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A HISTORY OF THE SPEECH AND DRAMA DEPARTMENT
AT NORTH TEXAS STATE UNIVERSITY AS IT
RELATES TO GENERAL TRENDS IN
SPEECH EDUCATION 1890-1970

THESIS

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By

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Training in oral discourse has been offered in a virtually continuous and increasingly diversified curriculum from the founding of North Texas as a private normal college to 1970. The purpose of this study is to compare the training given at North Texas State University to national trends in speech education. The hypothesis for such a study is that historical comparisons may be beneficial to scholars as indicative of those methods that have met with the greatest success.

The thesis is divided into five chapters. Chapter I introduces the study, establishes the format of the remaining chapters, and gives the historical trends in speech education in the United States. The historical trends were established from publications of the Speech Association of America, where they were available, and from publications of the regional associations or records of representative institutions of higher learning when no composite studies existed.

The trends in speech education at North Texas were recorded from the official records of the university, including Bulletins, Campus Chat, Yucca, records of the Registrar and official records of audits, faculty committees, and similar reports. Where such sources were not available, unofficial records of the department such as departmental newsletters, annual reports, correspondence files, class schedules, and similar materials were used. The history of the university was obtained from The Story of North Texas, Dr. James L. Rogers, and from the sources listed above. Personal interviews were of great benefit in determining details not included in any of the sources listed or when conflicting evidence was discovered.

Chapters II, III, and IV give detailed historical data regarding both the curriculum and significant extracurricular activities at North Texas. Pertinent information regarding the university, the physical facilities of the department, and the departmental faculty is included when these elements had an influence on the historical developments in speech education. The division of the chapters is dictated by the periods of significant change. Chapter II covers the period from 1890, when the school was founded, to the establishment of a Department of Speech Arts in 1930. Chapter III covers the period from 1930 to 1950 when the present chairman, Dr. R. V. Holland, became the first full professor to head the department. Chapter IV is concerned with the progress made during Dr.

Holland's tenure. A summary of significant findings appears in Chapter V.

The trends in speech education in America are based on concepts established in the early part of the twentieth century. Departments of speech became autonomous academic entities in colleges and universities. National associations of speech were formed and special associations representing special interest areas within the discipline grew out of these national organizations. Later, a stable growth in curriculum was established in most colleges. This growth was interrupted by World War II, but the war also provided an impetus for technological and scientific advances that filtered down to educational institutions. In the twenty years from 1950 to 1970, scientific inquiry, increased funds, and interest in communication have caused great progress in speech education resulting in the proliferation or splintering of the speech curriculum with a greater diversity of courses in special interest areas.

This study revealed that the Department of Speech and Drama at North Texas State University in 1970 has an instructional staff of twenty-seven and an enrollment of more than 2,000 students. It offers courses in six areas of interest: Speech and Drama Education, Theater, Speech Pathology and Audiology, Public Address/Communication, Radio-Television-Film, and Oral Interpretation. The department occupies a multi-million dollar building, one of the best-planned and best equipped in the

Southwest. This scholarly establishment has evolved from one course in elocution offered in the first announcement bulletin of Texas Normal College and Teachers Training Institute, dated May 24, 1890. The time and methods employed to achieve this tremendous progress indicate that speech education at North Texas was most often ahead of, or in the mainstream of, the general trends in speech education in America, with the exception of those programs requiring special plant facilities for which funds were not available when the need for expansion was first indicated. In short, North Texas State University has offered an academically sound program of speech education for the past eighty years.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Significance of the Study	
Procedure	
A History of Speech Education in America	
II. THE FOUNDING OF THE SCHOOL TO THE FORMATION OF THE DEPARTMENT OF SPEECH ARTS 1890-1930	35
The University	
Elocution, Reading, and Public Speaking	
The Curriculum	
Extracurricular Activities	
III. NORTH TEXAS STATE TEACHERS COLLEGE THE MIDDLE YEARS 1931-1950	69
The University	
The Curriculum	
Extracurricular Activities	
IV. THE CURRENT PERIOD 1951-1970	101
The University	
The Curriculum	
Extracurricular Activities	
V. SUMMARY	161
APPENDIX	170
BIBLIOGRAPHY	185

LIST OF TABLES

Table	Page
I. Areas of Interest and Course Titles, 1930-35	18
II. Courses Required for All High School Speech Teachers	20
III. A Summary of the Requirements for the General Speech Major, 1950 and 1960	29
IV. Survey of Administrative Structure of 331 Institutions Offering an Undergraduate Major in Speech, 1968	33
V. A Survey of College Speech Clinics, 1940	170
VI. The Semester Hours in Speech Required in Order to Teach Speech in the Secondary Schools, 1952	172

CHAPTER I

INTRODUCTION

Statement of the Problem

Opening ceremonies of Texas Normal College and Teachers' Training Institute, founded by Joshua Crittenden Chilton, were conducted in mid-September, 1890. The first announcement bulletin, dated May 24, 1890, listed a course in Elocution and Literature as one of the nine full courses available at the institution.¹ By 1900, there were thirty-four students enrolled for the course.² The Department of Speech Arts was created in 1930, and Mrs. Olive Johnson joined the faculty in 1932 to head the department.³ Upon her retirement in 1951, Reginald V. Holland, Ph.D., Cornell, joined the faculty as Director of the Department of Speech. Under his leadership, the Department of Speech and Drama presently has an instructional staff of twenty-seven and offers courses in six areas of interest: Speech and Drama Education, Theater, Speech

¹James L. Rogers, The Story of North Texas (Denton, 1965), p. 17.

²Campus Chat, April 18, 1940.

³North Texas State University Bulletin, 99 (June, 1932), 119. (This publication will be designated Bulletin and will contain the course offerings for the fall and spring semesters following the date of publication unless otherwise noted.)

Pathology and Audiology, Public Address/Communication Theory, Radio-Television-Film, and Oral Interpretation. In January, 1970, there were more than 2,000 students enrolled in the Department of Speech and Drama at North Texas State University. The department offers courses of study leading to the Bachelor of Arts, Master of Arts, Master of Science, and, in conjunction with the College of Education, the Doctor of Education (teaching field in speech and drama), and Doctor of Philosophy in Education (teaching field in speech and drama) degrees.⁴

The past eighty years have been a time of struggle, growth, reversion, and development in the history of speech education. Many members of the administration and faculty of North Texas State University who have been dedicated to the ideals of academic excellence and individual accomplishment have been instrumental in bringing to this school this virtually continuous and increasingly diversified instruction in one of the oldest educational disciplines. The purpose of this study is to record an accurate account of this development at North Texas State University and to correlate it to general trends in speech education in the United States.

Significance of the Study

The study of speech stems from one of the oldest educational disciplines. The Greek teacher, Isocrates, established

⁴Bulletin, 409 (November, 1969) no pagination. Special issue.

a "school of speech" in the fourth century, B. C. The philosophical opinion that man is, by nature, a persuading animal and that the communication process provides the means for the cumulative development of human achievement has necessitated the inclusion of speech training in educational institutions from ancient times to the present. However, the position the discipline should occupy, the matters with which it should concern itself, and the methods it should employ are subjects of lively controversy. Consequently, historical studies may be of much benefit to scholars as indicative of those methods that have met with the greatest success.

In the preface to A History of Speech Education in America, Karl Wallace indicated that the Speech Association of America had endeavored to interest scholars, teachers, and graduate students in doing historical studies "that helped to reveal the foundations of old meaning and to beget new vigor for modern precept and practice." The need for future studies that would "furnish the facts as to who taught what, and where, and how . . ." ⁵ was the challenge issued to subsequent annalists. This thesis is an effort to partially meet that challenge. It will provide the following information: (1) a brief record of the national trends in speech education in the twentieth century; (2) a detailed account of the trends in speech education at North Texas State University.

⁵Karl R. Wallace, "Preface," A History of Speech Education in America, ed. Karl R. Wallace (New York, 1954), p. v.

Procedure

Since many facets of speech education resulted from the interest generated by student activities, both the curricular and significant extra-curricular developments will be included. The major developments at North Texas State University will be recorded chronologically in five general areas: (1) the curriculum; (2) the extracurricular organizations; (3) the enrollment; (4) the physical plant; and, (5) the faculty.

No attempt will be made to hypothesize about the content of particular courses. The listing of the course and its description from the bulletins will be used as prima facie evidence that the school had the potential to offer the course upon the philosophical construct reflected in the description. The main trends and influences will be shown, but no attempt will be made to list every course or every activity during the entire period. The chapter divisions will be dictated by the developments occurring in each time segment. Therefore, not every area of interest will be covered in each chapter; rather, the areas of growth that characterize the particular time period will be covered. An extended appendix containing data that is not an integral part of the history of the department, but which is of interest and needs to be recorded in a permanent and readily available compendium, is included.

Primary sources of data for the history of the department will be used when they are available. The bulletins of the

university will be treated as authoritative with regard to curriculum. The other publications of the school-- the Campus Chat, the Yucca, minutes of meetings of official groups, records of the Registrar, and records of the various student organizations-- will also be utilized to give a well-rounded picture of the events as they transpired. There are activities and periods of time for which few written records are extant. In those cases, unpublished notes, unofficial records, and personal interviews will be utilized to clarify the probable sequence of events. Where such conjecture is incorporated, it will be noted in the text of the study.

The historical trends in speech education in colleges and universities in the United States will be recorded from published studies where they are available. When no such studies exist, the records of various leading institutions and studies of comparable departments of speech will be used to indicate the major trends.

A History of Speech Education in America

Speech training has been a part of the American educational scene since the founding of the colonial colleges. It has undergone major changes, frequently concomitant with religious, political, or social evolution in the nation. The main current in speech education has most often gone under the label of "rhetoric," the art of oral communication. The use of verbal discourse in socially significant situations has necessitated

the development of specialized areas of study that promote more effective, artistically excellent, psychologically sound, and scientifically oriented methods of teaching. These needs account for the diversified curriculum that is loosely called "speech" education.

The Period from 1890 to 1925

In the period from 1890 to 1925, the system of higher education in America was undergoing major changes that contributed to the recognition of speech as a separate discipline. Gray recorded,

The three decades from 1890 to 1920 were a period of transition in the development of American speech education. The changes that were taking place in these thirty years were perhaps more profound than in any other similar period since the founding of the first colonial schools. It was during these years that all the various aspects of oral communication were drawn together and integrated, under the common rubric of "speech," into the beginnings of our present profession.⁶

The concept of college departments, in the modern sense, was developed about the turn of the century to meet the demand of a growing enrollment at colleges and universities. As departments were being organized and separate courses of study were evolving, the question arose as to where the traditional subjects that had been called "rhetoric," "elocution," and "oratory" belonged. Primarily because of the non-academic

⁶Giles Wilkerson Gray, "Some Teachers and the Transition to Twentieth-Century Speech Education," A History of Speech Education, p. 422.

approach of many teachers of "elocution," some departments felt that oral discourse should be dropped altogether.

Elocution was declining partly because public tastes were changing, partly because an academic approach was being demanded by teachers and students alike, and partly because of the doubtful practices of less skillful readers and "entertainers." . . . Educators were reluctant to grant college credit for elocution, but slowly their opposition faded as speech education supplanted the entertainment motive, and as elocution broadened into speech arts. Elocution was largely entertainment characterized by the recitation of literature, usually memorized. The speech arts also embraced this type performance, but went beyond it to include oratory, debate, public speaking, and acting.⁷

Thoughtful scholars who combined ancient precepts and modern theories were able to clarify the role of speech education in the twentieth century.

Possibly the disrepute into which elocution had fallen was responsible, in part, for the movement toward establishing college courses in public speaking. Other influences, of a positive nature, appear to be the student oratorical leagues between literary societies, the beginning of intercollegiate debate, and the concern of many teachers and students about the lack of proper training in oral expression.⁸ These people often found themselves in an unfavorable administrative

⁷Frank M. Rarig and Halbert S. Greaves, "National Speech Organizations and Speech Education," A History of Speech Education, p. 491.

⁸Alice Moe, "The Changing Aspects of Speech Education in the United States," unpublished master's thesis, Department of Speech and Drama, Marquette University, Milwaukee, Wisconsin, 1937, p. 139.

situation, frequently in a department of English. The divergent interests of teachers of written and spoken language created pressure which made the separation of the two disciplines desirable, if not mandatory.

Gifted leaders developed various branches of speech education in their respective colleges. As they encountered difficulties, they sought to band together to solve their common problems. The first attempt at organization was made in 1892. The National Association of Elocutionists held its first meeting in New York City, where considerable debate ensued as to the inclusion of "elocution" in the title of the organization. The association was characterized by three predominant ideas:

1. elocutionary entertainment was in vogue during much of the late nineteenth and early twentieth centuries;
2. although there were numerous well-trained, competent and sensitive elocutionists with high literary standards, there were also a great many who were guilty of objectionable practices;
3. standards for elocutionary performance had improved slowly, but steadily.⁹

Little change was initiated by the members, however, and although the organization (renamed the National Speech Arts Association) remained in existence until 1925, it had little influence, particularly after 1914.

In that year, seventeen charter members formed the National Association of Academic Teachers of Public Speaking.

⁹Rarig and Greaves, op. cit., p. 491.

The founding of this group grew out of two other associations. The National Council of Teachers of English had formed a Public Speaking Section, and in November of 1913, between fifty and seventy-five persons attended the meeting of this section. The other group that joined to form the association was a regional group, the Eastern Public Speaking Conference. The more progressive members of these groups seemed to gravitate toward the new association which offered a program of greater vitality and pertinence for speech activities on a national scale. The word "academic" was deleted from the title, and later the name was changed to the Speech Association of America. The official organ of the group, the Quarterly Journal of Public Speaking, later the Quarterly Journal of Speech, was first published in April, 1951.¹⁰

At the same time, desirable curriculum developments were made by individual instructors. Beginning in the late eighteen hundreds, George Pierce Baker at Harvard earned his reputation for work in forensics and competitive debating. In addition, he established playwriting and dramatic production as proper areas of speech training.¹¹ Another pioneer, Thomas Clarkson Trueblood, who called himself an elocutionist, made two important contributions to the discipline. During his tenure as head of the Department of Elocution and Oratory at Michigan,

¹⁰Rarig and Greaves, op. cit., pp. 491-507.

¹¹Gray, op. cit., pp. 428-430.

he succeeded in placing "elocution" in its proper perspective as the fifth of the classical canons of rhetoric and in demanding a liberal arts education for students in the field of "speech."¹² Solomon Henry Clark, University of Chicago, was largely responsible for the "adoption of the concept of 'interpretation'--and the term--to replace the outworn and discredited 'elocution.'"¹³ He stressed the idea that reading is a recreative art, somewhat like music, and that it requires both understanding and technique. All of these ideas had been put into practice before 1900, although they were developed more fully throughout the entire period. Thus, the groundwork was laid for courses of study in liberal arts colleges that would focus on argumentation and debate, drama, and oral interpretation.

The task of outlining the future of "oratory" and "rhetoric" remained for others. James Albert Winans and Charles Henry Woolbert of Cornell and Illinois, respectively, had far-reaching influence on rhetorical theory and practice. Both of these men along with James Milton O'Neill exerted their influence most decidedly after 1910. Winans combined the new psychological precepts with the classical concepts of rhetoric and produced "public speaking." His book, Public Speaking, published in 1914, was one of the most widely used textbooks in the basic

¹²Ibid., pp. 425-427.

¹³Ibid., p. 430.

speech course for some twenty-five or thirty years. Woolbert adopted Winans' ideas and extended them to include the whole speech process as an inescapable unity. O'Neill systematized the form of intercollegiate debate. All three men were charter members of the Speech Association of America and contributed much to the profession through their work in the organization.¹⁴

In the period before 1925, increased interest in the field of speech correction as a part of the university curriculum caused clinics to be established at several institutions. Often, speech pathology and audiology were attached to departments of psychology or medicine as well as to departments of speech. The correction of speech defects as an adjunct to good platform performances in elocution was buried with the buggy whips, and the work of speech clinics was done in a spirit of true scientific inquiry. World War I and the injuries of the soldiers together with the greater recognition of speech deficiencies in school children acted as an impetus to the movement in speech science. It is difficult to isolate one man or one school that initiated the shift to modern concepts, but certainly E. W. Scripture, Vanderbilt Clinic, Columbia University; Edwin Burkett Twitmeyer, University of Pennsylvania; and Smiley Blanton, a graduate of Curry School, Howard Theater School, Boston, Vanderbilt University, and

¹⁴Ibid., pp. 433-443.

Cornell Medical College, who joined O'Neill's staff at Wisconsin, 1914, were important contributors.¹⁵

The early issues of the Quarterly Journal of Speech corroborate the idea that during the period before 1920 the members were concerned with the separation of public speaking from departments of English, the discovery of a term to encompass the vast area known today as speech education, and the decision of what subject matter belonged in the curriculum. In the early 1920's the content of the basic speech course, the place of classical rhetoric, and methods of speech correction appear to have been matters of primary concern.¹⁶

The pressure for autonomy in departmental designations began to show a positive result by the early nineteenth hundreds. Departmentalization at the college level came into being late in the nineteenth century in American education. Smith noted that during the period from 1860 to 1900 the autonomous organization of speech instruction was possible.

In general, however, speech instruction became the responsibility of departments of English language and literature. Later, after the turn of the century, separate departments of speech appeared in

¹⁵Clarence T. Simon, "Development of Education in Speech and Hearing to 1920," A History of Speech Education, pp. 408-413.

¹⁶Phylliss Jeanine Rice, "The Development of an Active Speech Program at Miami University, 1900-1940," unpublished master's thesis, Department of Speech, Miami University, Oxford, Ohio, 1967, pp. 10-11.

a majority of American institutions of higher education.¹⁷

Smith indicated that the consensus, derived from surveys, seemed to be that speech was an organized part of the college curriculum by the late 1920's and that it seldom had such a position prior to 1890.¹⁸ A further consideration in the development of speech departments was mentioned by Smith, as follows: "In general, autonomous departments have developed most extensively in the universities and least extensively in the teachers' colleges and technological schools."¹⁹ A study conducted in 1925 at Teachers College, Columbia University, revealed that sixty-five of seventy-one teachers' colleges offered courses in oral expression in the Department of English. These colleges offered a range of from two and one-half to sixty semester hours in five separate areas; the median offering was fifteen hours.²⁰ For purposes of comparison with North Texas State University, this lag should be noted.

The Period from 1925 to 1950

The developments in the middle period, with the exception of the use of new media, were not so much in kind as in degree.

¹⁷Donald K. Smith, "Origin and Development of Departments of Speech," A History of Speech Education, p. 449.

¹⁸Ibid., pp. 460-465.

¹⁹Ibid., p. 463.

²⁰Ida A. Jewett, English in State Teachers' Colleges (New York: Teachers' College, Columbia University, 1927), p. 12. The colleges that were included in the study were the seventy-one teachers' colleges for white students listed in the 1925 Educational Directory published by the U. S. Bureau of Education.

Of the previously established areas of interest, the proliferation of courses in drama and speech correction bear some investigation.

The American Academy of Speech Correction broke away from the National Association of Teachers of Speech in 1926. It was renamed the American Society for the Study of Speech Disorders the following year and received the endorsement of the parent organization.²¹

In a speech given at the convention of the Western Association of the Teachers of Speech in 1929, Earl G. Wells of Oregon State indicated that the speech clinic was a rapidly expanding, although recent, development. The major function of the clinic was to compensate for the failure of the public schools to deal with speech defectives.²² A survey of the college and university speech clinics in 1940, conducted by Virgil A. Anderson, indicated somewhat contradictory information in regard to the date of development of the clinics. Anderson alleged that

The most striking features of the college and university speech clinic are its recency and the importance of the position it has attained. . . . Although speech clinics were established in two state universities as early as 1912, in a majority of cases this service is a comparatively recent development and is enjoying at present the most rapid growth and expansion of its history. That this is true is attested by the fact that in 49%

²¹Rarig and Greaves, op. cit., p. 508.

²²Rice, op. cit., pp. 17-18.

of the schools studied, the clinics have been established within the last five years.²³

An ambiguity exists regarding the incidence of college speech clinics in that Anderson's survey covers only fifty-seven schools having clinics, whereas over four hundred, more than half of the schools accredited in the United States, had speech departments.

A study of Fine Arts in Texas Colleges and Universities contained information about the growth of the curriculum in theater. The study cited a report made by Hobgood, tracing the history of college theaters that indicated that two major periods of growth had occurred in the twentieth century. After World War I, there was approximately a 20 per cent rate of increase in curricular offerings. Prior to 1920, college theatrical activities were most often extracurricular. The depression of the thirties curtailed the expansion of colleges, and the campus theater programs declined as a result. The American Educational Theater Association withdrew from the Speech Association of America in 1936. Subsequently, the second period of growth began about 1940, and a marked expansion of both curricular and extracurricular activities could be observed. World War II interrupted, to some extent, the steady rate of growth. The period from 1945 to 1955 showed

²³Virgil A. Anderson, "The College and University Speech Clinic: A Survey," Quarterly Journal of Speech, XXVI (February, 1940), 80-81.

a rate of increase in curricular developments of 28 per cent.²⁴

The original development of graduate study in speech occurred after 1920, but it failed to expand rapidly before 1950. The first Doctor of Philosophy conferred by a department was awarded in 1922 at Wisconsin. Cornell awarded the Master of Arts in 1922 and its first Ph.D. in 1926. Graduate programs were not widespread, however, until after the middle period. Before 1936, seven institutions had awarded 92 per cent of the graduate degrees in speech.²⁵ By 1949, only 885 master's degrees and forty-seven Ph.D.'s had been awarded.²⁶

By way of summarizing the period, statistical data provides missing information and establishes more clearly the status of speech education by 1950. A survey of 738 colleges and universities, edited by A. J. Brumbaugh, 1948, indicated that 430 had either autonomous departments or departments that carried both English and speech in the departmental title. There were 333 schools with no department of speech, twenty-three schools with two departments of speech, and one with three. Of the 430 schools with autonomous departments, 256 designated the title as "speech," fifty-one as "speech and

²⁴"Fine Arts in Texas Colleges and Universities," II, A Special Report for the Coordinating Board, Texas College and University System, ed. David C. McGuire, Georgia B. Leach, and E. Robert Black (March, 1968), 920.

²⁵Simon, op. cit., 466-67.

²⁶Mary Margaret Robb, Oral Interpretation of Literature in American Colleges and Universities (New York, 1968), rev. ed. p. 219.

drama," and thirty-six as "drama." Additional titles were "public speaking," "radio," "speech, radio, and drama," "homiletics," "English and speech," "communications," and "rhetoric."²⁷

Thomas E. Coulton's survey in 1935 of 118 catalogs of representative colleges reflected the course offerings in speech. In the period between 1930 and 1935, the areas of interest were designated as public address, drama, interpretation, correction, basic sciences, radio, and basic courses. The data in Table I represents the aggregate number of semester hours in each course offered by the 118 institutions. An additional notation was made that rhetoric was seldom a performance course and that courses in radio generally developed after 1935.²⁸

Anderson's survey of college and university speech clinics contained much statistical data on the internal structure of such facilities. A table of speech clinic activities derived from the survey is included in the appendix. There is an ambiguity in Anderson's information that should be noted. While Anderson referred to the rapid expansion of the clinics in higher education, in point of fact the questionnaires were sent to fifty-seven schools, which he said were "virtually all of the institutions of collegiate rank which listed this service in their 1937-38 college catalogues."²⁹

²⁷Smith, op. cit., p. 464.

²⁸Ibid., p. 465

²⁹Anderson, op. cit., p. 80.

TABLE I
AREAS OF INTEREST AND COURSE TITLES
1930-1935

Course Title	Total number of semesters in 118 institutions
Public Address:	
Public speaking	171
Debate	156
Argumentation	101
Extemporaneous speech	41
Oratory	53
Rhetoric	5
Parliamentary law	13
Business speech	23
Drama:	
Production	186
Drama	136
Interpretation	202
Correction	39
Basic Science:	
Sciences	26
Phonetics	48
Radio	8
Basic Courses:	
Elocution	4
Basic courses	115
Voice	50
Gesture	11

A survey of the colleges engaged in training prospective teachers, done in 1949 by Maxine M. Trauernicht, showed significant trends in speech education. The information was solicited from 159 colleges and universities; results were tabulated from 116 replies in forty-two states. Approximately 70 per cent of the schools offered both a major and a minor in speech. Additional information was tabulated from the eighty-six schools offering the academic major. The question asked

was "Which of the courses listed are required for all high school speech teachers?" The result is shown in Table II. In addition to the information from the colleges, the number of semester hours in speech required by the state in order to teach speech in the secondary schools was tabulated from replies to questionnaires received from forty-four state departments of public instruction. The information received from this inquiry may be found in the appendix.³⁰

Other areas of interest that appeared during the middle period but were more fully developed later were educational television, reader's theater, rhetorical theory, and communication theory.

The Period from 1950 to 1970

The changes in speech education in the past twenty years can be divided into two main categories. One group of changes appears to result from the new advancements in science and technology and from new concepts developed from the social sciences, particularly psychology and sociology. The scientific and technological developments enabled speech education to use a more scientific approach to problems of speech pathology and audiology and to utilize the developments of mass media for communication skills and the expansion of the arts. The

³⁰Maxine M. Trauernicht, "The Training of High School Teachers of Speech," Speech Teacher, I, (January, 1952), 29-36.

TABLE II
 COURSES REQUIRED FOR ALL HIGH SCHOOL
 SPEECH TEACHERS IN EIGHTY-SIX
 TEACHER TRAINING INSTITUTIONS
 1949

Course	Percentage of Institu- tions Req.	Average No. of Sem. Hours
Fundamentals of Speech*	77.90	3.19
Oral Interpretation	56.96	3.24
Methods of Teaching Speech	48.83	2.60
Public Speaking	48.83	3.21
Practice Teaching in Speech	43.02	4.26
Speech Pathology and Correc- tion	41.86	2.90
Play Production and Direction	41.86	3.41
Acting	26.74	2.88
Radio	26.74	2.90
Debate	26.74	2.59
Stagecraft	20.93	3.02
Observation of Teaching of Speech	19.76	2.86
Discussion	19.76	2.89
Phonetics	18.60	2.62
Voice Science	18.60	2.83
Basic Communications**	11.62	5.38
Speech for the Classroom Teacher	11.62	3.03
Psychology of Speech	10.40	3.00

*Course includes such skills as adjustment, communicativeness, bodily action, voice, diction, reading aloud, original speaking, and use of the microphone.

**Reading, writing, speaking, and listening.

second group of changes seems to be the result of the increased interest in education in general. This interest accelerated enrollment in colleges and universities at an unprecedented rate. The emphasis on higher education expanded to include graduate study as well as undergraduate work, and, consequently,

enrollment increased at all levels of higher education. The increased enrollment allowed colleges to offer a wider variety of courses on an economically feasible basis. Therefore, many areas of speech education were examined in greater depth, and a proliferation of course work resulted.

A bibliography of studies in the history of speech education compiled by the Speech Association of America Study Committee with Giles Wilkerson Gray as chairman, indicates the status of speech correction in education in 1956. Of the approximately three hundred studies listed, only nineteen dealt with speech correction. Of this number, more than half were historical studies of particular speech correction programs. The only specific speech difficulty written about was stuttering; however, there were several articles regarding the teaching of reading that were suggestive of the recognition of aphasia. Four articles treated the contributions made by Alexander and Melville A. Bell to the teaching of the deaf.³¹ A short article in the 1952 Journal of Speech and Hearing Disorders is indicative of the lack of scientific instruments necessary for the accurate diagnosis and treatment of speech and hearing disorders. The article stated that one-way mirrors were useful in a speech and hearing clinic. The focus of the

³¹Giles Wilkerson Gray, "A Bibliography of Studies in the History of Speech Education from 1925," Speech Teacher, V (January, 1956), 8-20.

article was the method of constructing such mirrors.³² That a national scholarly journal deemed an article on so mundane a topic worthy of publication shows that even the most elementary equipment was not in common use at the time.

