A MODEL FOR A SPEECH AND DRAMA PROGRAM
FOR AN UPPER-DIVISION COLLEGE:
TYLER STATE COLLEGE

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

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Denton, Texas
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The problem of this study is that of developing a speech and drama program for Tyler State College which is consistent with the philosophical framework of the college as well as with the scope of upper-division institutions in Texas as stated by the Coordinating Board, Texas College and University System. Emphasis is placed on the matriculation of students from junior colleges within commuting distance of Tyler.

One of the purposes of the study is to report the rationale for the establishment of upper-division colleges. The study revealed that the upper-division college is not a new concept, but one which has been revitalized to carry out the specialized function of providing junior, senior, and graduate instruction to a geographically defined population; to encourage experimentation in education methods and materials; to offer programs that relate to the needs of the local area; and to provide an economically and educationally feasible alternative to the creation of four-year institutions.
Another purpose of the study is to establish criteria for the development of a proposed speech and drama program. Four procedures were followed: First, a study of the philosophical foundations of Tyler State College revealed that the school aims at making a contribution to the cultural and aesthetic enrichment of its students; providing an environment which is conducive to academic endeavor, social growth, and individual self-discipline; aiding its students in becoming contributing members of society; and preparing students for direct entry into occupations.

Second, a survey of speech and drama courses listed in the catalogues of East Texas junior colleges revealed well-developed programs with a wide variety of courses and extracurricular activities. A strong emphasis on theatre classes and activities was indicated.

Third, there were informal unstructured interviews conducted with the chairmen of the speech and drama departments of the junior colleges. They indicated that their students make demands for numerous classes and activities in theatre.

Fourth, a questionnaire was administered to students of speech and drama classes at the six junior colleges during the 1973 spring semester. The questionnaire results revealed that students who expressed an interest in attending Tyler State College (1) prefer courses in communication and public address to drama, (2) desire the future implementation of
courses in radio, television, film, and speech pathology, (3) have taken courses in speech or drama fundamentals, (4) want speech courses related to their majors, and (5) are interested in participating in extracurricular activities.

The third purpose of this study is to propose course offerings, degree requirements, and extracurricular activities to be implemented in the speech and drama program. The objectives of the program are—to help all students develop communicative ability equal to the demands of modern society, to offer students not majoring in speech and drama theoretical and practical training in the communication arts, to offer students training for professions related to communication, to prepare students for teaching careers, to prepare students for graduate studies. The proposed program offers four areas of specialization: communication theory, drama, oral interpretation, and public address. The student may also generalize his studies or concentrate them in the preparation for teaching speech or drama. The proposed extracurricular activities are intended to enhance the cultural, creative, and aesthetic enrichment of the participants. Future developments of the program are suggested in light of the established criteria.
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CHAPTER I

INTRODUCTION

By enactment of the Legislature of the State of Texas in 1971, there was created and established in the city of Tyler a coeducational institution of higher education to be known as Tyler State College. "The college shall be organized to accept only junior, senior, and graduate level students. The role and scope of the college shall be defined by the Coordinating Board, Texas College and University System" (3, p. 2702).

In outlining the "role and scope" of Tyler State College and six other upper-level institutions created by the Texas Legislature, the Coordinating Board stated that the upper-level institutions of Texas are to be "public multi-purpose institutions" (1, 4) with the following function:

... to be in direct support of junior colleges and to provide educational experiences uniquely tailored to the needs of the junior college transfer student, as well as to other students who choose to change institutions after completion of their sophomore year (1, p. 12).

By its enactment, therefore, the 61st and 62nd Texas Legislature furthered a relatively new and unique concept in education, and it gave concerned educators an opportunity to offer additional relevant education to continuing community...
college students. The Coordinating Board clearly states that these new upper-level institutions are intended to "complement and take advantage of the excellent public community junior college facilities and programs that already existed, including the potential continued growth of these institutions" (1, p. 12).

Tyler State College has been located in the middle of a population center served by four public and two private junior colleges. Thus, it becomes a challenge for the designers of the new curriculum at Tyler State College to create a program which "complements and takes advantage" of the existing curricula of these East Texas junior colleges while remaining consistent with the criteria established in the philosophical foundations of the new upper-level institutions. For, as Lewis Mayhew points out in his study, The Collegiate Curriculum: An Approach to Analysis, "those colleges which seem to have had a marked impact on the lives of students are those which appear to operate from a consistent philosophic position which pervades the entire institution. It doesn't seem to make much difference what the philosophy is" (2, p. 32).

Proceeding in the concurrence with the philosophy stated by Mayhew above, this study attempts to create a unique speech and drama program specifically tailored to be in keeping with the general philosophical, academic, and organizational framework of Tyler State College, which is
consistent with the rationale for the upper-level institution in Texas, as stated by the Coordinating Board.

Statement of the Problem

The problem of this study was to develop a baccalaureate degree program for the speech and drama department of Tyler State College which would be consistent with the philosophical, academic, and organizational framework of Tyler State College, as well as with the goals and criteria of upper-division institutions in Texas stated by the Coordinating Board of the Texas Colleges and Universities System.

Purposes of the Study

The purposes of the study were

1. To arrive at the rationale for the establishment of Tyler State College through a background study of the upper-division college in general--its rationale, its successes and failures.

2. To establish criteria for the development of a proposed speech and drama program for Tyler State College by means of

   a. Reporting as accurately and fully as possible the philosophical, academic, and organizational framework of Tyler State College.

   b. Reporting the foundations training in speech and drama which the East Texas junior college students have available to them.
c. Reporting speech and drama needs and interests of junior college transfer students.

3. Proposing course offerings (subject and sequence), degree requirements, and extracurricular activities to be implemented in the speech and drama program of Tyler State College.

Limitations

This study was limited to the development of a speech and drama program specifically designed for Tyler State College. Emphasis was placed on the matriculation of students from Tyler Junior College, Kilgore Junior College, Henderson County Junior College, Lon Morris Junior College, Jacksonville Baptist Junior College, and Navarro Junior College.

A questionnaire was given to the students of these colleges which limited the scope of the proposed initial speech and drama program for Tyler State College. Rather than being given the freedom to indicate any courses they would like to see implemented in the speech and drama program, the students were given a restricted list of courses from which they were to choose courses they would like to take at Tyler State College. This was a necessary limitation due to the limited faculty and facilities this program must begin with.
Definition of Terms

For the purpose of this study, the following definitions were formulated:

**Upper-level college** (or **Upper-division institution**)--an institution which admits students with the equivalence of at least a junior rating, and which offers courses only on the junior, senior, and graduate levels.

**Junior college** (or **Community college**)--the educational development of the individual beyond the high school level and short of the level required for the junior and senior years of the American college or university.

**Speech and drama program**--includes (1) course offerings specifically designed to meet the interests and needs of East Texas junior college transfers and members of the community; (2) extracurricular activities which will be planned to offer audience-oriented experiences in the speech arts for students of Tyler State College and to offer the members of the community an opportunity to become aware of and to become involved in college activities; (3) degree programs designed to meet immediate needs of incoming students and projected needs for the future students.

Procedures for Collecting Data

The procedures used for collecting data can be summarized as follows:
1. Books, articles, documents, and reports were studied in order to arrive at an understanding of the historical background and the rationale for the establishment of the upper-division institutions.

2. Books, articles, bulletins, and reports on the upper-division college were studied in order to develop a basic understanding of the philosophical foundations for Tyler State College.

3. Three primary procedures were followed in order to arrive at the principal criteria used in developing the proposed speech and drama program:

   a. Tyler State College administrative reports, bulletins, and public statements of philosophy, progress, and expectations for the school were studied in order to define as nearly as possible the philosophical, academic, and organizational framework of Tyler State College.

   b. The speech and drama foundations training of East Texas junior college transfer students was determined through informal interviews with speech and drama department chairmen, and through an examination of speech and drama offerings as stated in the college catalogues.

   c. In order to become further informed of some special needs and interests of feeder junior
college students, a structured questionnaire (see Appendix) was given during the 1973 spring semester to students enrolled in speech and drama classes in the Tyler area: Tyler Junior College, Kilgore Junior College, Henderson County Junior College, Lon Morris Junior College, Jacksonville Baptist Junior College, and Navarro Junior College.

4. In addition to the criteria established in Chapter III, books, articles, and reports by speech and drama educators were read in order to establish a philosophy to govern specific course designs.

Organization of the Study

The organization of the study is as follows:

1. Chapter I presents a general introduction to the study, a statement of the problem, purposes of the study, definition of terms used in the study, limitations of the study, and procedures for collecting and treating the data.

2. Chapter II presents a background study of the upper-division college—its origin, the development of upper-division colleges in states other than Texas, the development of upper-division colleges in Texas, and the advantages and disadvantages of the upper-division college.
3. Criteria for developing a proposed speech and drama program at Tyler State College are discussed in Chapter III. The results of a questionnaire given to students of six East Texas junior colleges are reported in this chapter. Content validity of the questionnaire was established with the aid of speech and drama instructors at North Texas State University. The items of the questionnaire were tabulated and based on simple percentages, the speech and drama needs and interests of junior college transfer students were determined. This information became a part of the criteria used in establishing the proposed speech and drama program.

4. Based on the criteria as established in Chapter III, Chapter IV presents the proposed speech and drama program for Tyler State College.

5. Chapter V presents a general summary with conclusions and some recommendations for future studies.
CHAPTER BIBLIOGRAPHY


CHAPTER II

THE UPPER-DIVISION COLLEGE

Historical Background

Harvard college created the "traditional American pattern" when it copied the British system and expanded its baccalaureate offerings from three to four years in 1655. From then through the 1940's, attempts to modify the organizational structure of the baccalaureate degree program were usually related to one of two major movements in American higher education: to provide a measure of acceleration through a general shortening of the baccalaureate degree program or to separate preparatory from university work within the college course. The latter movement led to the development of junior colleges tied to the secondary education system, and it also contributed to the establishment of the first upper-division institutions (2, pp. 157-158).

In the 1850's, Henry Tappan of the University of Michigan decided that the work of the American college was really secondary or preparatory in nature. His conclusions, based on the German model of gymnasium and university, were that American colleges were not offering university-level courses. To rectify the situation, he proposed
that the gymnasial function be perfected within the American university itself (1, p. 30).

Tappan saw "preparatory work" as a proper function of the lower level of university work. But, during the late nineteenth and early twentieth century, educational leaders such as W. W. Folwell of the University of Minnesota, William R. Harper of the University of Chicago, and David Starr Jordan of Stanford University suggested that American institutions would not be true universities until they had ceased to offer the preparatory or "non-university" courses which then constituted the bulk of their freshman and sophomore offerings (1, p. 11).

Harper created an institution at the University of Chicago which was a combination of the system proposed by Tappan, who was the first to perfect the preparatory work, and the system proposed by Folwell, who claimed that the proper role of the university could not be achieved until such time as the preparatory work was eliminated from the university entirely. The work of the first two "preparatory" years was made clearly distinct from the last two "university" years, and a program of affiliations was established which would eventually "permit the University in Chicago to devote its energies mainly to the University Colleges and to strictly University work" (12, p. 117).

In Harper's plan, affiliated secondary institutions would become departments of the university through university
representation on the local board of control and university participation in matters of appointment, examinations, and certification of completion. At the same time, qualified institutions would be encouraged to expand their programs through the first two years of college. This was done at Joliet, Illinois, in 1902. Thus, the first junior college in America was created. Harper hoped that the end result of his plan would be "the growth and development of the high school and the probability that this growth will not stop until two years of college work have been added to the present curriculum of the high school" (12, p. 212), allowing the university to concentrate its full "strength" on the "higher work." By 1904, six high schools in five states had developed prolonged programs which included two years of junior college work which was affiliated with the University of Chicago (12, p. 212).

