered fewer courses, extra-curricular activities, and less variety in course options. The statistics on debate, then, are interesting; for only 18 percent of the schools in 1965-66 offered a course in debate. In 1974-75 36 percent class C and D schools offered some kind of course in debate. Assuming that the 18 percent which offered debate were nine years ago were primarily among the larger schools, the 36 percent figure indicates a significant growth in debate offerings.

Forensics

Fourteen percent of the schools in the most recent study indicate that they offer forensics, now called individual events, as a one-semester course. A valid comparison with the Ratcliffe-Herman study is not possible, as has been indicated, but nine years ago they reported that only four percent of all Michigan high schools offered classes in oral interpretation.

Drama and Stagecraft

In the 1974-75 study thirty-five percent of the schools indicate that they offer drama as a one-semester course, whereas the 1965-66 study suggested that only thirty percent of all schools which responded to that study offered a drama course. In this study, adding all drama offerings together, we find 168 of 192 schools offering drama courses of some length. It would appear,
then, that drama offerings in class C and D schools far out number any other any of the other areas surveyed.

Less than six percent of the schools offer stagecraft as a semester course. However, almost fourteen percent offer it as a unit in other courses. Only two schools, about one percent, offer stagecraft as a full year course, and less than five percent offer stagecraft as a mini-course.

Radio and Television

Two percent of the schools in this study offer a semester course in radio; however, fifteen percent offer a short unit, and a total of nineteen percent offer radio in one form or another. A study quoted by Ratliffe and Herman indicated that in 1948-49, of all Michigan high schools, only eight percent offered a course in radio.

This study indicates that thirty-five schools offer some instruction in television. This compares with none in the 1948-49 study.

Discussion

In the 1974-75 report, six schools, or about three percent, are offering discussion as a one-semester course. However, more than thirty percent offer discussion in some length or form. In both the 1948-49 and the 1965-66 survey, less than one percent of the reporting schools offered any form of discussion.

Mass Media

There are no results offered in the Ratliffe-Herman study.
However, it is interesting to note that among class C and D schools, almost fifty percent are offering some instruction in mass media.

Interpersonal Communication

Again, there is no comparison which can be made with the Ratliffe and Herman study; it should be remembered, as Barbour and Goldberg point out, that "interest in interpersonal communication is a very recent phenomenon." Almost surprisingly, however, about five percent of the class C and D schools offer a course in interpersonal communication as a semester elective; almost thirteen percent offer a unit of some duration; and twenty-seven percent offer some form—self-contained or as a unit within another course. Judging from the relative newness of interpersonal communication to the speech curriculum, perhaps class C and D schools cannot be considered out-of-touch.

Teacher Qualifications

Of the 192 schools responding to the questionnaire, 18 did not respond to the question concerning qualifications in speech communication, leaving a total of 174 responses to that particular question. Of those who did respond, sixty-eight indicated a Bachelor's degree in speech or a speech major in education; thus, thirty-nine percent have a specific undergraduate speech background. Less than ten percent of the respondents hold a Master's degree in speech or speech education. A significant thirty-seven percent of the respondents indicated no background in speech; about thirteen percent have a limited background. However, the
forty-nine percent who hold either a Bachelor's or Master's degree in speech or speech education is a significant increase from the thirty-five percent reported in the Ratliffe-Herman study.4

Discussion

Again, it should be emphasized that the Ratliffe-Herman study of 1965-66 speech offerings was mailed to all public and non-public schools in Michigan; this study was limited to the smaller class C and D public schools. The substance of this chapter does not permit conclusions to be drawn from the comparison of the 1965-66 and 1974-75 studies. Rather, this chapter considers what might be trends in speech curricula. If it is accepted that, as Brooks points out, larger schools offer significantly more extensive programs in speech,5 and if it is accepted that the results of this study of smaller schools in 1974-75 have generally larger percentages of course offerings than the aggregate 1965-66 study by Ratliffe and Herman, perhaps a trend can be seen, unless, of course, the larger schools have significantly reduced their curricula, which seems highly doubtful. Notwithstanding the lack of accurate comparison, I believe that there are some valid trends that can be established based on the data collected:

1. There is a significant increase in the number of small schools offering speech courses.

2. Drama and public speaking continue to remain the most popular speech courses offered.

3. There seems to be little difference in the number of schools offering radio or combination radio-televison courses.
4. There is a significant increase in the number of schools reporting instruction in discussion.

5. While only a limited number of schools are offering a semester course in interpersonal communication, there seems to be a trend toward its importance in the speech curriculum.

6. There appears to be a trend toward a wider variety of courses in speech communication curricula.

7. There appears to be a correlation between the size of schools and the qualifications of the teachers of speech; that is, the larger the school the greater the possibility that the speech teacher will hold a Bachelor's degree or better in speech. This is supported by Oglivie.6

Radio and television are a significant factor in American life. Most American homes have one or more radios, and many have at least one television set. The average kindergartner, for example, has watched 5,000 hours of television before he began school.7 With only nineteen percent of the schools in the 1974-75 study reporting offerings in radio and seventeen percent reporting offerings in television, an interesting question arises: Is what we are offering in speech communication really complete in terms of the needs of students in today's society?