The status of mass media in educational institutions was not clear in the 1950's. The committee on motion pictures of the SAA conducted a study aimed at the discovery of the extent of instruction in motion pictures. Of 610 colleges and universities receiving questionnaires, 278 responded. The result of the survey revealed that courses in motion pictures were offered at twenty-six institutions. California, New York, and Pennsylvania had seven, four, and three of these schools, respectively. The content of the courses reported in the survey varied from appreciation of cultural values to rather technically oriented courses in production and writing. The survey noted that financial difficulties often hampered the development of film production programs. Five of the eight most active departments agreed that an integrated approach to radio, theater, television, and films had merit. The cumulative number of films produced by colleges and universities to 1950 was 134 films of general interest and ninety-nine films related to purely local interest or particular classes or activities.³³

³²Martin F. Palmer, "Construction of One-Way Vision Mirrors," Journal of Speech and Hearing Disorders, XVII (March, 1952), 138.

³³Buell Whitehill, Jr., "Motion Picture Instruction, Production, and Research in Colleges and Universities," Quarterly Journal of Speech, XXXVII (February, 1951), 203-206.

Although interest in television in educational circles was manifested as early as 1939 when the Universities of Iowa, Purdue, and Kansas State obtained licenses for broadcasting,³⁴ little, if any, progress was made until the early fifties. A survey of courses for the general speech major in 1950 failed to mention the television medium at all but indicated that half of the colleges offered from two to eight hours in radio.³⁵ A similar survey in 1960 revealed that of the fifty-four schools requiring courses in radio, thirty-two included some consideration of television in the course. No school, however, required television alone.³⁶

Speech science and the development of programs in mass media were dependent on the technological advances of related sciences. These advances began in the World War II period but were greatly accelerated after the U. S. S. R. launched Sputnik I in 1957. The federally supported research programs at the colleges and universities were paralleled by industrial research, and both areas contributed significantly to science and technology.³⁷

³⁴Ross Scanlan, "Television and Departments of Speech," Quarterly Journal of Speech, XXX (April, 1944), 140-43.

³⁵Donald E. Hargis, "The General Speech Major," Quarterly Journal of Speech, XXXVI (February, 1950), 71-76.

³⁶William C. Seifrit, "The General Speech Major: Ten Years Later," Speech Teacher, X (January, 1961), 39.

³⁷Everett Walters, ed. "The Rise of Graduate Education," Graduate Education Today (Washington, D.C., 1965), pp. 22-27.

The influences of technical and scientific discoveries on speech education were more apparent than the philosophical changes that occurred in the discipline. However, the changes in theory and philosophy may prove the more significant of the two as world cultures are brought into closer proximity. The interest in rhetorical theory was evident from the great number of articles on the subject that appeared in Gray's bibliography. The majority of those studies were concerned, however, with rhetorical theories developed from classical Greek to Victorian times. Only two studies were listed that were clearly concerned with the rhetorical concepts that have become loosely grouped under the heading of "communication theory."³⁸ The importance of this area of inquiry was attested to by the Speech Association of America at its 1970 annual convention when it voted to change the name of the organization to the Speech -- Communication Association of America. However, as late as 1948 when Thonssen and Baird published Speech Criticism, they devoted less than two pages to twentieth century rhetoricians, principally Winans, whose Public Speaking, published in 1914, they felt "still remains the greatest contribution to rhetorical theory since George Campbell's Philosophy of Rhetoric."³⁹ A casual mention of the semanticists Alfred Korzybski, C. K. Ogden, and I. A. Richards was the only other reference to this large body

³⁸Gray, "Bibliography," op. cit.

³⁹Lester Thonssen and A. Craig Baird, Speech Criticism (New York, 1948), p. 145.

of theory that has developed in recent years.⁴⁰ An address on "group dynamics" delivered by Dr. Mayhew Derryberry of the U. S. Department of Health at the annual convention of the Speech Association of America in 1950 drew a mixed response. While some of the listeners rejected the ideas expressed by Derryberry as "nothing more than a ritualistic shibboleth,"⁴¹ less critical observers acknowledged that group dynamics was a theory held by a number of educationists, social psychologists, sociologists, and welfare workers who claimed it was a method whereby science was applied to the process of human relations. The configurationist doctrine, an outgrowth of Gestalt psychology on which group dynamics was based, was brought to the United States from Germany in 1932 by Dr. Kurt Lewin who propounded it in departments of psychology at Duke, Cornell, Iowa, Stanford, and Massachusetts Institute of Technology. The speech profession was alleged to have been exposed to the theory mainly through the efforts of John Keltner of the University of Oklahoma.⁴² The entire article written about the address approached the subject of group dynamics from a rather skeptical point of view. In 1962, Robert Oliver published an article about speech education at Pennsylvania State University in which he failed to mention communication theory at all. According to Oliver, the latest development

⁴⁰Ibid., p. 283.

⁴¹Robert Gray Gunderson, "Group Dynamics--Hope or Hoax?" Quarterly Journal of Speech, XXXVI (February, 1950), 34.

⁴²Ibid., pp. 34-38.

in the curriculum was the addition of Speech and Hearing Therapy in 1944. The remainder of the article dealt with the growth of the department in enrollment and faculty.⁴³ A report of The Conference on Research and Instructional Development in Speech-Communication stated that the conference "did not burst 'full-grown' upon the scene in the Spring of 1968. It represented the fruition of several years of measured and sometimes tortuous development by several of the best minds in the Speech Association of America."⁴⁴ The association established a national office in 1963 and a research board in 1964; both were important forerunners of the 1968 conference. Previous conferences emphasizing particular areas of speech education were held prior to 1968,⁴⁵ but rhetoric and public address as related to the humanities and the arts were

⁴³Robert T. Oliver, "One Hundred Years of Teaching Speech: An Interpretation," Speech Teacher, XI (September, 1962), 247-252.

⁴⁴Speech Association of America, Conceptual Frontiers in Speech-Communication, report of the New Orleans Conference on Research and Instructional Development, ed. Robert J. Kibler and Larry L. Barker (New York, 1969), p. 3.

⁴⁵A conference on graduate education in speech pathology and audiology, sponsored by the American Speech and Hearing Association, was held in 1963. In 1966, a conference on theater research was held at Princeton University. These conferences helped to develop focus and direction in these two fields. An interdisciplinary colloquium, arranged by the Research Board of the SAA, was held in October, 1967, at the Wingspread Conference Center of the Johnson Foundation in Racine, Wisconsin, to discuss the interrelationships of speech communication and cognate fields. This meeting was a source of stimulation for the speech-communication scholars who participated in the 1968 conference.

identified by the Research Board of the Speech Association of America as major areas that still needed more intensive study. The board decided that a study of the developing behavioral science approach to the theory and process of speech-communication required the most immediate attention; consequently, plans were made for an interdisciplinary conference on rhetoric. The Conference on Research and Instructional Development in Speech-Communication, funded by the Arts and Humanities Program of the United States Office of Education, was held in New Orleans in February, 1968, under the joint sponsorship of the federal agency and the Speech Association of America. Forty-six recommendations were adopted by a majority of the conferees. The recommendations were presented to the members of the SAA at the summer conference in 1968 and were rather well received. Association members met in three separate discussion groups--representing historical, critical, and behavioral research--to consider the recommendations of the New Orleans conference. All three groups expressed a willingness to accept the bulk of the work of the conference; however, considerable discussion ensued regarding the suggestion that communication be included in the name of the national association.⁴⁶ The results of the New Orleans conference are apparent in the action taken by the association at its 1970 national convention to incorporate communication in the title and by the numerous articles in the

⁴⁶Kibler and Barker, op. cit., pp. 3-47 and 175-196, passim.

journals that deal with research in the many aspects of communication theory. For example, the January, 1970, issue of the Speech Teacher contained eight articles and five book reviews dealing with some facet of communication. Such widespread interest indicates the general degree of acceptance of the relevance of communication theory to speech education.

The traditional speech curriculum is represented in the 1960 survey of the requirements for the general speech major. This survey contained comparative data from a similar study made ten years earlier. The information was taken from the catalogues available from all of the undergraduate schools listed in the 1960 Directory of the Speech Association of America. For various reasons, only 303 colleges listing the speech major were examined. Of that number, 200 were selected for comparison with the 1950 survey. A summary of the information from the 1960 findings is recorded in Table III.⁴⁷ The purpose of the 1960 study was to determine what changes had occurred in the requirements for the general speech major in the ten-year period. The more significant changes revealed are as follows: (1) fewer schools required courses in public address in 1960; (2) the number of hours in speech science increased; (3) more schools required courses in speech; (4) the fundamentals course was required by 40 per cent more schools; (5) more than half the schools requiring radio included television in the course, but no school required television alone;

⁴⁷Seifrit, op. cit., pp. 38-39.

TABLE III
 A SUMMARY OF THE REQUIREMENTS
 FOR THE GENERAL SPEECH MAJOR
 BY INTEREST AREAS AND COURSES
 1950 and 1960

Interest Area and Course Title	No. Schools Requiring 1960 Total of 200	Increase or Decrease Over 1950	Mean Hours Required	
			1960	1950
Public Address	161	(-20)	5.0	(6.1)
E. Public Speaking	96	(-31)	2.8	(3.8)
Adv. Public Speaking	34	(-64)	2.9	(3.4)
Debate	51	(+8)	1.98	(2.6)
Argumentation	32	(-6)	2.1	(2.7)
Discussion	65	(+41)	2.2	(2.6)
Electives	25	--	3.1	--
Theatre Arts	132	(+23)	5.7	(6.7)
Drama	34	(-1)	2.6	(3.4)
Play Production	48	(-22)	3.1	(4.2)
Acting	41	(-5)	3.2	(2.7)
Stagecraft	35	(+16)	2.5	(2.7)
Direction	30	(+10)	2.9	(3.1)
History of Theatre	26	(+19)	3.6	(4.2)
Electives	32	--	2.9	--
Speech Science	121	(+48)	3.69	(3.5)
Phonetics	45	(+15)	2.5	(2.5)
Voice Science	25	(+14)	2.8	(2.6)
Speech Correction	68	(+22)	3.0	(3.1)
Electives	18	--	2.9	--
*Radio-Television	54	(+16)	2.94	(3.4)
Interpretation	122	(+9)	2.89	(3.5)
Individual Lessons	1	(-8)	8	(3.7)
Fundamentals	111	(+79)	2.66	(3.6)
Voice and Diction	75	(+1)	2.6	(2.7)
Teaching of Speech	30	(+22)	2.8	(2.7)
Psychology of Speech	15	(+8)	3.6	(2.5)
Problems and Seminar	32	(+10)	2.6	(2.4)
**Miscellaneous Electives	187	--	12.78	--

*In the 1950 survey, radio was a separate course, and television was not included in the requirements at any school.

**This listing includes the electives listed under the three special interest categories.

and (6) there was an appreciable increase in the number of schools that required a course in the teaching of speech. A hypothetical major based on the survey was given.

Fundamentals of Speech	3 hours
Interpretation	3 hours
Elementary Public Speaking	3 hours
Advanced Public Speaking, Discussion or Debate	2 hours
Play Production	3 hours
Theater Arts Elective	2 hours
Speech Science	3 hours
Electives	<u>10</u> hours
Total	29 hours ⁴⁸

From this rather broad smattering of courses the trend in speech education seems to move in the subsequent ten-year period ending in 1970 toward greater specialization within one area of interest.

In August, 1963, the Speech Association of America adopted a set of principles and standards for the certification of teachers of speech in secondary schools; the following excerpt indicated the minimum undergraduate requirements in speech education.

The competent teacher of speech in secondary schools must be prepared to execute effectively any or all of the following duties:

- a. Teaching classes in speech fundamentals, discussion and debate, public speaking, oral reading of literature, dramatic production and/or speech before microphone or camera
- b. Directing and/or coordinating co-curricular or extracurricular activities in debate, discussion, speech contests and festivals, theatre and radio and television production
- c. Planning and preparing or assisting others in the preparation of programs for assemblies, community ceremonies and special occasions
- d. Preparing courses of study, making textbook selections, procuring audio-visual and other

⁴⁸Ibid., pp. 39-40.

- teaching materials, and planning extra-curricular programs
- e. Serving as consultant in matters of speech to the entire faculty and to the community⁴⁹

These requirements recognized that speech science was a separate discipline from general speech education, but the grouping of theater with speech was still accepted.

The most recent change in speech education resulted from the increased number of students, particularly at the graduate level. Fewer than nine hundred master's degrees and fifty doctoral degrees were awarded before 1940. By 1966, speech education produced almost twenty-three thousand master's and three thousand Ph.D. degrees. The phenomenal rate of expansion brought about a great proliferation of courses that treated in depth the areas of speech education established, but not fully developed, before 1960.⁵⁰

London conducted a study in 1967-1968 aimed at tabulation of the incidence of proliferation or splintering of speech departments into separate departments of the academic areas traditionally comprising the discipline. He felt that recent concern about the administrative structure of speech centered around this question. Inquiries were sent to every American institution granting a bachelor's degree with a major in speech listed in the "Speech in Higher Education" section of the

⁴⁹Karl R. Wallace, Donald A. Smith, Andrew T. Weaver, "The Field of Speech: Its Purposes and Scope in Education," Quarterly Journal of Speech, L (February, 1964), 70.

⁵⁰Robb, op. cit., p. 219.

Directory of the SAA. There were 440 institutions; responses were received from 331 of these, approximately three fourths. Data concerning the departmental designation, the place the department occupied in the overall administrative structure of the school, the degree of proliferation, and the preferred nomenclature for the department are recorded in Table IV. A breakdown of the course offerings within the interest areas was not included in the data. The data indicated that larger institutions, with an enrollment over 10,000, tended to make a greater variety of course work areas available to their students. The size of the staff was included in the report, and it is of interest to note that only thirty-eight schools reported a speech faculty of more than twenty persons. One school reported a speech department faculty of fifty-nine full-time instructors. The majority of institutions in the survey offered course work in the academic areas shown as course areas on the table.⁵¹

Perhaps the most significant data provided by the survey was the number of schools offering work in communication, 51 per cent; the number of schools with more than one department on campus, eighty-one, which represented almost one fourth of the schools in the survey; and the beginning of separate schools of communication or speech at three per cent of the colleges.

⁵¹Norman T. London, "Administrative Structure of Departments of Speech," Speech Teacher, XVII (September, 1968), 225-28.

TABLE IV
 SURVEY OF ADMINISTRATIVE STRUCTURE OF 331
 INSTITUTIONS OFFERING AN UNDERGRADUATE
 MAJOR IN SPEECH-1968

Item	Number	Percentage
Department Nomenclature		
Speech	142	42.9
Speech and Drama	70	21.1
Communication part of title	15	4.5
Forty other different titles	no data	no data
Preferred Nomenclature		
Speech	116	35.0
Speech and Drama	55	16.6
Communication part of title	47	14.2
Department Proliferation		
One department of speech on campus	249	75.2
More than one department on campus	81	24.5
Speech-Drama	26	
Speech-Speech Pathology	22	
Speech-Communication	11	
Speech-Drama-Communications- Radio and Television	10	
Speech-Drama-Speech Pathology	8	
Speech-Drama-Radio and Tele- vision-Speech Pathology	4	
Administrative Housing		
College of Arts and Sciences or Liberal Arts		apx. 50
Liberal Arts-Teacher Preparatory		10
School of Fine Arts		8
School of Humanities		8
School of Speech or Communication		10
Course Areas		
Rhetoric and Public Address	318	96.1
Oral Interpretation	313	94.6
Theater	276	83.4
Speech Education	260	78.5
Speech and Hearing Pathology	231	69.8
Radio-Television-Films	no data	63.
Communications	no data	51.

Summary

The modern concept of speech education was established in the early part of the twentieth century. Departments of speech became autonomous academic entities in colleges and universities. National associations of speech were formed, and special associations representing special interest areas within the discipline grew out of these national organizations.

In the middle years, the goals set in the earlier period were accomplished. A stable curriculum was established in most colleges, although the teachers' colleges were somewhat behind the liberal arts colleges in initiating course work. World War II interrupted the steady pattern of development but also provided an impetus for technological and scientific advances that filtered down to educational institutions.

The final period, 1950 to 1970, reaped the benefit of federal funds for scientific experimentation which allowed a great deal of progress, particularly in the areas of speech pathology and speech-communications. This period was also characterized by a greater separation of areas of interest within the speech discipline and the proliferation or splintering of the speech curriculum.

CHAPTER II

THE FOUNDING OF THE SCHOOL TO THE FORMATION OF THE DEPARTMENT OF SPEECH ARTS, 1890-1930

North Texas State University

North Texas State University was founded in 1890 with opening-day ceremonies conducted by its first president, Joshua Crittenden Chilton, on September 16.¹ On the occasion of the seventy-fifth anniversary of the founding, James L. Rogers wrote The Story of North Texas which carried a preface by J. C. Matthews, president at the time. Dr. Matthews generalized the evolution of the private normal school to include North Texas State University.

It might be said that this is the evolution of a private normal school to a public university with the phases, dates, and problems repeated in institution after institution and state after state. The assets are told in glowing terms. The existing state institutions are apprehensive. The offer is accepted but appropriations must wait two more years and the program must be curtailed.²

In the beginning years, North Texas seems to have encountered all the problems suggested by Dr. Matthews and a few additional ones.

¹Robert Louis Higginbotham, "A History of North Texas State Teachers' College," unpublished master's thesis, Department of Education, North Texas State University, Denton, Texas, 1936, pp. 3-4.

²Rogers, op. cit., p. v.

Four of the nine presidents of the institution served it during its first eleven years as a private normal college, the academic equivalent of a public high school. The orientation in these years was toward the training of teachers; however, a diversified curriculum was offered even in the first bulletin. The advance bulletin for the 1890 term advertised nine courses. The Optional or Preparatory Course offered work at the level of the lower grades in the public schools. The Teachers Training Course offered certificates which qualified the recipients to teach below the high school level; those who completed a full year were awarded diplomas and certificates which enabled them to teach in city high schools. The Scientific Course and the Full Classical Course led to the Bachelor's Degree, which was granted after an unspecified period of study. The Business College Course lasted from ten to twenty weeks and prepared its graduates to assume positions in the world of commerce. An Engineering Course was offered, with instruction by John M. Moore, who also taught mathematics and voice culture and harmony in the Conservatory of Music Course; and courses both in Fine Arts and in Elocution and Literature were included, but no description of these offerings appeared in the bulletin. In addition, private lessons in the conservatory of music, which included some speech training, could be obtained at special rates. The college accepted private instruction in elocution (later expression) for college credit from time to time until 1930.³

³Rogers, op. cit., pp. 17-35, passim.

President Chilton became ill during the 1892-1893 term, and the Board of Trustees requested that John Jackson Crumley, a member of the faculty, serve as acting president for the remainder of the term. He continued in that capacity until 1894. In March of that year, the school acquired its third president when the City Council leased the building to Menter B. Terrill. Under the terms of the contract, the council could void the lease at any time that the State Legislature decided to establish a state-supported institution to replace the normal college. A bill had been introduced in the legislature in February, 1893, proposing such a move, but it failed to pass. Agitation, local and state, continued, and finally a bill was passed and signed by the governor on March 31, 1899. Funds were not appropriated, however, until 1901. Hoping to become president of the state normal, Terrill remained at the school until 1901.

September 18, 1901, was designated as the opening date for the first session of the North Texas State Normal College, with J. S. Kendall, Principal. Although the legislature had included "college" in the name of the school, it is doubtful whether any of the instruction was of collegiate level. No degrees were granted by the school, but appropriate teaching certificates were issued upon the completion of one, two, or three years of instruction. President Kendall died October 7, 1906, and Dr. W. H. Bruce, who had joined the faculty in the first year or two of the State Normal, was named president.

In 1911, a Board of Regents was created for the Texas State Normal Schools, and attempts were begun to standardize the curriculum of the schools and to enlarge the course offerings.⁴ In 1917, two years' work was added to the former course work, the completion of which entitled the student to receive the standard bachelor's degree in education. The normal school diploma and the permanent teachers' certificate were still granted to students who completed two years of Normal School, equivalent to the last two years of high school, and two years of the Normal College curriculum, equivalent to the first two years of college. The school was equipped to offer preparation for teachers of literary and scientific subjects, and, in addition, could prepare teachers in all phases of home economics, manual training, public school music, public school art, reading, and physical education.⁵ Although a demonstration school was maintained for a number of years, the year 1925 marks the end of the normal school and the beginning of a standard college curriculum.⁶

Elocution, Reading, and Public Speaking

The names and the nature of the training given the students in oral communication reflect both national trends and the influence of the teacher-training-oriented college. The

⁴Ibid., pp. 35-89, passim.

⁵Bulletin, 55 (January, 1918), 11.

⁶Bulletin, 79 (June, 1925), 83.

early emphasis on elocution, followed by courses in reading for public school teachers, and, finally, the recognition of public address as an academic subject was often the logical progression followed in the early twentieth-century teachers' colleges. This trend was quite true of North Texas. During the first fifteen years, the curriculum changed spasmodically, and accurate course descriptions were difficult to obtain. Many of the areas of training were left to student organizations under the sponsorship of whatever teacher had a smattering of knowledge or a friendly interest in the activity. Training in speech often came through the work of student "literary societies." Societies were formed at North Texas in the very early years. The men's clubs stressed debate and oratory, and the women's clubs more often engaged in oral interpretation and the recitation of portions of plays. Both public address and theater were extracurricular activities at North Texas for about twenty-five years, until 1915. They are discussed in greater detail in that context. A more stable, but still severely limited, curriculum developed in the years between 1901 and 1914. Course offerings expanded between 1914 and 1925, but a limited budget sometimes hampered the implementation of new courses of study.

The Curriculum

There is conflicting evidence regarding the first offerings in what is now "speech." The recollections of former students

and evidence purported to be from the college bulletins corroborate the fact that a course in speech was taught the first year.

The elocution classes of the 90's taught such qualities as "Development of Breath Control, the Language of Tone-color, Aesthetic Physical Drill, Pantomime, and Gymnastics," besides giving "public recitals throughout the drill," according to the 1890 catalogue of the Texas Normal. By 1900 the elocution department had gained in importance, offering a full two-year course and boasting thirty-four students, including A. G. Odam, today head of the college education department.⁷

There is evidence to suggest that although J. B. Miller was listed in the bulletin as the teacher of elocution, he never arrived to assume his duties; and Miss Nettie Sheppard was subsequently engaged to teach English and American literature, elocution, and physical training.⁸

When Terrill became president of the school, there was a complete change of faculty. Even though the bulletin for the year 1895-1896 included a course in vocal music and elocution (with no instructor named), there was a notation made that such instruction would be given the following year.⁹

So well have we succeeded in building up a musical interest of a high order that a special teacher of Vocal Music and Elocution is added for the coming year.¹⁰

The list of textbooks used at the school included "Rhetoric--Weddy, Genung."¹¹

⁷Denton, Texas, Record-Chronicle, April 16, 1940.

⁸Rogers, op. cit., p. 20.

⁹Bulletin, 1895-1896, p. 6.

¹⁰Ibid., p. 14.

¹¹Ibid., p. 19.

After the private normal school had been made a part of the state educational system, the 1901-1902 bulletin listed a course in "calisthenics and elocution," with Miss Eugenie Burruss Blocker, instructor; text: Emerson's Evolution of Expression.¹² The next year the textbook listing remained, but there was no elocution course or instructor shown in the bulletin. Perhaps Miss Blocker was too accomplished an "elocutionist" to remain at a small, rural normal college. In the 1901 bulletin the qualifications of the faculty members were given.

Miss Blocker:

Academic training at Paris Institute and Professional Training received at Soper's School of Oratory, Chicago, and the University of Chicago, during a term of two years. She has four years' experience teaching her specialties of elocution and physical training.¹³

Instead of a course in elocution in 1902-1903, the following course description was given.

VOCAL MUSIC AND READING

Miss Boylan

In reading, the purpose held in view is correct oral expression of written thought. Elocutionary affectation and stage effect are not sought after. Good reading, as an art, is little understood and less practiced by many who profess to teach it. The classes of the Normal will be taught both the theory and the practice of the art of reading, with the view to its future value to the young teacher.¹⁴

¹²Bulletin, (no. 1 or 2), unnumbered, 1901-1902, p. 4.

¹³Ibid., p. 13.

¹⁴Bulletin (number 3), unnumbered, 1902-1903, p. 17.

The same description appeared in succeeding bulletins with a slight modification of the aims in reading in 1908.

In reading, the aim is to beget a love for good reading and speaking. Correct oral expression, not elocutionary affectation, is the purpose in mind. The course includes studies by the best authors of the development of expression, readings from standard classics, as well as original work in the form of debates and extemporaneous speaking.

In both departments, vocal music and reading, attention is given to correct breathing, voice production, and bodily poise. Both courses are designed to be practical, so that the student not only "learns to do by doing" but at the same time gains some knowledge of the theory and art of teaching the subjects in the public schools.¹⁵

Probably as a result of the reorganization and standardization of the normal college requirements, a major revision in the area of speech education curriculum occurred in 1914. The department of vocal music and reading was separated, and four courses in reading were offered with Miss Price as the instructor. The separation of the department made North Texas one of the six state teachers' colleges in the United States with an autonomous department for speech training before 1925.

DEPARTMENT OF READING

Miss Price

Reading 1. 1 unit.

The aim of this course is to help the student to an appreciation of good literature and the interpretation thereof; to give drill in articulation, pronunciation, and the elements of speech; to improve the quality of the voice; to establish a natural ease of manner in speaking and reading; to secure the development, culture, and control of mind and for the expression of thought, will, and feeling.

Instruction is given in storytelling and reading from memory.

Text: Emerson's "Evolution of Expression," Vol. I.

¹⁵Bulletin, 23 (July, 1908), 21.

Reading 2. 1 unit.

The work of course 1 is continued. Instruction is given in methods of teaching primary reading, storytelling, and the use and place of phonics. Extemporaneous speaking.

Text: Emerson's "Evolution of Expression," Vol. II

Reading 3. 1 unit.

The work of course 2 is continued. Extemporaneous speaking and dramatic reading. Organization of debating clubs.

Text: King's "Practice of Speech."

Reading 4. 1 unit.

Dramatic reading of Shakespearean plays, extemporaneous speaking, readings from standard authors.

Text: King's "Practice of Speech."¹⁶

The course offerings for the 1915-1916 term were substantially the same, with more voice and diction exercises added in Reading 1, and no mention of appreciation of literature as a part of the course. The textbooks were King's Elocutionary Reading and Graded Recitations and Ashmore's Manual of Pronunciation. Shakespeare was dropped from Reading 4, and both voice and diction and reading from memory were added to extemporaneous speaking. Briggs and Coffman's Reading in the Public Schools was listed along with King's text.¹⁷

The normal college offered six years of instruction for the first time in the fall of 1917. Many students had attended schools that terminated with the ninth grade; consequently, the last two years of high school had to be included in the normal

¹⁶Bulletin, 42 (July, 1913), 39.

¹⁷Bulletin, 48 (July, 1915), 42.

school curriculum. There were also two years of college work which led to the secondary school certificate and two additional years which earned the Bachelor's Degree. The curriculum in reading was expanded accordingly; eleven courses were offered. They reflect five of the areas of interest that are common in speech education today. The courses in oral interpretation (reading) were supplemented by courses in speech correction, theater, public address, and speech education. These courses were not so clearly detailed as similar offerings would be at the present time, but the genesis of specialization within the department was discernible. The textbooks already in use were continued. The course that is suggestive of speech correction used Kidder's An Outline of Vocal Psychology and Bell's Visible Speech with Emerson's Evolution of Expression. The course description follows.

Reading 31. 1 unit.

Acoustics and Philosophy of Expression.