In California, Alexis F. Lange had been trying unsuccessfully since 1892 to foster a reorganization of the University of California which would reflect the distinction between "preparatory" and "university" studies (6, p. 91). In 1907, the California State Legislature passed the first law in the nation to permit the "board of trustees of any city district, union, joint union, or county high school" to "prescribe postgraduate courses of study for the graduates of such high school . . . which courses of study shall
approximate the studies prescribed in the first two years of university courses" (10).

Also in 1907, Jordan, the president of Stanford University, recommended to the trustees of that university "the immediate separation of the junior college from the university," and the requirement of "the work of the junior college as a requisite for admission to the university on and after the year 1913, or as soon as a number of the best equipped high schools of the State are prepared to undertake this work" (1, p. 12). The high schools in California, however, did not respond rapidly enough to allow Stanford to carry through this recommendation (13, pp. 1, 2-4).

The first junior college established under terms of the 1907 legislation opened at Fresno High School in 1910. By 1917, sixteen California high schools were offering postgraduate work with a combined enrollment of over 1250 students; yet, over 620 of these students were enrolled in two Los Angeles schools which would close within the next three years (13, pp. 15, 37).

For the next two decades the presidents of Stanford and Chicago continuously proposed the abolition of the first two years, but no concrete steps were taken beyond the temporary limiting of freshman enrollment at Stanford. The lower-division programs were never abolished at either of these two institutions despite the fact that junior colleges continued
to grow in both numbers and enrollment during the remainder of the 1920's (1, p. 13).

By 1934, 521 junior colleges were in operation in the United States. Of these colleges, 219 (42 percent) were public institutions. Enrollment was over 100,000 students and would grow to over 196,000 by the end of that decade. Moreover, the percentage of junior college students attending public, as opposed to private, institutions was over 70 percent by 1940. Junior colleges were established at a decreasing rate during the depression, but the existing institutions continued to enroll greater numbers and percentages of students due to their convenience and relatively low tuition rates compared to private, four-year institutions. Thus, by 1940, the American college had been effectively divided, at least in those locations where junior colleges flourished (3, p. 24-25).

Origins of the Upper-Division College

Before the end of World War II, three upper-division institutions had been established in the United States and the groundwork had been laid for the development of a fourth.

The first American institution to completely separate its lower division from its upper division—thus to become the first truly upper-division college in the United States—was the University of Georgia, then known as Franklin College. As a remedy for severe internal disension over the role of
science and severe problems of enrollment and finance, the
trustees, in 1859, formally created a "collegiate institute"
to "watch over" and prepare students for the junior year.
Later in the same year they announced that "The University
of Georgia shall consist of a Collegiate Institute, a Col-
lege Proper (which would include only the junior and senior
years), and University Schools of Science and Philosophy"
(4, pp. 38-46).

The new institution was opened in January, 1861, with
120 juniors and seniors, but the outbreak of war and
Georgia's secession from the Union soon caused a continuing
loss of students, so the freshman and sophomore classes
were once again added to the university program in 1863, in
an effort to keep the school open. This change was not
enough, however, and the school was closed "for the duration"
in February of 1864. When the University of Georgia reopened
in 1866, it once again offered all four years of collegiate
work within one organizational framework (1, p. 15).

All of the early upper-division colleges were created
as answers to unique situations rather than as educational
experiments in answer to philosophical questions such as
those raised by Harper and Jordan.

The College of the Pacific was having critical problems
during the depression years; therefore, in 1933, it responded
favorably to the suggestion of a faculty member that it
establish a separate junior college division without altering
the traditional four-year curriculum or the academic standards (7, p. 148). The new junior college division enrolled only sixty-five new students, so legislation was attempted which would authorize county superintendents of schools of the State of California to pay tuition costs for students attending College of the Pacific's junior college. But, since College of the Pacific was a private school, the bill was not even brought up for consideration on the floor out of fear of unconstitutionality. The next step was consideration of the establishment of a public junior college, using College of the Pacific's facilities and faculty. In 1935, College of the Pacific eliminated its lower division and Stockton Junior College was created (1, pp. 16-17).

A reorganization, coupled with the influx of students following World War II, created severe strains on the shared facilities. But, the two institutions struggled through the 1940's because the advantages of continuing as they were still outweighed the disadvantages. By the end of 1950, however, due to specific problems concerning the R.O.T.C., the Chemical Society, and anticipated problems with Phi Beta Kappa and the engineering accrediting body, the president of College of the Pacific recommended establishment of a "pilot" lower division. In the fall of 1951, the College of the Pacific lower division was reopened after sixteen years, with an enrollment of 270 lower-division students.
While the period of the Great Depression caused hardships in many American institutions of higher education, including the College of the Pacific, it provided at least one institution, The New School for Social Research, with a unique opportunity for expansion and service which would lead, at least indirectly, to creation of an upper-division institution. In the early 1930's, the New School was relatively disorganized until its director, Alvin Johnson, conceived of the idea of providing refuge for European scholars through creation of a University in Exile. With Hitler's advent to power, and through the generosity of Hiram Halie, a New York businessman, Johnson and Emil Lederer, an Austrian economist, developed the idea of bringing large numbers of German scholars to the United States and providing them a central location in which they could recreate the ideals of a European university. Johnson also saw this as an opportunity to create a true graduate faculty as a capstone to the educational offerings of the New School. The New School Senior College opened in the fall of 1944 (8, p. 7).

In the mid-1960's, the New School Senior College was greatly modified, developing to its present form and emphases. But, as Altman points out in his study of the upper-division college in the United States, "... development of an upper-division institution at the New School in 1944 has a distinct
place in any history of bisection and/or upper-division colleges" (1, p. 23). When the New School Senior College opened in 1944, it and the College of the Pacific became the only two upper-division institutions operating in the United States (1).

In 1944, the first steps were taken which would eventually lead to the creation of the country's third, and presently the longest continuously operating, upper-division institution. The Board for Higher Education of the Lutheran Church--Missouri Synod was requested at its annual convention to make a study which led to the opening of Concordia Senior College in 1957. Reformers within the church had been pressing for both educational and structural reform for over thirty years. Its university level consisted only of the theological seminary and required two additional years in order to parallel the common American pattern. An upper-division college provided an answer to that need (1, pp. 23-27).

The decisions in the 1940's, making Concordia and the New School upper-division institutions, marked the end of one major chapter in the history of upper-division institutions in the United States. As Altman puts it,

Prior to 1950, consideration of basic educational questions--such as the appropriate structure of a baccalaureate degree, the distinction between "university" and "non-university" work, and the best point at which to divide the baccalaureate experience among several levels of institutions--led to the suggestion of several alternate organizational patterns,
one of which was the upper division institution. Following 1950, the existence of rapidly growing systems of public junior colleges—their own an outgrowth of many of the same questions which had led to the first upper division institutions—made consideration of alternate patterns of organization extremely difficult. Given the pattern of two-year junior colleges and a growing demand for increasing numbers of baccalaureate degrees, planners now turned to new questions involving the best way in which to provide for the industrial and educational needs of their communities. In several instances, answers to these new questions pointed to the upper division college (1, p. 27).

By 1960, there were only four upper-division colleges operating in the United States. The growth in number of junior colleges, from 676 in 1961 to 933 in 1968, and in the number of junior college students, from 748,619 to 1,954,116 in the same period, helped to establish a substantial pool of institutions and students from which the upper-division colleges may draw (9, p. 6). This growth seems to have had an effect on the number of upper-division colleges which came into existence during that same period.

By the fall of 1971, a total of twelve states had established or approved the establishment of upper-division institutions, and at least ten more states were considering the potential of the upper-division college as a way to meet the needs of their states. There were fifteen fully accredited or recognized candidates for accreditation by fall 1971, seven private and eight public. Eleven more, all public, were in the planning or building stages (5, p. 2).
In a 1971 Department of Health, Education and Welfare study, Robert A. Altman concludes that

If one recommendation for action could be drawn from the results of this study, it would be that states involved in consideration of the upper division form of organization study the experiences of states in which such institutions are now in operation before the decision is taken to establish an upper division institution (1, p. 3).

Patterns and motivations for development of upper-division institutions may vary from state to state; nevertheless, there may be lessons to be learned from others' experiences with an experimental structure in higher education.

The states of Michigan and Florida were among the first to develop public upper-division colleges. The governing board of the University of Michigan established two public upper-division institutions, both of which have now been converted to four-year institutions. At present, Michigan has only one upper-division institution, a private school of accounting and business administration.

In the late 1940's and the mid-1950's, the local leaders of Flint, Michigan, mounted a drive for their community college to become a four-year institution. The University of Michigan regents recommended establishment of a branch campus at Flint in the mid-1950's; so to preserve their junior college, Flint community leaders rejected the four-year idea and asked for an upper-level college (1, pp. 28-30).
Reinforced by commitments from the Flint community to share present junior college facilities and by a $1,000,000 donation by the Mott Foundation, the Michigan Legislature in 1955 approved the University of Michigan's request to establish an upper-division institution in Flint. It opened in 1956 (1, pp. 31-32).

By the early 1960's, support was mounting to convert the upper-division college to a four-year institution. Flint community representatives were concerned that other communities in the state which had obtained four-year institutions might surpass them. There was also some pressure for the junior college to strengthen and expand its vocational-technical offerings and deemphasize its liberal arts orientation (1, pp. 38-39).

When the Mott Foundation announced its offer of $2.4 million for construction of the facilities required for the expansion to a four-year campus, it was only a matter of time until approval was forthcoming. The university opened its expanded institution in the fall of 1965 (5, p. 4).

Between August, 1955, and November, 1956, another upper-division institution was created in Michigan as a direct result of negotiations initiated by the Ford Motor Company with the University of Michigan. With the offer to supply land and $6.5 million in building money, Ford asked the University of Michigan to obtain operating funds to provide programs which would meet Ford's manpower requirements in engineering
and business. According to Robert A. Altman, the purpose was to recruit community college graduates into the production area and then to furnish them opportunities to acquire engineering or management credentials (1, pp. 33-35).

The university was responsive to the offer but specified that the "Dearborn Center" also would offer baccalaureate-level liberal arts programs. Plans called for enrollment of 1,000 undergraduates in liberal arts and 1,000 undergraduates and 500 graduate students in engineering and business, of whom about 60 percent would be assigned to the Ford Motor Company to work off campus (5, p. 5). However, the college administration set the same selective admission standards which were used for the Ann Arbor campus of the University of Michigan. The result was the severe limitation of potential students from the community colleges and the necessity to compete for students with the Ann Arbor campus. Dearborn opened in 1959 with only thirty-five students and reached a maximum enrollment of 822 in 1969. A committee recommended that "flexible admission standards" be allowed and that lower-division programming be added in the fall of 1970. Thus ended Michigan's upper-division experiences in public education (5, p. 5).

Florida's present dedication to the concept of the upper-division institution began in 1954 with the engaging of a consulting group chaired by A. J. Brumbaugh (1, p. 35). Recommendations of this group led to the adoption of a master
plan in 1964 by the State Board of Control of Florida, which recommends that all new senior institutions created in the future shall be upper-division institutions. Florida's present plan for higher education recommends that freshman and sophomore programs not be a part of any baccalaureate degree-granting institution developed in Florida after 1964. All new institutions should be urban, upper-level universities drawing upon local community colleges and heavily populated areas (5, pp. 3, 5).

The decision to develop upper-division universities rather than four-year institutions stems from a desire not to duplicate lower-division work now offered in Florida's many public junior colleges, not to increase vastly the size of existing public four-year institutions, and not to change the structure of the state's public community colleges (5, p. 5).