To summarize briefly the 1974-75 report, there are 258 one-semester offerings in courses in public speaking, 56 full-year offerings, 91 extra-curricular activities programs, 245 units in areas of public communication, and 82 mini-courses. Contrasted with the fifty-two courses in interpersonal communication, not all of which are even a separate course in an of themselves, it appears that interpersonal communication is not being given the emphasis I believe it deserves in the small school. This is not to deny the importance of developing skills and knowledge in areas
other than interpersonal communication, but again the question arises: Is what we are offering in speech communication really complete in terms of the needs of students in today's society. From the evidence cited in this chapter, I suggest that it is not.

Summary

This chapter has reviewed the results of the survey of high school speech offerings in class C and D schools. The survey indicates four significant results: 1) smaller high schools in the state of Michigan seem to be expanding their curricula in the area of speech communication; 2) interpersonal communication speech education seems to be very limited, but there are a few schools which offered courses in it; 3) drama and public speaking respectively seem to remain the main thrust of the high school curriculum, at least in the class C and D schools; 4) although the quality of teacher training in speech remains less than desirable, the educational background of speech teachers seems to be somewhat improved over the past decade.
NOTES


2 Ratliffe and Herman, "High Schools in Michigan," p. 47.


4 Ratliffe and Herman, "High Schools in Michigan," p. 48.


6 Oglivie, "Secondary Schools," p. 44.

CHAPTER V

THE RESPONSIBILITY FOR LEARNING:
HUMANISTIC EDUCATION AND ITS IMPLICATIONS
FOR THE SPEECH COMMUNICATION TEACHER

It seems to me that in order to expand the speech curricula in a meaningful way for students that the speech teacher needs to become aware of new approaches to learning--namely, humanistic education. In Chapter I humanistic education was defined as a balance between affective (emotional) and cognitive (intellectual) learning in which the teacher, as well as the student, became involved in the learning experience. If the high school teacher is to provide a full range of learning experience, particularly in the area of human relations and interpersonal communication, it seems that he or she needs to become aware of the humanistic approach to education.

The Need for Humanistic Education

Rogers, the eminent educational psychologist, once wrote that "Teaching, in my estimation, is a vastly overrated function." He discusses several reasons for his statement, including a very thorough discussion of what it means to "teach." Based upon my experience as a "teacher" and after careful consideration of the philosophies of other educational psychologists, I wish to take

50
issue with Rogers. It is my opinion that, while his opinion is accurate, he does not go quite far enough. Not only is "teaching a...vastly overrated function," but teachers and teacher-centered curricula should be eliminated from schools in the United States.

While it may appear that the above statement implies an anti-educational stance, nothing could be further from the truth. I strongly endorse education and am willing to work toward the improvement of the educational process. I do not feel, however, that education can be or will be improved by adhering to the traditional methods of teaching. While some startling innovations in education have been introduced recently, for the most part, the process has remained relatively unchanged. With the rapid changes occurring in the social, economic, and technical areas of society, education has failed to keep pace. As Toffler observed:

Thus the bewildered, anxious student, pressured by parents, uncertain of his draft status, nagged at by an educational system whose obsolescence is more strikingly revealed every day, forced to decide on a career, a set of values, and a worthwhile lifestyle, searches widely for a way to simplify his existence.

It is important to note that Toffler refers to an "educational system whose obsolescence is more strikingly revealed every day." Modern education seems to be based on the belief that there exists a clearly defined, limited body of knowledge, and that this body of knowledge can and, more importantly, should be, transmitted in whole from the teacher to the pupil; some also maintain that education is composed of truths that are static and unchanging and that these truths are necessary for everyone. Rogers takes issue with this when he writes:
Teaching and the imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about modern man, it is that he lives in an environment which is continually changing. The one thing I can be sure of is that the physics which is taught to the present day student will be outdated in a decade. The teaching in psychology will certainly be out of date in 20 years. The so-called "facts of history" depend very largely upon the current mood and temper of the culture. Chemistry, biology, genetics, sociology are in such flux that a firm statement made today will almost certainly be modified by the time the student gets around to using the knowledge."

And Johnson sums up the problems of our educational system by maintaining that "More basically, the incongruous assignment of the school is to prepare the child to live in a changing and therefore ever new world but with the basic beliefs...that no longer exist."^4

A real tragedy of what our educational system is doing to, instead of, for students is well illustrated in the following:

Authorities at DeWitt Clinton H. S. in the Bronx today were studying what punishment to hand out to four seniors who distributed stolen copies of mid-term exams.

And some 2000 Clinton students were stewing over news that they must take the tests over.

Principal Walter J. Degnan yesterday ordered all English, Economics and American History tests taken over after learning that the tests had been stolen and the answers passed around the school in one of the city's worst public school cheating incidents.