Drill on the first eight steps in the evolution of art. Instruction in the anatomy and physiology of the vocal organs; and study of Bell's method of visible speech which is the mechanical basis for accurate pronunciation.¹⁸

This course was offered only one year. However, it indicates that the department was cognizant of the trend that developed during the World War I years toward speech pathology and audiology. Another new course was entitled "Public Speaking as a Practical Art"; the textbooks were Public Speaking, by James

¹⁸Bulletin, 54 (July, 1917), 58.

Winans, and Shurter's Masterpieces of Modern Oratory. The adoption of Winans' textbook only two years after its publication is indicative of a very progressive department. The textbook has been considered authoritative by leading scholars as late as 1949, and the reputation of Cornell University and its faculty has been prominent in speech education for three quarters of a century. Three courses in drama offered for the first time in 1917 were the following: Dramatic Interpretation and Pantomime; Dramatic Training, the analysis and group interpretation of standard plays; and Dramatic Art, the study and presentation of modern dramas.¹⁹ The initiation of course work in drama was paralleled by the first effective extracurricular activity in drama. The women attempted to form literary societies devoted to the drama, and the first full length play was performed on the campus. The other courses offered in 1917 were similar to earlier offerings.

The fall of 1918 was a time of monumental progress in speech training at the normal college. The most complete curriculum the school had for a number of years was initiated that year and continued until the institution was made a state teachers' college. There were three full-time faculty members teaching a total of nineteen courses. The department had a new name and new scope. More specialized courses were offered in drama, and courses in debate were listed for the first time. Inter-collegiate debate had been an extracurricular activity

¹⁹Ibid., pp. 58-59.

for five or six years, and course work was needed to supplement the training the students received in their literary societies. National trends in speech education were moving toward more specialized course work; and North Texas, continuing as a leader among the normal colleges in Texas and the nation, kept pace.

DEPARTMENT OF READING AND PUBLIC SPEAKING
Miss Price, Miss Garrison, Miss Sigworth

Reading 10. (3 term-hours)

Instruction in correct breathing, correct pronunciation, interpretation, reading from memory and extempore speaking.

Texts: First four chapters Curry's "Spoken English," Vol. I and II.

Reading 11. (3 term-hours)

Must be preceded by Reading 10.

Text: Last half of "Spoken English," Vol. III, Ashmore's "Evolution and Manual of Pronunciation."

Reading 12. (3 term-hours)

Continuation of Reading 10 and 11. Also instruction in the methods of teaching Reading, the use and place of phonics.

Texts: Briggs and Coffman's "Reading in the Public Schools," "Evolution of Expression," Vol. IV.

Reading 20. (3 term-hours)

The art of storytelling. A study is made of the history of storytelling, the characteristics of a good story, and the various classes of stories, with their application for the different grades of the public schools.

Text: Manual of Stories.

Reading 30. (3 term-hours)

In all spoken languages there are not only thoughts but feelings. The great failure in reading and speaking is the inability to rightly render the feeling. Drills in toning, studies in pause and prominence, method of studying a selection, and of practicing delivery.

Text: First half of Arthur Edward Phillips' "Natural Drills in Expression with Selections."

Reading 31. (3 term-hours)

Must be preceded by Reading 30.

Text: Last half of Arthur Edward Phillips' "Natural Drills in Expression with Selections."

Reading 32. (3 term-hours)

Vocal training, breath control, development of resonance, flexibility, freedom.

Text: Arthur Edward Phillips' "Effective Speaking."

Reading 40. (3 term-hours)

Advanced interpretation, reading from memory, analytic study of pronunciation.

Texts: King's "Practice of Speech," Morgan's "Selected Readings."

Reading 41. (3 term-hours)

Public speaking as a practical art.

Text: First half of Winans' "Public Speaking."

Reading 42. (3 term-hours)

Must be preceded by Reading 41.

Texts: Last half of Winans' "Public Speaking," Shurter's "Masterpieces of Modern Oratory."

Reading 50. (3 term-hours)

Dramatic interpretation and pantomime. Study is made of the drama in its relation to education and character building and standard and original pantomimes are presented.

Reading 51. (3 term-hours)

Dramatic training. The technique of the drama. The analysis and group interpretation of standard plays, following the order of development of the drama. As prospective teachers, students are given practical stage training in how to produce plays and entertainments of all kinds.

Reading 52. (3 term-hours)

Dramatic art. The intensive study and dramatic presentation of representative modern drama. Plays are studied in their two-fold relation as dramatic art and literature.

Reading 53. (3 term-hours)

Debate. The study of the principles of argumentation.

Text: First half of William Trufant Foster's "Argumentation and Debate."

Reading 54. (3 term-hours)

Must be preceded by Reading 53.

Text: Last half of William Trufant Foster's "Argumentation and Debate."

Reading 55. (3 term-hours)

This course is for beginners in oratory. It gives general training in public speaking.

Text: Scott's "Psychology in Public Speaking."

Reading 60. (3 term-hours)

Oratory. Second year Public Speaking.

Text: J. B. Esenwein and D. Carnegie's "The Art of Public Speaking."

Reading 61. (3 term-hours)

Extemporaneous oratory. Practice in outlining a subject, clarity of thought in marshalling material and in presenting on short notice thoughts previously gathered.

Texts: Shurter's "Extempore Speaking," "American Oratory."

Reading 62. (3 term-hours)

The rhetoric of oral discourse, study of oratorical masterpieces. Practice in writing and delivery of speeches, addresses and orations.

Texts: Shurter's "Rhetoric of Oratory," Fulton and Trueblood's "British and American Eloquence."²⁰

Efforts were being made at that time to upgrade the qualifications of all members of the faculty at the college with the aim of making the normal college a full-fledged teachers' college. Consequently, many of the teachers were granted leaves of absence to pursue further study, so the faculty listed in bulletin may not be authentic in many instances. That the program met with success is evident from the recollections of Dr. Bruce. When the bachelor's degree program was started in 1917, nine teachers held no degree, twenty-seven had bachelor's, eighteen had master's, and there was one Ph.D.,

²⁰Bulletin, 57 (July, 1918), 60-62.

besides Dr. Bruce. Upon the advice of a committee from the American Association of Teachers Colleges that advanced degrees would be required of the faculty, Dr. Bruce called a special faculty meeting. He urged the teachers to pursue further study.

Now, I suggest that each of you get his Master's Degree, so that I will have both men and degrees. You can do this by two of you taking a leave of absence next year, and the others lending them money to pay their expenses; then when they return, let them repay the lenders and let two more go.

They all agreed to this, and within a few years every member of the staff had either his Master's or Doctor's Degree.²¹

The course offerings remained substantially the same in 1919 and thereafter until 1924, although various teachers were listed. The bulletin published in June, 1924, carried the name North Texas State Teachers' College, but collegiate standing was detrimental to the speech curriculum. The department designation again became "reading," and it was quite descriptive of the course offerings. There were nine courses, almost all of which were designed for the public school teacher: The Speaking Voice--the aim of this course was to correct such defects as lisping, stammering, and nasality; Storytelling; Oral expression--original speeches; Public speaking--included parliamentary law; Argumentation and Debate; and four courses in oral interpretation of literature used in the public schools. After the listing of courses, an announcement appeared which

²¹Rogers, op. cit., pp. 155-156.

explained how private lessons in speech fit into the teachers' college curriculum.

INDIVIDUAL INSTRUCTION

Individual lessons in public speaking may be taken for credit toward a certificate or degree. This work requires the same amount of preparation and gives the same amount of college credit as other subjects. Since the state appropriates no funds for individual instruction, it is necessary for students to pay an additional fee for such work. For cost of individual instruction see fees elsewhere in the catalog.²²

The fee was \$25.00 a term. For many years individual lessons were given by Hallye Lynn Taylor, a longtime Denton resident who had a private school of expression; she also taught classes at the college from time to time. If there were other private teachers, no record of their activities is available.²³

The 1925-1926 term showed some expansion of the curriculum but no change in emphasis. Declamation and Educational Dramatics (plays and pageants suitable for production in the primary and intermediate grades) were added to the offerings. Although argumentation and debate had been taught, a special course for competitive debating, listed as Reading 250, was an innovation.

Ten or more students are chosen annually to represent this college in debates with other colleges. Instruction and training is given these students during the winter term by the Director of the

²²Bulletin, 77 (June, 1924), 126-127.

²³Personal interview with James C. Matthews, Ph.D., President Emeritus of North Texas State University, Denton, Texas, July 6, 1970.

Department of Reading and the Director of Inter-collegiate Debating. Students who make the debating team will constitute the class.²⁴ Three hours each week during the winter term.

Ruby C. Walker, Cora Lee Garrison, and Hallye Lynn Taylor were reading teachers that year.²⁵ Miss Walker joined the faculty in September, 1923, upon the resignation of Miss Page. Miss Walker was from Fort Worth and held an A. B. Degree and a postgraduate diploma in oratory from Texas Christian University. She was a graduate of Leland Powers School of the Spoken Word and other schools of expression,²⁶ and served as director of the department until 1930.²⁷ In 1926-27, the reading curriculum remained much the same, but departmentalization of speech education was threatened by the appearance of a course in spoken English offered in the department of English. No explanation is given for the addition of the course, but there must have been some question about the failure of the speech department to give adequate instruction in the area of public address. The course was limited to twenty students, and the purpose of the course was to give training in the composition of spoken language, including vocabulary, organization, sources of material and other phases of spoken English. In keeping with general trends, it bears mention that debate was very popular at this time, and the debate coach was not a

²⁴Bulletin, 79 (June, 1925), 106-107.

²⁵Yucca, 1925, p. 33. (This publication is the yearbook of North Texas State University, Denton, Texas.)

²⁶Campus Chat, September 25, 1923.

²⁷Bulletin, 91 (June, 1929), 20.

member of the speech faculty. Dr. J. C. Matthews was a student at North Texas in 1926, and he recalls that the sponsors for most of the organizations on the campus came from the history, English, and education departments. These were the largest departments at the time and had possibly a more stable faculty. The course offered in the English department may have been directed primarily toward intercollegiate orators,²⁸ who were being sponsored by someone in that department.

The speech curriculum at the college expanded as the college grew in enrollment and academic prestige. From the first halting steps as a department of "elocution" in a private normal school, it had advanced sometimes at a tortuous crawl and occasionally in a great leap to a department of reading that utilized most of the more advanced ideas of the period. This idea of academic excellence is particularly notable in a teachers' college of the period, as they tended to lag far behind general liberal arts colleges in the area of speech training. North Texas had given departmental status to speech education by 1914; whereas, only six teachers' colleges in the United States had made this transition before 1925. A specialized curriculum included separate courses in speech fundamentals, argumentation and debate, oral interpretation and theater. Such training equipped the students to provide themselves with entertainment through their local literary societies,

²⁸ Matthews, loc. cit.

and to represent their school very favorably in inter-collegiate competition.

Extracurricular Activities

The extracurricular activities in the early days of the normal school centered around debate and forensics, the elocutionary rendering of "pieces" of literature and oratory, and lectures. These activities, together with religious services, comprised the social life of the students. The boarding students were strictly forbidden to go buggy riding at night or to attend the theater or other public places of amusement except in parties chaperoned by a faculty member. Social visits between the young men and ladies of the school were limited to Saturday evenings, Sundays, and Sunday evenings. The ladies were expected to receive their callers in the parlor of the boarding house and were not to make themselves conspicuous by promenading on the streets or the porches or the lawn of the boarding premises. The students were prohibited from using the telephone for making social engagements. If it were necessary for a young man to communicate with a young lady at times other than the regular calling hours, he could give a telephone message to the manager of the boarding house, who in turn would relay it to the young lady and also communicate her reply.²⁹ The students formed clubs that were of both an educational and a social nature. The first of these organizations was the tremendously popular "literary society."

²⁹Rogers, op. cit., p. 125.

The Literary Societies

Detailed records of the earliest literary societies are not available; however, W. W. Wright, textbook librarian in 1940, recalled that such a society existed during the first year of the private normal college. Upon the occasion of the fiftieth anniversary of the school, the following article appeared in the newspaper:

The boys of the college had a debating club during the first year he recalls, which held its meetings on the northwest corner of the square, over a grocery store. The club was not sponsored by the school, but was organized by the boys themselves for recreation, Wright says.³⁰

No records of this first organization were found, but the interest in debate was corroborated by A. S. Keith, of the 1940 Demonstration School faculty, on the same occasion. Keith remembered the interest of the second president of the normal.

A spare tall Ohioan, Dr. J. J. Crumley, took the president's chair in the struggling Normal in 1893, and during his short administration, made many friends among his students, Keith and Wright recalled. Interested in all student activities, especially debate, Crumley took part in them much like the students, they said.³¹

The reason why few records of organizations in the early period of the college are extant was explained by Rogers. The old normal building was in reasonably good repair, and rooms had been assigned to the various organizations in May, 1907. In August, the building burned; only one of several of the

³⁰Denton, Texas, Record-Chronicle, April 16, 1940.

³¹Ibid.

men's literary societies, the Reagans, saved its records. However, unofficial reports of the activities of the clubs indicate they were formed very early.

The men's literary societies were formed within a few weeks after the opening of the first term of the State Normal. The boys gathered in the chapel in an effort to form what Rogers attests to be the dominant form of social organization of the period--a literary society. The chairman used such "eloquent oratory" according to a reporter, that "it would have caused Demosthenes to bury his face in his hands, and in tears, proclaim that Grecian oratory sank into insignificance when compared with that of the distinguished normalite."³² Despite the noble efforts of this fine spokesman, the group failed to come to an agreement, and this first attempt to organize a literary society failed.

A second attempt at organization was made later that month, but disagreement over a proposed constitution caused the group to split into two factions. One group formed the Kendall-Bruce Literary Society which remained active until 1928;³³ the others formed the McKinley Society. Seemingly the McKinleys were in conflict from the outset, for they changed their name to the Euphonian Society within a few months. The next year they adopted the name "Minnie Marsh Literary Society" and admitted

³²Rogers, op. cit., p. 131.

³³Ibid., p. 225.

women to membership. Whether this coeducational membership was a contributory factor to its demise before the end of that year is not known. In October, 1902, the Reagan Literary Society was formed. It proved to be a worthy opponent to the K-B. Both societies remained active until 1928, at which time both were discontinued. The Kendall-Bruce Society changed its name to the Robert E. Lee Society upon the request of Dr. Bruce when he became president of the college because he did not wish to be associated with either group to the exclusion of the other. In the summer terms, most of the men students took part in the Henry W. Brady Literary Society.³⁴ The activities of the three groups were similar. A program of the Kendall-Bruce club in 1907 is representative of the men's organizations.

. . . It has grown from the little group of charter members until now there are names of eighty-one members on the roll. On account of this large membership, it has been the rule for the past three years to divide the Society at every regular meeting into two debating sections, and two debates are held in separate rooms at the same time, in order that all members may appear on the programme with beneficial frequency.

The Kendall-Bruce Society has always won a generous share of the honors to be gained in this school by the societies, successful as it has been in competitive honors its greatest pride has ever been in the very great benefit which its members have derived from practice in public speaking gained upon its floor. . . We very often have reminders of this from the alumni, who occasionally wander back after winning the smiles of Fortune in their chosen vocation, to tell us what a help the K-B has been to them.

³⁴Ibid., pp. 131-132.

The Regular speeches on the programmes are of various kinds. There are declamations, eloquent Websterian orations, and debates, full of fire and facts. When these programmes are carried out with earnest effort, as is usually the case, the educative influence upon the participants and audience is undisputable, and, in addition to this influence, we should not fail to mention the genial good-fellowship which pervades these gatherings of the K-B men and rounds out and completes the school life of all the members of the Society.³⁵

The Reagans had a membership of sixty-four that year. Of the 212 young men enrolled for the term, 145 belonged to one or the other of these societies.³⁶

An active club that grew directly out of the men's literary societies was organized in 1904. The following record appeared in the Yucca in explanation of The Oratorical Association:

For the purpose of creating a better interest in society work, and promoting the cause of oratory and debate, the members of the Kendall-Bruce and Reagan Literary Societies met in joint session, October 24, 1904, and organized the Oratorical Association of the North Texas State Normal.³⁷

The Oratorical Association arranged the first intercollegiate debate with San Marcos Normal in 1906. However, the event was called off. In 1907 the literary societies at San Marcos, Southwest Texas State Normal, challenged the boys of the Denton Normal. The challenge was accepted. One member selected from each society under the auspices of the Oratorical Association met the San Marcos team and defeated them. The victory was

³⁵Yucca, 1907, p. 66.

³⁶Bulletin, 19 (July, 1907) 45.

³⁷Yucca, 1907, p. 73.

repeated the following year at San Marcos. The rivalry blossomed, and the debates were accompanied by many festivities.

The San Marcos school brought along 23 men students for the festivities. The Oratorical Association was host to a reception, with music by the bands. During the evening program the Trio Club, Orpheus Octette and Octette of Strings provided music. The day was "a round of dinners, carriage drives, receptions, banquets, etc."³⁸

The San Marcos teams seemed to win more than their share of victories; accordingly, Dr. Bruce took a hand in order to preserve the honor of the Normal. He appointed a faculty committee that met with two representatives of each of the boys' clubs to hear the debaters from both societies and select future teams on merit alone.³⁹

The West Texas Normal College at Canyon expressed an interest in entering the competition. As a result, a meeting was held by representatives of the three schools, and the Texas Tri-Normal Debating League was formed in 1912. It was agreed that each school would meet each of the other schools, all debating the same question on the same day, and the host team would take the affirmative. Dr. Bruce sent a request to the Registrar of the University of Texas and secured a copy of the rules used by that school to govern intercollegiate debating. Later the normals at Commerce and Huntsville joined in the league; and, by special permission, Denton also included the normal at Durant, Oklahoma, in its schedule.⁴⁰

³⁸Rogers, op. cit., p. 133.

³⁹Ibid., p. 134.

⁴⁰Ibid., p. 135.

The young ladies also formed literary societies. Their first clubs became more closely associated with the Department of English than with the speech activities. In the early years, however, they functioned in both areas.

The Mary Arden Club was organized in 1902 for the purpose of studying Shakespeare's works. Membership was limited to thirty. In 1914 the limit was raised to fifty and in 1922, to one hundred. The Current Literature Club, organized the same year, devoted its study to current books and periodicals and any other line of study that the organization decided to follow. Both groups eventually organized junior clubs open to freshmen and sophomores, the parent groups being open to juniors and seniors. The clubs were federated in 1915, probably through the efforts of Annie Webb Blanton, a notable member of the English faculty for many years.⁴¹

The program sponsored by the women's literary clubs, which tended to associate these clubs with speech activities as well as other areas of the arts, was the Lyceum Course. The lyceum was an important contribution to the social and cultural milieu of the early college period. The Current Literature Club was responsible for the first "Lyceum Entertainment" in February, 1903--a dramatic reading of "David Harum" by a man who

⁴¹Dorothy Marie Davis, "A Survey of the Growth and the Development of Extra-Curricular Activities in North Texas State Teachers College 1919-1939," unpublished master's thesis, Department of Physical Education, North Texas State University, Denton, Texas, 1940, pp. 17-18.

impersonated all twelve characters.⁴² By 1908, the course had been expanded to eight programs. The price to the students was \$1.25 for a season ticket to all the events. The announcement carried the following explanation:

Young people who have listened to the eloquence of Gen. Jno. B. Gordon and Geo. R. Wendling, the music of Victor's Italian Band, and the charming readings of Prof. S. H. Clark and Leland T. Powers will not be apt to grow delirious over the political harangue of would-be statesmen, the dreary sameness of rag-time "coon" songs, or the wailing exaggerations of the average elocutionist. . . .

The course for the season of 1907-08 is as follows:

1. Victor's Royal Venetian Band
2. Hon. Geo. R. Wendling
3. Dr. Stanley L. Krebs
4. Dr. Newal Dwight Hillis
5. L. B. Spafford (Cartoonist)
6. Frank Roberson
7. Leland T. Powers
8. Annual Glee Club Concert⁴³

The Lyceum Course was continued on a private subscription basis until 1919 when the administration of the college, with a vote of the student body, assessed a blanket tax to cover student activities.⁴⁴

The girls' literary clubs also provided entertainment for the students and the community in an open session held annually. In 1903 a program included singing by the Glee Club; addresses by two Denton women; several selections, including "Little Boy Blue," recited by Miss M. Manora Boylan, instructor in Vocal

⁴²Rogers, op. cit., p. 132.

⁴³Bulletin, 23 (July, 1908), 13-14.

⁴⁴Rogers, op. cit., pp. 141-143.

Music and Reading; a debate; a book review by a student; and instrumental solos by another Denton woman.⁴⁵

The meetings and entertainments of these clubs, supplemented by athletic events, clubs organized by students of music, and participation in scholastic and geographic "county" clubs, provided the well-rounded college life for the "normalites" and the students in the first years of the teachers' college.

Interest in Drama

The students and faculty had an interest in the theater from the earliest period of the school, but little work was done in this area of speech education for a number of years. An early dramatic recital program, which was in the possession of a local resident, was reported in 1940 as

. . . announcing the presentation of such numbers as pantomime sketches, reading from the Bible, scenes from well-known dramas, and a one-act play with the elocution teacher, Miss Nettie Shepherd, as the heroine.⁴⁶

It is believed that this report of the performance of a play is erroneous, as an article in the same issue of the paper concerning development of the Speech Department mentions "public recitals" in the early days and cites 1918 as the year that drama became a part of the extracurricular activities associated with the department. It seems likely that the program for the earlier recital was misinterpreted and that Miss Shepherd read a one-act

⁴⁵Ibid., p. 132.

⁴⁶Denton, Texas, Record-Chronicle, April 18, 1940.

play, instead of performing as one of the characters in a theatrical presentation. As late as 1916, the Campus Chat announced the first recital of the year given by the Department of Expression in the college auditorium. Miss Mary Anderson and Miss Antoinette McGregor furnished musical accompaniment for the entertainment.

The following program was rendered:

- a. A Vale in Flanders
- b. The Story of a Rose
- c. Monologue
Mrs. Evelyn McFarland Dickson
- a. Macbeth - Act I - Scene Seventh
Act II- Scene First
- b. Laddie
Miss Coralee Garrison
- a. Mary Magdalene
Mrs. Dickson
- a. Eruption of Mt. Vesuvius
- b. I've Got the Mumps
- c. Fraidy Cat
Miss Garrison⁴⁷

This program indicated that each of the ladies performed alone; whether the readings were done from memory or were read from a script is not evident, but it is apparent that the scenes from Macbeth were solo readings.

A three-act play was presented in 1917 by the Y. M. C. A., a newly formed club on the campus. They presented "The Sisterhood of Bridget," which was previewed as two hours of Irish fun and romance. The production centered around Bridget, a

⁴⁷Campus Chat, November 29, 1916.

devoted socialist unable to remember the political precepts of her party. The play was presented in the auditorium.⁴⁸

Three attempts were made in 1917 to form new women's literary societies devoted to the drama. All were short lived,⁴⁹ except the Lily Bruce Literary Society which changed its name the next year to the Lillie Bruce Dramatic Club. The group was organized in the winter of 1918 for the purpose of training students for college dramatic productions and for presenting plays in the public schools. Named for the wife of the president, the club limited its membership to fifty students chosen by a faculty-appointed committee. The members were selected for their special ability in drama. Each year the club presented many one-act plays for its members; and the best plays were presented to the students, the faculty, and the community. Miss Coralee Garrison, Department of Reading and Public Speaking, was the sponsor in 1923, and the announcement in the fall advised that the club presented one full evening play each year.⁵⁰ The club changed its name to the Dramatic Club in 1926, and again in 1935, to the College Players,⁵¹ now the University Players. Miss Ruby C. Walker

⁴⁸Campus Chat, March 8, 1917.

⁴⁹Campus Chat, November 29, 1917. (The announcement of a meeting of the Beta Literary Society appeared on page 1. On page 4, the dissolution of the club was announced with the recommendation that members join either the Omegas or the Lillie Bruce Society.)

⁵⁰Campus Chat, October 2, 1923.

⁵¹Davis, op. cit., p. 46.

of the speech faculty also directed plays and worked with the Dramatic Club. In 1929 she announced the club's spring production, four one-act plays. The fourth play was kept secret until the week of the performance when it was revealed that it would be "The Minuet," with Miss Walker as the Marchioness, Ervin Anderson as Marquis, and Wingate Lucas as the jailer.⁵²

In addition to the conventional dramatic productions, the pageant was a tremendously popular art form. Several were staged between the years 1920 and 1950. One of these, presented in 1924 under the direction of Miss Garrison, was presented in the stadium to a reported crowd of 3,000 spectators. It was titled "The Sheathing of the Sword" and was acclaimed as a huge success.⁵³

It is virtually impossible to trace the faculty and sponsorship of the dramatic activities. At various times during the period the names of Miss Garrison, Miss Lola Lyda Cox, Miss Price, Miss Clark, Mrs. Dickson, Miss Sigworth, Miss Lucille Page, Miss Ruby Carlton Walker, Miss Hallye Lynn Taylor, and Mrs. Myrtle Hardy are mentioned in the Campus Chat as directors of plays or meetings of the club.

Extracurricular Activities in Transition

The re-structuring of many of the activities associated with speech education was a gradual process, but the results

⁵²Campus Chat, April 27, 1929.

⁵³Campus Chat, May 27, 1924.

became apparent in the latter 1920's. "The period between 1925 and 1930 was one of great activity as far as clubs were concerned. Many local honorary societies, national honorary fraternities, and local social organizations were formed."⁵⁴ In a large measure these new clubs replaced the old literary societies. Dr. Matthews, President Emeritus, and Mr. Tom Bullock Hyder of the Economics Department, recalled with pleasure their memberships in the Reagan and Lee Literary Societies, respectively. The position these organizations occupied in the lives of their members and in the social and political affairs of the campus cannot be overestimated.⁵⁵

The changing social structure on the campus contributed to the drastic change that occurred in the extracurricular activities associated with speech. Debate probably was affected more noticeably, at first. Prior to 1925, competitive intercollegiate debate had been engaged in only by the men on the campus; but in February, 1925, the first preliminary debate for women ever held at the college was staged. Two of the participants were selected to represent the college in intercollegiate debates later in the year.⁵⁶ Mr. Hyder was a member of the debate squad from 1925 to 1927. In describing the events of that first year of co-educational debate, he

⁵⁴Higginbotham, op. cit., p. 33.

⁵⁵Personal interview with Tom Bullock Hyder, Associate Professor, Economics Department, North Texas State University, Denton, Texas, June 7, 1970.

⁵⁶Campus Chat, February 24, 1925.

recalls that Dr. L. W. Newton, Chairman of the History Department, was the forensics coach, and the debate activities were separate from the Department of Reading.⁵⁷ The Yucca indicates that Miss Ruby Walker of the reading faculty was a coach for the debate squad. It seems likely that Miss Walker may have coached the girls' teams or assisted students who had special problems in public address.⁵⁸

In 1926, Mr. Ross Compton, instructor in economics who has worked with the boys' debate teams for several years, announced the choice of men debaters and the debate schedule for the spring events. There were fourteen scheduled debates: boys and girls vs. San Marcos; Sam Houston; Durant Teachers College; Texas Christian University; Arkansas University; Austin College, Sherman; and boys only vs. Baylor University; girls only vs. Baylor College for Women. An oratorical contest planned for both boys and girls was also announced.⁵⁹ "At the close of a very successful season of debate in 1926-27, the College was admitted to membership in Pi Kappa Delta; but the local chapter, known as the Texas Eta, was not installed until the winter term of 1927-28."⁶⁰ In April of 1928, Ross Compton was elected Provincial Governor for the Lower Mississippi Region at the National Convention of Pi Kappa Delta held at Tiffin, Ohio.

⁵⁷Hyder, loc. cit.

⁵⁸Yucca, 1925, p. 164.

⁵⁹Campus Chat, December 9, 1926.

⁶⁰Higginbotham, op. cit., p. 60.