The conclusions of the Brumbaugh Commission were modified in time through additional studies, recommendations of the state planning agency, considerations of the Legislature, and pressures from local groups. But, Florida Atlantic University opened in 1964. Initially, it was plagued with problems of planning, finances, programs, and student supply. Its administrators have, however, overcome many of the early problems. With a dedication to the concept of the upper-division institutions, they built dormitories, sought the assistance of feeder junior colleges in planning new
programs, initiated a scholars' program for talented high school graduates to enter directly into upper-division work, and consciously attempted to relate offerings to needs of area junior college graduates. Florida Atlantic University has, consequently, awarded more than 7,000 degrees since 1964 (5, p. 6).

Even before Florida Atlantic University opened, the decision was made to open another upper-division institution in the Pensacola area. In 1963, the Florida Legislature appropriated the money to open the University of West Florida by September, 1967. It opened on time with 1,318 students—the largest first-year class of any existing upper-division institution. It had reached an enrollment of 3,300 by the fall of 1971. It draws its students from three feeder colleges with a collective enrollment of approximately 12,000 students and within a radius of 100 miles from Pensacola. Eighty-two percent of its students are community college graduates.

In addition to the previously discussed New School for Social Research, New York got its second upper-division institution in 1965, when Richmond College was established on Staten Island as a part of the City University of New York. It began in 1962 as an idea to convert an existing two-year community college into a four-year college (1, pp. 46-48). In opposition, E. K. Fretwell stated eight
reasons for establishing an upper-division institution on Staten Island:

Such an institution would make possible upper division opportunities sooner than if a new institution were started, class by class, with the freshman year; would provide a high quality student body since community colleges would screen out the uncapable; would, at the same time, provide opportunities for "late bloomers" whose potential was recognized only after admission to the community college; would strengthen the masters degree by linking it more closely to the baccalaureate in an institution which could then concentrate on upper division and masters study (shades of Jordan and Hutchins); would make effective use of resources through partnership with the community college; would draw stronger faculty through the promise of only junior, senior, and graduate instructional responsibilities; and would provide for a more relevant and immediate tailoring of offerings to the needs of the local community (1, p. 49).

The next year, 1966, the Pennsylvania State University opened the Capitol Campus as an upper-division college. It was created principally as a pragmatic response to land being made available for the purpose through the closing of Olmsted Air Force Base in Middletown, Pennsylvania (1, pp. 50-52).

At the present time, California has two private and one public upper-division institutions. The public institution is an art school only. During the 1940's, California created several upper-division institutions with the intent to add the lower-division years later. In the 1960's, the staff of the California Coordinating Council recommended the establishment of upper-division institutions, but the Council rejected the recommendation. The California
Legislature then had a legislative analyst study the system of higher education. The analyst recommended that California's state senior colleges be changed to upper-division institutions. No action has yet been taken on the recommendation (5, p. 3).

In the fall of 1971, the Board of Regional Community Colleges and the Board of State Colleges in Massachusetts announced their joint decision to establish a new campus which would contain both a comprehensive community college and an upper-division branch of Boston State College. The upper-division branch serves graduates of the state's thirteen community colleges. Its new curriculum is a progression of the professional, career, and technical programs of the two-year colleges (5, p. 14).

Development in Texas

Unlimited expansion of individual schools is no longer deemed desirable. University trustees, state coordinating boards of higher education, and state legislators are increasingly interested in employing enrollment ceilings or limitations in order to curb growth. In Texas, the former chairman of the University of Texas Board of Regents said in 1971 that within the next five years more than half of the state-supported institutions will have to limit their enrollments; for, without enrollment limitations, the University of Texas at Austin and the University of Houston would
in 1980 reach enrollments of 80,000 and 50,000, respectively (9, pp. 1-2). Community college enrollments in Texas have increased from approximately 62,000 in 1966 to about 150,000 in 1971 (5, p. 1).

This rapid growth creates a need for more baccalaureate degree-granting institutions in Texas. In an effort to meet the demands of a growing junior college system in Texas and the increased numbers and types of students entering Texas community colleges, and in an effort to meet adult educational needs, the Texas Legislature has approved the creation of seven upper-division institutions in Texas. The legislature approved the University of Texas at Dallas and the University of Texas of the Permian Basin, in 1969. Since then, the legislature has approved Texas A & I University's Laredo Center (a cooperative arrangement between A & I and Laredo Junior College), Texas A & I at Corpus Christi, Tyler State College, University of Houston at Clear Lake, and an upper-level branch of East Texas State University at Texarkana (5, pp. 7, 17).

The Coordinating Board of Texas Colleges and Universities states that "Based on 1970 census figures and other statistical data, upper-level institutions may need to be established to meet future needs in other localities" (5, p. 7).

All of the Texas upper-division institutions are too new to learn a great deal from their experiences. The
University of Texas at Dallas is currently operating only a graduate school, and plans do not call for enrollment of junior and senior students until the fall of 1975. The University of the Permian Basin has been surrounded with controversy about what type institution it should be and about the site on which it should be located. With these issues settled, it is scheduled to enroll students in the fall of 1973. Texas A & I University Center at Laredo first accepted students in the fall of 1970, and "its success is remarkable" (5, p. 8). It started with 286 students in 1970 and increased to 456 students the next year. The remainder of the upper-division institutions in Texas are all too new to offer any instructive experience (5, pp. 8-9).

The Coordinating Board offers a rationale for the new upper-level institutions in Texas. According to the Board, these new upper-level institutions are intended to

(1) provide an educational experience tailored to the needs of the junior college transfer student and the student who changes institutions at the junior year, (2) encourage experimentation in education methods and materials, (3) offer programs that relate specifically to the needs of the local area, (4) provide the depth of educational experience necessary for specialization in the junior and senior years of the baccalaureate program, (5) provide an economically and educationally feasible alternative to the creation of four-year institutions in areas lacking in baccalaureate degree opportunities (5, p. 2).

In recommending the establishment of these new institutions, the Coordinating Board was concerned with meeting the educational needs of Texas' citizens "at the lowest possible
cost" (5, p. vi). A compilation of savings that will result from implementation of the seven upper-division institutions now authorized by the Texas Legislature rather than four-year institutions shows that

... the State of Texas would realize immediate savings of more than $153 million in facilities costs alone. Savings in maintenance and operating costs for the seven new institutions is estimated to be more than $4 million each year. The estimated savings do not take into account further economies which would result from not duplicating programs now offered by junior colleges (5, p. 17).

Advantages of the Upper-Division Institution

The Coordinating Board of Texas Colleges and Universities has enumerated several advantages of the upper-level institution (5, pp. 12-13).

1. Where large numbers of junior college students are in an area, the upper-division institution provides an economically and educationally feasible alternative to the creation of four-year institutions which duplicate both facilities and programs of existing junior colleges.

2. Upper-division institutions can be responsive to identified weaknesses in the traditional system of higher education. The Board cited two examples given in a "national task force" report headed by Frank Newman. Its recommendations were that students be given more opportunities to learn through practical experiences and that more practitioners be used in classroom situations. Another way the
Board sees education being responsive is to fill a gap in higher education by providing programs and learning experiences to meet the needs of vocational-technical students and older students returning to college.

3. Upper-division institutions are responsive to implementation of curricular reforms, such as shortening the time required to acquire baccalaureate and graduate degrees and providing more entry and exit points in higher education by requiring the associate degree enroute to the baccalaureate and the master's degree enroute to the doctorate.

Disadvantages of the Upper-Division Institution

A couple of recurring problems associated with upper-division institutions have been an inability to attract a sufficient number of students—often this is because of a lack of extracurricular and sports activities—and an inability to offer courses needed by students who have certain deficiencies or who wish to change major fields of study (5, pp. 13-15; 1, pp. 167-169).

Essential Ingredients of a Successful Upper-Division Institution

The Coordinating Board for Texas Colleges and Universities does not presume to say that a formula for success is apparent or available, but it does identify some common factors in successful operations and some common pitfalls:

1. Realistic assessments of the potential enrollment for a new upper-level institution. . . .
2. Early and continuing involvement of community college leaders in planning for an upper-level institution. . . .
3. Development of excellence in counseling and recruitment programs. . . .
4. Careful development of admission requirements and of a policy on transfer between the junior colleges and the new institution. . . .
5. Careful selection of sites. To insure an adequate flow of students through an institution in two to three years, as opposed to four to five years in traditional senior institutions, upper-level colleges generally should be located near large centers of population. . . .
6. Matching curricular offerings to the needs and interests of the students. . . .
7. Planning carefully so that proper utilization is made of faculty members. . . .
8. Assuring the commitment of the board of regents, the administration, the faculty, and the community. . . . (5, pp. 14-16).

Summary

American educators have discussed the pros and cons of upper-division institutions since the beginning of higher education in the United States. These educators, however, have not been the prime movers in establishing upper-division institutions in this country. The success of the junior college movement and its resultant demands for more spaces in baccalaureate-degree-granting institutions has been the single most important factor in the development of upper-level institutions.

The first junior college in America was established in Joliet, Illinois, in 1902. Through the 1920's and 1930's, junior colleges grew in number and enrollment sufficiently that by the 1940's, it could be said that the American
college had been effectively divided, at least in those areas where those lower-division colleges were firmly established.

Upper-division colleges, however, were not yet firmly established in any part of the country. Although the first upper-division college was established as far back as 1861, by the end of World War II only three upper-division colleges were operating in the United States. All of these early upper-division colleges were created as answers to unique situations rather than as educational experiments in answer to philosophical questions. By 1960, there were still only four upper-division colleges operating in the United States. But, the junior college explosion continued through the 1960's, and by the fall of 1971, there were fifteen upper-division colleges operating in a dozen states. Eleven more were in the planning or building stages.

In Texas, the expanding junior college systems and the rapidly increasing demand for baccalaureate degrees prompted the legislature to establish seven upper-division colleges between 1969 and 1971. Upper-level institutions were chosen over additional four-year institutions because the legislature believed that this type of college could offer advantages in meeting the needs of Texas at the lowest possible cost, and, at the same time, avoid the weaknesses of traditional institutions, and allow innovations.

Additional advantages of the upper-division college were its lack of duplication of both facilities and programs
of existing junior colleges, and its ability to implement curricular reforms and to provide programs and learning experiences to meet the needs of vocational-technical students so often overlooked by four-year institutions.

The major problems connected with upper-division colleges have been their inability to attract sufficient numbers of students and their lack of course offerings to meet the needs of students who have lower-division deficiencies or who wish to change major fields of study.
CHAPTER BIBLIOGRAPHY


10. Statutes of California, Political Code Section, 681 (1907).


CHAPTER III

CRITERIA

Based on the philosophy expressed by Lewis Mayhew that "those colleges which seem to have a marked impact on the lives of students are those which appear to operate from a consistent philosophic position which pervades the entire institution" (3, p. 32), the formulation of criteria must necessarily be initiated through an understanding of the philosophical foundations of Tyler State College. As it is a new college, only fundamental objectives have emerged and most of these have been directly adapted from statements issued by the Coordinating Board in its rationale for the establishment of the college. In fact, in the new school's General Bulletin, 1972-73, the following claim is made: "The role and scope of the college is defined by the Coordinating Board, Texas College and University System" (11, p. 6). Therefore, based on the information reported in the bulletins and reports from the administrators of Tyler State College, and reported in the study of the upper-division college made by the Coordinating Board, the following philosophical foundation of Tyler State College has emerged.

What was found to be basic to the concept of the upper-division college was also found to be basic to the
philosophical structure of Tyler State College. The Coordinating Board, Texas College and University System, made the following generalization:

The success of the junior college movement and its resultant demands for more spaces in baccalaureate degree-granting institutions is the single most important factor in the development of upper-level institutions (1, p. 13).

The Board was very specific in reiterating this "most important factor" in its recommendations in 1968 for the creation of upper-level institutions in Odessa, Dallas, Corpus Christi, and Houston:

Midland-Odessa:
... the public junior colleges in Odessa and Big Spring are expected to enlarge their college transfer classes in direct support of the new upper-level senior institution. ...,

Dallas:
... the college is to be in direct support of the Dallas and Tarrant County Junior College System. ...