The seniors who took the test had impeccable records, according to authorities. But they used master keys to take the tests from storerooms before they were given.

The answer sheets were spread around and the boys began to "brag a little and word filtered back," a board of education spokesman said.

But not before the tests--which won't be graded now--were given.

But one student in an informal poll denied benefitting from the answers but most believed that they would suffer on the second test.

"It's a bomb," said Raymond Rodriguez Jr., 17, a junior of 960 Sampson Street. "It's not fair. I don't know anything about it, but I know I passed. Why should I put myself on the line again?"
Edward Torres, 18 of 1997 Vyse Ave, agreed. "Lots of kids will do worse the second time around," he said, "Not because they cheated or anything, but you study for the big day and then you take the test and then you forget what you studied."

Felix Figuerra, 17, a junior of 585 Union Ave, said, "It's unfair to everybody. The ones caught cheating are the ones who should be made to take the test over, not the whole school."

But Dominic Maldonado, 17, a junior of 936 E. 172 St., said retesting was fair, "as far as I'm concerned. They can't ask you anything you haven't studied in class. I'll probably do better the second time. At least I'll have an idea of what the test will be like."

A senior, who withheld his name, admitted he had received the answer to the English test.

"Man," he said, "I'll never pass. I've been flunking this subject all term, and I'll never pass without the answers." 5

The foregoing incident is just one example of some serious weaknesses of education—weaknesses that appear to demonstrate that it is not the students who are failing, but rather the educators who are failing. We are failing because of the outmoded notion that what is transmitted is the same as what is received. We fail because we assume that what is important to the teacher is important to the student. That we are failing is pointed out clearly when a student says, "Why should I put myself on the line again?" and when another says, "You study for the big day and then you take the test and then you forget what you studied." When a student says, "At least I'll know what's on the test" or "I'll never pass without the answers;" it seems that somehow we are not truly educating; we have not helped students when our knowledge is transmitted, studied, and then forgotten. The idea of the teacher at the giver of knowledge and the student as a passive recipient is no longer a viable method of education in modern society. Walter and Scott claim that the lecture is "a device for
getting notes from the notebook of the professor to the notebook of the student without going through the head of either. And judging from the article on cheating, it is all too evident that education today consists of too much so-called knowledge being transmitted from teacher to student which is important only until the grades are recorded.

It appears that education has been concerned for too long with educating, as if educating were something done to someone by We have force-fed our students in order to create carbon copy people. Children in schools are given the same information, at the same rate, at the same age, with the same objectives, and without any responsibility placed on the student for decision-making. And the only place that individual differences are noted in on the report card.

A bell rings at the appointed time, and the student is expected to turn on to what the teacher has planned. Six, seven, maybe eight times a day, five days a week, thirty-eight weeks a year for thirteen years, this process is repeated, until the student is somehow miraculously transformed into a responsible, mature, decision-making adult. At this point we hand the student a slip of paper entitling him or her to become a first class citizen because he or she is educated. The following story will help clarify the inanity of this approach; Buscaglia writes about "The Animal School":

The animals got together in the forest one day and decided to start a school. There was a rabbit, a bird, a squirrel, a fish and an eel, and they formed a Board of Education. The rabbit insisted that running be in the curriculum. The bird
insisted that flying be in the curriculum. The fish insisted that swimming be in the curriculum, and the squirrel insisted that perpendicular tree climbing be in the curriculum. They put all these things together and wrote a Curriculum Guide. Then they insisted that all the animals take all of the subjects. Although the rabbit was getting an A in running, perpendicular tree climbing was a real problem for him; he kept falling over backwards. Pretty soon he got to be sort of braindamaged, and he couldn't run anymore. He found that instead of making an A in running, he was making a C and, of course, he always made an F in perpendicular tree climbing. The bird was really beautiful at flying, but when it came to burrowing in the ground, he couldn't do so well. He kept breaking his beak and wings. Pretty soon he was making a C in flying and an F in burrowing, and he had a hellava time with perpendicular tree climbing. The moral of the story is that the person who was valedictorian of the class was a mentally retarded eel who did everything in a half-way manner. But the educators were all happy because everybody was taking all of the subjects, and it was called a broad-based education. We laugh at this, but that's what it is. That's what you did. We really are trying to make everybody the same as everybody else, and one soon learns the ability to conform governs success on the education scene.

Buscaglia also points out the the wise old owl was the only school drop-out; he could not tolerate school, and now he votes "no" on all bond issues. This humorous anecdote is really a sad commentary on what appears to be a major goal of education--turning out carbon copies by requiring students to take the same courses at the same time; thus, the most successful student is the one who causes the least disturbance. During the educating process, we perceive the students as "non-persons," incapable of making rational decisions and incapable of thinking beyond our teaching. We assume that someone, somewhere is capable of determining for all students what "ought to be the ought to be."