Two girls and two boys debated in the meet. The men's team lasted through five rounds--longer than any other team from the south.⁶¹ The following year, Mr. Compton was on leave, and S. B. McAlister acted as the debate coach. The team again attended the national convention, placing fourth out of a field of ninety teams. Both extemporaneous speakers and debaters entered the competition.⁶² Pi Kappa Delta had replaced the literary societies in debate and forensics, and North Texas was established as one of the schools in the South that offered outstanding training in this field.

Activities in drama were confined to local organizations, primarily the Dramatic Club. Although there was a brief period, 1930, when no curricular or extracurricular activity in drama was shown in the catalog of the college, the curriculum was reinstated the following year; and with it the extracurricular activities in both drama and debate flourished.

Summary

At North Texas, elocution was taught in the early years of the college, but by 1901 the textbook used was Emerson's Evolution of Expression which approached oral interpretation from an academically sound premise. Reading was taught in the English department in 1903, and both oral interpretation and

⁶¹Campus Chat, April 14, 1928.

⁶²Campus Chat, April 12, 1930.

original, extemporaneous speaking were taught by 1908. In 1914, a separate department of reading was established. Such autonomy for teaching speech was extremely rare for teachers' colleges of the period, and many liberal arts colleges had not yet established departments for speech. However, the department of reading was oriented toward teacher training. With the addition of a broader curriculum in 1918, primarily courses in theater and a variety of courses for the forms of public address, North Texas had established a pattern for the development of an excellent department of speech and drama.

CHAPTER III

NORTH TEXAS STATE TEACHERS COLLEGE THE MIDDLE YEARS, 1931-1950

The College

The national economic depression was felt in every facet of American life in the early thirties. It was a severe threat to institutions supported by public funds, and North Texas State Teachers College was no exception to the trend. The system of higher education in Texas came under investigation as a part of a larger inquiry ordered by the Joint Legislative Committee on Organization and Economy in 1931. The teachers' colleges were criticized by the investigative agency, Griffenhagen and Associates, as being inefficient in offering duplicate work at the several institutions. The committee showed strong disapproval of the inadequate qualifications of many faculty members, the low student-to-teacher ratio in many classes and departments, the lack of strict admission requirements, and the low academic standards at most teachers' colleges. The report of the investigation recommended a single board of regents over all Texas higher education, and it severely criticized the Board of Regents of the State Teachers Colleges as not only ill prepared to function as an advisory board concerned with education

but also ineffective in its past conduct of the affairs of the colleges. North Texas was conceded to be far superior to the other colleges in the system, but reductions in curriculum, faculty, and funds were recommended. The State Board of Education formed an investigative committee which reported almost simultaneously with the Griffenhagen committee. The State Board committee recommended, among other things, that some teachers' colleges be allowed to offer only two years of college work and that various special fields such as home economics and industrial arts be offered at very few schools. Under their plan, North Texas would offer majors in fifteen areas; the other schools in the system would have only four to seven majors each. The teachers' college board and the administrators, including President Marquis, successfully thwarted these attempts to reduce the scope of the teachers' colleges, but large reductions in funds were accepted because of the economic conditions in the country. President Marquis worked under a severe financial strain in the last years of his administration; however, he was able to keep academic recognition of the school, construct and renovate a number of buildings, and upgrade the professional qualifications of his faculty. He accomplished this latter goal largely as Dr. Bruce had done, by granting leaves of absence to faculty members who wished to earn higher degrees.¹

¹Rogers, op. cit., pp. 194-202.

President Marquis suffered from ill health for the last three years of his life, and W. J. Mc Connell, Dean of the College, had assumed most of the administrative duties before Marquis' death, April 15, 1934. When the board of regents met to name a successor to Marquis, it is noteworthy that not a single administrator or teacher from any of the teachers' colleges submitted an application for the position. All assumed it would go to Dr. Mc Connell. The faculty at North Texas had drafted a petition requesting that the board choose him, and this they did on the first ballot, in the absence of any other nomination.

Some of the teachers' colleges had attempted to add graduate degrees before 1930; all had met with ultimate failure. President Marquis had opposed the addition of the graduate program at North Texas because he felt the school did not have adequate library facilities, qualified professors, or sufficient enrollment in upper level courses to institute a successful program. He indicated that when these conditions could be met, he would favor the gradual introduction of graduate programs in the schools that could meet the requirements.² In 1935, the board voted to authorize West Texas State Teachers College and North Texas State Teachers College to begin offering graduate work in September. The first departments that were approved to offer majors leading to the master's degree were biology,

²Ibid., pp. 214-221.

chemistry, economics, home economics, physical and health education, English, government, history, mathematics, Spanish, and education in three fields: elementary education, secondary education and school administration. The program met with immediate success at North Texas. The enrollment in the long term went from 65 graduate students in 1935-36 to 104, 120, 181, and 206 in subsequent years, before the war intervened and curtailed it. The summer school enrollment at the graduate level was 604 the first year, followed by 778, 906, and 937 in successive summers. The graduate program was oriented toward professional training in education, and continued in that trend until 1942. As the situation in education altered, Dr. Mc Connell requested that a faculty committee draft a reorganization plan that would retain teacher training but would also adopt a general liberal arts curriculum. The reorganization was instituted at the local level and approved by the Board of Regents on November 23, 1945.³ The new organizational plan created the College of Arts and Sciences and provided for as many schools as were needed by the expanding scope of the institution. Those originally established were the School of Music, the School of Business, the School of Education, the School of Home Economics, and the Graduate School. The College of Arts and Sciences was separated into three divisions: science, social sciences, and humanities. Speech was placed

³Ibid., pp. 261-264.

in the division of humanities.⁴ In May, 1949, North Texas was removed from the teachers' college system, and a separate board of regents was created to administer its affairs.⁵ The rapid expansion in enrollment in the post-war years--from 1,886 in 1944-45 to 3,803 in the fall of 1946--created many problems, including a shortage of funds; however, the problems were solved, and a stable pattern of growth continued during the remainder of the period.

There was a brief hiatus in speech education in the early thirties. The exact cause can not be determined, but probably the reduced budget, the limited curriculum, and faculty leaves--each played a part. At any rate, no speech curriculum was listed in the catalogue for 1931-32. The following year, however, the department established a curriculum adequate for the awarding of a bachelor's degree with a major in speech.⁶

The Curriculum

The Campus Chat carried a headline, October 6, 1930, announcing "New Catalogue Shows Change in Curriculum." The story indicated that the Department of Speech Arts had added one year to its curriculum, thus providing a major in that field. In the faculty directory published in the same issue,

⁴Floyd Stovall, O. J. Curry, and L. W. Newton, "Preliminary and Final Reports of the Committee on Reorganization," unpublished report, Denton, Texas, 1945.

⁵Rogers, op. cit., pp. 315-317.

⁶Ibid., p. 298.

Lola Lyda Cox and Myrtle Hardy were named as members of the speech faculty. The bulletin for 1930-31 showed that Ruby Walker and Lola Lyda Cox comprised the faculty of the Speech Arts Department; Myrtle Hardy was not listed. The curriculum was altered that year to include three four-hundred level courses: public discussion and debate, play production for high schools, and advanced speech technique. There was also an additional beginning course. Four freshman and sophomore courses were dropped from the offerings: phonetics, storytelling, oral reading, and extemporaneous speech. The total number of courses therefore remained thirteen.⁷ The Chat carried conflicting stories regarding the teaching staff of the speech department in the early thirties. In August, 1930, the paper announced that Mrs. Myrtle Hardy would go to Columbia for study the next year;⁸ however, in October, Mrs. Hardy was mentioned as the sponsor of the Dramatic Club.⁹ This club was the old Lillie Bruce Dramatic Club which evolved, under the direction of Mrs. Hardy, into the College Players in 1935; it is now the University Players. The previous September (1929), the Chat had announced that Miss Lola Cox would act as head of the department in the absence of Miss Ruby Walker, who would be studying at Teachers College, Columbia, for that year.¹⁰

⁷Bulletin, 93 (June, 1930), 167-168.

⁸Campus Chat, August 12, 1930. ⁹Campus Chat, October 25, 1930.

¹⁰Campus Chat, September 29, 1929.

In April, 1930, the Chat indicated that Miss Walker would return as a member of the faculty in the reading department for the fall term.¹¹ It seems likely that these three teachers were rotating on a teaching and leave-of-absence cycle which Dr. Bruce had initiated and which Dr. Marquis and Dr. Mc Connell continued.

The following year, 1931-1932, the bulletin listed only Lola Lyda Cox as a speech arts teacher with a footnote that she had resigned.¹² There was no speech arts teacher listed as a member of the Fine Arts Committee, as there had been in previous years, and no speech curriculum was shown in the catalogue. In the English department the following listing was given:

Special Courses

The following are general elective courses.
If taken by English majors they must be done in addition to English required.

English 211, 212, 213. Auditorium work.
(Not open to freshmen).
English 371, 372, 373. Creative work in dramatics.¹³

The dramatic club produced Happiness in May of 1932, directed by R. W. W. Cook. Dr. Cook of the English department,

¹¹Campus Chat, April 5, 1930.

¹²Bulletin, 96 (June, 1931), 14.

¹³Ibid., p. 74.

it was reported, had taken over Mrs. Hardy's job while she was away from the college working on her master's degree.¹⁴

The fall semester, 1932, was the beginning of a long and successful era in speech education. The departmental designation "Speech Arts" was used that year but was replaced by "Speech" the following year. The department had two staff members, Associate Professor Johnson and Assistant Professor Hardy. In 1929, Mrs. Olive Johnson had appeared on an assembly program at the college. The Chat reported that Mrs. Johnson, a noted writer of Negro stories, presented a program of readings of her own poems and stories and those of other authors at the eleven o'clock assembly. She was introduced by President R. L. Marquis, who was her life-long friend and college classmate. Another article stated that Mrs. Olive McClintic Johnson, noted for her realistic portrayal of Negro characters, read Edna Ferber's "The Royal Family" that evening in her second appearance before the student body in one day. She impersonated all ten of the characters with a marked degree of success.¹⁵ Mrs. Myrtle Hardy returned to the college for the fall term after receiving her Master of Arts degree at the University of Southern California; while there, she also

¹⁴Jan Bartlett, "A History of Theater at North Texas State College," August 17, 1960, unpublished report on file in the office of the Chairman of the Department of Speech and Drama, North Texas State University, Denton, Texas. No pagination.

¹⁵Campus Chat, April 13, 1929.

worked in the Pasadena Playhouse.¹⁶ Through the remainder of the period, Mrs. Johnson assumed the duties more closely connected with public address, and Mrs. Hardy was primarily concerned with theater.

There were two major advancements during the first year. Dr. Marquis succeeded in using local funds to renovate the old hospital building on Sycamore and Avenue B making it suitable to house the speech classes and a drama laboratory.¹⁷ Sometime in the late thirties the department was moved again to the president's old home, which had been renovated and was designated Kendall Hall.¹⁸ The other change that produced far-reaching effects was the establishment of the speech clinic. The Chat announced that the Speech Department, headed by Mrs. Olive Johnson assisted by Myrtle Hardy, boasted an innovation possessed by few schools in the country, a speech clinic. The clinic was a hobby with both teachers, it was reported. Free attendance at the clinic was permitted for all students of the college and the general public.¹⁹

The first official announcement of the clinic appeared in the bulletin for the 1933-34 term.

The speech clinic, open throughout the year and free to all students, offers expert guidance and assistance in the eradication of voice and speech

¹⁶Campus Chat, October 6, 1932.

¹⁷Rogers, op. cit., p. 208. ¹⁸Matthews, loc. cit.

¹⁹Campus Chat, October 27, 1932.

defects, such as lisping, stuttering, foreign and provincial accents, and other voice inadequacies.²⁰

The course offerings for that year were as follows: voice and diction, oral interpretation and storytelling, oral interpretation and declamation, auditorium activities, play producing and acting, playwriting, public speaking, debate and extemporaneous speech, advanced dramatics, advanced argumentation, advanced interpretation, and the reading of Shakespeare.²¹ All of these courses were numbered below the four-hundred level; however, provisions were made for a major in speech.

The courses in the Department of Speech are intended to serve two main purposes: (1) To educate the general student in the fundamentals of scientific and artistic speech; (2) to prepare students who will be qualified to become teachers in auditorium activities in elementary schools; in argumentation, debate, and in the composition and delivery of public speeches, in reading and dramatic art, both in acting and producing; and in voice training and in the correction of speech defects.

The courses are arranged so as to make possible systematic and progressive study during the freshman, sophomore, and junior years. The more advanced courses are given in alternate years.

MAJOR: Candidates for the Bachelor's degree who are intending to become teachers of Speech, and who are definitely accepted by the department may obtain a major in Speech. At least twenty-seven semester hours in Speech are required of students majoring in Speech.²²

The first senior-level courses were listed in the bulletin for 1937-38. They were applied phonetics, methods in teaching speech, and the reading of Shakespeare. The course in applied

²⁰Bulletin, 102 (June, 1933), 116.

²¹Ibid., pp. 116-118.

²²Ibid.

phonetics pertained to public address, theater, and speech correction.²³ The first course in speech correction had appeared in 1936.

305. Speech Correction.

The application of scientific facts, principles, and practices in the correction and alleviation of speech defects, such as lisping, foreign accent, stuttering, and cleft palate. Practice in the Speech Clinic. Phonetics. Prerequisite: twelve semester hours in speech.²⁴

The first graduate courses were added to the curriculum in 1938, possibly in an effort to provide a minor in speech at the graduate level. These two courses were (1) choral speaking, which included the arrangement of material, the technical requirements for choral speaking, and training in conducting choral speaking groups, and (2) radio speaking, which was described as follows:

525. Radio Speaking.

Microphone technique. Voice, diction, and the broadcasting of plays; practical experience in announcing and speaking; script writing; the analysis of program types, with particular attention to educational and commercial programs.²⁵

While these course descriptions were continued after 1938 at the undergraduate level, they were redesignated as 400 rather than 500 level courses, and courses numbered 500 or above did not appear again in the course listings until 1962.

²³Bulletin, 121 (January, 1937), 142.

²⁴Bulletin, 116 (June, 1936), 142.

²⁵Bulletin, 126 (April, 1938), 149.

The curriculum remained much the same with fifteen to twenty courses listed, representing speech education, oral interpretation, theater, radio, speech correction, and public address including debate and forensics. Speech majors were required to have thirty hours of course work in the department and activities in debate and drama.

The course of study did not change a great deal during the World War II years, but some adaptations were made to accommodate the young people who were preparing to enter the military services, and refresher courses were offered for teachers who wished to return to the classroom during the national emergency. A special bulletin entitled "Pre-Induction Training," dated January, 1943, announced that beginning with the spring semester, courses would be offered in various lengths from eight to eighteen weeks. There were various specialized programs ranging from one semester to four years in duration. These programs and accelerated courses were in addition to the regular college curriculum, which was continued. Students were urged, but not required, to take at least one of the special courses even though they were enrolled in the regular program. There were courses designed for the various branches of the service and for the particular duties within the service along technical and mechanical lines. There were also specific courses for various civilian specialists. Among these latter offerings was a course in public speaking.²⁶

²⁶Bulletin, 146 (January, 1943), no pagination.

Another special bulletin issued the following spring announced courses for the summer terms:

- Radio Workshop - Students will write, cast, and produce radio scripts, and actually broadcast a program each week. 3 hrs.
- Dramatics Workshop - Course designed for those interested in acting and for teachers of high school dramatics. 3 hrs.
- Refresher Courses - For those who are re-entering the teaching field, refresher courses in various college departments are provided at North Texas State.²⁷

The department prepared a special bulletin in 1945, giving a comprehensive view of the training in speech offered for the post-war period. Acknowledgement was made of the needs of those still in war-related activities, but preparation for careers in the field of speech in the peacetime years occupied the primary attention of the staff. The scope of the speech program was described as follows:

The offerings of the Speech Department are designed to be of maximum service to students and to teachers of speech. Among those for whom the curriculum has been especially arranged are the following:

1. Students majoring or minoring in speech.
2. Those preparing for professional careers in radio and the theatre.
3. Classroom teachers of speech and those directing dramatics, debating, extempore speaking, recreation, and other extracurricular speech activities.
4. Workers in clinics and army hospitals for the correction of speech disorders.
5. Teachers of literature wishing to employ the techniques of oral interpretation in their own teaching.
6. Any students who desire to improve their own personal proficiency in speech.

²⁷Bulletin, 154 (April, 1944), no pagination.

All courses have the practical aim of increasing the competence of students, the emphasis being divided equally between practice and theory.²⁸

A general description of the speech courses divided the offerings into six interest areas. Voice science and phonetics developed the proficiency in oral usage of students enrolled in the department. The course in oral interpretation and choral speaking was designed for teachers, recreational directors, public speakers, actors, and radio artists. The dramatic courses gave instruction and practice in acting, directing, and stage craftsmanship. Debate, public discussion and all forms of extempore speaking comprised one area. The course in radio broadcasting and script writing was described as being done under conditions and standards similar to those in professional broadcasting. The final special interest area was speech rehabilitation and speech clinic, which offered courses in speech correction based on scientific principles and practice in speech pathology. Nineteen courses were offered. The physical plant occupied by the department was described in the following manner.

The Speech Department occupies its own building, Kendall Hall, which contains two large classrooms and costume and radio room upstairs, and an auditorium, office, lobby, and lavatory downstairs. The radio room has a control booth equipped with mixer, talk-back, microphones, recorder and turn-table. It also has a well-selected library of sound and mood music records. The Speech Clinic is supplied with various devices for testing, diagnosis, and remedial treatment of a wide variety of cases. The auditorium is

²⁸Bulletin, 162 (February, 1945), no pagination.

furnished with opera chairs and has a small stage fitted with velvet curtains, footlights, and screens for scenery.²⁹

An additional instructor was added to the staff in 1948, and in 1950 a total of four instructors were needed in the speech department. It seems likely that this expansion in the staff was necessitated by the addition of the course in Business Speaking. This course was a result of a survey conducted by the School of Business Administration in an effort to learn what deficiencies in training their alumni had experienced in the business world. The need for instruction in oral communication was of such sufficient interest to those questioned that the business department requested that a course be designed in the speech department to meet the needs of the business majors.³⁰ The first radio-television course was offered for the summer of 1949 and the spring of 1950. This was an early educational adaptation to the newest mass medium. The full curriculum for the final year of the period, 1950-1951 consisted of the following courses.

Courses of Instruction

105. Fundamentals of Speech

Elementary studies in the mechanism of speech; training in breathing, throat relaxation, articulation, enunciation, pronunciation; vocabulary building; phonetics; the correction of speech defects, with practice in the Speech Clinic. Required of speech majors.

²⁹Ibid.

³⁰Personal interview with William R. DeMougeot, Ph.D., Director of the Public Address/Communication Division of the Department of Speech and Drama, North Texas State University, September, 1969.

110. Business Speech.

Basic principles in speech training; practice in public speaking; development of desirable social conversation habits; training the voice for effective public speaking and social contacts. Recommended for business majors; no credit given to speech majors.

115. Oral Interpretation and Storytelling.

The art of storytelling; exercises in arranging and adapting stories; the retelling and dramatization of stories, with special reference to Interscholastic League practices; choral speaking; practice in phrasing, vocal quality, time, force, pitch, and bodily responses. Recommended for majors in elementary education.

125. Oral Interpretations and Declamation.

Analysis; practice in emphasis, action, posture, gesture, and platform deportment; memory studies and class presentation of selections from approved sources; contest speaking, coaching, and judging, impersonation.

130. Modeling.

A course covering all phases of fashion and photographic modeling. The fundamentals of complete bodily control through posture, poise, and stage presence. The first half of the course includes posture and figure correction, walking, eurythmics, fashion modeling, and charm and personality development. The second half takes up the phases of fashion, etiquette, voice and diction, wardrobing and make-up. There will be a final public fashion show. Enrollment is limited. Two hours.

205. Auditorium Activities.

Methods designed for elementary and auditorium teachers. Practice in making programs and in presenting festivals and plays for children; pageantry, pantomimes, marionettes, and dramatization; methods and bibliography.

211. Play Producing and Acting.

The theory of play production; directing and acting; problems of characterization and interpretation; voice, pronunciation, dialect, ensemble.

212. Playwriting.

Play structure; the writing, producing, and directing of original one-act plays.

213. Stage Craftsmanship.
Stage design, scenery construction, stage lighting, costume, and make-up; history of the stage and theatrical make-up; problems of staging plays and pageants.
215. Public Speaking.
Collecting and organizing public-speaking material; delivery with emphasis on sincerity and precision in language; written speeches and outlines; voice, posture, gesture, emphasis, and platform deportment; the analysis of masterpieces; radio speeches on current questions.
225. Principles of Debate.
The principles of argumentation and debate; analysis and discussion of current public questions; briefing; inductive and deductive reasoning; strategy and refutation; audience analysis and the principles of persuasion; debates; group discussion.
230. Debating and the Coaching of Debates.
Parliamentary practice; debating and participating in intercollegiate tournaments; high-school coaching and judging; open forum and panel discussion; type of debates, including radio.
305. Correction of Minor Speech Defects.
An introduction to the study of speech disorders, elementary and fundamental diagnosis and rehabilitation of persons with general articulatory defects, vocal monotony, lisping, and cluttering; experience in diagnosis and remedial treatment; the training of elementary school teachers for speech correction.
306. Correction of Major Speech Defects.
A technical and professional course in the rehabilitation of disordered speech; studies in the causes, nature, symptoms, and management of such types as stuttering, cleft palate speech, and defects due to paralysis; review of current theories and recent experimental work; case histories and clinical practice. Prerequisite: Speech 305 or the equivalent.
310. Advanced Dramatics.
Stage technique, deportment, and business; the theory of design; tempo, atmosphere, emphasis, and climax; practical work in play production, lighting, and make-up; modern plays and theatrical literature; a complete production book of a play required of each student.

315. Advanced Interpretation.

The preparation and delivery of the longer reading; analysis and interpretation of poetry; book reviews and the reading of complete plays; choral speaking, repertory, and public recitals.

325. Radio Speaking.

Microphone technique; voice, diction, and the broadcasting of programs; announcing and speaking; script writing; analyzing types of programs, with particular attention to educational and commercial programs.

330. The Production and Direction of Radio and Television Programs.

The creating of radio and television programs; sound effects; the achievement of movement and color in programs; timing; showmanship and ear appeal; directing programs on the air. Two hours laboratory each week.

400. Oratorical History and Development.

Analysis of great speeches, ancient and modern. Theory of oral style; reading of selected speeches; careful preparation of excerpts from speeches of outstanding orators.

405. Applied Phonetics.

General phonetic laws and principles; native and foreign dialects of English; the application of phonetic study to drama, interpretation, oratory, and speech correction; phonetic transcription.

415. Choral Speaking.

Training in conducting choral-speaking groups; the technical requirements for choral speaking; the selection and arrangement of materials; social and educational values of choral speaking.

420. Methods in the Teaching of Speech.

Approved methods of teaching speech in the grades and in the high school; selecting and organizing speech material; programs of related activities; organizing and affiliating courses; personality development; attitudes, integration of the speaker. Required of speech majors.

425. The Reading of Shakespeare.

The oral interpretation of plays of Shakespeare; their logical and emotional content; memory passages,

character impersonation; line connotations with present-day application; presentation of scenes from the plays studied.

430. Radio and Television Continuity Writing. Training in radio and television writing as a vocation; insight into the responsibilities of radio through its influence on the public; improvement of standards of radio listening and development of discrimination through positive listening experiences under guidance; analysis of the material sent into every home by the radio industry. Prerequisite: Speech 325, 330.³¹

Although many of these courses reflect the teachers college era, it is remarkable that Mrs. Johnson and Mrs. Hardy had brought the department so far toward modern speech education concepts. Although they were hampered by lack of facilities and shortage of funds, conditions which seem to be a perennial plague to educational institutions, the speech department faculty had succeeded in creating courses in six separate interest areas; speech therapy, theater, radio and television, oratorical history, playwriting, and public address including business speaking. Mrs. Johnson and Mrs. Hardy were the only faculty members in the speech department full-time until 1948. However, Tom Bullock Hyder, and possibly other instructors from the history, government, and economics departments, taught from time to time courses associated with public address, particularly debate and forensics. Mr. Hyder recalled that he taught one or two courses each semester from 1937 to 1942. The class records for the period before 1951

³¹Bulletin, 212 (February, 1950), 170-172.

were not preserved, and other records do not reveal the names of the instructors who may have fulfilled such duties.³² Mrs. Johnson was, of course, an elocutionist, but she appears to have been an academically oriented one. The department needed considerable alteration by the time of her retirement, and this need was handled very capably by her successor, Reginald V. Holland. The department had grown to a sizable enrollment by 1951.

The enrollment in speech classes in 1930 was 183. There was no enrollment in speech shown in 1931. In 1932, the first year Mrs. Johnson was director of the department, there were 203 students; by 1940, 374. But the war brought the figure down to 186 in 1943. In the fall of 1948 there were 443 students and a high total of 599 in 1950.³³

During these years, the budget varied considerably also. The first year for which audit figures were available, 1935-36, the total expenditure was \$5,220.42; this total was broken down into the following divisions: salaries and wages, \$4,960.75; general supplies, \$36.79; office supplies and postage, \$11.74; stationery and printing, \$12.75; traveling expense, \$129.79; miscellaneous, \$56.50; and books, \$12.10.

³²Hyder, loc. cit.

³³These figures were furnished by the Registrar, North Texas State University, Denton, Texas, April 24, 1970. In each instance they represent the total enrollment for the fall term only.

By comparison, the budget for music was \$11,307.36; for Spanish it was \$5,929.38, about the same as the speech budget.³⁴

By 1952, the enrollment had more than doubled. The total budget was \$17,979.36, of which \$16,136.59 was spent for salaries and wages. In comparison with the Historical Building, which was valued at \$62,142.78, and the Golf Clubhouse, which was valued at \$15,943.46, Kendall Hall was valued very low at only \$2,500.00.³⁵ The equipment inventoried at \$746.55 in August, 1936, and at \$3,337.81 in August, 1951.

Mrs. Johnson was listed in the bulletin for 1951-1952 as Associate Professor Johnson with the footnote that she was the retired director. Dr. Arthur Sampley, Distinguished Professor of English, North Texas State University, was a member of the faculty at the time Mrs. Johnson and Mrs. Hardy were the only full-time teachers in the speech department. He recalled that Mrs. Johnson, as a younger woman, had achieved some success as an author of stories and had also written at least one play based on the abdication of Edward, who was made the Duke of Windsor. He stated that Mrs. Hardy staged some difficult plays, including Maxwell Anderson's Winterset, and

³⁴C. B. Sheffield, "Audit Report North Texas State Teachers College, Denton, Texas, for the fiscal year ended August 31, 1936," p. 33.

³⁵Harry W. Stanford, "Financial Report of the North Texas State College, Denton, Texas, for the fiscal year ended August 31, 1951," p. 20.

did them well. She also directed a verse drama written by Dr. Sampley which was performed at seven or eight colleges throughout the state. Dr. Sampley further mentioned that Mrs. Johnson with the cooperation of members of the history, economics, and government departments helped bring the debate and forensics program at North Texas into national prominence.³⁶

Conclusion

The teachers' college system in Texas suffered severe criticism and financial adversity in the early years of the great depression. Nevertheless the speech department and the college as a whole made a number of significant advancements. Speech was placed in a permanent autonomous department of the college. The departmental title "Speech," superseded the more archaic "Reading." This title designation was used by more than half of the departments in Brumbaugh's survey in 1949.³⁷ Several advancements occurred within the first five years of the period. The speech clinic was opened and three courses in speech correction were offered. Courses in applied phonetics and methods of teaching speech were added to the curriculum, and the first courses in college theater were offered. Theater was confined to extracurricular status at North Texas, just as it was on a national scale in the years after World War I.