Corpus Christi:
... Del Mar and Bee County Junior Colleges are expected to enlarge their college transfer classes in direct support of the new upper-level institution. ...

Houston:
... a (new) campus ... in direct support of Houston area junior colleges (1, p. 13).

The Coordinating Board emphasizes again and again the importance of establishing a close and continued liaison between the Texas upper-division college and its feeder junior and community colleges. It is, in fact, "essential to the successful implementation of an upper-level institution" (1, p. 20). In a report to the newly established upper-division colleges in Texas, the following communication was
issued concerning the design of this new concept: "The upper-level institutions approved for Texas are designed to be in direct support of junior colleges and to provide educational experiences uniquely tailored to the needs of the junior college transfer student" (1, p. 12).

Louis Mayhew, who has made a study of college curricula, contends that any college program should be planned in direct support of the programs of schools whose students will be attending that college. He goes on to say that "Obviously, this cannot be completely a one-way effort, but the emphasis should be to build upward rather than to impose downward" (3, p. 28). The Coordinating Board warns that the upper-division college of Texas will meet disaster if it does not build its program on this contention.

The administration of Tyler State College has made comments which also support this contention and reveals a willingness to accept this responsibility. In a written statement about the new college, James H. Stewart, President of Tyler State College, said: "Since most of its students will be graduates of community colleges, it should structure both its academic programs and its student services with that in mind." In a report to the new faculty of the college, the following assertion was again made: "Tyler State College was created to answer the needs of the junior college graduate." This idea was once more confirmed in an administrative report to the Board of Regents: "The
institution was established fundamentally to serve in baccalaureate degree programs the needs of students who are graduates of community and junior colleges throughout the East Texas geographical area" (7).

It is clear, then, that the Coordinating Board was recommending the creation of a new type of higher educational facility that would "complement and take advantage of the excellent public community junior college facilities and programs that already existed, including potential continued growth of these institutions" (1, p. 13). It is also clear that the philosophical framework as expressed by the administration of the newly established Tyler State College supports this rationale and is setting out to realize the challenge of it.

There is, however, a logical question which must follow this challenge. Just what are the so frequently referred to "needs and interests" of students of junior colleges throughout the East Texas geographical area? One way of understanding these "needs and interests" is to examine the general characteristics of the junior college student of Texas. Some information is provided by Jesse Drake in his doctoral study entitled, "A Proposal for Instruction of Poetry at El Centro College." Drake summarizes the traits of the junior college student by comparing them to those of the four-year college student:
Current research seems to indicate that the junior college student has fewer advantages and talents when compared to the four-year college student. Generally, his academic ability is somewhat lower than that of the senior college student. He comes from a lower socioeconomic background, which often causes him to have money problems while attending school. He elects to attend a junior college because the school is usually near his home, and the cost is lower. His goals and vocational aspirations are not always clearly defined, which may be a contributing factor as to why he is in a junior college. His interests are not the same as his senior college peers. He attends college for practical reasons, for he wishes to prepare himself to earn a good living. However, some junior college students are not decided upon a vocational choice while in junior college (2, p. 24).

The administration of Tyler State College seems to be cognizant of these characteristics named by Drake. In a concern to increase the lagging "advantages and talents," Tyler State College "recognizes the contribution that an institution should make to the cultural and aesthetic enrichment of all of its students" (5). Concerning the lower "academic ability" of the junior college student, Tyler State College intends to "provide for all students a college environment that is conducive to academic endeavor, social growth, and individual self-discipline" (11, p. 13). Concerning the students' "socioeconomic background," the comment from Tyler State College is as follows: "Tyler State College exists for the benefit and welfare of the student and ultimately what the individual student can contribute to the society of which he is a part" (9, p. 1). Another report from the college states that it offers programs "... related
specifically to the needs of the local area and permits the
direct entry of graduates into occupations, and it provides
an economically and educationally feasible alternative to
the creation of a four-year institution" (6). The Coordin-
ating Board also asserts that the upper-division college
should offer programs "designed to prepare students for
direct entry into occupations rather than for research-
oriented professions" (1, p. 5).

In a general administrative report concerning the pur-
pose of Tyler State College, the following summarizing
statement is offered:

Since society is, or should be, the beneficiary of
the educational program provided at Tyler State
College, both the undergraduate and graduate level
educational activities will emphasize the basic
institutional goals of providing an educational
experience that will prepare the student to func-
tion at his full potential as a human being in
the kind of world, or society, in which he will be
living. This includes preparing students to earn
a living, function as productive contributing
citizens under the democratic government of the
state and nation and to generally assist all stu-
dents who enroll to grow and develop emotionally
as well as intellectually (6).

This stated purpose appears to encompass the needs of the
junior college student as generalized and implied by Drake
in his dissertation. Therefore, to be appropriate and
effective, the speech and drama program of Tyler State Col-
lege must be designed to fulfill these recognized "needs
and interests" of the junior college transfer student.
The Coordinating Board takes this matching of curricular offerings to the needs and interests of the students a step further by insisting on the necessity of an added unique quality:

The new upper-level institutions must offer students opportunities they cannot find elsewhere. The program offerings must respond to growing needs for professional and vocational baccalaureate degrees. Teaching methods and techniques must be designed to fit the new programs. One such path to failure seems to be to try to build a carbon copy of the programs available in traditional four-year colleges (1, p. 20).

The directive word "must" used in this statement by the Coordinating Board serves to remind the newly formed upper-division colleges that they are in open competition for students with all other public and private institutions in their region and state. In a document on the cluster and upper-division colleges published by the Southern Regional Education Board, the following observation is made: "Failure to attract students was the main reason why three of the four upper-division colleges in existence in 1960 have since become four-year operations" (4, p. 8).

Again, Tyler State College verbally accepts a challenge made by the Coordinating Board. It realizes the need to strive to "offer students opportunities they cannot find elsewhere." In a Tyler State College administrative report on its organizational structure, the following contention was asserted:
The administration of Tyler State College contends that an institution of higher education should be discretely unique and that this hallmark is placed on the institution by those people who are willing to be constructively different. In building a new institution, we are not tradition-bound in our procedures or programs (5).

It becomes clear that Tyler State College needs and wants its programs to be specifically designed to the needs and interests of students transferring from the junior colleges in the East Texas area, and it needs and wants programs to be of such a unique character that the new college will fare well in the open competition to attract students from these colleges. Hence, the speech and drama program of Tyler State College must be tailored to the needs and interests of East Texas junior college transfer students, and it must offer these students courses and activities which logically follow the courses they have had offered to them on the junior college level and that interest and challenge them for advanced studies.

An examination of the speech and drama course offerings as described in the catalogues of six junior colleges within commuting distance of Tyler was made in order to become informed of the foundations training these students have available to them. The six junior colleges whose programs were examined are Navarro Junior College, Lon Morris Junior College, Tyler Junior College, Henderson County Junior College, Kilgore Junior College, and Jacksonville Baptist College. However, as Jacksonville Baptist
Junior College offers only one speech course—Fundamentals of Speech—and no drama courses, it was excluded from the following report and from Tables I and II.

It was found that all of the schools examined offer courses in Speech Fundamentals with at least some emphasis on voice and articulation. Tyler and Henderson County have additional courses specifically entitled Voice and Diction. All of the schools offer at least one beginning course in Public Speaking. With the exception of Tyler, all offer specific courses in Argumentation and Debate. Tyler and Kilgore provide courses in an introduction to speech correction and audiology. Kilgore's course concentrates on the use of phonetics, so it may be also useful to radio/television majors. All but Navarro provide courses in Oral Interpretation of Literature. Tyler, Henderson, and Kilgore offer courses in Business and Professional Speaking. Tyler Junior College is the only one of these schools to offer a course in Speech for the Classroom Teacher, Introduction to Radio and Television Communications and Parliamentary Procedure. (For a more detailed study of these speech course offerings, see Table I.)

The primary information received from brief interviews with speech and drama department chairmen of the junior colleges was that these East Texas junior college speech and drama students have a particular interest in the study of theatre. They make a heavy demand for many and varied
<table>
<thead>
<tr>
<th>Junior College</th>
<th>Speech Fundamentals</th>
<th>Subject Areas</th>
<th>Oral Interpretation</th>
<th>Speech for Non-Sp. Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lon Morris</td>
<td>P.Sp.113 Fundamentals (voice &amp; diction)</td>
<td>P.Sp.123 Comp. &amp; Delivery, P.Sp. 213 Debate, Speech Activity Lab. (1 hr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyler</td>
<td>Sp.113A Fundamentals (planning &amp; organizing speeches), Sp.113C Voice &amp; Diction, Phonetics</td>
<td>Sp.111 Parliamentary Procedure (1 hr.), Sp.113 Public Speaking</td>
<td>Sp.123D Intro. to Radio/TV</td>
<td>Sp.223A Business Speech</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sp.113B Speech for Teachers</td>
</tr>
<tr>
<td>Henderson County</td>
<td>Sp.113 Fundamentals, Sp.123 The Speaking Voice</td>
<td>Sp.213 Debate</td>
<td>Sp.223 Oral Interpretation</td>
<td>Sp.133 Business Speech</td>
</tr>
</tbody>
</table>
experiences in theatre production. Hence, the junior college course offerings in the area of drama are broader and more numerous than one might expect. (See Table II.)

All of the schools studied offer classes in Introduction to the Theatre. All have beginning acting courses in one form or another. Navarro, Lon Morris, and Kilgore offer Theatre Practice courses, and Lon Morris provides Advanced Theatre Practice credit. All of these junior colleges, with the exception of Navarro Junior College, have offerings in Advanced Acting and in Technical Theatre. All offer an Introduction to the History of Theatre. Kilgore, Henderson County, and Lon Morris have advanced studies in theatre history. Lon Morris offers courses in Oral Interpretation of Dramatic Literature. Although all of these junior colleges have a more than adequate theatre program, Lon Morris has an emphasis on training for the professional stage which the other schools do not have.

From a study of Table I and Table II, one can detect a strong interest in the dramatic arts. Also, it is significant to note that Tyler Junior College offers a broad spectrum of both speech and drama courses. This fact is significant because Tyler State College can require students with lower-level deficiencies to make them up at Tyler Junior College. This availability of classes eliminates the need to duplicate lower-level classes.
<table>
<thead>
<tr>
<th>Junior College</th>
<th>Introduction to Drama (Y&amp;D)</th>
<th>Acting</th>
<th>Technical Theatre</th>
<th>History of Theatre</th>
<th>Theatre Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lon Morris</td>
<td>Dr.113 Beginning Acting (oral int.)</td>
<td>Dr.133 Theatre Production</td>
<td>Dr.153 Intro. Dram.Lit.</td>
<td>Dr.131, 141 Basic Theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr.123 Beginning Acting (oral int.)</td>
<td>Dr.142 Theatre Prod. cont.</td>
<td>Dr.163 Intro. Theatre</td>
<td>Practice 1 hr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr.213 Acting II (adv. oral int., dram., lit.)</td>
<td>Dr.243 Intro. to Sc. Design (lab.)</td>
<td>Dr.253 History of Theatre (phy. aspects writing, acting)</td>
<td>Dr.111, 121 Mod. Dance 1 hr.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr.223 Acting II cont.</td>
<td>Dr.262 History of Theatre Shaw to Ibsen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henderson County</td>
<td>Dr.113 Beginning Dramatics</td>
<td>Dr.123 Elem. Dramatics</td>
<td>Dr.223 Stagecraft</td>
<td>Dr.131 History of Theatre (Grk.to Engl. Ren.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dr.213 Inter. Acting.</td>
<td></td>
<td></td>
<td>Dr.143 History of Theatre (to present)</td>
<td></td>
</tr>
</tbody>
</table>
TABLE II—Continued

<table>
<thead>
<tr>
<th>Subject Areas</th>
<th>Junior College Introduction to Drama (V&amp;D)</th>
<th>Acting</th>
<th>Technical Theatre</th>
<th>History of Theatre</th>
<th>Theatre Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kilgore</td>
<td>Th.131 Intro. to Theatre</td>
<td>Th.233 Acting</td>
<td>Th.133 Fundamentals of Theatre</td>
<td>Th.132 Contemp. Theatre (Engl., Amer., Cont.)</td>
<td>Th.231 Adv. Theatre Practice 3 hr.</td>
</tr>
<tr>
<td></td>
<td>Th.136 Voice &amp; Interp. for TV/Radio/Stage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In an attempt to discover the needs and interests and the completed speech and drama courses of the potential students for the speech and drama program at Tyler State College, questionnaires were given in the spring of 1973 to 300 students enrolled in speech and drama classes at six junior colleges within commuting distance of Tyler. There were 213 questionnaires returned. To the question "Will you transfer to Tyler State College?" eight answered "Yes", 92 "Maybe," and 113 "No." The following percentages were tabulated from the answers of the 100 "Yes" and "Maybe" respondents.