This attitude, so long prevalent and so pervasive among educators, is changing. But the teacher must not only be flexible and willing to change within his or her discipline, but he or she
must also actively seek and find ways to provide students with meaningful, purposeful, and rewarding educational experiences that will prepare students for participation in a constantly changing society. New teaching methodologies and modified curricula have been occurring with amazing speed in the last decade. But changes in teaching methods can not alone solve the problems, nor can modified curricula. I believe that what is needed is a change in emphasis in education.

Communication: The Key to Learning

It is a given fact that education in any manner can not occur without communication. To the extent that we are limited in our ability to use language to communicate, we are limited in our ability to learn and to grow. Stein, editor-in-chief of the Random House Dictionary of the English Language, writes:

Language is an indispensible instrument of human society. It is the means by which individuals understand each other and are enabled to function together as a community. Indeed, it is unlikely that any human organization could either be formed or long maintained without language. Certainly, in the absence of communication, the complex structure of modern society would be utterly impossible. The effectiveness of human society, therefore, is largely dependent upon the clarity, accuracy, and efficiency with which language is used or understood. As man's voice reaches now with ease--by radio, by cable, by television--across continents and oceans, the importance of what he says becomes paramount.

But language, unlike such phenomena as breathing and eating, is not biologically inherent; it is not instinctively present. The infant must learn the power and uses of language... And, constantly improving and expanding his command of language as he becomes an adult, he develops the capacity for thought and communication on the most abstract and sophisticated planes. Language, as a social convention, thus becomes one of the prime characteristics of man rising above a simple animal existence.
Stein believes that language is not only the basis of education but the foundation of human life. The importance of the study of language and communication can not be too strongly emphasized. Without language and the ability to communicate effectively, there is no learning, there can be no understanding, no sharing of ideas, wants, needs, or fears--in short, no human life.

It is here where we discover another serious shortcoming of our educational system; for, in the study of language and communication, educators have emphasized structure of language, overlooking other important aspects of language. As Stein points out, "the importance of what he [man] says becomes paramount." Unfortunately, educators have stressed not what is said, but rather how it is said--the structure of it. Postman and Weingartner, in calling for the "new education," feel that one aspect of it must be that it is "language centered."9 What I consider to be a major shortcoming of our educational system, they also point out: "It is almost impossible to find language studied as the major factor in producing our perceptions, our judgments, our knowledge, and our institutions."10 This is a sad, and all too often accurate commentary on the study of language in our schools. Most often the study has been largely an investigation into the structure of words, speeches, or paragraphs; words have been categorized, defined, deciphered, disassembled and divided; and speeches, sentences, and paragraphs have been subjected to the same scrutiny, with little, if any, thought given to the people who make the language, the people who utter the words and write the sentences.
In short, we have overlooked the human aspect of language and communication. This is not only true in the area of language education but in other areas as well.

There are teachers, for example, who use the inductive approach, the deductive approach, the behaviorist approach, the fundamentalist approach, or the inquiry approach. The damning feature of all these approaches to education is that, in most cases, they are teacher-centered. The teacher is the hub, the teacher is the structure, the teacher is the guide who will lead the student to some predetermined goal. If this seems exaggerated, attend a faculty meeting in one of our secondary schools. In most schools you will be able to count on one hand, perhaps on one finger, the number of references made to "how we can best help learning to take place." Instead, what will be heard are discussions of "how to keep the class under control," "what methods of discipline work best," "what should be done when a student is disrespectful," or "we can't let those kids get away with that." And "that" refers to anything from chewing gum in class to holding hands in the hall. Again, we have overlooked the fact that students are human beings.

Humanistic Education

Many educational psychologists, among them Rogers, Combs, and Weinstein, are calling for "humanistic education" in an attempt to overcome the cold, impersonal approach of the traditional school; they recognize that our schools are dealing with living human organisms who have wants, fears, needs, hopes, and feelings. As Hamachek puts it:
Humanistic education begins with the assumption, however, that teaching is first and foremost a relationship between teacher and student. In this context, the student's (and the teacher's) feelings and perceptions are not more important than thinking and knowing, but, rather, as important... He also maintains that humanistic educational approaches are finally emerging from shakey theory "into a mature ideational construct and conceptual framework for understanding and improving educational practices." The need for a humanistic approach to education is indicated by Weinstein and Fantini:

Education in a free society should have a broad human focus, which is best served by educational objectives resting on a personal and interpersonal base and dealing with students' concerns.... We also believe that in today's complex, precarious world a society has little choice but to pursue the path toward humanitarian behavior. Otherwise, no matter how successful its educational system is in teaching the specific stuff of subject matter, the society is likely to decline and decay.

In 1967 Rogers very clearly pointed out the need for humanism in the classroom:

I can only be passionate in my statement that people count, that interpersonal relationships are important, that we know something about releasing human potential, that we could learn much more, and that unless we give strong positive attention to the human interpersonal side of our educational dilemma, our civilization is on its way down the drain. Better courses, better curricula, better coverage, better teaching machines, will never resolve our dilemma in a basic way. Only persons, acting like persons in their relationships with their students can ever begin to make a dent on this most urgent problem of modern education.