³⁶Personal interview with Arthur McCullough Sampley, Ph.D., Distinguished Professor of English, North Texas State University, Denton, Texas, April 22, 1970.

³⁷See supra, p. 16.

Although theory courses in play producing, acting, and play-writing were offered, there was not a theater practicum in the earlier period. The appearance of a course in radio by 1938 was a marked innovation. By 1938 a bachelor's degree with a major in speech was available at North Texas. At that time, twenty-seven hours of course work were required for a major, although Texas required only six semester hours of instruction for a teacher of speech in the public schools as late as 1952. The offerings in oratorical history and theory as well as business speaking and television were made very early by comparison with national trends. Generally the progress made before 1945 was remarkably ahead of its time. Sufficient adjustments, however, were not always made in the last few years. By 1950 a number of changes were needed.

Extracurricular Activities

The absence of a speech faculty for the 1931-1932 term, did not stifle the interest in speech and drama, although some activities were suspended or curtailed for a short time. The students, with the help of interested teachers from other departments, filled in the gap. Pi Kappa Delta remained active under the sponsorship of Ross Compton.³⁸ The dramatic club from North Texas and former members of the College of Industrial Arts' Little Theater group united to form the "Players

³⁸Yucca, 1932, p. 232.

Guild" and presented Ten Nights in a Bar Room, in the winter of 1931.³⁹ The Lillie Bruce Dramatic Club retained its separate identity in order to enter the intercollegiate one-act play contest. The play was directed by Dr. W. W. Cook of the English department, and it won first place.⁴⁰ The Yucca for the 1931-32 term included the Debate Club and the Dramatic Club in the "Organizations." After Mrs. Johnson joined the faculty and Mrs. Hardy returned, these clubs became more closely attached to the speech department, and additional organizations were formed.

Debate Activities

As has been noted, the first intercollegiate debates were arranged by the students of the Texas normal colleges through their respective men's literary societies. As campus life changed, a more formalized way of selecting debaters was instituted. The first faculty sponsors for the debate and forensic activities were from departments other than the speech department.⁴¹ Some of the names that were associated with the debate program were Mark Hamilton, L. W. Newton (History department), S. B. McAlister (Government department), Bullock Hyder and Ross Compton (Economics department).⁴² After Mrs.

³⁹Campus Chat, November 7, 1931.

⁴⁰Campus Chat, January 23, 1932.

⁴¹Matthews, loc. cit.

⁴²Hyder, loc. cit.

Johnson joined the staff of the speech department, she was usually included in a forensic committee named annually to conduct the forensic program of the college. She coached the squads, acted as sponsor of the Debate Club, was a member of Pi Kappa Delta along with Dr. McAlister and Mr. Hyder, and frequently accompanied the students to forensic meets. In the early period of the college, debate and forensics were confined to the young men of the college; possibly this situation was contributory to the selection of men sponsors for the activity.

The Debate Club was sponsored by the Speech Department and was open to students who were particularly interested in this phase of speech training. The club held weekly meetings, during which the annual debate question of Pi Kappa Delta was studied and analyzed. At the end of the first month, teams were selected to represent the college in intercollegiate competition.⁴³

The success of these teams can be judged not only by the large number of students eligible to membership in Pi Kappa Delta but also by the number of awards won in competition. In 1931, the top men's team won the All Southern Meet in Atlanta, Georgia, defeating seven other teams. Charles Brooks, from North Texas, was judged the best individual debater. Later in the year, the men won first place in an invitational meet at Arkadelphia, Arkansas; the women's team won the women's division

⁴³Bulletin, 116 (June, 1936), 140.

of the same tournament.⁴⁴ In 1932, there was no women's team, but the men had an active year, winning first place in the intercollegiate tournament at Winfield, Kansas, without receiving a vote against them during the entire tournament.⁴⁵ Other good seasons followed. In 1936, there were twenty members in the debate club, and ten student members of Pi Kappa Delta.⁴⁶ The war years interfered very little with the forensics program. The debate and forensic activities were coached by Mrs. Olive Johnson and Tom Bullock Hyder of the economics faculty in 1942. The North Texas students won sweepstakes in the Baylor Forensic Tournament and at Oklahoma's Savage Forensic Meet.⁴⁷ In 1945, the debaters ended the season with sweepstakes awards from every meet they entered. Because of the decrease in enrollment at the college and the war-time limits on travel, each debater also competed in individual events.⁴⁸ North Texas debaters reached the pinnacle of success in 1948. The men's debate team was the foremost in the nation. The team, David Cotten and Keith Parks, won top honors at the West Point National Invitational Tournament. The importance of this tournament is attested to by Don Beck, who has pointed out that Abilene Christian College was invited to participate for four consecutive years.

⁴⁴Yucca, 1932, pp. 164-65. ⁴⁵Yucca, 1933, no pagination.

⁴⁶Yucca, 1936, p. 208. ⁴⁷Yucca, 1942, no pagination.

⁴⁸Yucca, 1945, no pagination.

During those years four Abilene Christian College teams received invitations to attend the highly exclusive National Debate Tournament held at West Point, New York. Thirty-four teams from over the nation are invited annually to compete for the theoretical national debate title. After eight rounds of competition the first sixteen teams are placed in a "sudden death" elimination bracket in order to determine the winner.⁴⁹

The women's team won the Senior Women's Sweepstakes at the National Pi Kappa Delta Tournament the same year.⁵⁰ The North Texas debaters have retained their excellent reputation and have brought many honors to the school and the department since that time, but 1948 was the high point of the activities in the middle years.

Activities in Drama

Under the sponsorship of Mrs. Myrtle Hardy, the Dramatic Club selected in October, 1934, a new name, "The College Players."⁵¹ The Yucca gave a rather detailed account of the activities of the group.

The College Players has as its purpose the fostering of a greater understanding and appreciation of the drama, the discovering and developing of dramatic talent, and the training of dramatic teachers and directors.

Although originally organized about fifteen years ago, the club is, in reality, reorganized each year. Before a student is admitted to membership, he must stand a tryout and show promise of dramatic ability.

⁴⁹Don Edward Beck, "A History of Speech Education at Abilene Christian College 1906-1958," unpublished master's thesis, Department of Speech, Abilene Christian College, Abilene, Texas, 1959, p. 137.

⁵⁰Yucca, 1949, p. 344.

⁵¹Bartlett, op. cit., no pagination.

. . . The club usually presents three major productions during the season and several one-act plays for assembly, campus clubs, and neighboring towns.⁵²

There were thirty-three members that year. Two original scripts were staged: The Marriage of Francis Arden, written by Dr. Arthur Sampley of the English faculty, and Westward People, by John William Rogers, a Dallas author and playwright.⁵³ Mrs. Hardy directed most of the theatrical productions during the entire period. One notable exception was the Texas Centennial Pageant.

The pageant was an all-college venture. Two years before the centennial year, Mrs. Johnson submitted the outline for the program designed to prepare students to present Texas Centennial pageants and other programs celebrating Texas' hundredth birthday. The plan was approved by the president, and work was started in June. August 14th was selected as the date for the performance; by coincidence, Governor Ferguson announced the week of August 13-18 as Texas Centennial Week. Thus the pageant presented at North Texas was the first official state celebration of the event and brought statewide attention to the department.⁵⁴ Mrs. Johnson was chairman of the production; she had the cooperation of George Medders (English, technical

⁵²Yucca, 1936, p. 174.

⁵³Bartlett, op. cit., no pagination.

⁵⁴Higginbotham, op. cit., p. 39.

advisor), Mrs. Myrtle Hardy (speech, director of dramatics), Lillian Parrill (music, director of chorus), and Bob Marquis (son of the late president of the college, director of orchestra). The pageant was staged out-of-doors on nine specially constructed stages. More than five hundred students participated in the production.⁵⁵

Another cooperative venture recorded as a resounding success was the presentation of El Tor on the occasion of the "Golden Jubilee Week," in April, 1940. The Chat announced the event.

The North Texas State Teachers College--the nation's largest state-supported teachers' college--stands ready today to entertain returning ex-students in the biggest birthday party in the history of the school. . . .

A general invitation has been extended to the 50,000 exes of the college to return for the program, which will open tonight at 8 o'clock when the curtain goes up on Mamie Smith's "El Tor," an operetta satirizing dictatorship and American advertising methods, which will be presented by a picturesquely-costumed cast of more than 100 students of the music and speech departments.⁵⁶

Elsewhere in the same issue of the paper, it was reported that among the exes who were invited to attend the festivities, was Ann Sheridan, described as "The Most Glamorous Ex of the College."

Many former students who were members of the College or University Players have achieved great success in the theatrical profession; among these are Joan Blondell, Alma Whitley

⁵⁵Campus Chat, September 27, 1934.

⁵⁶Campus Chat, April 18, 1940.

Cunningham, Tom Hughes, Pat Boone, Bob Brown King, and Jim Hampton.⁵⁷ The College Players remained active throughout the period and still exist as the University Players.

Another drama group called "The Supper Theater," was organized in the spring of 1950 under the direction of Gil Allday, a student. The purpose of the group was to present theater in the round and to give students experience in directing, acting, and doing technical work. The experiment was entirely successful in furnishing students these opportunities, and in addition it provided one of the most delightful entertainments for the faculty, student body, and general public (not only from Denton but from Dallas and Fort Worth as well) ever offered by the school. Supper was served before the performance. Fifteen plays were presented the first season in the Eagle Cafe Dining Room. Two years later in 1952, after the group was affiliated with the college, the plays were given in the Union Building Cafeteria.⁵⁸ The idea of a supper theater was a significant innovation in educational theater and provided an excellent training opportunity for student performers, writers, technicians, and directors. (The activities of this group will be discussed more fully on page 151.)

⁵⁷Personal interview with Reginald V. Holland, Ph.D., Chairman, Department of Speech and Drama, North Texas State University, Denton, Texas, July 7, 1970.

⁵⁸Bartlett, op. cit., no pagination.

The Quintilian Club

The Quintilian Club, organized in 1935, was designed for speech majors to promote fellowship and to increase interest in speech activities. The bulletin stated it somewhat more forcefully.

The Quintilian Club is the organization of speech majors. Its object is to promote speech activities and to foster good fellowship among its members. From time to time notable speakers and artists are brought before the group, but in the main, the programs represent student efforts. The club meets on the second and fourth Tuesday nights of each month, and all speech majors are expected to participate actively in its program.⁵⁹

Conclusion

There were other organizations, most of short duration, that were concerned with work in speech and drama. There was a radio club in 1945 which preceded the all-college radio club, K O E D, organized in 1947. K O E D became a member of the Southwest Collegiate Broadcasting System, and produced and recorded shows used by this group. It remained active for a number of years.⁶⁰

The organizations associated with training in speech and drama made a great contribution to the effectiveness of the academic program. They provided needed workshop situations for students interested in various aspects of speech education. In addition, they provided opportunities for social interaction

⁵⁹Bulletin, 162, February, 1945, no pagination.

⁶⁰Bulletin, 239, November, 1952, 23.

between the students and the faculty. Lastly, they provided services to the community at large. It was common for these groups to take shows to army camps and hospitals, to other state institutions such as the detention centers for juveniles, and to smaller colleges and high schools throughout the area.

CHAPTER IV

THE CURRENT PERIOD 1951-1970

The University

Whether changes in the administration of the college had a casual relationship to changes within the department of speech is a speculative question. It is evident, however, that the two occurred almost simultaneously throughout the history of the school. Events in 1951 bore the characteristic similarity. Dr. J. C. Matthews, a former student and a member of the faculty for twenty-six years, was named president of the college in January, 1951, to succeed Dr. Mc Connell.¹ Dr. Reginald V. Holland became director of the speech department that fall and Dr. Matthews assumed the duties of president.

The fiftieth edition of the Yucca surveyed collegiate events of the past and made speculations about the future developments of the school.

Era of Expansion 1934-1951

Expansion and reorganization marked the 17-year administration of Dr. W. J. Mc Connell, who took office in May, 1934. During his tenure, 22 major buildings

¹The North Texan, Denton, Texas, Vol. 2, No. 2, January, 1951.

were constructed, the faculty increased from 86 to 230, and enrollment reached a peak of 5,100.²

A Look to the Future
1951-19--

On August 31, 1951, Dr. J. W. Mc Connell released NTSC's reins to Dr. J. C. Matthews to become President-Emeritus and Administrative Advisor.

North Texas State has continued to make rapid strides under the capable leadership of its present chief executive. Three dormitories, Fouts Field, and four classroom buildings have all been completed since 1952. . . . Another building program has been announced to accommodate 12,000 students within the next ten years.

A progressive North Texas foresees the continual upward achievements of its growing scholastically superior educational institution--the type of institution hardly dreamed of 67 years ago when Joshua C. Chilton taught classes above a Denton hardware store.³

Dr. J. C. Matthews, eighth president of North Texas, had been the Dean of the School of Education; when the reorganization of the college occurred in 1948, he was appointed first vice-president. He was a noted educator of national prominence even before he assumed the presidency in 1952. He had the distinction of being the first alumnus of North Texas to hold the highest office at his alma mater. Dr. Matthews is now President Emeritus and Professor of Education at North Texas.⁴

The enrollment in the fall term of 1952 was 4,449. This figure increased about five hundred students a year until 1961, when the rate of increase almost doubled. Another interesting figure, indicative of the rapid growth, is the number of degrees

²Yucca, 1957, p. 13.

³Ibid., p. 14.

⁴Ibid., p. 23.

granted. From the opening of Chilton's normal college in 1890 to 1949, there were 12,891 students who received degrees. In the next sixteen years 25,207 degrees were awarded, making a total of 38,098 by 1965. Over seven thousand of these were graduate degrees.

Another index of growth is the annual college budget. In 1950-51, the budget was \$4,155,193; by 1959-50 it had reached \$6,735,124; by 1965-66, it was \$14,195,310.⁵ In the fall of 1969, the total enrollment was 15,015,⁶ and the annual budget was \$23,924,876.⁷

Doctor's degrees in education and music were instituted in May, 1950, and the course requirements for these degrees were approved in January, 1951. The timing of these events was rather fortuitous in view of the legislative "freeze" on course expansion placed on state institutions shortly thereafter. A temporary committee of sixteen, with President Matthews as chairman, was appointed by the governor to establish means by which state coordination of higher education could be accomplished. This temporary committee led to the creation of the Texas Commission on Higher Education in 1955. The graduate program in Home Economics was discontinued upon

⁵Rogers, op. cit., pp. 342-359.

⁶Information furnished by the Registrar, North Texas State University, Denton, Texas, May 8, 1970.

⁷Information furnished by the Comptroller, North Texas State University, Denton, Texas, May 8, 1970.

the recommendation of this board in 1959, but there were no other program changes until 1962. The first addition to the offerings at North Texas was the master's degree in speech and drama at that time. The department had been ready for about six years and was waiting for an opportunity to add a graduate program.

In 1961, a bill was introduced in the legislature to change the name of the school to "The University of North Texas." The bill was hotly contested. Senator Charles Herring of Austin argued that it would be damaging to the University of Texas, Austin. An amendment on which a filibuster could be maintained was offered by Senator Herring: to change the name to North Texas State University. Senator Tom Creighton of Mineral Wells, sponsor of the original bill, quickly accepted the revision upon the promise of Senator Herring that he would support the bill as amended. Governor Price Daniel signed the bill on May 8, 1961, by coincidence the seventy-first anniversary of the agreement made between the city of Denton and Joshua Chilton.⁸ University Day is appropriately celebrated each year.

The seventy-fifth anniversary of North Texas was a momentous occasion, appropriately commemorated. A special pull-out anniversary section of the Chat reviewed the growth of North Texas from the "horse and buggy days" to 1965. The

⁸Rogers, op. cit., pp. 342-59.

expansion in facilities, enrollment, graduate programs, and other areas was reported. The total capital invested in North Texas had reached the thirty-million-dollar mark, and half of the faculty held doctoral degrees.⁹ The University Day activities in 1970 opened with a greeting from President John J. Kamerick. Dr. Kamerick was appointed to the office upon the retirement of Dr. Matthews in 1968. President Kamerick was awarded the B. A. degree from St. Ambrose College and the M. A. and Ph.D. from the State University of Iowa. Under his administration, the university continued to expand.

The Curriculum

Dr. R. V. Holland became the director of the Speech department in the fall of 1951, upon the retirement of Mrs. Johnson. The next year the department moved from old Kendall Hall, later demolished, to newly renovated quarters in the Historical Building on Avenue A at Mulberry Street. The facility contained radio and recording studios, a speech and hearing clinic, a Studio Theater (which was the college theater until 1968), and classrooms in the basement. A drama workshop was located on the south side of the campus.¹⁰

Dr. Holland, who held the B. S. degree from Northwestern University, the M. A. from Michigan State College, and the Ph.D. from Cornell University, was designated Professor of Speech--

⁹Campus Chat, May 7, 1965.

¹⁰Bulletin, 239 (November, 1952), 6.

the first time that the departmental director had held the full professorship. His scholarly background was soon reflected in the academic offerings that advanced the department from the speech arts era of the teachers' college to the Department of Speech and Drama of the present University.

The changes in the curriculum were apparent in the first special bulletin of the department, issued in 1952. In a well planned design calculated to develop each area of special interest, other changes were made as the enrollment in the department and the advancement of techniques in speech education warranted. These changes occurred concomitantly with additions to the faculty of specialists in each of the interest areas. The overall scheme of development was orderly and effective.

The changes achieved the first year were primarily in the fields of public address and drama. The following courses were added to the curriculum offered in 1950-1951.

125. Public Speaking I: Fundamentals.

Practice in speaking on subjects of current interest. Methods in preparation, outlining, and delivery studied in relation to practice; various types of speech experience, such as exposition, advocacy, reading aloud, discussion, and chairmanship; a study of principles and examples; conferences. Required of speech majors.

135. Acting.

Introduction to the art of acting. Theory and exercises in bodily control, voice, pantomime, interpretation, characterization and stage action. Analysis and study of specific roles, principles of stage movement; varied projects in acting and group rehearsal.

226. Discussion.

Study of the principles of systematic investigation and reflective thinking as applied to discussion. Practice in discussion of current problems by use of various forms; round table, panel, sales conference, committee, parliamentary and lecture-forum.

410. Directing Debate and Forensics.

Advanced debating; analysis and briefing of current intercollegiate and high school debate questions; a study of the problems of forensic directors, including methods, materials, and tournament participation. Prerequisite: Speech 215 or 225 or consent of the instructor.

426. History of the Theatre.

The history and development of the theatre with special emphasis on the period theatres, plays, theatrical styles, and theories which have influenced modern stage direction.

490-491. Special Problems Course.

Open to advanced undergraduate students who are capable of developing a problem independently. The problem is chosen by the student and developed through conferences and activities directed by the sponsor. Credit: one to three semester hours each.¹¹

These additions replaced only three courses which had become somewhat obsolete. Speech 125 (Oral Interpretation and Declamation), 130 (Modeling), and 425 (The Reading of Shakespeare) were dropped from the course offerings. Numerous changes in course description, indicative of the newer philosophy of speech education, were made. The course in phonetics became a part of speech correction. Speech 211 was changed from play producing and acting to dramatic production; acting was taught in the new course numbered 135. Thus these two areas of theatre

¹¹Ibid., pp. 8-15.

could be studied in greater depth. Similarly, changes in content were made in playwriting--producing and directing was removed, and dramatic theory, characterization, dialogue, and action in playwriting were added. Stagecraft was remodeled along the same lines; it included the theory of design in stage scenery and lighting with special emphasis on practical experience in these two skills, and the topics that needed to be covered in another course - history of the stage, costuming, make-up, and problems in staging plays and pageants - was removed. Discussion was separated from argumentation and debate. Advanced interpretation no longer included choral reading; instead, practice in cutting plays for public performance was given. This alteration made the course more applicable to the newer concept of Reader's Theater. Finally, the heterogeneous skills touched upon in the dramatics course were abandoned, and the course was focused toward directing, with the following description.

310. Advanced Dramatics: Directing.

Theory of stage direction. Lecture laboratory course covering the fundamentals of composition, movement, stage business, and rehearsal routine as applied to the directing of drama. Prerequisite: Speech 211 or consent of the instructor.¹²

The initial changes in the curriculum shown above provided for more specialization within the field of speech and drama.

The staff in 1951 included, in addition to Dr. Holland, J. Rex Wier, debate and forensics coach; Stephen D. Buell,

¹²Ibid.

radio and television; Mrs. Myrtle Hardy, beginning acting and speech correction; and two teaching fellows, who had sections of the business speaking course, Speech 110, required by the School of Business. Dr. Holland taught both public address and theatre courses. The department had a total enrollment of 436 students, about 180 of whom were business students enrolled in Speech 110.¹³

The course offerings listed in the special bulletin were designated as appropriate course work in five areas of special interest: (1) public address--public speaking I: fundamentals, public speaking II: persuasion, argumentation and debate, discussion, history and forms of public address, and directing debate and forensics; (2) theatre--acting, dramatic production, playwriting, stage design and craftsmanship, directing, and history of the theatre; (3) radio and television--oral interpretation, acting, advanced interpretation, radio speaking, the production and direction of radio and television programs, and radio and television continuity writing; (4) speech correction--correction of minor speech defects, correction of major speech defects, phonetics, and special problems course in speech therapy; and (5) general speech education--auditorium activities, directing debate and forensics, methods of teaching speech. The department also recommended that students

¹³This information was extracted from the Class Schedule File in the office of the Chairman, Department of Speech and Drama, North Texas State University, Denton, Texas, (Herein-after referred to as Class Schedule File).

planning to teach speech in the public schools select courses from each area of speech concentration to supplement the specific courses in area five.¹⁴ The internal organization of the department was clearly defined by this division of courses; the business of developing sufficient depth within this structure was ahead.

In 1953, Lear Lee Ashmore and Russell Edwin Hansen joined the staff.¹⁵ Miss Ashmore worked in the area of speech correction and directed the work in the speech clinic. Dr. Hansen held an assistant professorship in theater.¹⁶ The following year, William R. DeMougeot¹⁷ replaced J. Rex Wier, who was on a leave of absence, making a total of five instructors for 619 students in speech.¹⁸ At the same time, a change in the curriculum occurred. Courses in persuasive speaking and speech education were added, and the first courses in audiology appeared.

Speech 307. Methods of Clinical Audiology.

A study of the systems of auditory training and a consideration of the principles and methodologies for developing auditory discrimination. A study of the human ear and its abnormalities. Administration and interpretation of hearing tests; clinical observations, and methods in teaching speech to acoustically handicapped children.

¹⁴Bulletin, 239 (November, 1952), 17-26.

¹⁵Ashmore held a B. A. and M. Ed. from The University of Texas, and Hansen the Ph.D. from Cornell.

¹⁶Bulletin, 252 (February, 1954), 176.

¹⁷DeMougeot held an A. B. from New York University and an M. A. from Cornell.

¹⁸Class Schedule File.

Speech 406-407. Clinical Practice in Speech Therapy. Diagnostic procedures in speech correction. Observation and remedial experience in clinical teaching in the Speech Clinic and Laboratory School. Requirements: Two hours of clinical observation or practice per week per credit hour. Prerequisite: Six hours in advanced speech correction courses or permission of the instructor. Credit: one to three hours each.¹⁹

In 1949, the state established funds and a formula for certification of speech therapists as a part of the work in Special Education; prior to that time no certification had been required. North Texas students met the 1949 state requirements; however, approval of the departmental program was not required by the state at that time. The state did require approval of the programs in speech correction for the first time in 1955.²⁰ Miss Ashmore had kept accurate records of the number of hours and the duties students performed in the speech clinic. These records were utilized in securing state approval of the program offered by the school, and they were also necessary in securing certification of students at North Texas with the American Speech and Hearing Association. The requirements for a certificate in speech correction first appeared in the catalogue for the 1956-57 term.

¹⁹Bulletin, 252 (February, 1954), 176.

²⁰Personal interview with Arthur Witt Blair, Ed.D. Director, Placement and Extension, North Texas State University, Denton, Texas, July 8, 1970.

CERTIFICATE IN SPEECH CORRECTION

A student working for a certificate in speech correction must complete, in addition to the required courses in the Department of Speech and Drama (105, 125, 134, and 420), the following courses in the field of speech correction: 305, 306, 307, 405, 406 or 407, 408; plus 6 hours of departmental electives.

The education requirements for the certificate are as follows: Education 162, 241, 237, 332, 240, 410E, and 410H. Education 410E may be counted as part of the 200 clinical hours required for speech correction certification.²¹

Speech 408 dealt with the psychological and neurological aspects of speech, the development of speech and language in children, and the correlation of speech and personality.²²

The courses in the correction of major and minor speech defects which were initiated in 1937 were redesigned in 1957, and two additional courses were listed in the departmental offerings.

305. Speech Correction: A Survey.

An introduction to the study of speech correction. A survey of the defects of speech with particular emphasis on articulation defects and voice problems. Consideration of fundamental diagnostic and therapeutic principles in the school and clinic. One hour per week clinical observation required.

306. Speech Correction: Pathology and Therapy.

A technical and professional course in the causes, nature, symptoms, and rehabilitation of disordered speech. Review of current theories and recent experimental work. One hour per week clinical observation required. Prerequisite: Speech 305 or the equivalent.

²¹Bulletin, 273 (March, 1956), 166.

²²The enrollment in speech reached 682 in 1956-57. Class Schedule File.

411. Stuttering, Theories and Therapies.

A detailed investigation of historical and current theories of the causes of stuttering. A comparative study of the various therapies proposed for stutterers. Analysis of recently reported experimental research. Clinical observation.

412. Organic Speech and Language Disorders.

A study of the speech and language problems resulting from aphasia, cerebral palsy, and mental retardation. Includes the neurological and psychological implications. A systematic investigation of speech therapy methods applicable to these disorders. Clinical observation.²³

These four courses brought the advanced offerings in speech pathology and audiology to a total of eleven courses. Additions to the speech clinic facilities provided three therapy rooms that were equipped with two-way mirrors for student observation of therapy sessions.²⁴ Although by current standards, the speech clinic was woefully inadequate, it was one of the few programs in Texas recognized by the national association. The Chat, in 1965, commented on the equipment: "This advancement will be one of many for the North Texas clinic, whose diagnostic tools five years ago (1960) numbered two tape recorders and one audiometer."²⁵

An introductory course in theater was added to the curriculum in 1957,²⁶ and advanced theater courses were added in 1960. The theater courses were the following:

²³Bulletin, 292 (February, 1958), 177-79.

²⁴Yucca, 1957, p. 360.

²⁵Campus Chat, May 14, 1965.

²⁶Ted D. Colson became a member of the faculty in 1957 in the area of Radio-Television-Films, bringing the total faculty to seven full-time instructors. Colson is currently director of the division. Class Schedule File.

134. Introduction to the Theatre.

An introductory study to the art and aesthetics of the theatre, including an elementary consideration of the various styles of theatrical production, drama, and playwriting; a survey of present practices in professional and non-professional theatre. Required of speech and drama majors.

314. Studies in Acting Techniques.

Focus on theories and styles of acting from presentational to representational. Prerequisite: Speech 135 or permission of the instructor.

427. Advanced Directing and Production.

Selection and production of plays for educational theatre. Prerequisite: Speech 310 or permission of the instructor.

423. Production Design and Lighting.

Focus upon advanced training for technical theatre; production organization and show management. Prerequisite: Speech 211 or Speech 213 or permission of the instructor.²⁷

These courses brought the offerings in theater to a total of eleven courses. The public address offerings were supplemented in 1960 also by the addition of a one-hour course in parliamentary procedure.²⁸

Only one course was added in 1962. Aural rehabilitation offered instruction in the diagnosis of hearing impairments, the selection of hearing aids, and the retraining of the aurally handicapped.²⁹

The department had grown steadily and developed an active and vital program in speech and drama training. President

²⁷Bulletin, 312 (February, 1960), 183-86.