Question two asked that the students list all of the three-semester hour speech and drama courses they have taken on the college level. Table III is a tabulation of the responses received. Examination of Table III shows that 61 percent of the students indicated that they had taken Speech Fundamentals and 92 percent indicated Voice and Articulation. It is significant that a large percentage of the students had taken these two courses because they are prerequisites for many upper-level courses in both speech and drama. The class which the next highest number, 26 percent, of students had taken was Oral Interpretation of Literature. This information is important because Oral Interpretation can serve also as a prerequisite for some advanced courses in both speech and drama. There were 2 percent of the students who had taken Public Address, 8 percent who had taken speech for
TABLE III

SPEECH AND DRAMA COURSE AREAS PREVIOUSLY STUDIED BY THE RESPONDENTS TO THE STUDENT QUESTIONNAIRE*

<table>
<thead>
<tr>
<th>Speech Course Areas</th>
<th>Percent</th>
<th>Drama Course Areas</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice and Articulation</td>
<td>92</td>
<td>Acting</td>
<td>18</td>
</tr>
<tr>
<td>Speech Fundamentals</td>
<td>61</td>
<td>Introduction to Drama</td>
<td>12</td>
</tr>
<tr>
<td>Oral Interpretation</td>
<td>26</td>
<td>Technical Theatre</td>
<td>11</td>
</tr>
<tr>
<td>Public Address</td>
<td>9</td>
<td>History of Theatre</td>
<td>4</td>
</tr>
<tr>
<td>Speech for Non-Majors</td>
<td>8</td>
<td>Theatre Practice</td>
<td>2</td>
</tr>
<tr>
<td>Radio/Television/Film</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Pathology</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Question 2 of Student Questionnaire, "Please list the three-semester hour speech and/or drama courses you have taken on the college level, including the ones you are taking now." (See Appendix A.)

non-speech majors (which includes Speech for the Classroom Teacher and Business and Professional Speaking), 7 percent who had taken introduction classes in radio, television, and film, and only 2 percent who had taken beginning courses in speech pathology. It should be pointed out, however, that Tyler Junior College is the only one of the polled junior colleges which offers classes in radio, television, and film or in speech pathology. A more accurate interest in these areas is indicated by the response of the students to a later question which shows that 33 percent of all
respondents are interested in future upper-level classes in radio, television, and film, and 21 percent are interested in future classes in speech pathology. In the area of drama, 18 percent of the students had taken Acting, 12 percent Introduction to Drama, 11 percent Technical Theatre, 4 percent History of Theatre, and only 2 percent had taken Theatre Practice.

Since only 25 percent of the respondents were speech or drama majors, question three becomes especially pertinent: "Are you interested in further courses in the field of speech and drama?" Forty-two percent answered "Yes," 39 percent "Maybe," and 19 percent "No."

Question four of the questionnaire requested that the students indicate from the list provided the courses they would choose to enroll in if such courses were made available to them at Tyler State College. Table IV is a tabulation of the responses to this question. Listed in order of the highest to the lowest percentages of respondents showing an interest in the courses, a report of the findings is as follows: 31 percent of the students indicated an interest in Communication in Human Relations, 23 percent in Persuasive Speaking, 22 percent in Advanced Acting, 21 percent in Children's Theatre and Auditorium Activities, 20 percent in Creative Dramatics for Children, 20 percent in Speech for Special Occasions, 19 percent in Group Interpretation, 17 percent in Group Communication and Decision Making,
### TABLE IV
SPEECH AND DRAMA COURSE PREFERENCES*

<table>
<thead>
<tr>
<th>Rank</th>
<th>Course Titles</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communications in Human Relations</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>Persuasive Speaking</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>Advanced Acting</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Children's Theatre &amp; Auditorium Activities</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>Creative Dramatics for Children</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Speech for Special Occasions</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>Group Interpretation</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>Group Communication &amp; Decision Making</td>
<td>17</td>
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<td>9</td>
<td>Communication for the Classroom Teacher</td>
<td>17</td>
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<td>10</td>
<td>Methods of Teaching Drama</td>
<td>14</td>
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<tr>
<td>11</td>
<td>History of the Theatre</td>
<td>14</td>
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<tr>
<td>12</td>
<td>Methods of Teaching Speech</td>
<td>13</td>
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<tr>
<td>13</td>
<td>Advanced Studies of Oral Interpretation</td>
<td>13</td>
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<tr>
<td>14</td>
<td>Directing of Drama</td>
<td>12</td>
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<tr>
<td>15</td>
<td>Advanced Stage Design</td>
<td>9</td>
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<tr>
<td>16</td>
<td>Contemporary Rhetoric</td>
<td>8</td>
</tr>
</tbody>
</table>

*Source: Question 4 of the Student Questionnaire, "If your answer to the previous question is Yes or Maybe, which of the following courses would you choose to enroll in if they were made available to you at Tyler State College?" (See Appendix A.)

18 percent in Communication for the Classroom Teacher, 14 percent in History of the Theatre, 14 percent in Methods of
Teaching Drama, 13 percent in Advanced Studies in Oral Interpretation, 12 percent in Directing of Drama, 9 percent in Advanced State Design, and only 8 percent in Contemporary Rhetoric.

Question five on the questionnaire asked that the students indicate "...which of the following areas of study would you like to see added to the speech curriculum at Tyler State College in the near future?" The choices provided were radio broadcasting, film production, television production, speech pathology, and audiology. Their answers indicated that there would be sufficient student interest to expand the speech and drama program into a more complete "Oral Communication" department: 34 percent indicated an interest in having Radio Broadcasting courses added to the "curriculum at Tyler State College in the near future," 33 percent wanted Television Production, 32 percent wanted Film Production, 21 percent Speech Pathology, and 7 percent Audiology.

Question six indicates a possible student interest in future "graduate studies in the area of speech and drama at Tyler State College": 11 percent responded "Yes," 45 percent "Maybe," and 44 percent "No."

Responses to question seven indicates the interest non-speech majors have in further speech courses with emphasis on their major subject: 48 percent replied "Yes," 27 percent "Maybe," 25 percent "No."
The last question indicates student interest in participating in speech and drama extracurricular activities: 38 percent said "Yes," 32 percent "Maybe," and 37 percent "No."

Jacob M. Trieber, in his doctoral dissertation entitled "The Development of a Program in Humanities for the Junior College Curriculum," concludes his chapter two with a discussion of practical considerations which he qualifies in the following way:

Finally, there must be certain practical considerations of course design so far not mentioned. Such considerations are strangely enough, seldom included in lists of criteria. Without them, though, the whole plan may be lost (10, p. 26).

There are also practical considerations which must be included in the criteria phase of development of the speech and drama program for Tyler State College. These considerations are related to the initial facility and faculty limitations.

1. Facilities. For two years--the primary years this paper is planning for--Tyler State College is to be housed in a building formerly used by the Tyler Independent School District as a junior high school. There are no theatre tools or facilities. For example, there is no stage, construction shop, or rehearsal hall. There is, however, in the college's temporary quarters, a small auditorium which can serve classes in public speaking, oral interpretation of literature, and group interpretation. At present there is no
audiovisual equipment available for use in the speech or drama classes.

2. Faculty. The program should be so constructed in its initial stages as to be capable of being taught and directed by one teacher.

An increased enrollment in speech and drama classes demands additional courses and as funds are made available for additional faculty, the program must be of such an elastic nature that expansion is natural and not damaging. Recommendations for directions for future development of the speech and drama program for Tyler State College are included in Chapter IV.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

A PROPOSED SPEECH AND DRAMA PROGRAM

FOR TYLER STATE COLLEGE

Introduction

As discussed in Chapter III, Tyler State College has provided a broad philosophical foundation for its total curriculum. In terms of school objectives, Tyler State College hopes to provide educational opportunities which (1) will meet many of the cultural, aesthetic, and educational needs and interests of the citizens of East Texas, especially the junior college graduates of that region, and (2) will prepare its graduates to function effectively in the world at large—which includes increasing the students' potential for comprehending, for feeling and appreciating, for working and earning a livelihood, and for contributing to a democratic society.

A Philosophy of Teaching Oral Communication

In this chapter, the focus narrows from the general philosophical foundation of Tyler State College to a more specific philosophy for a viable speech and drama program.

Elwood Murray, in his essay "Speech in the Total School Curriculum," offers the appropriate summarizing statement
which seems to encompass the philosophy expressed by Tyler State College and by other contemporary speech educators.

Fortunately we have a subject which may contribute directly both to enhance the policies of our educational leaders and meet the needs of our students in the rapid changes, difficult problems, and vast demands in the world of today. We may expect to strengthen our programs to meet the following three continuing demands: first, we must, along with the rest of the curriculum, help students sustain and build the heritage of democracy, order and freedom which has contributed to our greatness as a people; second, we have a unique opportunity and a corresponding responsibility to contribute to the personal-social adjustment, personality development, and human relations effectiveness of our students; third, we must contribute to our students' vocational and professional fitness and help them perform better in their major fields (5, p. 38).

Murray thus asserts the importance of speech education in the role of preparing students to function "at their full potentials as human beings."

One of the speech educators who agrees with Murray is Franklin H. Knower, who writes that

A curriculum program in speech education is a substantial program. It is directed toward the whole person. It seeks to develop his mind, to broaden and control his emotional sensitivities, and to facilitate his adjustments to his fellows. It recognizes in speech a tool to educate the student through active experience with literature, logic, and life. The traditions and the goals of democracy are its foundations and its goals. It gives meaning and function to the concept of freedom of speech. Through it we hope our students may achieve a clearer understanding of their duties and responsibilities as communicators. In speech education the future citizen of democracy should gain a richer understanding of his place among his fellows, a higher goal of loyalty and service to mankind (4, p. 29).
Although Knower's praise of the powers of speech education seems a bit exaggerated, its essence is very real. G. M. Phillips in his article, "The Oral Communication Revolution," asserts that "A student who fails chemistry fails a subject, but a person who fails to communicate will fail as a person" (7, p. 264). Keith Erickson prefaces his book Dimensions of Oral Communication Instruction with the following observation:

The contemporary teacher of speech should perceive training in speech not as an artistic artifact, but rather as a vital and indispensable ingredient of preparation for later life. Today, speech is less likely to be taught as an art form and more as a social force in human relations. Performance for its own sake has given way to the systematic examination and analysis of communication processes with attention to how the learner may improve his communication skills in light of this body of knowledge. Such instruction has relevance to the real world. The learner is equipped with more than mere public speaking skills. Acquiring a cognitive grasp of communication (as interpreted by rhetoricians, psychologists, sociologists, anthropologists, mathematicians, etc.) will aid the learner-communicator in all fields (1, p. xi).