Hamachek, Weinstein and Fantini, and Rogers make a strong case for humanism in our schools. However, to assume that humanistic education is a clearly defined approach would be foolhardy, for even among educational psychologists there exists a wide variety of opinions as to the extent to which educators should go in applying
humanistic education. Unfortunately, humanism is one of those categorical terms which includes a broad range of educational concepts, from the completely free schools such as Summerhill, where all education is learner-directed and the learner has complete freedom to select what, where, how, when, and with whom he will learn to the modified schools in which.

...prescribed content is made more flexible through individualization of instruction; school is ungraded; students learn the same thing but at different rates. Using team teaching, teachers plan a differentiated approach to the same content. Teacher and programmed course of study are the major sources of student learning.15

And there are alternatives between the two above mentioned choices. These include the "open-modified" in which the teacher and student plan together, the "open" in which the the learner has considerable freedom "to choose from a wide range of content areas considered relevant by teacher, parent, and student." In either of these, there is one common element: responsibility for learning is placed on the student where, it seems, it should be. Humanism changes the emphasis in education from teaching to learning. That this is where the emphasis should be is pointed out by Kelley:

Now it comes about that whatever we tell the learner, he will make something that is all his own out of it, and it will be different than what we held so dear and attempted to "transmit." He will build it into his own scheme of things, and relate it uniquely to what he already uniquely holds as experience. Thus he builds a world all his own and what is really important is what he makes of what we tell him, not what we intended.16

This, then, is a plea for recognition of students as human beings in their own right, with the ability, however latent it may be, to make rational decisions and to learn. The teacher, then, is
no longer in his or her role as teacher, but rather becomes a "facilitator" for learning, whose job is to transform a group into "a community of learners."¹⁷

Humanism and the Study of Speech Communication

The humanistic approach is readily adaptable to the study of communication in all its forms but particularly to the study of interpersonal communication. The emphasis on what the first course in speech communication should be is changing from the approach emphasizing formal or public speaking to emphasizing intrapersonal and interpersonal communication. Buys, professor of speech at Western Michigan University, points out that...

...much change has occurred in the conceptualization of the nature and functions of human speech, and today virtually every major university has curricular offerings in intra and interpersonal communication. What the objectives and learning activities should be for the first course in speech communication has been changing dramatically on college campuses. Entire departments of speech have been renamed departments of communication, or departments of speech communication.¹⁸

Buys does not suggest that public speaking is dead; what is dead is the philosophical system upon which it was built. The trend toward intrapersonal and interpersonal communication is heartening to the humanists. Surely, interpersonal communication has existed since man first invented language, but until recently the study of it was limited to certain certain disciplines such as psychology, psychiatry, and psychotherapy. And even with the course offerings in some colleges and universities, only a handful of secondary schools have moved into the field. Part of the reason for the slow acceptance in our high schools was cited before: Educators
have been more concerned with how to say it rather than dealing with the effects of what is said; this is particularly true in departments of English. In addition, most of the communication people now in the teaching profession are products of the public address-oriented schools and are uncomfortable with the change. In a report under contract with the National Institute of Education and published by the Speech Communication Association, Barbour and Goldberg claim:

> Interpersonal communication is one of the fastest growing areas of study, teaching, and application in the speech communication discipline. But this interest in interpersonal communication is a very recent phenomenon. Although some universities began developing curricula in the early 1950's, formal courses in the subject were not offered at most high schools and universities until the 1960's. As a result, many individuals who are teaching interpersonal communication have received almost no formal training in the subject.19

The lack of formal training was pointed out in the survey earlier in this study.

But there is another reason for the reluctance to change; it has taken our society many years to recognize the need for this type of study. And to be sure, seventy-five, fifty, even thirty years ago, the problems in communication were not as critical as they are today. Consider that fifty years ago, a person was born and lived and died within fifty miles of his birthplace. His neighbors were the people with whom he grew up; radio communication was sparse, and television was practically unheard of. The telephone was not a common household instrument. Travel was slow, laborious and occasionally painful. Businessmen and storekeepers were friends and neighbors. The lifestyle was more uniform and
the information necessary for survival was not as extensive. Human understanding may have been less complex. Contrast that situation with today. People are increasingly on the move: "At least a fifth of all Americans move one or more times each year."^{20} Bennis, President of the University of Cincinnatti, sees us moving into an era of "temporary systems, non-permanent relationships, turbulence, up-rootedness, unconnectedness, mobility, and above all, unexampled social change."^{21} It appears, then, that with our "non-permanent" relationships, we are becoming more impersonal with others, and the implications for the society in general and the educator in particular are clear; if it is not clear, perhaps what Packard writes will clarify it:

Rootlessness seems to be associated with a decline in companionship, a decline in satisfying activities, a decline in mutual trust, and a decline in psychological security. It encourages a shallowness in personal relationships and a relative indifference to community problems. It produces a loss in one's sense of well-being along with an increase in both personal and social malaise...