²⁸In the fall of 1960 there were nine faculty members instructing more than a thousand students. Class Schedule File.

²⁹Bulletin, 336 (February, 1962), 187.

Matthews honored twelve faculty members in 1960 who were outstanding in their respective fields. Dr. Holland, who served as executive secretary of the Texas Speech Association from 1959 to 1962, was one of the twelve honored.³⁰ The enrollment had increased steadily, and the increasing enrollment made the addition of faculty members with a diversity of specializations possible,³¹ so that well before 1962 the addition of a graduate program was feasible, but because of the administrative "freeze" on the expansion of programs, it was not possible to initiate it.

The master's degree program was approved in 1962, and a special departmental bulletin was issued in April, 1963. The new bulletin announced that the Department of Speech and Drama offered course work leading to the Bachelor of Arts, Master of Arts, and Master of Science degrees, in combinations of several interest areas: speech education, theatre, speech and hearing therapy, public address, and radio-television. The undergraduate could specialize in only one area if he so desired, but in the interest of securing a well rounded liberal arts education he was encouraged to diversify. The graduate

³⁰Yucca, 1960, p. 82.

³¹Two teachers, Don E. Beck and E. Robert Black, were added to the faculty for the 1961 term, bringing the total to ten full-time instructors and three teaching fellows. Beck was in public address, and Black was in theater. The enrollment was 1108, more than half of whom were speech majors and minors. Class Schedule File.

program, on the other hand, was designed primarily for those who planned to teach or to enter a profession requiring special skills in effective oral communication. The graduate student, therefore, was encouraged to concentrate in one of the areas of special interest unless he planned to teach in the secondary school and consequently wished to pursue a program providing a broad background in the field of speech and drama. Teaching, technical, and clinical assistantships were open to capable graduate students. A total of forty-two undergraduate and thirteen graduate courses were offered, but senior-level courses could be taken for graduate credit; thus it was possible for a graduate student to specialize in a particular interest area.³² There was only one addition at the undergraduate level.

429. Theatre for Community and Educational Theatre Directors.

Basic theory of play selection and educational theatre goals; including advanced training in play production, directing, theatre organization, and extra-curricular dramatics. Designed primarily for training directors of community and educational theatre.³³

The graduate offerings comprised two courses in each interest area, except for an overlap in radio-television where three courses were listed for the mass media. Four general courses (500, 590-591, and 595) were suitable for all of the interest areas.

³²Bulletin, 344 (April, 1963), no pagination.

³³Bulletin, 342 (February, 1963), 195.

500. Introduction to Graduate Study in Speech and Drama.

Introduction to graduate research in speech, bibliographical resources; types and methods of studies; candidate evaluation. Required of all candidates for admission to the graduate program in speech and drama.

510. Seminar in Public Address.

A symposium on the literature of public address, its impact on public affairs, and the role of public address in education.

511. Rhetorical Theory and Criticism.

A study of approaches to successful public speaking, from the Greek writers to modern theorists.

520. Seminar in Speech Pathology and Audiology.

An examination of the applied and theoretical approaches employed in speech pathology and audiology. Credit: three or six semester hours, but not more than 3 hours in one semester.

521. Voice Science.

An investigation of research techniques utilized in the study of the physiology of the speaking process, experimental design, and the study of significant research contributions to the field of speech science.

530. Seminar in Theatre.

A study of the theatre as an influence on world culture.

531. Backgrounds for Modern Theatre.

Studies of the main influences leading to the development of the modern theatre, including the contributions of such men as Antoine, Stanislavski, Meyerhold, Appia, and Craig.

540. Seminar in Radio and Television.

A seminar devoted to the investigation and analysis of important current problems in the broadcasting industry.

541. Broadcasting Management and Operation.

Examination of the financial, legal and technical aspects of radio-television station operation and management.

542. Utilization of the Television Medium.
A study of the use of television as mass medium in public affairs, education, and communication.

550. The Philosophy of Speech.
The philosophy of speech and drama education; investigation of current theories and experiments in oral communication.

590-591. Special Problems Course.
For students capable of developing a problem independently through conferences and activities directed by the instructor. Problem chosen by the student with the approval of the major professor and the director of the department. Credit: one to three semester hours each.

595. Thesis Seminar in Speech and Drama.
To be scheduled by the student majoring in speech and drama when he is ready to begin work on his thesis. Six semester hours credit when thesis is completed. Prerequisite: consent of the major professor and the director of the department and approval of the prospectus by the graduate committee of the department.³⁴

Dr. Holland taught the first graduate course, Speech 500, in the fall of 1962.³⁵

By the "diamond jubilee" year, 1965, the department was recognized not only for its position in the academic program of the division of humanities but for its contribution to the fine arts program as well. Only three courses and one instructor had been added to the department since 1962.³⁶

³⁴Ibid., pp. 195-96.

³⁵Class Schedule File.

³⁶Speech 240. Radio and Television Announcing, Speech 550. The Philosophy of Speech, and Speech 592-593. Research Problem in Lieu of a Thesis were added to the curriculum in 1964-1965. Bulletin, 352 (February, 1964), 193-197.

However, plans were being made to expand the graduate program to include the Ph.D. degree in education with a teaching field in speech and drama. The department had eleven full-time faculty members and three teaching fellows. All directors of the present divisions, except the division of speech pathology and audiology, were already associated with the school.

The bulletin for 1966-1967 had separate listings for the courses of instruction in speech and the courses of instruction in drama at the undergraduate level. The final member of the present administrative staff, Willard S. Jacquot joined the faculty in speech pathology and audiology. Two courses were added to the undergraduate offerings in pathology and audiology. The major changes in the curriculum, however, occurred at the graduate level. Five courses were added, one each in public address and theatre, and three in speech pathology.³⁷

The following year, 1967-1968, Don Beck, having completed his Ph.D. at the University of Oklahoma, instituted the first course work in communication theory.

460. Oral Communication in Human Relations.
The theory, methodology, and application of research in oral communication; includes the dimensions, the language and attitudes of oral communication, communication and its small group, communication conflict and compromise.³⁸

Some of the principles of this concept of rhetoric had received attention in classes in public address prior to 1967, but no

³⁷Bulletin, 376 (June, 1966), 191-198.

³⁸Bulletin, 386 (June, 1967), 200.

course description in this category had appeared in the catalogue. Ted Colson, having received his Ph.D. from the University of Oklahoma in oral interpretation, generated a greater interest in courses related to that special area, although it was placed administratively with radio-television-films.

The third special bulletin of the current period was issued in November, 1969, announcing the new scope of the program in speech and drama. The department was prepared to offer course work leading to the Ph.D. as well as the Ed.D. in college teaching with a teaching field in Speech and Drama.³⁹ The Ed. D. was first offered by the school in 1951 in any teaching field. However, the Graduate Council took action in 1956 prohibiting the granting of this degree with teaching fields in departments that offered no graduate program. Consequently, the Ed. D. with a teaching field in Speech and Drama was not offered from 1956 to 1962, at which time it was instituted as a part of the graduate program.⁴⁰

The new Speech and Drama Building, located on Avenue A between Chestnut and Sycamore streets, was completed in time for the summer term of 1968. The dream of a new building that would provide adequate room for expansion in all of the areas of study pertinent to a well rounded department of speech and drama had, of course, been in the minds of all of the members of the departmental faculty, but it became a practical reality

³⁹Bulletin, 409 (November, 1969), no pagination.

⁴⁰Blair, loc. cit.

primarily through the foresight and effort of the Director, Dr. Holland, according to Dr. Matthews. Dr. Matthews indicated that all of the facilities of the department with the possible exception of actual classroom space had been stretched to the breaking point. When funds were available for new buildings for the university, requests were submitted by a number of departments, but the needs in speech and drama were so apparent that they were given first priority. The president felt that the program of the department showed such an academic excellence, even though it was hampered by a lack of facilities, that no other conclusion could be reached. Dr. Holland requested information from the directors of the various divisions, and he coordinated their needs through consultations with the architects over a period of eighteen months. Finally a concrete plan emerged that became a reality in eighteen more months. Dr. Matthews felt that a highlight in the history of the department must have been the time when those who had expended such great effort on behalf of the department could point to the architects' drawings of the building with pride and indicate that these would be what the new facility would be like.⁴¹

The building, referred to by the Denton Record-Chronicle as "Holland's Baby," provided ample space for the facilities and equipment necessary for the further development of the department. It has the following theatre facilities: the Main University Theatre, designed for flexible staging and seating

⁴¹Matthews, loc. cit.

five hundred; an experimental theatre; shop and design and construction areas; make-up and dressing rooms; a rehearsal room; seminar and design classrooms; costume storage; and box office and administrative centers. The radio and television facilities are made up of two television studios with separate control centers, two radio studios with control centers, complete video tape, film, and slide facilities. The public address/communication division has classrooms, a debate suite, student reading and work rooms, and a uniquely designed Forum Room equipped with lighting and recording devices. The speech and hearing therapy facilities include a voice and science laboratory, three audiological testing rooms, fourteen therapy rooms, seven observation rooms for clinical and diagnostic training, classrooms, and a student work and reading room. Each division has administrative offices in areas adjacent to its respective work areas.⁴²

The courses of study were expanded primarily in the areas of mass media and oral interpretation at the undergraduate level. The eight new courses were as follows:

141. Television Communication.

Operation of television cameras, control console, and other equipment. Basic movement and delivery for on-camera television work. Background of television industry, its history, economy, structure and regulations. Its impact on American society. Two hours laboratory each week.

⁴²Program for The Taming of the Shrew, presented by the Department of Speech and Drama, North Texas State University, Denton, Texas, November 5-9, 1968.

216. Thematic Approach to Interpretation.
Emphasis on the practice and presentation of program material based upon a central idea, theme or thesis. Prerequisite: Speech or Drama 115.
245. Introduction to Film.
Initial acquaintanceship with the operation and maintenance of 16mm motion picture cameras and allied equipment. Basic principles of motion picture photography.
246. Editing and Recording for Television.
Acquaintanceship with operation and maintenance of video tape recorders. Principles of editing film and video tape. Planning and preparation of programs with emphasis on editing.
323. Radio and Television Reporting.
Work of radio and television reporters, writers and news editors; gathering and writing local news; rewriting wire service. Prerequisite: Speech 140-141 and Journalism 231-232 or permission of instructor. (Same as Journalism 323)
324. Radio and Television News Direction and Management.
The problems of financing and managing a radio and/or a television news department; laboratory workshop production of daily news programs; special film and video-tape in-depth coverage of regular news events and special events; editorial policy in radio-television news operations. Students will be involved in the actual news operation of the campus FM radio station. Prerequisite: Speech 323.
416. Studies in Performance and Criticism of Oral Interpretation.
Planning and rehearsal and presentation of major programs of oral interpretation material in lecture-recital. Prerequisite: three hours of oral interpretation.
440. Film Production.
Study of advanced techniques of film planning and production, culminating in the production of a major film program. Prerequisite: Speech 245.⁴³

⁴³Bulletin, 406 (June, 1969), 222-226.

These courses added substantial depth to the divisions of oral interpretation and radio-television-films.

The expansion of the graduate program was even more comprehensive. Seventeen new courses were added, five in public address and communications, five in speech pathology, three in theatre, two in oral interpretation, and three in radio-television-film. The following courses are included in the present curriculum. All of the course descriptions are not listed, but those courses which appear to be indicative of the trends in speech education are as follows:

512. A Rhetorical Study of Movements.

A theoretical and historical investigation into the rhetorical and communicative aspects of social, political, religious, and economic movements within the American culture.

513. British Public Address.

A study of outstanding British speeches and speakers with particular attention to their role in British history, beginning with the Eighteenth Century.

515. Research in Communication Theory.

Research in communication theory with emphasis on the experimental study of attitude and attitude change. Prerequisite: Speech 460 or consent of the instructor.

527. The Psychology of Deafness.

An investigation of the personal and interpersonal impact of deafness in terms of personality, intellect, education and vocation.

528. Medical Audiology.

Practical and theoretical consideration of the audiologists' role in relationship to the otologist. The course involves clinical audiological experience in medical settings.

545. Socio-psychological factors of Mass Communication. Interrelationships between mass communication and mass society. Methods and techniques used to identify and measure audiences habits, preferences and reactions to mass communications.

546. The Documentary in Broadcasting. The use of film and tape as a unique form of socio-political persuasion and as a form of artistic expression.

550. The Philosophy of Modern Speech Education. Investigation of recent research in the teaching of speech; examination of approaches to the college teaching of speech and the formulation of a philosophy of speech and drama education.

562. Directing and Production of Readers Theatre. Adapting material, casting, rehearsing, directing, and presentation of a major Readers Theatre script.⁴⁴

Another development which is indicative of the trends in speech education pertains to the joint listing of courses in speech with courses in journalism. Many schools have moved toward departments of communication which incorporate speech, sometimes English, journalism, and other courses which relate to mass media as a science, such as psychology or sociology. At North Texas there is a cross listing of two courses, Radio and Television Reporting and Radio and Television News Direction and Management, between speech and journalism.

All of these changes seem to approach speech education from three academically oriented methods of inquiry. With the adoption of this expanded curriculum, the discipline incorporated simultaneously the sciences, the social sciences, and the fine arts.

⁴⁴Ibid., pp. 228-230.

The program of speech education prepared for the fall of 1970 is under the supervision of the following divisional directors: E. Robert Black, Director, Division of Drama; Ted Colson, Director, Division of Radio-Television-Film; William R. DeMougeot, Director, Division of Public Address/Communication; and Willard Jacquot, Director, Division of Speech Pathology and Audiology; all of these divisions are under the departmental chairmanship of Reginald V. Holland.⁴⁵

The following courses are offered in speech:

- 105. Fundamentals: Voice and Articulation.
- 110. Business Speaking.
- 115. Oral Interpretation.
- 125. Public Speaking.
- 140. Radio Communication.
- 141. Television Communication.
- 150. Parliamentary Procedure. (one semester hour)
- 216. Thematic Approach to Interpretation.
- 225. Argumentation and Debate.
- 226. Discussion: Principles and Methods.
- 240. Radio and Television Announcing.
- 245. Introduction to Film.
- 246. Editing and Recording for Television.
- 300. Speech for the Classroom Teacher.
- 304. Persuasive Speaking.
- 305. Speech Correction: A Survey.
- 306. Speech Correction: Pathology and Therapy.
- 307. Methods of Clinical Audiology.
- 315. Advanced Interpretation.
- 323. Radio and Television Reporting.
- 324. Radio and Television News Direction and Management.
- 325. Radio and Television Programming.
- 326. Radio and Television Sports Announcing.
- 330. The Production and Direction of Radio and Television Programs.
- 350. Group Interpretation.
- 400. Forms of Public Address.
- 404. Speech Composition.
- 405. Advanced Phonetics.
- 406-407. Clinical Methods in Speech and Hearing Therapy.
- 408. The Psychology of Speech.

⁴⁵Bulletin, 409 (November, 1969), no pagination.

- 409. Aural Rehabilitation.
- 410. Directing Debate and Forensics.
- 411. Stuttering: Theories and Therapies.
- 412. Organic Speech and Language Disorders.
- 413. The Speech and Hearing Mechanisms.
- 416. Studies in Performance and Criticism of Oral Interpretation.
- 420. Methods of Teaching Speech and Drama.
- 421. Procedures in Speech Correction and Audiology.
- 430. Radio and Television Continuity Writing.
- 440. Film Production.
- 460. Oral Communication in Human Relations.
- 490-491. Special Problems.

The Department of Speech and Drama offers the following courses in Drama:

- 105. Fundamentals: Voice and Articulation.
- 115. Oral Interpretation.
- 134. Aesthetics of the Theatre.
- 135. Acting.
- 136. Theatrical Make-up.
- 211. Stagecraft.
- 214. Theatrical Costuming. (two semester hours)
- 310. Directing of Drama.
- 311. Playwriting.
- 314. Studies in Acting Techniques.
- 316. Stage Lighting. (two semester hours)
- 317. Stage Design.
- 340. Children's Theatre and Auditorium Activities.
- 420. Methods of Teaching Speech and Drama.
- 426. History of the Theatre.
- 427. Advanced Directing and Production.
- 428. Production Design and Lighting.
- 429. Theatre for Community and Educational Theatre Directors.
- 490-491. Special Problems.

Courses in the department which are numbered 400 or above may be taken for graduate credit with the exception of 490 and 491. In addition, the following specialized graduate credit courses are offered:

- 500. Introduction to Graduate Study in Speech and Drama.
- 510. Criticism of Public Address.
- 512. A Rhetorical Study of Movements.

- 513. American Public Address.
- 515. Research in Communication Theory.
- 520A. Seminar in Audiology: Evaluation of Children.
- 520B. Seminar in Audiology: Hearing Conservation.
- 520C. Seminar in Audiology: Hearing Aids.
- 521. Voice Science.
- 522A. Seminar in Speech Pathology: Cleft Palate.
- 522B. Seminar in Speech Pathology: Aphasia.
- 523A. Seminar in Language: Normal Development of Language.
- 523B. Seminar in Language: Language Problems.
- 524A. Seminar in Speech Pathology: Voice Disorders.
- 524B. Seminar in Speech Pathology: Diagnostics.
- 525. Seminar in Cerebral Palsy.
- 526. Seminar in Articulation Disorders.
- 527. The Psychology of Deafness.
- 528. Medical Audiology.
- 529. Diagnostic Audiometry.
- 530. Seminar in Theatre History.
- 531. Backgrounds for Modern Theatre.
- 532. Seminar in American Theatre.
- 533. Play Analysis for Design and Production.
- 534. Practicum in Theatre Crafts.
- 535. Theatre Management.
- 540. Seminar in Radio and Television.
- 541. Broadcasting Management and Operation.
- 542. Utilization of the Television Medium.
- 543. Radio and Television News and Special Events Production.
- 544. Film Direction and Cinematography.
- 545. Socio-Psychological Factors of Mass Communication.
- 546. The Documentary in Broadcasting.
- 550. The Philosophy of Modern Speech Education.
- 561. Directing and Planning the Interpretation Program.
- 562. Directing and Production of Readers Theatre.
- 590-591. Special Problems.
- 592-593. Research Problem in Lieu of a Thesis.
- 595A. Thesis.
- 595B. Thesis.⁴⁶

These courses are indicative of the expansion in size and scope of speech education at North Texas and in American higher education. This progress has been brought about by the many excellent instructors who gravitated toward the school largely through the influence of Reginald V. Holland.

⁴⁶Ibid.

Dr. Holland was an instructor at Michigan State University and at Cornell University before coming to North Texas in 1951. He is listed in Who's Who in America, Who's Who in the Southwest, and Who's Who in American Education. He is an active member of the Texas Speech Association, having served as Executive Secretary from 1959 to 1962, and as president in 1968. He is also a member of the following professional organizations: Texas Educational Theatre Association, Southwest Theatre Conference, Southern Speech Association, American Association of University Professors, Speech Association of America and the American Educational Theatre Association. He is held in high regard throughout the profession because of his service to these organizations and to the speech discipline generally. Under his leadership, the Department of Speech and Drama at North Texas has grown from an instructional staff of four in 1951 to thirty in 1969; from thirty-three majors in 1951 to more than four hundred in 1969; from 380 student registrations in 1951 to over 2,000 registrations in 1969. The department is now housed in the beautiful, new, two and a half-million-dollar facility, one of the finest in the Southwest. The Chairman of the Department was responsible for the coordination of the architects, contractors, and departmental staff in the design, planning, building, and equipping of this building. One of the earlier additions to the staff, also a graduate of Cornell, is presently the Director of the Division of Public Address/Communication. He is typical

of the specialists in various fields added to the faculty by Dr. Holland.

William R. DeMougeot, A. B., New York University, M. A. and Ph.D., Cornell, coached debate at Princeton for three years before coming to North Texas as Director of Forensics. He held that position until the close of the 1970 season. Concomitantly with being Director of Forensics he was also Director of the Division of Public Address/Communication, and he still holds that position. He has a winning record of about sixty-two per cent in debate. His teams have won many awards, averaging about twenty-five trophies a year for a period of ten or fifteen years. He has served as the Chairman of District III of the National Debate Tournament and as Governor of the Province of the Lower Mississippi of Pi Kappa Delta. Twice he has served as Chairman of the Convention Evaluation Committee of the National Convention of Pi Kappa Delta. He was nominated and barely missed being elected to the National Council of Pi Kappa Delta. He is currently on the Television Debate Committee of the American Forensics Association. He has delivered papers or served as chairman of a panel for the last four national Speech Association of America conventions, and has served in some capacity at virtually every Texas Speech Association convention, as well as directing some part of the tournament at the Southern Speech Association convention on three occasions. In addition to these services to the professional speech organizations, Dr. DeMougeot was a member of

the staff of the American Medical Association National Speakers Bureau from 1960 to 1964. It was his duty to instruct people at local medical societies on the most effective opposition to medicare. He wrote a high school debate handbook on the same subject for Blue Cross and Blue Shield Insurance in 1962. It is evident from Dr. DeMougeot's credentials that he has brought honor to the college by his association with the department and that he has directed the forensic program in an academically acceptable manner. His leadership has helped to attract many scholars like himself to the Public Address/Communication Division. One of these is Dr. Don Beck.

Dr. Beck is primarily interested in communication theory and has been instrumental in developing that area of inquiry at North Texas. Dr. Beck received his B. A. and M. A. from Abilene Christian College and his Ph.D. from the University of Oklahoma. He came to North Texas as the assistant debate coach but soon gravitated toward the communication theory concept of speech education. He feels that his most important academic contribution may have been in the area of the investigation of conflict and conflict avoidance. He has been a sponsor of many student activities aimed toward dispelling campus unrest during recent years. He has instituted course work which contributes to this same area of knowledge. He has served as consultant in communications to business and industry, in particular to the American Airlines Stewardess Training School; and he is the

director of the Communication/Human Relations Institute. Dr. Beck feels that the role of a speech department in education is to contribute its unique portion of the knowledge about human communication to an inter-disciplinary effort toward effective communication between individuals and groups. He indicated that much empirical research in the field is necessary. A somewhat different approach to the study of human communication has been undertaken by Dr. Ted Colson through his interest in the mass media.

Ted Donald Colson, B. A. Drury College, M. A. and Ph.D, University of Oklahoma, is Director of the Division of Radio-Television-Films. Dr. Colson came to North Texas in the fall of 1956, when the total broadcasting facility consisted of one tiny room, too small to use for a classroom, equipped with one old tape recorder and two turntables, one of which had been removed from an old Victrola and mounted in a wooden box. The division now occupies quarters that have complete broadcasting facilities for both radio and television. In some cases the equipment at North Texas is superior to that found in small commercial radio and television stations. Dr. Colson had directed the work in broadcasting with the philosophy that the business of the school is to provide a laboratory for those who will enter commercial broadcasting and for those who will be teaching others who will enter the commercial field. He has demanded a standard of excellence in performance that will

equip his students to hold a vital place in mass media. This division now has, in addition to Dr. Colson, two full-time instructors, two part-time instructors, and two engineers who offer instruction in nineteen undergraduate courses and six graduate courses. Dr. Colson, however, has modified his primary interest area. He did most of his doctoral work in the field of oral interpretation, and he has directed much attention to this field. He hopes to concentrate his teaching efforts on interpretation after January, 1971. The area of oral interpretation has already received a great deal of favorable attention through the work of Dr. Colson and his students. They have performed at the Baylor Interpretation Festival, the Southwestern Missouri Interpretation Festival (where Leslie Irene Coger is in charge of Interpretation), and in 1969 at Texas Tech's Festival, where a team of four interpreters from North Texas placed in each of the eight events in which they were entered. Dr. Colson has received personal recognition for his contributions to the Quarterly Journal of Speech. He has done many book reviews, particularly regarding the annual chronicle of trends in radio and television advertising. He has been active in the Texas Speech Association in both Radio-Television-Film and Oral Interpretation. Dr. Colson's many performances of Readers Theater and other oral interpretation presentations have been a source of great enjoyment to the students and faculty at North Texas and to the community. The

other theatrical productions at the school have been under the supervision of the Director of the Division of Drama.

E. Robert Black, B. A., University of Nebraska, M. A., Northwestern University, Ph.D., University of Wisconsin, was an instructor at the University of Wisconsin and at Texas Woman's University before coming to North Texas as a professor in drama. He is vitally interested in the work of educational theater, and he believes that those who are in educational theater work must perceive themselves to be professionals and demand that students be trained in this concept. He feels that commercial theater should not demand higher standards of performance than colleges and universities. He had done a tremendous amount of work toward upgrading the standards of training for teachers of drama in Texas. While at Texas Woman's University, Dr. Black designed Redbud Theater. He has judged the State Finals of the University Interscholastic League One-act-play contest at Austin for every class school. He is President of Texas Educational Theater Association, and has been vice-president. He is a charter member of the American College Theater Association, and he has served as an adjudicator at the annual theater festival. He is a member of the Texas Council of Fine Arts Majors and has served as Associate Director of Fine Arts in Texas. He was in 1968 one of the editors of a study of fine arts in Texas colleges and universities for the Coordinating Board of the Texas College and University System. Dr. Black is the Director of the Division of Drama.

Stanley K. Hamilton, B. A., M. A., State University of Iowa, Ph. D., University of Utah, is another creative and talented member of the drama faculty. Dr. Hamilton was a very successful professional actor before turning his attention toward directing and teaching. He performed for seven years in various companies often playing in A. T. C. plays with such personalities as Ben Blue, Tony Martin, Glen Gray, Cyd Charisse, and Larry Fuchs. He has also trained a number of students who have become professional actors. He was the Director of Theater at the University of Montana, and later he was Director of Drama at the University of Houston for seven years, before coming to North Texas. He has been Director of Theater here for the past eleven years. He performed in a number of operas at Utah State with members of the Metropolitan Opera Company, and he has staged many operas, including Carmen, La Boheme, and Don Giovanni here and at Montana and Utah as well. He directed productions of the community theater at Iowa City, Iowa, and at Lafayette, Indiana. He has directed fourteen Shakespearean plays with great success, perhaps due, in part, to his being a student of B. Idden Payne. While at the University of Houston he presented live television shows, thirty to ninety minutes long, which was the record for the most shows at any school at the time (1952 to 1954). Dr. Hamilton has received recognition from the professional organizations in theater. He was program director for the American Educational Theater Association regional meet at

Athens, Georgia; he has been the drama director for the Texas University Interscholastic League Regional meet for the past eleven or twelve years. He is a member of the Educational Theater Association and presented a paper at the national convention regarding educational theater management. He is a member of the Speech Association of America and the Western Speech Association. He has most deservedly been recognized as a performer, director, and writer - having written and adapted two plays, Mary McCarthy's Halls of Academe and Dickens' A Christmas Carol, as musicals. He has performed these duties in virtually every kind of theatrical production from U. S. O. to university theater. North Texas State University has been enhanced by Dr. Hamilton's presence here.

The remaining division director, Dr. Willard S. Jacquot, was the last of the directors to join the North Texas faculty. His division provides a service to a segment of the community that may not be reached by any other part of the university. Willard S. Jacquot, Director of the Division of Speech Pathology and Audiology, received his A. B. and M. A. from Colorado State College, and the Ph. D. from the University of Denver. He was made division director upon coming to North Texas in 1965. He holds a Certificate of Clinical Competence in Speech Pathology and a Certificate of Clinical Competence in Audiology from the American Speech and Hearing Association. He is a member of the Texas Speech and Hearing Association and the Speech and Hearing Association of North Texas. He is

also a member of the American Association of University Professors. Dr. Jacquot does not follow a prescribed philosophy of training in speech pathology and audiology but has gathered workable ideas and techniques from a broad background of education and experience. He feels that this division participates in a two-fold mission. Its primary task is the training of speech pathologists and audiologists at this university, but in doing so it fulfills a secondary mission. That mission is to provide an outpatient clinic which serves anyone in the north Texas area having speech, hearing, and language disorders while operating as a clinical practicum for student clinicians. Dr. Jacquot says that the excellent support, both philosophical and financial, of Dr. Holland as Chairman of the department and the university administration has enabled this division to grow rather rapidly in terms of curriculum, faculty strength, and facilities during the time he has served as Director of the division. With this administrative support, he feels the division is one of the stronger ones in the training of young clinicians.