Erickson implies in this quotation that the traditional speech teacher has been in error to teach speech as an "art form" instead of placing it in its proper role as a "social force in human relations." Andrew Weaver, in an address to the 1960 convention of the Speech Association of America, commented on this very serious role of speech education:

Contributing to fuller understanding among men is no minor mission in education. It is the vital core of our obligation as teachers of speech... our supreme task is to open satisfactory communication channels among men. It is our special mission to see to it that our fellow human beings, with all their getting,
get understanding. May we ever keep our eyes lifted to that great goal (8, pp. 2-5, 247).

Donald K. Smith heartily concurs with Weaver. Smith says in his article "Teaching Speech to Facilitate Understanding"

The key to "teaching speech to facilitate human understanding" seems to me simply this: that we should teach understanding of speech, we should teach understanding of speech—not simply skill in speech—but understanding of speech (9, p. 49).

In addition, Smith says that the implicit point he is making is that the person who is not just skillful in speaking but who also understands speech "is in a much better position to use speech to develop genuine understanding when he encounters situations in which communication seems to have broken down" (9, p. 52).

A major objective, then, of speech and drama education is to convey an understanding of the communication process to the student. Loren Reid says that the discipline's essential domain is the study of oral communication. By "oral communication" he includes

those factors and variables which contribute to a communication act. With an emphasis upon oral communication, the transmission, reception, channel, noise feedback and message, components of communication as well as operant psycho-sociological influences, are investigated by the student of communication (8, p. 19).

Elwood Murray stresses that the oral communication process should be studied "systematically as a corpus or unified body of communication methods and philosophy" (5,
pp. 42-43). He suggests that perhaps the practice of segmenting a speech and drama department into several divisions may be a mistake. Ideally, a program should be directed toward a meshing together of the parts of the whole oral communication field. Students should be directed toward an awareness of the relationships of the oral processes in public address, debate, discussions, interpersonal encounters, mass communication, speech therapy, oral reading, and theatre. Murray suggests that

... perhaps the development of sound programs of the teaching of communication as well as the maintenance of the integrity of our profession requires that we extend the title of our programs from "speech" to "speech and communication" or "communication" (5, p. 43).

Some educators would argue that the study of drama should by its nature necessitate a separate division. It is believed by others that drama has a generic relationship to speech as a discipline and, therefore, should not necessarily be separated from it. One educator cited in a special report prepared for the Coordinating Board of Texas colleges and universities, Fine Arts in Texas Colleges and Universities, was quoted as saying that the term "speech" in education today represents a broad field of study concerned with communication through the spoken word; it embraces original speech, the interpretation of language written by others, and the media by which speech is communicated--the platform, the stage, the microphone, and the television and movie screens. The modern student is concerned with study and research in a variety of communication arts within a variety of social settings. He is governed principally by
aesthetic, rhetorical, and scientific disciplines (2, pp. 1251-1252).

With directed experiences in the various facets of the oral communication arts, the "whole person" can emerge. Also, with an emphasis on the development of understanding of the communication process, instead of on the development of speaking skills, speech and drama become subjects of interdisciplinary concern. They offer special interests to students in many other fields—business, education, social studies, languages, and others.

Modern communication teachers, then, should constantly reassess and update their approach to the discipline. No longer should speech teachers consider speech a mere "skill" to be "taught" exclusively through the use of exercises and models. Rather, speech arts should be considered a "social force in human relations" and by directing students toward an understanding of this force, the necessary skills will develop. As Frederick Haberman points out,

No individual in a society as great and as complex as ours should be "handicapped" by inarticulation, slovenly delivery, or the inability to order and structure ideas in a clear and logical manner. Training in speech aids an individual to function unfearful of the inability to express his ideas, opinions, feelings or desires effectively to other members of society. Speech training viewed in this context is indispensable to the intellectual, psychological, and social growth of our citizenry (3, p. 79).

Donald K. Smith concludes his article with the following appeal to speech teachers:
I would not want history . . . to say this of speech teachers in our century: that in an era torn by dissension, crying out for ways of healing the estrangements of man with man and the animosities of group toward group— that in such an age we taught speech only as a skill, and as an instrument for power, influence, or personal success (8, p. 55).

With the above guidelines serving as a governing philosophy, the following speech and drama program is proposed for Tyler State College to meet the criteria established in Chapter III.

The Program in General

The proposed speech and drama program for Tyler State College was designed with the following purposes in mind: (1) to help all students develop communicative ability equal to the demands of modern society, (2) to offer students not majoring in speech and drama theoretical and practical training in the communication arts, (3) to offer students majoring in speech and drama training for professions related to communication, or to prepare them for teaching careers with contemporary educational systems, or to prepare them for graduate and professional study in the arts and sciences of communication.

Students seeking a baccalaureate degree with a major in the Department of Speech and Drama are required to complete thirty-six semester hours of speech and/or drama. Eighteen hours of this work should be done on the upper-division
level. At least twelve of these upper-division hours should be completed at Tyler State College.

The course work to be offered in this proposed speech and drama program for Tyler State College has been planned for the 1973-74 and the 1974-75 school years only. The plan for the 1974-75 school year, however, is to be considered as only tentative. It is merely "suggested" and can be easily changed to meet "needs and interests" of incoming students.

Divisions for Specialization

As can be seen in Table V, a student majoring in speech and drama has available to him studies in four divisions of oral communication. He may either choose to concentrate his studies in one of the fields—communication theory, public address, oral interpretation of literature, or drama—or he may choose to generalize his studies within the department. In addition to the options to specialize or generalize within the department of speech and drama, there may be a third option, that of preparing to teach speech or drama. If a student chooses to major in speech or drama as a teaching field, he must take the necessary education, courses and training for teacher certification as stipulated by the Department of Education, plus the communication courses available in his division of specialization, plus a course in methods of teaching speech or drama. Each student will
be assigned an advisor and will participate in the structure of his degree program which will be tailored to fit his individual needs.

**TABLE V**

UNDERGRADUATE COURSES AVAILABLE FOR DEGREE PLANNING IN EACH OF THE FOUR DIVISIONS OF ORAL COMMUNICATION

<table>
<thead>
<tr>
<th>Division</th>
<th>Classes</th>
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<tbody>
<tr>
<td>Communication Theory</td>
<td>1. Group Communication and Decision-Making</td>
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<td></td>
<td>2. Communication in Human Relations</td>
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<td>3. Leadership and the Group-Process</td>
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<td>4. Persuasive Communication</td>
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<td>5. Special Problems</td>
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<tr>
<td>Drama</td>
<td>1. Children's Theatre</td>
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<td></td>
<td>2. Studies in Acting Technique</td>
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<td></td>
<td>3. Advanced Oral Interpretation</td>
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<td>4. Oral Interpretation of Dramatic Literature</td>
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<td>5. Special Problems</td>
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<td>Oral Interpretation</td>
<td>1. Advanced Oral Interpretation, I</td>
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<td>2. Advanced Oral Interpretation, II</td>
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<td>3. Group Interpretation, I</td>
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<td>4. Group Interpretation, II</td>
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<td>5. Oral Interpretation of Dramatic Literature</td>
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<td>6. Special Problems</td>
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<tr>
<td>Public Address</td>
<td>1. Persuasive Communication</td>
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<td></td>
<td>2. Speech for Special Occasions</td>
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<td></td>
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<td>4. Advanced Oral Interpretation</td>
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<td></td>
<td>5. Leadership and the Group Process</td>
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<td>6. Special Problems</td>
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Table V indicates the divisions of speech and drama and lists the courses which are available within each division. If a student chooses to generalize his studies, it is suggested that he take at least one course from each of the
four divisions. If he elects to concentrate in communication theory, the following courses should be included on his degree plan: Group Communication and Decision-Making, Communication in Human Relations, Leadership and the Group Process, Persuasive Communication, and Special Problems. If a student chooses drama as an area of concentration, the following courses should be included on his degree plan: Children's Theatre, Studies in Acting Technique, Advanced Oral Interpretation, Oral Interpretation of Dramatic Literature, and Special Problems. If his area of concentration is oral interpretation of literature, he should include on his degree plan Advanced Oral Interpretation I, Advanced Oral Interpretation II, Group Interpretation I, Group Interpretation II, Oral Interpretation of Dramatic Literature, and Special Problems. If public address is his area of concentration, he should take Persuasive Communication, Speech for Special Occasions, Communication in Human Relations, Advanced Oral Interpretation, Leadership and the Group Process, and Special Problems. As can be seen in Table V, at least three semester hours of Special Problems is recommended for all speech and drama majors.

Suggested Course Offerings and Complementary Extracurricular Activities

Table VI outlines the proposed undergraduate program of course offerings for the 1973-74 and the 1974-75 school years.
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<td>Drama</td>
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<td>Creative Dramatics</td>
<td>Children's Theatre</td>
<td>Methods of Teaching Sp. &amp; Dr. Techniques</td>
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<td>Public Address</td>
<td>Persuasive Comm.</td>
<td>Speech for Special Occasions</td>
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<td>Methods of Teaching Sp. or Dr.</td>
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<td>Speech and Drama Education</td>
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<td>Comm. for Classroom Teacher</td>
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<td>Speech for Non-Speech Majors</td>
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The courses offered during the summer sessions were selected for their appeal to all speech and drama majors as well as majors in other departments. Each long-term semester makes available courses of interest to students of each of the four divisions of concentration within the department. The courses suggested for the second summer session, 1973, are Group Communication and Decision-Making, and Children's Theatre. It is suggested that the students of the Children's Theatre class provide regular performances for the community children.

During the fall semester of 1973, Tyler State College will offer the first full schedule of classes. It is proposed that the Speech and Drama Department provide Communication in Human Relations, Studies in Acting Techniques, Advanced Oral Interpretation of Literature I, Persuasive Communication, and Special Problems. The extracurricular activities during this semester would be free classes for underprivileged children in creative dramatics, a reader's theatre production for children to be presented at various elementary schools, at least two major group interpretation productions given to community audiences, and participation in at least two Oral Interpretation Festivals.

The first summer session, 1974, should offer Communication in Human Relations, Advanced Oral Interpretation of Literature II, and Special Problems. For extracurricular activities, it is suggested that these students present two
evenings of oral interpretation recitals for community audiences.

It is suggested that in the second summer session Tyler State College again offer a class in Children's Theatre. Perhaps this class can become a summer "tradition" at Tyler State College and students can look forward to taking it while the community children can look forward to weekly productions in the city parks. Communication for the Classroom Teacher and Special Problems are also to be offered that summer session.

The fall semester, 1974, should make available the following courses: Leadership and the Group Process, Methods of Teaching Speech and Drama, Oral Interpretation of Dramatic Literature, Persuasive Communication, and Special Problems. The extracurricular activities which might be used to accompany these classes are weekend leadership seminars for the community at large, planned and conducted by the students of the class in Leadership and the Group Process; monthly "sack-lunch" reader's theatre productions of dramatic literature; participation in two Oral Interpretation Festivals; and participation in one speech tournament.

The courses suggested for the spring semester, 1975, are Group Communication and Decision Making, Studies in Acting Techniques, Group Interpretation of Literature II, Speech for Special Occasions, and Special Problems. The extracurricular activities might include one experimental play production for an audience, group interpretation productions
utilizing multimedia, a Chamber Theatre production, and participation in three Oral Interpretation Festivals.

The next section of this chapter presents in sequential order the classes with course descriptions and general objectives. Many of the following course designs are based on the outlines of speech and drama classes offered in the Department of Speech and Drama at North Texas State University, 1972-73 (6, pp. 163-170).

Course Details

Group Communication and Decision-Making: Credit, three semester hours; Offered, second summer session, 1973, spring, 1974, and spring, 1975; Prerequisite, consent of instructor.

This class is designed for speech and drama majors, business, sociology, psychology majors, and anyone else concerned with his effectiveness as a communicator and with his relationships with other people.