Under the flag of technological progress— with its unthinking demands for giant institutions, environmental turbulence, urban sprawl, and high mobility— we have been pursing a depersonalizing course that is dangerously radical for man as a social animal.^{22}

It is the decline of psychological security and the shallowness of personal relationships that accentuates the need for courses in interpersonal communication. It is in this area that we can make a start toward repersonalizing man, and it needs to begin early in the educational process of the individual. Because of the extremely complex nature of our society and because of the increased feeling of alienation created by rapid changes, students are crying to understand and be understood. The most compelling reason
for the move to intrapersonal and interpersonal communication is suggested by McInnis, who claims that:

One of the greatest challenges faced by teachers of college freshmen and sophomores is the large number of these students who feel that they are inadequate human beings. It is not difficult to understand why so many of our students feel this way, when you stop to realize that they have been taught to feel exactly so for twelve years.\textsuperscript{23}

As he suggests, for twelve years students have been told what is wrong with them; they were graded on errors, not ideas: "Twelve years in a system of negative reinforcement has tended to make you [student] a master of the art of feeling inferior."\textsuperscript{24} The challenge cited by McInnis is not limited to teachers of college freshmen and sophomores; secondary school teachers face the same problems. That they do not recognize, or perhaps tend to ignore, the problem is evidenced by McInnis. Earlier in this chapter the problem of turning out carbon copy students was discussed. From the evidence above, it is obvious that the carbon copies we attempt to turn out are, in many cases, imbued with a negative self-concept reinforced by a misguided and misdirected educational system that has given little thought to the human aspects of learning. And it is this negative image created by our schools and by our society with an emphasis on correctness and punishment for failure, that the study of intrapersonal and interpersonal communication can help curtail. It can help in many ways, for the effects of a positive self-awareness coupled with awareness of others are far reaching; for example,

...that interpersonal communication happens between unique, human persons, not between numbers or stereotypes or bodies hiding behind roles or masks. Finally, I've suggested that
interpersonal communication is also usually immediate, spontaneous, and here and now...25

And it is my feeling that what is needed in education today is the realization that students are "unique, human persons" and are not "numbers or stereotypes or bodies" and that in order to facilitate the growth of the persons who are our students, we need to take the first big step; we need to quit teaching and encourage learning.

For the foregoing reasons, I recommend that the study of interpersonal and intrapersonal communication become an integral part of the secondary school curriculum and, perhaps, an integral part of all teacher education programs in our colleges and universities. I would further suggest that the interpersonal approach to education be adopted in all classrooms because we must realize that all learning is dependent upon communication; and as Matson and Montgu point out:

...the end of human communication is not to command but to commune...Authentic communication is a mutual struggle for common ground between two distinct and inviolable identities—a "loving" contest in which each man surrenders his weapons to the other.26

The impact of the preceding quotation lies in the final sentence: "Authentic communication is a mutual struggle for common ground between two...identities...." For this reason the development of interpersonal skills by teachers can not be too strongly stressed.

To summarize briefly, in order for education to improve, two important steps must be taken: 1) Teachers must continually work for the improvement of their interpersonal skills; and 2) the study of interpersonal and intrapersonal communication must be in-
roduced at all levels of communication.

The Facilitation of Learning

When the "teacher" can overcome the tendency to play a role, an authoritarian role, and can be seen as a human with human feelings, and can share these feelings with his or her students, and can really listen to what his or her students really say, then real learning can begin. Menze, the principal of Harbor Springs High School in Harbor Springs, Michigan, has encouraged his faculty to participate in course work designed to improve interpersonal skills because, as he put it, "We know that the most effective teachers are those who have the most effective interpersonal skills."

In discussing the interpersonal relationship, Barbour and Goldberg list six principles governing "the context in which learning is facilitated":

1. **The learner must be actively involved.** In some way the learner must be caught up in the experience, cognitively, emotionally and perhaps even physically....If possible, his whole being should be involved.

2. **At some significant level, what is being learned must touch the person.** The learning must be personally relevant in some way so that the learner can feel that what is at hand is of significance to him.

3. **The person who facilitates the learning (teacher, leader, or therapist) must be authentic and accepting.** The facilitator must communicate regard for the learner, empathy for his feelings, and acceptance of the learner as a person.

4. **The learning should involve a memorable insight.** The insight need not be terribly dramatic, but some new understanding or clarification should be retained from the experience. The experience of growth should be memorable, and the learner should be able to describe
how he sees things differently.

5. The facilitator assumes and draws upon the previous knowledge of the learner. Instead of assuming that the learner is an empty jug or a blank slate, the facilitator draws upon the existing knowledge of the learner and helps him to forge new insights based upon what he already knows.