Faculty members (such as those who have been only briefly mentioned here) that have been added to the staff of the Department of Speech and Drama during Dr. Holland's tenure have helped to mold the curriculum into its present form. Each of these men was selected for his particular talent and skill in one or more of the areas of special interest recognized in the speech discipline. Under their careful guidance it would

be appropriate to expect a continuing growth and development of the department.

Extracurricular Activities

The extracurricular activities in the final period, from 1951 to 1970, were relatively stable. The speech clinic continued to provide practical experience for students majoring in speech pathology and audiology, and offered therapy. The College Players became the University Players, and the Supper Theater, an important innovation in collegiate drama, was replaced by Theater Two. The Quintilian Club disbanded, and the Radio-TV Club became an all-university activity. The national honorary forensic fraternity, Pi Kappa Delta, was paralleled by local chapters of national societies associated with drama, Alpha Psi Omega, and speech and hearing therapy, Sigma Alpha Eta.

The Speech Clinic

The speech clinic became active in 1932, but no records of the work of the clinic were kept until the fall of 1953. Lear Lee Ashmore joined the faculty in the field of speech correction and was supervisor of the speech clinic. The first account of student clinical hours in speech correction recorded the information that four clinicians spent 241, 200, 205, and 99 hours respectively in the work of the clinic. The following year, there were eight clinicians working a similar number of hours each. Some of these eight were second-year

student clinicians. By the academic year 1956-1957, when students became certified with the American Speech and Hearing Association, eleven student clinicians were engaged in clinical work. In the fall of 1953, the cases treated included two stutterers, four articulation problems, two voice problems, and two hard-of-hearing patients. In 1955-1956, the following distinctions were made in the kinds of problems treated in the clinic: aphasia -- 2, articulation -- 20, cerebral palsy -- 1, stutterers -- 2, and voice -- 20. The number of clients treated in the clinic increased from nineteen in 1953 to fifty-five in 1956. The last academic year that Mrs. Ashmore was director of the clinic, 1959-1960, seven clinicians devoted from 200 to 300 hours each to the treatment of 81 adults and 23 children diagnosed as articulation problems, foreign dialects, voice problems, stutterers, aphasia, cerebral palsy, and cleft-palate patients. In addition, each clinician spent ten hours either giving or observing audiometric tests.⁴⁷ The services of the speech and hearing clinic were extended the following year.

The services of the North Texas State University Speech and Hearing Clinic, as a part of the Department of Speech and Drama, have been extended to college students, to students in the local high school, the local Negro elementary school, the Denton Preparatory School, the North Texas Laboratory School, the Denton

⁴⁷"North Texas State College Speech and Hearing Clinic Record of Student Therapist Clinical Hours," on file in the office of the Director, Division of Speech Pathology and Audiology, North Texas State University, Denton, Texas.

State School, and to members of the Denton community, and to persons in this geographical area. Routine speech and hearing screening of Kindergarten Laboratory School children was undertaken in the fall and complete audiometric screening of the 4th, 5th, and 6th grade Lab School students was conducted in May. A pilot speech and hearing screening elementary education majors was initiated during the second summer session with a view toward adopting a system of screening all education majors. In addition to the services rendered, the Speech and Hearing Clinic has provided practical training experience for student Speech and Hearing Therapists. . .

The total number of cases enrolled in the Speech and Hearing Clinic for the academic year 1960-1961 was 166, a substantial increase over past years.⁴⁸

The work of the clinic in 1960 was directed by Mr. Norman Barnes.

A local speech therapy club was formed that year for the encouragement of professional interest and growth and to provide information not offered in the formal course. Membership was open to all students interested in the profession of speech and hearing therapy.⁴⁹ The number of student clinicians and the number of patients in speech and hearing therapy increased rapidly.

In 1965, there were sixteen student therapists in the fall term who spent 680 hours in the speech clinic plus seventy hours in screening surveys and forty-seven hours in diagnostic tests in speech and hearing.⁵⁰ The speech therapy club disbanded, and

⁴⁸"Speech and Hearing Clinic Report 1960-61," unpublished report on file in the office of the Director, Division of Speech Pathology and Audiology, North Texas State University, Denton, Texas. (Herein-after called Annual Clinic Report.)

⁴⁹Bulletin, 312 (February, 1960), 180-83.

⁵⁰"Annual Clinic Report 1965-66."

a local chapter of the national professional fraternity, Sigma Alpha Eta, was formed. Outstanding members of the fraternity with good scholastic records and extensive experience in speech therapy were awarded "key" memberships.⁵¹ In 1965, Mr. Barnes, who was a delegate to a meeting of department directors in speech therapy, voted to extend the training period to five years, which would allow students sufficient time to achieve greater clinical efficiency and a master's degree. They would have an educational background adequate for the receipt of a Certificate of Clinic Competence from the American Speech and Hearing Association after four years of professional experience.⁵² The clinic had increased its floor space by fifty per cent and its undergraduate enrollment from thirty-five to eighty-five. Graduates acted as supervisors during the fall term of 1965. In 1966, after Dr. Jacquot joined the staff as the director of speech pathology and audiology, the 1966-67 annual report indicated that the clinic served as a training facility for more than a hundred undergraduate and twenty-three graduate students. A total of 1,742 persons were screened for speech and hearing problems during the year; ninety-three patients were examined for more thorough speech, language and/or hearing evaluations. More than 3,000 clock hours of student therapist clinical practice were recorded.⁵³ The annual report the following year stated

⁵¹Bulletin, 342 (February, 1963), 191.

⁵²Campus Chat, May 14, 1965.

⁵³"Annual Clinic Report 1966-67."

that the clinical activities almost exactly doubled in the one-year period. The clinical work of the students was more medically oriented through the cooperation of local physicians and dentists and the staff of the Veterans Administration Hospital in Dallas.⁵⁴ When the department moved into the new building in 1968, the speech clinic had a voice science laboratory equipped with a vitalometer, sound spectograph, oscilloscope, and other apparatus. There were three audiometric test booths, and the new equipment included a Bekesy type audiometer and PGSR unit.⁵⁵ The newest equipment purchased for the clinic was an auditory-evoked response system which provides a means of determining whether infants have hearing difficulties.⁵⁶

The speech clinic has offered a needed service, and has offered it without cost to the patient, to the student therapists, the college, and the community in a progressively more efficient way from the time the first clinic, housed in old Kendall Hall, was opened by Mrs. Johnson and Mrs. Hardy in 1932 up to 1970. In the spring semester of 1970 there were 31 undergraduates and 11 graduates who performed 3,135 hours

⁵⁴"Annual Clinic Report 1967-68."

⁵⁵"Newsletter," Department of Speech and Drama, North Texas State University, Denton, Texas, 1968. (Hereafter this publication will be referred to as "Newsletter.")

⁵⁶North Texas Daily, May 12, 1970.

of clinical work under the supervision of a staff of six instructors.⁵⁷

Radio-Television Club

The Radio-Television Club has been active since 1947, although it has gone by other titles from time to time. The club was not listed in the 1952 Bulletin, but in 1953 the following description appeared.

The all-college Radio Club KOED, offers opportunity for additional training and experience in radio. The club is a member of the Southwest Collegiate Broadcasting System, and at least one thirty-minute program is recorded on tape each semester for use by member clubs. KOED is organized like a professional radio station with its station manager, directors and writers, and many complete programs are rehearsed and recorded.⁵⁸

This explanation of the activities of the radio club remained unchanged until 1962. The special departmental bulletin in 1963 described the function of the organization as follows:

The Radio-Television Club is an organization the purpose of which is to help foster interest and knowledge of the radio and television industry. The Club is open to all North Texas State University students who are interested in broadcasting.

The activities of the Club are varied. During the school term, the Radio-Television Club usually sponsors several field trips to various radio and television stations in the North Texas area. In addition, the Club brings to the campus several guest

⁵⁷This information was furnished by the office of the Director of Speech Pathology and Audiology, Department of Speech and Drama, North Texas State University, Denton, Texas.

⁵⁸Bulletin, 242 (February, 1953), 177.

speakers who are actively engaged in professional broadcasting. The members of the Club also look forward each year to attending a three-day workshop-clinic conducted by professional broadcasters which is designed to give practical instruction and personal evaluation to those in attendance. Several of the Club members have also become interested in attending the two-week summer workshop conducted by the Texas Broadcasters Association.

Frequently, through their association with the Radio-Television Club, interested students learn of part-time jobs which are available in the radio stations in this vicinity. A number of the Club members are employed as announcers in these stations and are thus able to supplement their classroom instruction with professional experience.⁵⁹

A new constitution for the club, written in 1966, provided that membership in the organization be contingent upon the successful completion of an apprenticeship and the approval of a majority of the members. The club retained the right to choose its own sponsor from the faculty members most closely connected to radio and television instruction.⁶⁰ Dr. Colson has most often been the sponsor of this group. In 1969, after several years of extensive effort, the university radio station, KNTU-FM, began broadcasting on October 31. The station is housed in the Speech and Drama Building and is operated by the students of the Radio-Television-Film Division. It is equipped with a 250 watt transmitter which has 440 watts of effective radiated power. This amount of power on an FM station is equivalent to

⁵⁹Bulletin, 344 (April, 1963), no pagination.

⁶⁰"The Constitution and By-Laws of the Radio and Television Club," unpublished pamphlet, North Texas State University, Denton, Texas (Spring, 1966), pp. 1-3.

approximately a 1,000 watt commercial AM station. A 1,000 watt station is the size usually found in the smaller towns. KNTU-FM broadcasts on a frequency of 88.5 MHz and covers all of Denton County and the northern fringe of Dallas from 9:00 A. M. to midnight every day. It is manned by about thirty students under the direction of Bill Mercer, Station Manager, and Gary Brown, Engineer. Mr. Mercer had several years of commercial broadcasting experience before coming to North Texas. There are also seven paid student coordinators. The station has presented a varied style of programming, both live and recorded.⁶¹ It has aired programs of special interest representing various departments of the school as well as general entertainment programs, thus benefiting the school and the community.

Debate and Forensics

Debate and forensics have been an important part of the activities of the department throughout its history. One reason is that elaborate plant facilities are not as necessary for this program as for theater or television, for example. Another reason is the support given the program by the administration. The debate budget has been in the top twenty per cent of the budgets of colleges and universities in the nation for the past fifteen years. Further, it has been the policy of the department to allow released time for the debate coach and an assistant debate coach for about the same period of time. Dr.

⁶¹"Newsletter," 1969.

DeMougeot indicated that very often the work of an assistant was the pivot on which the success or failure of a team swung. He indicated that such was frequently the case when Dr. Don Beck was the assistant debate coach during the national television series in 1962.⁶² A third reason for the success of the forensic program is of course the fine direction it has been given by the program directors. J. Rex Wier was Director of Forensics from 1951 to 1954. When he took a leave of absence in 1954, his position was filled by William R. DeMougeot, who served as director until he relinquished that duty at the close of the 1969-1970 season.

The 1954-1955 Debate Club season showed thirty-four members who participated in twenty-eight intercollegiate activities. In twenty-one intercollegiate debate events, the teams won eighty-six and lost a hundred and eleven. In individual events, the club had a hundred and seventy-seven entries who won eleven firsts, fourteen seconds, and nine thirds. There were four new members of Pi Kappa Delta, the national honorary forensic society, that first year.⁶³ The interest in forensics continued, however, and in 1957-58 the overall record in debate was 114 wins and 117 losses.⁶⁴ By 1961, the

⁶²DeMougeot, loc. cit.

⁶³"Debate and Forensics Club Annual Summary," 1954-55. Unpublished report on file in the office of the Director of Debate and Forensics, Department of Speech and Drama, North Texas State University, Denton, Texas.

⁶⁴"Debate and Forensics Club Annual Summary," 1957-58.

squad won 148 debates losing only 98, and participated in eleven exhibition debates. They won a rank of "superior," the only school of the 147 to do so, in both men's and women's debate and men's and women's sweepstakes at the National Pi Kappa Delta Convention.⁶⁵ Predictions were made of a brilliant potential for the following year, and the predictions were, if anything, understated. A letter to President J. C. Matthews, June 4, 1962, described the activities up to that time, although the television series continued into the summer of 1962.

Dear President Matthews:

With undisguised pride we submit the following summary of the years activities in Debate and Forensics:

32 participated in tournament activity
 28 participated in at least two tournaments
 13 placed first in debate at least once; 4 more
 received superiors in debate

Overall squad record was 334 wins, 142 losses including television, a record of 70%
 Attended 17 tournaments (including the two on TV);
 gave 14 exhibitions, debated 15 different topics

Won National Television Championship
 Won top team award in the last seven tournaments
 attended
 Won 5 sweepstakes trophies and 2 superior certificates in sweepstakes
 Won 11 firsts, 4 seconds, and 5 thirds in debate,
 plus 9 superior ratings
 Won 20 firsts, 9 seconds, and 12 thirds in individual
 events
 Won 35 trophies, 23 medals, 12 superior certificates,

⁶⁵"Newsletter," 1961.

and \$3500.00 in prize money
Letters awarded to 28 debaters; of whom 6
graduated

Sincerely yours,

Wm. R. DeMougeot
Dir. of Debate and
Forensics⁶⁶

President Matthews' reply to this record was perhaps typical of the feeling of the entire university; it was the one word, "WOW!"⁶⁷ The top team, Anne Hodges, a senior from Dallas, and John Swaney, a junior from Sherman, had a season record of seventy-five wins and nine losses.⁶⁸ The team made its final appearance July 3, 1962, when Hodges and Swaney defeated Oxford University on the NBC International Championship Debate program. The North Texas team successfully presented the affirmative side of "Resolved: That the decline and fall of Western civilization is at hand." Dr. DeMougeot accompanied the team to New York, where the show was taped; but he returned to Denton in time to see the telecast. The North Texas team received \$500.00 for winning the debate.⁶⁹

⁶⁶Letter on file in office of Director of Debate and Forensics.

⁶⁷Letter on file in the office of the Director of Debate and Forensics, dated June 6, 1962.

⁶⁸Denton Record Chronicle, May 13, 1962.

⁶⁹Campus Chat, July 6, 1962.

Many successful seasons have followed the 1962 record-breaker, but none has matched it. The debaters qualified for the national championship for the next five years, but in 1967 they were eliminated in the district meet. Even so, they had a good record that year with 22 debaters compiling 227 wins and 137 losses. They won 19 trophies, 5 superior awards, and 3 sweepstakes.⁷⁰ In 1968-69, with 15 freshmen in a squad of 20 members, the squad had a 64 per cent win record and many wins in individual events.⁷¹ The 1969-70 year ended with a 53 per cent win record.⁷²

The official record of the activities in debate and forensics omits an important facet of this extracurricular activity. Lee R. Polk, Ph.D., Purdue, was a member of the 1969-70 faculty in public address at North Texas. He explained that the camaraderie of the club was fostered by the Director, William R. DeMougeot, who was instrumental in bringing together and encouraging the interaction of students and sponsors that resulted in a large and enthusiastic squad each year. This interest in debate and forensics carried over into the professional choice of many of the students. As a result, North Texas has been instrumental in the development of many very successful high school and college speech teachers and debate coaches. Among these former students are Dr. Polk, who

⁷⁰"Newsletter," 1967.

⁷¹"Newsletter," 1969.

⁷²"Debate and Forensics Club Annual Summary," 1969-70.

will be the Debate Coach at Baylor beginning in September, 1970; Dr. Ben Chappell, squad of 1945-55, who will be the incoming Director of Forensics at North Texas; James Weaver, 1963, who is Director of Forensics at Iowa State University; Wayne Calloway, 1960, who is Director of Forensics at the University of Wyoming; and many others.⁷³

The awards banquet of 1970 was the occasion for present and former debaters to honor their coach. Dr. DeMougeot ended his two-year term as Governor of the Province of the Lower Mississippi of Pi Kappa Delta and his fifteen years as director of debate at North Texas in May, 1970. The following invitation was mailed to former squad members.

Respected Veteran of Forensic Wars:

Our former Field Marshal and Mentor, Dr. William R. DeMougeot (hereinafter called "Dee" or "The Pumpkin") is retiring from the arena of sophistic combat. His adrenalin, it seems, no longer flows at the prospect of a foray on Durant or a skirmish with the Baptists. Besides, verbal warriors of your quality are no longer available.

Heroes of yesteryear, unite in a tribute to our departing, though not fallen, leader. Melt your trophies, if you must, but send a few dollars that we may endow an annual award to be given a deserving student of the forensic arts in the Pumpkin's name. Send, too, a letter or telegram (to Dee c/o the undersigned) professing your undying love and respect, to be appropriately bound and presented to him.

Finally, a gala dinner will be held on May 23, at 7:00 p. m. in the Tropicana Inn, Denton, Texas, where the foregoing items will be presented and past glories recounted. You are invited to attend, and, even, to make a speech.

⁷³Interview with Lee R. Polk, Ph.D., North Texas State University, Denton, Texas, May 29, 1970.

Please send your donations, tributes, and reservations before May 15. Dee is unaware of these preparations, so spread the word quietly.

THE DEE-PARTURE COMMITTEE

BY: A. B. Conant, Jr.

P. S. The cost of the dinner will be \$3.00 per person, which, you will recall, is three times more than we received when we were debaters - per day.⁷⁴

The dinner was the proverbial great success; the awards were presented, and a perpetual scholarship fund was planned. Members of the faculty and former debaters took advantage of the invitation to speak at the dinner. Vice President James L. Rogers and Departmental Chairman R. V. Holland as well as former debaters Conant, Hodges, Polk, Ben Chappell, Mike Koury (class of 1962), and many others expressed their great regard for Dr. DeMougeot. The Debate Club, one of the oldest organizations on the campus, is still very active at North Texas.

Activities in Drama

Activities in drama were well established by 1951, but there were some important changes during the period. Supper Theater was originally established as an independent producing group in 1950. After three successful seasons, producing from ten to fifteen plays each season, the Supper Theater became an affiliated organization of the college and was open to any qualified student. The Yucca carried a spread on the new group.

⁷⁴Letter on file in the office of the Director of Debate and Forensics.

A new addition to local theatrical groups was the Supper Theater, started in 1950 as a non-profit organization by Gil Allday. This industrious crew has delivered weekly performances of contemporary one-act plays. But their work is no ordinary bit of play production. Each Friday night in the dining room of the Eagle Cafe, seating capacity 50, patrons would gather at 7 for a dinner, served by the thespians, then hang around for the evening's show, which started at 8. All this for the bargain price of \$1.25.

Except for a break during spring holidays, the cast of 15 managed to stage a production each Friday night, usually to full houses. Labor details were revolved from week to week so that one week a person would have a leading role, but the next week he would have either a minor role or be on the stage crew. That way everyone got the same opportunities to improve his acting.

Jimmy Hughes assumed directorship of the plays, and saw his charges act their ways through a total of 13 regularly scheduled shows, plus a special one given on April 29, especially for patrons of the Supper Theater.

One of the most notable accomplishments of this noteworthy aggregation is that it has brought theater-in-the-round to Denton, with tinges of professionalism scattered amply through all its work. The season lasted from February 9 through May 18, during which time members practiced up to an hour and a half per day in preparation for the next performance. At no time were ticket buyers given reason for disappointment in the group's showmanship. It was tops.⁷⁵

Elsewhere, the caption under a picture noted that theater students also attended classes in addition to their work on the stage. Starting with the 1953-54 season, the group presented bi-monthly, rather than weekly, productions and moved their location from the old Eagle Cafe to the UB cafeteria. In 1965, another move was necessary; the plays were presented in the Great Hall of Terrill Hall, and dinner was served in the Crystal Room of Marquis Hall. The 1965 Yucca reflected on the history

⁷⁵Yucca, 1951, p. 157.

of Supper Theater. "Through 14 years and three moves, the 'dinner and drama' idea has remained as a unique tradition of North Texas."⁷⁶ The group produced four plays that year.

Mrs. Clara Lockhart of the Union Building Cafeteria staff recalled the Supper Theater program. She was in charge of preparing the food which the students served. She and her staff cooked the evening meal, usually consisting of a meat, two vegetables, salad, drink, and dessert for \$1.10 a plate. The theatrical group kept 15¢ a plate to defray its costs. Supper was served by candlelight at tables surrounding an open space in the center of the room. The play was presented in this space after the dinner was served. Mrs. Lockhart reported that she and her staff often watched the performance and enjoyed the plays and the association with the students. She felt that, when the old building was demolished to make room for the present Union Building, the students, faculty, and staff lost some of its closeness. The old building was equipped with big tables where everyone sat around and drank coffee and enjoyed fellowship that is missing from the new surroundings. She thought that the move, necessitated by the tearing down of their old building, contributed in a large measure to the demise of Supper Theater.⁷⁷

Imogene Bentley Dickey, Ph.D., Professor of English, spoke nostalgically of Supper Theater and of her association with

⁷⁶Yucca, 1965, p. 130.

⁷⁷Personal interview with Mrs. Clara Lockhart, North Texas State University, Denton, Texas, July 7, 1970.

the students of speech and drama. She recalled that a group of students told her about the new experimental group who would perform at the old Eagle Cafe. She invited some guests and attended the first performance. She indicated that she was not disappointed in her expectation of seeing some fine theater in that first performance and in many subsequent presentations. The idea of the Supper Theater was a distinct innovation at the time, and enjoyed a regular clientele from Dallas, Fort Worth, and the smaller communities nearby as well as from Denton and the college. Dr. Dickey also mentioned some particularly fine performers; among them was Pat Boone. She said that Boone acted in some plays of the Supper Theater and also in major productions of the college.⁷⁸

All of the productions of Supper Theater were student directed, performed, and produced during the entire period that the organization functioned. The group was forced to discontinue its activities after the 1965 season because of a lack of suitable facilities. The old Union Building was being torn down in order to build the larger building that now occupies the site on Sycamore Street next to the Administration Building. Supper Theater was replaced by Theater Two.

Theater Two was an all-university endeavor.

Theater II is an organization whose purpose is the production of experimental theater. Full evenings of theater are presented with emphasis on freshness of

⁷⁸Personal interview with Imogene Bentley Dickey, Ph.D., Professor of English, North Texas State University, Denton, Texas, July 10, 1970.

approach, new plays, and the introduction of new talent. The membership is open to all University students and is acquired through apprenticeship for one semester and is sustained by active participation each school year.⁷⁹

Theater Two remained active until 1968.⁸⁰

The College Players, originally the Lillie Bruce Dramatic Club, became the University Players in 1961. The activities of this group have been an integral part of the work of the department during the forty-odd years they have existed. Many excellent directors have worked with this group; among them were Mrs. Myrtle Hardy, Dr. R. V. Holland, Dr. Edwin Hansen, Joe Johnson, James Bost, James Sargent, Dr. Stanley Hamilton, and Dr. E. Robert Black. The players performed most of their plays in the old basement theater in the Historical Building until the new building was completed in 1968. However, they used the main university auditorium for large productions such as musicals, and on occasion they presented plays on the campus, and later they performed them at the Margo Jones Theater in Dallas.⁸¹ Dr. Hamilton has directed many of the productions of the University Players since 1958, and he has frequently sponsored the club as well. The University Players usually present four major productions annually and host the annual awards banquet held at the end of the theater season.

⁷⁹"Newsletter," 1966.

⁸⁰"Newsletter," 1969.

⁸¹Bartlett, op. cit., no pagination.

The new University Theater was formally opened with a production of The Taming of the Shrew produced by the University Players, directed by Dr. Hamilton.⁸² During the eleven years Dr. Hamilton has been the sponsor, the University Players have used an apprentice system in selecting their members. An applicant must work on the productions of the club and receive thirty credits (six credits in each of five divisions of activity associated with play production) before he can be considered for membership. In addition to the productions of the University Players, Dr. Hamilton spoke of the plays produced by junior and senior drama students as excellent training vehicles. He has sponsored the production of eighty to a hundred such plays and reports that they are usually well attended by students and the general public. He said they were often better received than the regular productions of the department. Billed as "production performances," they have served something of the same purpose as Supper Theater and Theater II because they provide an opportunity for student direction as well as performance and stagecraft.⁸³

The University Sigma Gamma Chapter of Alpha Psi Omega, national honor society in college dramatics, was formed in 1964. Dr. Hamilton has been the sponsor of this group since its organization. Students concentrating in theater work who

⁸²Program for The Taming of the Shrew, op. cit., no pagination.

⁸³Personal interview with Stanley K. Hamilton, Ph.D., Department of Speech and Drama, Denton, Texas, July 9, 1970.

proved their talents and capabilities are elected to membership. This organization promotes and assists in all university theater functions. Each spring Alpha Psi Omega offers an all-student produced musical. Such productions as Once Upon a Mattress, A Funny Thing Happened on the Way to the Forum, The Fantastics, and the 1970 production, 110 in the Shade, which Dr. Hamilton especially recommends, have been applauded by audiences that appreciate the talents of the members of Alpha Psi Omega.⁸⁴

Another extracurricular activity of the division of drama is the production of Children's Theater, which began in 1961. An outgrowth of the course offered in children's theater, it has come to be a favorite with the people of Denton as well as with the students who stage the production. Usually, one major production is given each semester the course is offered. The plays are most often under the direction of Dr. E. Robert Black, Director of the Division of Drama. Some notable productions were The Wizard of Oz, Aladdin and His Wonderful Lamp, Tom Sawyer's Treasure Hunt, and Androcles and the Lion.

The work of the clubs, together with the individual recitals given by seniors and by graduate students, the production performances, and children's theater are creative and artistic additions to the work of the department and the university.

⁸⁴Bulletin, 409 (November, 1969), no pagination.

Summary

The changes in the curriculum that were made beginning in 1952 were in keeping with national trends in speech education. New physical facilities offered the opportunity for more scientific methods in speech pathology, and the records of the speech clinic were preserved in a more orderly manner. Similarly, new theater facilities and a theater workshop provided for course work in stagecraft and lighting. A total of sixty-five plays were performed in the old Studio Theater before the department moved into the new building. The control panel for the lighting is still in use in the University Theater. There were recording studios, although this facility was still quite limited. The 1952 curriculum added a fundamentals course and a course in discussion. These courses brought the department into the seventy-five per cent of the colleges that offered such courses by 1949. The first courses in audiology were added in 1953, and the college met the first certification requirements for speech therapy set up by the state in 1956-57. The graduate program was a little late in making its appearance because of the action taken by the legislature prohibiting the addition of programs in the state colleges. However, the graduate program included such scholarly courses as rhetorical theory and criticism and the philosophy of speech education. Courses in communication theory and courses in mass media have been well received. The cross

listing of courses in these areas with courses in journalism indicates an interest in the communication concept of speech education.

The department fostered extracurricular activities that supplemented the academic work offered in speech and drama. Clubs have been formed to support each of the areas of special interest. The Speech Clinic has expanded its facilities and services. The students in Speech Pathology and Audiology formed a local chapter of the national professional fraternity, Sigma Alpha Eta. The Radio-Television Club became an all-university activity and helped to initiate interest in the campus radio station, KNTU-FM. The Debate Club remained active and the local chapter of Pi Kappa Delta initiated new members each year. The North Texas debaters received national recognition particularly because of their winning the national television series in 1962. The Division of Theater sponsored more clubs than any of the other divisions, Supper Theater, Theater II, The University Players, and the Sigma Gamma Chapter of Alpha Psi Omega were all a part of the work in theater.

Dr. Imogene Dickey remarked that during the time she was Dean of Women of the University it was evident that the students majoring in speech and drama were a particularly close-knit group. Their academic and social activities centered in the work of the department, and they formed their friendships among the students within the department who shared common

interests.⁸⁵ The speech and drama clubs occupied an important place in the work of the department by giving students an opportunity to learn by doing.