Course Description: The purpose of the course is to offer experiences in group dynamics with emphasis on interpersonal and intergroup communication, problems in group discussion, dialogue, and decision-making. The class is to be divided into small groups which actively explore many communicative processes. There will be experiences aimed at developing a deeper understanding of the "core conditions of communication"—empathy (listening with "real" understanding), warmth or respect, genuineness, concreteness (avoiding
confusing abstractions), self-disclosure, immediacy (considering the "here and now"), and confrontation.

Course Objectives:

1. To increase a student's awareness of his own communication system and its impact on his interpersonal relationships;

2. To enhance one's skill in communicating with others and to improve his ability to predict or diagnose communication failures between individuals and within organizations;

3. To develop an understanding of the forces that promote additiveness and substractiveness in human affairs;

4. To provide valuable insights into methods of improving the relations between and among conflicting groups in our society.

Children's Theatre: Credit, three semester hours; Offered, second summer session, 1973, and second summer session, 1974.

This class is designed for speech and drama majors, as well as elementary education majors, who have an interest in the study of and participation in theatre directed to child audiences.

Course Description: This course provides a comprehensive study of theatre for children--its history and practice. It provides experience and experimentation in all aspects of play production for adolescent audiences--script selection and evaluation, direction, and staging techniques.
Course Objectives:

1. To develop acting and production skills suited to an adolescent audience;

2. To provide experiences in performing and producing plays before young audiences;

3. To develop an understanding of the special skills needed to communicate with and to interest, involve, and motivate an adolescent audience.

4. To write, produce, and direct plays for children.

Communication in Human Relations: Credit, three semester hours; Offered, fall, 1973; first summer session, 1974; and spring, 1975.

This class is designed for speech and drama majors and for students from the related disciplines of psychology, sociology, business administration, English, political science, education, and journalism who wish to study the role of oral communication in social influence.

Course Description: The course presents an interdisciplinary overview of communication theories from the perspective of the anthropologists, sociologist, educator, psychiatrist, philosopher, and scientist. It includes theoretical models, symbolic transformation, attitude formation and change, organizational communication in conflictual situations.
Course Objectives:

1. To define the role and function of oral communications in human relations;
2. To discuss the humanistic and scientific approaches to a theory of human communication;
3. To describe the nature and methodology of experimental research in oral communication theory and practice;
4. To delineate the areas of practical application of communication theory at the various levels of human interaction.

Studies in Acting Techniques: Credit, three semester hours; Offered, fall, 1973, and spring, 1975; Prerequisites, beginning acting, or equivalent.

This class is designed for speech majors and especially for drama majors.

Course Description: The class focuses on theories and styles of acting from presentational to representational. It affords the student experiences in stage business and movement, pantomime, improvisation-analysis of roles, and development of characterizations. The course makes use of lectures, student reports, acting exercises, scenes, critiques, and discussions.

Course Objectives:

1. To add to the development of the student's acting capabilities;
2. To acquaint the student with the styles of acting still necessary in the production of modern and historical plays;

3. To add to the student's knowledge of dramatic literature—past and present;

4. To develop the critical sense of the student in play evaluation and role interpretation.

Advanced Oral Interpretation of Literature I, and II (a continuation of I): Credit, three semester hours; Offered, I (fall, 1973, and II first summer session, 1974; Pre-requisite, Beginning Oral Interpretation of Literature, or equivalent.

These classes are designed for both speech and drama students. They combine the speaker's and the actor's arts. They will both interest and benefit future teachers in general and English teachers in particular.

Course Description: These classes consist of the study of the principles of oral interpretation of various forms of literature. They are aimed toward an ordered development of the expressive powers of the student through practice in interpreting literature. The classes are intended to aid the student in developing a deeper understanding of the communicative processes involved in effectively communicating to an audience an author's intended meanings. While this course will also offer opportunities to perform, it focuses attention
on the preparation for oral interpretation performance through studies of the works, the authors, the critics, and self-analysis.

Course Objectives:

1. To provide experiences in the techniques of the analysis of literature;
2. To provide opportunities for research into various literary forms for oral interpretation;
3. To provide experiences which add to the student's deeper understanding of the communicative processes;
4. To develop techniques in the presentation of lecture-recital programs.

Persuasive Communication: Credit, three semester hours; Offered, fall, 1973, and fall, 1974; Prerequisite, speech fundamentals, or its equivalent, or consent of the instructor.

This class is designed for all students, especially speech and drama majors, as well as political science, sociology, and business majors.

Course Description: The purpose of this course is the examination of theory and practice of persuasive communication with wide application to the contemporary American scene. Theories of communication and psychology are applied to the study of persuasion as a motivating force in human conduct. The course focuses on the study of persuasion in
advertising, sales speaking, and the study of prominent persuasive speakers— including political figures.

Course Objectives:

1. To develop an understanding of the basic principles and methods of persuasion;
2. To develop critical listening abilities;
3. To understand the ethics of persuasion as a speaker and a listener;
4. To acquaint the student with a body of selected literature on persuasion.

Creative Dramatics: Credit, three semester hours; Offered, spring, 1974.

This class is designed for speech and drama majors, elementary majors, and anyone else who wants to work creatively with children.

Course Description: The course provides a study of creative dramatics as a technique for furthering child development. It serves as an introduction to the principles of creative leadership and to the methods of teaching improvised drama, story dramatization, and rhythmic movement. The course is devoted to discovering ways in which creative dramatics can be used as a tool for teaching a variety of elementary school subjects.
Course Objectives:
1. To contribute to the understanding of child development;
2. To develop skills in creative leadership with children.

Group Interpretation of Literature I, and II (a continuation of I): Credit, three semester hours; Offered, (I) spring, 1974, and (II) spring, 1975; Prerequisite, Oral Interpretation of Literature, or consent of the instructor.

These classes are designed for speech and drama majors as well as future teachers, especially English teachers.

Course Description: The activities of these courses are aimed at the application of basic principles of oral interpretation to various types of multiple-reading situations, including choral reading and reader's theatre, and at an investigation of styles of literature which are suited to group interpretation.

Course Objectives:
1. To acquaint the student with the broad area of presentation of group interpretation;
2. To acquaint the student with the specific techniques and mechanics involved in planning and presenting literature as a group interpretation performance;
3. To further develop the students' expressive and interpretive abilities in presenting literature orally;
4. To further develop the students' ability to judge literature critically and intelligently.

5. To develop an appreciation for group presentation of literature of various types.

Speech for Special Occasions: Credit, three semester hours; Offered, spring, 1974, and spring, 1975; Prerequisite, public speaking, or equivalent

This class is designed for speech and drama majors and for anyone else interested in the study and practice of various types of public speaking.

Course Description: This is an advanced course in public speaking which aims to give the student a knowledge of and practice in both the polished speech which is made on formal occasions and the extemporaneous speech which is made on special occasions not covered in other public speaking courses. It involves study of principles and techniques, the examination of examples of speeches suited to various situations, and practice in planning, writing, and delivering the polished speech for ceremonial, inspirational, humorous, and miscellaneous situations.

Course Objectives:

1. To stress the role of style in public speaking;

2. To increase the awareness of the relation of audience to communication;
3. To give the student an understanding of the requirements of various speech situations;

4. To give practice in polishing a speech, including both its preparation and delivery.

Communication for the Classroom Teacher: Credit, three semester hours; Offered, first summer session, 1974.

This class is designed for non-speech majors who hope to be creative teachers for elementary and secondary schools.

Course Description: The purpose of this course is to introduce the future teacher to the role, function, and methodology of communication as it relates to the classroom situation. The course will consist of analysis of theory as well as the application of theory in actual performance activities.

Course Objectives:

1. To expose future teachers to the nature of human communication;

2. To equip future teachers to communicate effectively in the classroom;

3. To train future teachers to develop the climate and communicative ability of their students;

4. To prepare future teachers to communicate with students, other teachers, the administrative staff, and parents.
Leadership and Group Process: Credit, three semester hours; offered, fall, 1974; Prerequisite, Communications and Decision-Making, and Communication in Human Relations, or consent of the instructor.

This class is designed for speech and drama majors or students of sociology, political science, psychology, counseling, business, etc. It is a course of interdisciplinary concerns.

Course Description: The course actively involves the student in a definition of leadership and its role within the processes of small groups. It is a theoretical study of communication networks, human motivation, conflict reduction, and the introduction of social change.

Course Objectives:
1. To give students the opportunity to define leadership for themselves;
2. To give students the opportunity to examine their own dominant and back-up leadership styles;
3. To examine the dynamic nature of persuasion and motivation, as well as the strategy for the introduction of social change;
4. To consider the role of leadership in organizational goal-setting and goal-achievement.

Methods of Teaching Speech or Drama: Credit, three semester hours; offered, fall, 1974.
This class is designed for advanced students in speech or drama who intend to teach in one of the fields. It is recommended as a senior-level course.

Course Description: This course provides a broad study of speech and drama education and approved methods of teaching both speech and drama. It aims at aiding the student in selecting and organizing speech and drama materials and programs they will be teaching. It focuses on course content as well as extracurricular activities.

Course Objectives:
1. To formulate a basic philosophy in teaching speech or drama;
2. To research basic factors affecting speech or drama instruction;
3. To assimilate and organize material from speech and drama courses for teaching purposes;
4. To determine the problems in teaching the fundamental and basic speech and dramatic skills;
5. To form course outlines to be used in teaching speech or drama courses;
6. To examine the problems in directing speech and drama extracurricular activities.

Oral Interpretation of Dramatic Literature: Credit, three semester hours; Offered, fall, 1974; Prerequisites, Oral
Interpretation of Literature, or equivalent, or consent of the instructor.

**This class is designed for** speech and drama majors or other interested students with necessary background. English majors in particular would find it a rewarding course.

**Course Description:** The aim of the course is the analysis, arrangement, cutting, and oral and physical presentation of dramatic literature for an audience, with experiences in solo, duet, and group reading. Emphasis will be placed on Greek, Elizabethan, eighteenth-century, and contemporary drama.

**Course Objectives:**

1. To develop an understanding of the unique nature of drama for oral interpretation;

2. To develop techniques in analysis and presentation of drama for oral interpretation;

3. To inspire a deeper appreciation for drama as a literary form and a communicative art.

**Special Problems:** Credit, up to six hours; Offered, each semester; Prerequisite, consent of the instructor.

**This class is designed for** speech and drama majors with advanced standing. At least three semester hours credit in Special Problems is strongly recommended for every student majoring in speech and drama.
Course Description: Individual and concentrated work on specific problems is available to the advanced student for varying amounts of credit. He works with a professor who agrees to act as his supervisor.

Course Objectives:
1. To provide the opportunity for individual expansion and development;
2. To develop skills in research techniques.

Planning for the Future

At the conclusion of each semester, extensive evaluations of course offerings and course content, methods of teaching, department goals, and student needs and interests should be carried out with the aid of carefully planned questionnaires and interviews given to students, teachers, and administrators. The evaluation process should be carried out in the interest of advancing the department consistent with the changing needs of the community and student body and in light of new and advanced knowledge and techniques.

Based on the criteria of Chapter III and the expansion plans of Tyler State College, it can be predicted that the following directions for future development would add to the success of the department: the provision of additional interdisciplinary courses, the addition of complete divisions of mass communications and of speech pathology, the addition of graduate studies in all divisions, the expansion of
theatre production courses and activities, and the expansion of the scope of course offerings within the existing divisions. Each of these developments should be initiated when the need arises and faculty and facilities become available.


6. North Texas State University Bulletin, General Catalog, 1972-73, Denton, Texas


Summary and Conclusions

The problem of this study was to develop a degree program for the speech and drama department of Tyler State College which would be consistent with the philosophical, academic, and organizational framework of Tyler State College, as well as with the goals and criteria of upper-division institutions in Texas, as stated by the Coordinating Board of the Texas College and University System.