6. Learning involves interpersonal relations. Learning is a function of interpersonal relations; it takes place in the presence of persons and is mediated by persons. As such, it is intensely personal.28

These six principles not only list the skills that the facilitator must bring into the classroom but also suggest what will happen to the student when his learning is facilitated. As has been suggested, the most effective learning occurs when there is a positive relationship between the students (learners) and the facilitator (teacher). Barnland developed and set forth seven principles which also suggest how this "positive relationship" can be enhanced; briefly, these principles are:

1. A constructive communicative relationship is likely when there is willingness to become involved with the other person.

2. A constructive communicative relationship is likely when one or both persons convey positive regard for the other.

3. A constructive communicative relationship is permissive when a constructive psychological climate develops.

4. A constructive communicative relationship is likely when there is the desire and the capacity to listen.

5. A constructive communicative relationship is likely when empathic understanding is communicated.

6. A constructive communicative relationship is likely when there is accurate reflection and clarification of feelings.

7. A constructive communicative relationship is likely when
the communicators are genuine and congruent. Although this study has been primarily concerned with the introduction of humanistic educational approaches in the secondary speech curriculum, it would appear that all levels of education should adopt a "constructive communicative relationship" if we are to avoid the negative self-image which the schools implant. The need for facilitators, as opposed to teachers, according to Kennicott and O'Donnell, is all too evident:

Contemporary educators are acutely conscious that quality instruction hinges on efficient, effective interpersonal relationships. Speech communication educators now recognize that instruction in interpersonal communication must assume a position of primacy in the communication curricula at all educational levels. And a communication-conscious society is demanding that educators help students acquire the full range of communication skills necessary to achieve meaningful social adjustment and economic mobility.

Bennis, too, supports the suggested need for including interpersonal communication in the speech curricula; the "interpersonal competencies" Bennis suggests are:

1) Learning how to develop intense and deep human relationships quickly—and how to get love, to love, and to lose love; 2) learning how to enter and leave groups; 3) learning what roles are satisfying and how to attain them; 4) learning how to cope with ambiguity; 5) learning how to develop a strategic comprehensibility of a new "culture" or system and what distinguishes it from other cultures; and, finally, 6) learning how to develop a sense of one's uniqueness.

With these admonitions for humanistic education in mind, it is suggested that the first course in speech communication, at whatever level, should include intrapersonal, interpersonal, and multilevel relationships.

At this point it would be all too easy to set forth specific
cognitive and affective goals that should be included in the first course in speech communication; however, because of the tremendous flexibility offered the facilitator of such a course, it is not my intent either prescribe or limit these goals. I would prefer to suggest to the facilitator that the following topics be considered as possibilities for study. Under the heading of interpersonal communication, Barbour and Goldberg suggest the following:

- Anxieties and frustrations
- Attitudes, beliefs, values and dogmatism
- Congruence and control
- Individual and personal change
- Motivation
- Nonverbal signals
- Self-actualization
- Self-awareness
- Self-concept
- Self-confrontation
- Self-description
- Self-disclosure
- Self-esteem
- Self-identity
- Self-preservation
- Sexual identity
- Theories of personality
- Theories of self

In addition to these, I would add the following:

- Love: caring, sharing, and self-discipline
- Needs
- Sincerity
- Theory of cognitive dissonance (conflict resolution)

Barbour and Goldberg suggest that the following topics should be considered in a course in interpersonal communication:

- Barriers, facades, defensiveness
- Interpersonal and social perception
- Interpersonal attraction
- Interpersonal conflict
- Interpersonal disclosure
- Interpersonal encounter
- Interpersonal influence
- Interpersonal needs
Listening and feedback  
Manipulation and emotionality  
Nonverbal communication  
Sexual encounter  
Ways of relating

In addition to these I would suggest the following:

Interpersonal categorizing and stereotyping  
Interpersonal empathy  
Interpersonal language and linguistic relativity  
Interpersonal spontaneity  
Interpersonal warmth

Barbour and Goldberg suggest the following concepts should be included in a course covering multilevel communication:

Group composition  
Group death and determination  
Group decision making and problem solving  
Group formation  
Group goals  
Group growth and development  
Group performance  
Group processes  
Group resources and actualization  
Group rules  
Group structure  
Individual versus group  
Interaction in groups  
Intergroup and intragroup conflicts  
Power and authority in groups  
Social economics  
Themes, moods, and motifs

While it would be practically impossible to cover all of these topics in a basic course, even if there were a sequence of three courses, the skilled facilitator would make use of some of these—and probably some not mentioned—to create a positive atmosphere for growth and personal improvement for the learner. To conclude this section on the facilitation of interpersonal communication learning, I would like to quote Barbour and Goldberg, who have written a guide for facilitating interpersonal communication:
The study of interpersonal communication allows for tremendous flexibility and resourcefulness in techniques and methods of teaching and learning. Fundamentally, however, the teacher must be able to facilitate learning, to provide information, to structure face-to-face experiences which place the responsibility for learning on the students, to identify and utilize resources in the class for information and insight, and, most importantly, to practice what he preaches about the ways in which individuals relate to and communicate with one another.  