⁸⁵Dickey, loc. cit.

CHAPTER V

SUMMARY

About the turn of the century, when North Texas was founded as a private normal college, a number of changes were occurring in education in the United States. These changes brought about the modern concepts of speech education in institutions of higher learning. The popularity of elocution began to decline; rhetoric and oratory were taught in departments of English. At North Texas, elocution was taught in the early years of the normal college, but by 1901, the textbook used was Emerson's Evolution of Expression, which approached oral interpretation from an academically sound premise. The teaching of reading was placed in the English department in 1903, and both oral interpretation and original extemporaneous speaking, rhetoric, were taught by 1908.

When rhetoric and oratory were placed departmentally in English, the English departments tended to ignore the oral aspects of rhetoric; therefore teachers who were concerned about proficiency in oral discourse formed the National Association of Academic Teachers of Public Speaking in 1915. Individual teachers defined the following areas of speech education before 1925: oral interpretation, debate and

forensics, public speaking, speech pathology, and theater. By 1925 these areas were combined into autonomous departments of speech and drama in the leading universities, but seldom in the teachers' colleges. In 1914, a separate department of reading was established at North Texas. The department was oriented toward teacher training. The separation of oral and written discourse occurred very early for a normal college. In 1917, a cursory glimpse of speech correction was reflected in the North Texas curriculum; although it remained only one year, it indicated that the department was aware of all of the current aspects of speech training. The same year, a notable advance was made in the area of public address with the textbook adoption of James Winans' Public Speaking, which was published only two years before. Widely used for many years, this textbook was a major contribution to the psychological approach to public address. Although no dramatic productions were staged at the college, probably because of a lack of facilities, courses in drama were also put into the curriculum in 1917. This coincided with the first period of expansion in collegiate theater on the national level. Although the departmental title remained "Reading," a very well developed speech curriculum was initiated at North Texas in 1918. This curriculum included all of the areas of interest already mentioned: oral interpretation, public address, drama, oratory, and argumentation and debate. This reading curriculum

remained until 1925. Prior to the initiation of debate into the curriculum, a well developed program of extracurricular debate for men students was in effect. The young men engaged in intercollegiate debating beginning in 1908, and they were eligible for membership in Pi Kappa Delta by 1926. Pi Kappa Delta was organized in 1913, and by 1949 it had 129 members. Another indication of the national recognition the North Texas debaters received, even in these early years, was the election of Debate Coach Ross Compton as Provincial Governor for the Lower Mississippi Region of Pi Kappa Delta the year the local chapter was installed. Compared with national trends, the program of speech education was remarkably well developed at North Texas during the first period of this study, 1890 to 1925. The departmental designation at the close of the period was the Department of Reading and Public Speaking. In 1910 the departmental title "Public Speaking" was used by less than four per cent of the schools surveyed by Coulton, but by 1920-30 the number had increased to almost forty per cent, an indication that North Texas was one of the first schools to join the trend toward public speaking.

The speech curriculum at North Texas was curtailed in 1925, probably because of financial difficulties, and the emphasis was again placed on those courses oriented toward teacher training. It was, however, one of the six teachers' colleges in the United States with an autonomous department.

Individual instruction in public address, on a fee basis, was offered for college credit for several years; this practice was fairly common at the time.

The eight-year period ending in 1932 was a time of decline in speech training offered at the college, and North Texas was representative of the training available at small teachers' colleges of the era. During this period, however, the depression of the 1930's curtailed collegiate dramatics on a national scale as well. Despite financial problems at North Texas, in 1932 speech was placed in a permanent autonomous department of the college, with the departmental title "Speech," a designation used by more than half of the departments in Brumbaugh's survey in 1949.

Several advancements occurred within the first two or three years after the formation of the new department. The speech clinic was opened and three courses in speech correction were offered. Courses in applied phonetics and methods of teaching speech were added to the curriculum before 1938. Courses in play producing, acting, and playwriting were offered. These were the first courses in college theater. Although there had been courses from 1917 to 1925 in dramatic theory and classroom performances, there had been no previous practicum in playwriting or play production. Theater had been confined to extracurricular status at North Texas, just as it had been on a national scale in the

years after World War I. The first course in radio appeared in 1938, which was very early for this development.

A curriculum sufficient to offer a bachelor's degree with a major in speech was in effect by 1938. Twenty-seven hours of course work were required for a major, although the state of Texas required only six semester hours of instruction for a teacher of speech in the public schools as late as 1952. The curriculum was expanded after World War II to include courses in television, although facilities were not adequate for a great deal of experimentation in the new medium. The introduction of television in education at this early date occurred before commercial television was broadcast in many geographical areas. Business speaking was added in 1948, and one course in oratorical history and theory was offered by 1950. The offerings were generally quite advanced for the teachers' colleges prior to 1945, but sufficient adjustments were not made in the latter years of the period, and an elocutionary emphasis could be observed as late as 1951.

In 1950, about half the liberal arts colleges and universities in the nation had autonomous departments of speech or departments that combined English and speech or speech and drama. Radio was added as a special interest area in the middle thirties. In 1949, about seventy per cent of the colleges engaged in training prospective teachers offered a major and a minor in speech. Three fourths of these schools

required a course in the fundamentals of speech, which included voice, diction, oral reading, movement, and related basic skills; about half required oral interpretation, methods of teaching speech, public speaking, and practice teaching in speech; forty per cent required theater and speech pathology; about one fourth required radio and debate. Less than twenty per cent of the schools offered a variety of courses including discussion, phonetics, voice science, basic communications, and psychology of speech. From twenty to forty-five semester hours of speech were required for a major, with about half of the schools requiring from twenty-four to thirty hours. At North Texas thirty hours were required for a major, a requirement which was about the norm. The required courses were oral interpretation, play producing, public speaking or principles of debate, speech correction or advanced dramatics, advanced interpretation or radio speaking, production of radio and television programs or choral speaking or applied phonetics. A course in methods of teaching speech was required of both speech majors and education majors with a teaching field in speech. It is evident that North Texas required most of the kinds of courses that were being taught in the colleges and universities in America. However, the courses in speech pathology had failed to improve their course content in the twenty years that the same course description appeared in the college catalogue, and graduate studies could not be offered because of the administration

of the Texas teachers' colleges. Technical work in mass media was somewhat limited because of a lack of funds to provide facilities. Some courses that had little academic justification, such as modeling, declamation, and storytelling were included in the curriculum. In short, the department was in the vanguard of many of the trends in speech education in the second period of this inquiry, 1931 to 1951. But a number of changes needed to be made by the close of the period. A great many modifications were made in the curriculum beginning in 1952.

Nationally, the significant changes in speech education that were noted between 1950 and 1960 were as follows: fewer schools required courses in public address; more schools required courses in theater arts; the number of hours in speech science increased; more schools required courses in speech; the fundamentals course was required by forty percent more schools; the schools requiring radio increased, and television was included in the course.¹ The significant changes between 1960 and 1970 were as follows: a greater interest in the area of communication theory, more specialized courses in the use of mass media, and a higher incidence of departmental proliferation; about one fourth of the schools offering an undergraduate major in speech have more than one department of speech on campus. The following course areas are offered in more than

¹This data was compiled by Seifrit (see supra, p. 28).

half of these institutions: rhetoric and public address, theater, speech education, speech and hearing pathology, radio-television-films, and communications.²

The changes that began in 1952 tended to move the department at North Texas toward these national trends. New physical facilities offered the opportunity for more scientific methods in speech pathology. Similarly, new theater facilities and a theater workshop provided for course work in stagecraft and lighting. There were recording studios, although this facility was still quite limited. The 1952 curriculum added a fundamentals course and a course in discussion. These courses brought the department into the seventy-five per cent of the colleges that offered such courses by 1949. In 1953 the courses in speech pathology were revised, and the first courses in audiology were added. Certification in speech correction was required by the state, and North Texas met the state requirements. The school was also able to meet the standards required for certification by the American Speech and Hearing Association. These changes again brought North Texas into the national patterns.

The first graduate program was initiated in 1962 because of the legislative "freeze" on program expansion which made this development rather late in relation to the national trends. On a national scale, graduate study began shortly

²This data was compiled by London (see supra, p. 32).

after 1920, but failed to expand rapidly until after 1950. The first course work in communication theory did not appear in the departmental offerings until 1967, although some of the principles of the theory had appeared in courses in discussion by the early sixties. This development came rather late by comparison with national trends. Adequate development in mass media did not occur until 1968, primarily because of a lack of facilities. In the other areas of speech education, except (1) graduate work, (2) communications theory and (3) technical work in radio-television-films, North Texas was either in the forefront or in the mainstream of the speech education trend between 1951 and 1970.

During the evolutionary development of this university from a small private normal school to a state teachers' college, a liberal arts college, and then to a state university, the administration of the institution and the administration and faculty of the department associated with speech training have provided students with an academically sound program of speech education. They have fostered extracurricular programs of activity that complemented the academic offerings so that the students of speech and drama at North Texas have been accepted as graduates of high scholastic merit by other institutions of higher learning and by employers in the field.

APPENDIX A

TABLE V

A SURVEY OF COLLEGE SPEECH CLINICS*
1940

Item	Number	Range	Mean	Percent
Enrollment of colleges Administration	44**	350-15,000	4,872	
Private	13			
Public	31			
State Colleges and Universities (18)				
State Teachers Colleges	(8)			
Other	(5)			
Clinic Sponsorship (Department)				
Speech	38			
Special Education	1			
Education	1			
Mental Hygiene	1			
English	3			
Psychology	3			
Patient Membership per Term		10-350	93	
Budget (22 schools reporting)			\$3,507.50	
Free Clinical Service Fee when charged - per term		\$2-20.00	8.60	80

*Information taken from a survey by Virgil A. Anderson, "The College and University Speech Clinic: A Survey," Quarterly Journal of Speech, XXVI (February, 1940), 80-88.

**Questionnaires were sent to 57 schools which Anderson said were virtually all of the schools of collegiate rank that listed clinical service in the 1937-38 catalogue. Forty-seven replies were received of which three were disqualified.

TABLE V -- Continued

Item	Number	Range	Mean	Percent
Recipients of Service				
Students				85
Recommended by faculty				(25)
Required in speech courses				(36)
Student requested service				(24)
Non-Students				15
Kind of Treatment				
Individual				74
Groups or classes				26
Proportionate amounts of services performed				
Director of clinic				55
Other faculty members				11
Paid clinical assistants				10
Student clinicians				24

APPENDIX B

TABLE VI

THE SEMESTER HOURS IN SPEECH REQUIRED
IN ORDER TO TEACH SPEECH IN THE
SECONDARY SCHOOLS 1952*

State	Requirement
Alabama	18 semester hours
Arizona	15 semester hours
Arkansas	1 or 2 speech courses
California	A major in speech
Colorado	College preparation
Connecticut	15 semester hours
Delaware	None
Florida	18 semester hours
Georgia	Same as for other subjects
Idaho	15 semester hours
Illinois	16 semester hours
Indiana	24 semester hours
Iowa	10 semester hours
Kansas	Class C - 3 semester hours Class A & B - 5 semester hours
Kentucky	12 semester hours
Louisiana	9 semester hours
Maine	None
Maryland	None
Massachusetts	Only local requirement
Michigan	15 semester hours
Minnesota	None
Mississippi	18 quarter hours
Missouri	8 semester hours
Montana	45 quarter hours in larger systems
Nebraska	6 semester hours
Nevada	None
New Hampshire	None

*Information taken from Trauernicht, op. cit.

TABLE VI -- Continued

State	Requirement
New Jersey	18 semester hours
New Mexico	10 semester hours
New York	36 semester hours
North Carolina	24 semester hours
North Dakota	Major or minor in speech
Ohio	15 semester hours
Oklahoma	6 semester hours
Oregon	None
Pennsylvania	18 semester hours
Rhode Island	None
South Carolina	None
South Dakota	No data
Tennessee	18 quarter hours
Texas	6 semester hours
Utah	12 semester hours
Vermont	None
Virginia	6 semester hours
Washington	None
West Virginia	18 semester hours
Wisconsin	15 semester hours
Wyoming	22 $\frac{1}{2}$ quarter hours

APPENDIX C

DEPARTMENT OF SPEECH AND DRAMA*
THEATRICAL PRODUCTIONS

Date	Play	Director - Producer
1919-20	"The Importance of Being Ernest" Act. I - by Oscar Wilde	Miss Sigworth Lillie Bruce Dra- matic Club
	"The Importance of Being Ernest" Act. II - by Oscar Wilde	
	<u>Her Tongue</u> by Henry Arthur Jones	Same
1921-22	<u>Clarence</u> by Booth Tarkington	Miss Walker
1922-23	<u>Work House Ward</u> by Lady Gregory	Miss Garrison
	<u>Euplectella</u> by Doris Campbell Holsworth	Same
	<u>Come Out of the Kitchen</u> by A. E. Thomas	Same
1923-24	<u>The Return of Christmas</u> by John Kendrick Bangs	Same
	<u>His Second Girl</u> by Mary McMillan	Same
	<u>The Great Divide</u> by William V. Moody	Same
1924-25	<u>Dulcy</u> (no author)	Same
	<u>Her Husband's Wife</u> by A. E. Thomas	Jack Gale and Mildred Davenport
1926-27	<u>Candida</u> by G. B. Shaw	Miss Garrison

*Information taken from report of Jan Bartlett, op. cit.,
no pagination.

Date	Play	Director - Producer
1926-27	<u>The Youngest</u> by Phillip Barry	Miss Garrison
1927-28	<u>Seventeen</u> by Booth Tarkington	Miss Ruby Walker
1928-29	<u>Christmas Carol</u> by Charles Dickens	Miss Ruby Walker Dramatic Club
	<u>Cinderella Married Two</u> <u>Slatterns and a King</u>	Same
	<u>The Trysting Place</u>	Same
	<u>Mansions</u>	Same
	<u>Mrs. Pat and the Law</u>	Same
	<u>A Minuet</u>	Same
1929-30	<u>Mr. Pim Passes By</u> by A. Milne	Mrs. Myrtle Hardy Dramatic Club
	<u>Mary the Third</u> by Rachel Crothers	Same
1930-31	<u>The Fool</u>	Same
	<u>Mr. Pim Passes By</u> by A. Milne	Same
	<u>The Show-Off</u> by George Kelly	Same
	<u>Skidding</u> by Auraria Rouvenal	Same
1931-32	<u>Happiness</u> by J. Hartley Manners	Dr. W. W. Cook
	<u>Liminations</u>	James H. Newlett
	<u>Tombs</u>	Mable Ruth Strong
1932-33	<u>First Night</u> by Frederick Rath	Mrs. Myrtle Hardy
	<u>A Doll's House</u> by H. Ibsen	Same
	<u>Expressing Willie</u> by Rachel Crothers	Same

Date	Play	Director - Producer
1933-34	<u>The Passing of the Third Floor Back</u> by Jerome K. Jerome	Mrs. Myrtle Hardy
	<u>Three-Cornered Moon</u> by Gertrude Tonkonogy	Same
	<u>El Tor</u> by Mamie Smith	Same
1934-35	<u>The Witch</u> by Wiers-Jensen	Same
	<u>Angel in the Parlor</u> by John William Rogers	Mrs. Myrtle Hardy College Players
	<u>The Queen's Husband</u> by Robert Sherwood	Same
1935-36	<u>Hotel Universe</u> by Phillip Barry	Same
	<u>Hay Fever</u> by Noel Coward	Same
	<u>The Marriage of Francis Arden</u> by A. M. Sampley	Same
	<u>Lady Windermere's Fan</u> by Oscar Wilde	Directed by Anna Ruth Patterson under the supervision of Mrs. Myrtle Hardy. Produced by Dramatic Class 310.
1936-37	<u>The Enemy</u> by C. Pollock	Mrs. Myrtle Hardy College Players
	<u>The American Princess</u> by Olive Johnson	Same
	<u>The Night of January 16th</u> by Ayn Rand	Same
1937-38	<u>Growing Pains</u> by Aurania Rouverol	Same
	<u>Winterset</u> by Maxwell Anderson	Same
	<u>Oliver, Oliver</u> by Paul Osborn	Same

Date	Play	Director - Producer
1938-39	<u>The Wind and the Rain</u> by Merton Hodges	Mrs. Myrtle Hardy College Players
	<u>You Can't Take It With You</u> by Moss Hart and George S. Kaufman	Same
1939-40	<u>You Never Can Tell</u> by George Bernard Shaw	Same
1940-41	<u>Journey's End</u> by R. C. Sheriff	Same
	<u>Where The Dear Antelope Play</u> by John William Rogers	Same
1941-42	<u>George Washington Slept Here</u> by Kaufman and Hart	Same
	<u>Night Must Fall</u> by Evelyn Williams	Same
1942-43	<u>Ladies in Retirement</u> by Edward Percy and Reginald Denham	Same
	<u>Heart of the City</u> by Lesley Storm	Same
1943-44	<u>Claudia</u> by Rose Franken	Same
1944-45	<u>Ring Around Elizabeth</u> by Carl Armstrong	Same
	<u>Mr. Pim Passes By</u> by A. Milne	Same
1945-46	<u>Blithe Spirit</u> by Noel Coward	Same
	<u>Kind Lady</u> by Edward Chodorov	Same
	<u>Arsenic and Old Lace</u> by J. Kessalring	H. L. Cochran and John Banward
1946-47	<u>But Not Goodby</u> by George Seaton	Mrs. Myrtle Hardy
	<u>Beyond the Call of Duty</u> by Roy Hammons	Same
1947-48	<u>Dear Ruth</u> by Norman Krasna	Mrs. Myrtle Hardy College Players
	<u>The Whole World Over</u> by Konstantine Simonov	Same

Date	Play	Director - Producer
1948-49	<u>I Like It Here</u> by A. B. Shiffrin	Mrs. Myrtle Hardy College Players
	<u>Glass Menagerie</u> by Tennessee Williams	Same
1949-50	<u>The Late Christopher Bean</u> by Sidney Howard	Same
1950-51	<u>All My Sons</u> by Arthur Miller	Same
	<u>The Silver Whistle</u> by Robert E. McEnroe	Same
1951-52	<u>Second Threshold</u> by Phillip Barry	Same
	<u>The Lady's Not for Burning</u> by Christopher Fry	Same
1952-53	<u>Death of A Salesman</u> by Arthur Miller	Same
	<u>Liliom</u> by Ferenc Molnar	Same
	<u>The Hasty Heart</u> by John Patrick	Same
	<u>The Taming of the Shrew</u> by William Shakespeare	Same
1953-54	<u>Bell, Book and Candle</u> by John Van Druten	Same
	<u>Playboy of the Western World</u> by John M. Synge	Edwin Hansen
	<u>Home of the Brave</u> by Arthur Laurents	Mrs. Myrtle Hardy
	<u>The Inspector General</u> by Nicolai Gogol	Edwin Hansen
1954-55	<u>The Man</u> by Mel Dinelli	Mrs. Myrtle Hardy
	<u>Iphigenia in Tauris</u> by Euripides	Edwin Hansen
	<u>West From the Panhandle</u> by Betty White	Betty White

Date	Play	Director - Producer
1954-55	<u>Insect Comedy</u> by K. Capek	Edwin Hansen
	<u>Night of January 16th</u> by Any Rand	Dr. Holland's Directing class. Produced by Summer Theater.
	<u>The Pot Boiler</u> by Alice Gerstenberg	Jerry Melton, Joe Johnson, and Jack Jones College Players
	<u>Aria Da Capo</u> by Millay	Same
	<u>Good Night Sweet Lady</u> by Jack Jones	Same
1955-56	<u>Dial M for Murder</u> by Frederick Knott	R. V. Holland
	<u>Arms and the Man</u> by George B. Shaw	Edwin Hansen
	<u>Macbeth</u> by William Shakespeare	Same
	<u>The Theater of the Soul</u> by Nilolai N. Yevreinov	Joe Johnson, Elizabeth Officer, and Marilyn Agan
	<u>Ways and Means</u> by Noel Coward	Same
	<u>Private Life of the Master Race</u> by Bertolt Brecht	Same
	<u>The Great Big Doorstep</u> by Francis Goodrich and Albert Hackett	R. V. Holland Summer Theatre
1956-57	<u>My Three Angels</u> by Bella and Sam Spewack	Edwin Hansen College Players
	<u>The Miser</u> by Moliere	Joe Johnson
	<u>The Great God Brown</u> by Eugene O'Neill	Edwin Hansen
	<u>The Rainmaker</u> by Richard N. Nash	Joe Johnson

Date	Play	Director - Producer
1956-57	<u>Antigone</u> by Sophocles	Grover Lewis Lab Theater
	<u>Is Life Worth Living</u> by Lennox Robinson	Edwin Hansen Summer Theater
1957-58	<u>Detective Story</u> by Sidney Kingsley	James Bost College Players
	<u>Much Ado About Nothing</u> by William Shakespeare	James Sargent
	<u>Skin of Our Teeth</u> by Thornton Wilder	James Bost
	<u>The Glass Menagerie</u> by Tennessee Williams	James Sargent
	<u>Charley's Aunt</u> by Brandon Thomas	James Bost Summer Theater
1958-59	<u>The Man Who Married a Dumb Wife</u> by Anatole France	James Sargent College Players
	<u>Pygmalion</u> by George B. Shaw	James Bost
	<u>Volpone</u> by Ben Johnson	James Sargent
	<u>Joan of Lorraine</u> by Maxwell Anderson	James Bost
	<u>Teahouse of the August Moon</u> by John Patrick	James Sargent College Players
	<u>Years Ago</u> by Ruth Gordon	Summer Theater
1959-60	<u>Come Back, Little Sheba</u> by William Inge	Stanley Hamilton College Players
	<u>Aria da Capo</u> by Edna Millet	Carol Lowrance and Jack Ellis
	<u>Sotoba Komachi</u> by Kwanami Kiyotsugu	Same
	<u>The Naked</u> by Luigi Pirandello	Stanley Hamilton

Date	Play	Director - Producer
1959-60	<u>Visit to a Small Planet</u> by Gore Vidal	James Sargent
	<u>Blithe Spirit</u> by Noel Coward	Stanley Hamilton Summer Theater
	<u>Show Stoppers</u>	Barbara Bergen Drama Department
1960-61	<u>Light Up the Sky</u> by Moss Hart	Stanley Hamilton College Players
	<u>Liliom</u> by Ferenc Molnar	E. Robert Black
	<u>Taming of the Shrew</u> by William Shakespeare	Stanley Hamilton
	<u>The Late Christopher Bean</u> by Sidney Howard	Same
	<u>Present Laughter</u> by Noel Coward	Summer Theater
	<u>Wizard of Oz</u> by Frank Baum	E. Robert Black Laboratory Production
1961-62	<u>J. B.</u> by Archibald MacLeish	University Players
	<u>The Magistrate</u> by Arthur Wing Pinero	Stanley Hamilton
	<u>Richard III</u> by W. Shakespeare	Same
	<u>Bus Stop</u> by William Inge	Same
	<u>On the Side of the Angels</u> by Glenn Hughes	Summer Theater
	<u>Puppetry Show</u>	E. Robert Black Laboratory Production
1962-63	<u>The Sea Gull</u> by Anton Chekhov	University Players
	<u>Dr. Knock</u> by Jules Romains	Carl Marder
	<u>Macbeth</u> by William Shakespeare	E. Robert Black
	<u>Dr. Bolfry and the Bomb</u> by James Bridle	Stanley Hamilton

Date	Play	Director - Producer
1962-63	<u>Picnic</u> by William Inge	Summer Theater
	<u>No Exit</u> by Jean Paul Sartre	Gay Smith Summer Theater
	<u>The Fantasticks</u> by Tom Jones and Harvey L. Schmidt	Bob King
	<u>Aladdin and His Wonderful Lamp</u> by Elizabeth Dooley	E. Robert Black Children's Theater
1963-64	<u>Candida</u> by G. B. Shaw	University Players
	<u>A Christmas Carol</u> by Charles Dickens adapted by S. K. Hamilton	Stanley Hamilton
	<u>Othello</u> by William Shakespeare	Same
	<u>The Miracle Worker</u> by William Gibson	Carl Marder
	<u>Squaring the Circle</u> by Valentine Katayev	Stanley Hamilton Summer Theater
	<u>Waiting for Godot</u> by Samuel Beckett	Gay Smith Laboratory Production
	<u>Tom Sawyer's Treasure Hunt</u> by Wilbur Brown	E. Robert Black Children's Theater
1964-65	<u>All the Way Home</u> by Tad Mosel	Carl Marder University Players
	<u>Tiger at the Gates</u> by Jean Giraudoux	Stanley Hamilton
	<u>Romeo and Juliet</u> by William Shakespeare	Same
	<u>Threepenny Opera</u> by Weill, Brecht, and Blitzstein	E. Robert Black
	<u>Once Upon A Mattress</u> by Thompson, Barer, Fuller, Rodgert	Lynna Counts Alpha Psi Omega
	<u>Light Up the Sky</u> by Moss Hart	Stanley Hamilton Summer Theater

Date	Play	Director - Producer
1964-65	<u>Beauty and the Beast</u> by Nicholas Stuart Gray	E. Robert Black Children's Theater
1965-66	<u>Mad Woman of Chaillot</u> by Jean Giraudoux	University Players
	<u>Dark of the Moon</u> by Howard Richardson and William Berney	Stanley Hamilton
	<u>Merchant of Venice</u> by William Shakespeare	Same
	<u>The Refusal</u> by Ransom Jeffrey	Ransom Jeffrey Summer Theater
	<u>A Different Drummer</u> by Gene McKinney	Carl Marder
	<u>A Funny Thing Happened on the Way to the Forum</u> by Bert Shevelov and Larry Gelbart	Francelle Fuller Alpha Psi Omega
	<u>The Entertainer</u> by John Osborne	Stanley Hamilton Summer Theater
	<u>The Little Princess</u> by Dorothy Faust and Larry McDaniel	Dorothy Faust Children's Theater
1966-67	<u>The Dark at the Top of the Stairs</u> by William Inge	Carl Marder University Players
	<u>Caligula</u> by Albert Camus	Stanley Hamilton
	<u>Much Ado About Nothing</u> by William Shakespeare	Same
	<u>Look Back in Anger</u> by John Osborn	E. Robert Black
	<u>Gypsy</u> by Arthur Laurents and Jule Styne	James Aday Alpha Psi Omega
	<u>Under the Sycamore Tree</u> by Samuel Spewack	Jerry Long Summer Theater
	<u>Jack and the Beanstalk</u> by Bill Overton	Bill Overton Children's Theater

Date	Play	Director - Producer
1967-68	<u>Summer and Smoke</u> by Tennessee Williams	Carl Marder University Players
	<u>Lute Song</u> by Kao-Tong-Kia	Stanley Hamilton
	<u>The Fantasticks</u> by Tom Jones and Harvey L. Schmidt	Ira L. Evers Alpha Psi Omega
	<u>The Cherry Orchard</u> by Anton Chekov	E. Robert Black University Players
	<u>Nude with Violin</u> by Noel Coward	Stanley Hamilton Summer Theater
	<u>Androcles and the Lion</u> by Aurand Harris	E. Robert Black Children's Theater
1968-69	<u>The Taming of the Shrew</u> by William Shakespeare	Stanley Hamilton University Players
	<u>Death of a Salesman</u> by Arthur Miller	Carl Marder
	<u>The Lady's Not for Burning</u> by Christopher Fry	E. Robert Black
	<u>Threepenny Opera</u> by Bertolt Brecht	Virginia Caddell Alpha Psi Omega
	<u>The Wizard of Oz</u> by Frank Baum	Boyce Pennington Children's Theater
	<u>All the King's Men</u> by Robert Penn Warren	Stanley Hamilton University Players
	<u>Jason</u> by Samson Raphaelson	Summer Theater

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