One of the stated purposes of the study was to report the rationale for the establishment of upper-division colleges in general. This purpose was achieved through a background study of the establishment of the upper-division college. Through that study it was found that the first junior college in America was established in Joliet, Illinois, in 1902. Junior colleges grew in number and enrollment to the extent that by the 1940's it could be said that the American college had been effectively divided, at least in those areas where these lower-division colleges were firmly established. The first upper-division college was established in 1861, but by the end of World War II, only three upper-level colleges were operating in the United
States. By 1960, there were still only four upper-division colleges operating in the country. By the fall of 1971, there were fifteen upper-division colleges operating in a dozen states and eleven more were in the planning or building stages.

The upper-division institution is aimed at creating a different type of institution to carry out specialized functions to provide junior, senior, and graduate instruction to a geographically defined population, encourage experimentation in education methods and materials, offer programs that relate specifically to the needs of the local area, provide an economically and educationally feasible alternative to the creation of four-year institutions in areas lacking in baccalaureate-degree opportunities. Educational philosophers have not been the prime movers in establishing upper-division institutions. The success of the junior college movement and the resultant increased number of student desiring entrance into baccalaureate-degree granting institutions have been the most important factors in the development of upper-division institutions. The number of junior college students in the nation increased from approximately 750,000 in 1961 to about 2 million in 1968. Community college enrollments in Texas have increased from approximately 62,000 in 1966 to about 150,000 in 1971. According to the Coordinating Board, the upper-division
institution has great potential for bringing needed change and flexibility to the Texas higher education system.

In Texas, the expanding junior college systems and the rapidly increasing demand for baccalaureate degrees prompted the Legislature to establish seven upper-division colleges between 1969 and 1971. Tyler State College is one of those seven new institutions.

Another purpose of the study was to establish criteria for the development of a proposed speech and drama program for Tyler State College. Three primary procedures were followed in order to arrive at the criteria which were principally used to develop the proposed speech and drama program.

First, the philosophical foundations of Tyler State College were arrived at through the study of reports from the Coordinating Board, Texas Colleges and Universities, and a study of administrative reports, bulletins, and public statements from the administration of Tyler State College. It was found that the school goals and purposes as expressed by Tyler State College were consistent with the goals and purposes established by the Coordinating Board for the new Texas upper-division colleges.

It was asserted by the Coordinating Board, and the administration of Tyler State College agreed, that the upper-level institutions are designed to be in direct support of junior colleges and must aim specifically at meeting the
educational needs of the junior college transfer student. This expressed aim is also consistent with the rationale for the establishment of upper-division colleges as revealed in Chapter II.

More specifically, administrative reports and bulletins revealed that Tyler State College aims at making a contribution to the cultural and aesthetic enrichment of its students, providing an environment which is conducive to academic endeavor, social growth, and individual self-discipline, aiding its students in becoming contributing members of society, providing occupational training to benefit its students and the East Texas Community, providing an economically and educationally feasible alternative to the creation of a four-year institution, preparing students for direct entry into occupations, and assisting all students to grow and develop emotionally as well as intellectually.

Tyler State College also concurs with the Coordinating Board in its contention that the upper-division college must offer students opportunities that are unique and cannot be found elsewhere.

It can be concluded then that the speech and drama program at Tyler State College must be tailored to the needs and interests of East Texas junior college transfer students and it must offer these students a unique speech and drama program of courses and activities which build upon the
foundation courses and activities they have had available to them on the junior college level.

The second procedure which was followed in establishing criteria included an examination of the speech and drama course offerings as described in the catalogues of the six junior colleges within commuting distance of Tyler: Tyler Junior College, Henderson County Junior College, Kilgore Junior College, Jacksonville Baptist College, Lon Morris Junior College, and Navarro Junior College. The purpose of this survey was to become informed of the speech and drama foundations training these students have available to them. It was found that all of the schools examined offer courses in speech fundamentals and that all, except Jacksonville Baptist College, offer well-developed speech and drama programs. In all of the schools examined, there is a wide variety of courses available and numerous opportunities for participation in extracurricular activities. Several of the schools, especially Tyler Junior College, Henderson County Junior College, Kilgore Junior College, and Lon Morris Junior College indicated a very strong interest in theatre classes and activities. There was a surprising amount of depth in some of the programs, with offerings in advanced acting, theatre history, and scene design.

The third procedure used in establishing criteria involved informal, unstructured interviews with the chairmen of the speech and drama departments of the six junior
colleges. The primary information obtained from these inter-
views was that the speech and drama students of these schools
made strong demands for numerous and varied classes and acti-
vities in theatre. Lon Morris even has a professional stage
orientation. All schools except Jacksonville Baptist College
provide a varied program of major theatre productions through-
out the school year.

The fourth stage of criteria development involved the
use of a questionnaire which was provided to the students in
speech and drama classes at the six junior colleges during
the 1973 spring semester. The results of the questionnaire
did not bear out the perceptions of the chairmen. Rather,
the questionnaire revealed a greater interest in communi-
cation in human relations and a very strong interest in public
address courses. Although interest in advanced acting was
expressed, with the exception of creative dramatics and
children's theatre, very little interest was shown in any
of the other listed drama courses. It can be concluded that
the junior college students of the six area junior colleges
are interested in participating in theatre activities on the
junior college level; however, those students who expressed
an interest in attending Tyler State College are more inter-
ested in courses in communication and public address than in
drama courses at the upper level.

It was also learned from the questionnaire that just
less than half of the students polled indicated an interest
in possibly attending Tyler State College. It was also learned that all of the students had taken a fundamental course in speech or drama, and 61 percent had taken a beginning course in oral interpretation of literature. The students also indicated a high degree of interest in future implementation of courses in radio, television, film, and speech pathology. The implementation of these studies is recommended as soon as funds, facilities, and faculty are available. There was a mild interest expressed in future graduate studies.

The questionnaire also gives supportive evidence to the interdisciplinary nature of the communication arts: 75 percent of the non-speech majors indicated an affirmative response to the possibility of taking a speech class with an emphasis on their major subject. Seventy percent also indicated an interest in participating in extracurricular activities of speech and drama. Thus, there is a sound potential for a well-developed extracurricular program when funds, faculty, and facilities are available to accommodate such a program.

Finally, in the development of criteria, certain practical considerations were made. Among those were limitations in funds, faculty, and facilities which limit and control much of the formulation of the initial speech and drama program. The program proposed in Chapter IV is, considering these limitations, a very ambitious program. It
might be a nearly impossible task for one teacher to direct such an ambitious program. It is believed that effort should be made to implement it nevertheless. If it becomes apparent that the load is too great for one teacher, the load could be lightened by first cutting back on the suggested extracurricular activities until additional faculty is available. Complete facilities are planned for use starting with the beginning of the third year. That year would then be the logical time to expand the program with additional faculty and additional opportunities for the students.

The fourth and primary purpose of this study was to propose course offerings—subject and sequence—degree requirements, and extracurricular activities to be implemented in the speech and drama program of Tyler State College. The design of the program aimed at providing courses and activities which were consistent with (1) the rationale for the establishment of the college as expressed by the Coordinating Board, (2) the philosophical foundations as expressed by Tyler State College, (3) the speech and drama classes and experiences which are available on the junior college level, (4) the expressed interests in courses and activities as obtained through the student questionnaire, and (5) the limitations in faculty and facilities of the program in its initial stages.
A philosophy of oral communication education was established to further direct the design of the program. It was asserted that communication is an interdisciplinary concern with a primary purpose to prepare students to function at their full potentials as human beings through an understanding of the communication process. With this philosophy providing guidelines, a proposed speech and drama program for Tyler State College intended to meet the criteria established in Chapter III was designed for the 1973-74, 1974-75 school years.

The following speech and drama program objectives were established for Tyler State College: (1) to help all students develop communicative ability equal to the demands of modern society, (2) to offer students not majoring in speech and drama theoretical and practical training in the communication arts, (3) to offer students majoring in speech and drama training for professions related to communication, and (4) to prepare them for teaching careers with contemporary educational systems, or to prepare them for graduate and professional study in the arts and sciences of communication.

As can be seen in Table V, page 64, the plan of the program offers options in four areas of specialization—communication theory, drama, oral interpretation of literature, and public address. Also, the student may generalize his studies or choose to concentrate in the preparation for teaching speech or drama. There are four classes provided
for the communication theory major, four provided for the
drama major, five provided for the oral interpretation
major, and five provided for the public address major.
Many of the classes are applicable in more than a single
area of specialization. At least three hours in special
problems is recommended for all students in each division.

An advisor will be provided for each student within
the department to aid him in tailoring his degree plan to
meet his special needs and interests.

Extracurricular activities are suggested which are
designed to compliment and enhance the classes provided and
to interest and involve the students as active participants
and members of the East Texas community as spectator-
participants. These extracurricular activities are primarily
aimed toward the cultural, creative, and aesthetic enrich-
ment of the participants.

Chapter IV provides the scope, description, and objec-
tives of each class included in the program. These specifi-
cations attempt to direct each class in its contribution to
the expressed aims of the program.

Directions for the future development of the program
are suggested in light of the criteria of Chapter III. They
include development of an interdisciplinary program in oral
communication; and of divisions in radio, television, and
film, and speech pathology; of graduate programs; and an
expansion of the theatre production classes and activities, and of the course offerings of the suggested divisions.

Recommendations

For future studies, it is recommended that

1. Research be undertaken to establish more precise methods in determining the needs and interests of junior college transfer students.

2. Research be conducted concerning the upper-division college—its role as educator and its other roles in society.

3. Research be undertaken to determine any possible unique qualities which would necessitate a new approach to a graduate school at an upper-division college as opposed to a four-year institution.

4. Research be conducted in establishing methods for determining community needs and interests related to local colleges.

5. Research be undertaken to determine the needs for communication as an interdisciplinary subject and designs for courses and activities especially related to vocational studies, the teaching of literature, and business.

6. Research be conducted to determine alternative directions for new movements within the communication arts.

7. Research be conducted to determine the unique characteristics of upper-division college students as they compare to four-year college students.
APPENDIX

The following information will be used in designing the speech and drama program for Tyler State College, the new upper-level college in Tyler, Texas. Thank you very much for your cooperation.

STUDENT'S QUESTIONNAIRE

Name: _____________________________ Major: _____________________________

Classification: ___________________ Name of Junior College __________________

1. Are you planning to transfer to Tyler State College?
   ___ Yes ___ No ___ Maybe

   If your answer to question one is Yes or Maybe, please answer the remaining questions.

2. Please list the three semester hour speech and/or drama courses you have taken on the college level, including the ones you are now enrolled in.

   Course Title ____________________________ Course Number ____________________________
   ____________________________ ____________________________
   ____________________________ ____________________________
   ____________________________ ____________________________

3. Are you interested in further courses in the field of speech and drama?
   ___ Yes ___ No ___ Maybe

4. If your answer to the previous question is Yes or Maybe, which of the following courses would you choose to enroll in if they were made available to you at Tyler State College for the next two years.

   ___ Contemporary Rhetoric
   ___ Persuasive Speaking
   ___ Group Interpretation
   ___ Speeches for Special Occasions
   ___ Advanced Studies in Oral Interpretation
   ___ Group Communication and Decision-Making
5. Considering your own interests, which (if any) of the following areas of study would you like to see added to the speech curriculum at Tyler State College in the near future:

- Radio Broadcasting
- Television Production
- Film Production
- Speech Pathology
- Audiology

6. Are you interested in graduate studies in the area of speech and drama at Tyler State College?

- Yes
- No
- Maybe

7. If your major is not speech and drama, would you be interested in a speech course with emphasis on your particular major?

- Yes
- No
- Maybe

8. Are you interested in participating in speech and drama extracurricular activities?

- Yes
- No
- Maybe
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