In applying humanism in the classroom, it is well to remember that there are failures; there are those students who, for one reason or another, fail to respond, others who completely reject having the responsibility for learning placed on them. But there are successes, and in most cases these successes will far outweigh the failures. No method, no curriculum, no system of education is perfect. To those who attempt to criticize humanistic education by pointing out its failures, I would suggest that they consider the failures of the traditional system, and contrast these with the successes of humanistic education in attempting to overcome these failures.  

Recommendations and Summary  

Perhaps the title of this section is misleading because it fails to impart the urgency I feel should be assigned to the premises set forth in the preceding chapters. While it is important to remember that the methods discussed for effecting student-centered curricula, for the introduction of intrapersonal and interpersonal communication and for developing and improving interpersonal skills by teachers are only one viewpoint, it is wise to remember that the need for change is urgent. Instead of helping
the students seek methods of coping with these problems, we have sought to provide them with the answers while we failed to understand the questions.

**Suggested Further Study**

The survey in this thesis included on class C and D schools in Michigan; it would be beneficial to survey all schools in the State to determine more accurately the current speech communication curricula. A follow-up study within a few years would provide a more accurate measurement of a trend toward the approach suggested in this thesis.

The survey might include, as well, an explicit section to determine teacher training, specific course content—the concepts taught—and the number of course offered in the areas of interpersonal and interpersonal communication. It might also be advisable to determine in which departments such courses are being taught. A future survey should, perhaps, determine if there is a trend toward changing departmental names or a trend toward interdisciplinary faculty.

It might also prove to be useful in future studies to include a chapter which reviews a variety of student-centered curricula, rather than limiting the discussion to one method of curriculum revision. The experiences of others who have been involved in facilitating interpersonal and intrapersonal communication could be included which would provide further support or perhaps deny the validity of the approach advocated here.

Another study which could prove highly valuable would be one
which surveyed the teacher training institutions in the State to
determine the extent of humanistic philosophy offered within the
curricula.

Summary

This thesis has been an exploratory-descriptive study in the
area of interpersonal communication. The idea was generated
from an experience of reviewing the curriculum in the Department
of English at Elk Rapids High School in Elk Rapids, Michigan.
The revision took place due to a felt need for change to a more
meaningful educational experience for students. This thesis re-
ports the result of that revision and suggests a means by which
other schools could up-date their speech communication curricula.

Chapter I presented the theses, which were 1) that the APEX
system of curriculum revision was a means by which speech curric-
ula could be revised and 2) that the Elk Rapids experience should
be reported as a case study of the APEX adaptibility to others
schools and other disciplines. Chapter I also indicated that a
study such as this had not been conducted since 1966.

Chapter II presented the the background for curriculum re-
vision at Elk Rapids High School, described Mind, Body and Voice--
the first product of that revision--and the problems involved in
the revision. The conclusion was that after a one-year experi-
ence with the new curriculum in the Communication Arts Department,
the changes were successful according to the objectives and goals
of the department.
Chapter III reviewed the Trenton High School experience with APEX—Appropriate Placement for Excellence in English. It was suggested that the nongrading, phasing, and electing procedures which govern the curriculum at Trenton High School provided a worthwhile method of humanizing language arts education at the secondary school. The chapter, furthermore, suggested that, judging from the Elk Rapids experience, the APEX concept could be applied to the speech curriculum at the secondary level.

Chapter IV discussed the survey which examined the speech offerings in class C and D schools in the State of Michigan during the 1974-75 school year. The conclusions from the survey were 1) small high schools seem to be offering more speech courses; 2) drama and public address remain the major thrust of secondary speech education; 3) there seems to be a trend toward offering courses in the area of interpersonal communication at the secondary level, but that trend is limited; 4) there is perhaps a trend toward a greater variety of high school speech offerings; and 5) there seems to be a direct correlation between the size of the school and the extent of the faculty's training in speech.

Chapter V presented a need for a more humanistic approach toward the facilitation of learning in the classroom. It was suggested that the traditional lecture-type method of transmitting knowledge from teacher to student was no longer a viable alternative for meaningful education. This chapter also suggested that communication was the key to learning and humanistic education was a means of achieving communication between the facilitator
(teacher) and learner (student). Suggestions were offered for the facilitation of an "interpersonal relationship" in the classroom and the kinds of concepts which could be presented in speech communication courses. Furthermore, the chapter suggested areas of further research.
NOTES


3 Rogers, "The Interpersonal Relationship," p. 49.


9 Postman and Weingartner, Teaching, p. 102.

10 Ibid., p. 103.

11 Hamachek, Sourcebook, p. xi.

12 Ibid.


14 Rogers, "The Interpersonal Relationship," p. 17.

22. Ibid., p. 269.
24. Ibid.
30. Ibid., pp. vii-viii.
33. Ibid., p. 43
34. Ibid., pp. 43-44.
35. Ibid., p. 5.
APPENDIX

SURVEY

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What degree? (circle) B. A. M. A. Speech Minor
School enrollment: Class (circle one) C D
Do you wish to receive a copy of the survey? YES NO
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