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CASE HISTORIES OF PROMINENT EDUCATORS IN SPEECH
COMMUNICATION WITH ORIGINS IN SOUTH DAKOTA

BY

MARIE LOUISE TESCH

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Arts, Major in
Speech, South Dakota
State University

1979

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CASE HISTORIES OF PROMINENT EDUCATORS IN SPEECH
COMMUNICATION WITH ORIGINS IN SOUTH DAKOTA

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Arts, and is acceptable for meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Wayne E. Hoogestraat
Thesis Adviser

Date

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Department of Speech

Date

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MLT

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CHAPTER I

INTRODUCTION

Statement of Purpose

The purpose of this study was to determine the principal motivating factors in the decision of selected prominent South Dakota speech communication educators to enter the speech profession.¹ More specifically, answers to the following questions were sought:

- (1) Who are the prominent, living persons from South Dakota who have significantly contributed to the field of public address?
- (2) What were the significant accomplishments in the field of speech achieved by the selected subjects?
- (3) What was the public school training of these persons?
- (4) What was the secondary school training of these persons?
- (5) What was the rhetorical training and preparation of these persons?
- (6) To what extent were these four persons exposed to public address?
- (7) What was the influence of public addresses on the later careers of these persons?
- (8) What events prompted these persons to select speech as a major field of study?
- (9) What were the decisive factors that prompted these persons to pursue higher education degrees in speech?

Origin and Justification of the Study

The investigator was motivated in part by an article "South Dakota As A Contributor To The Speech Profession," Speech Bulletin of the South Dakota Speech Association, Vol. 18, No. 1, October, 1963, and by a natural curiosity as to why an unusually large number of the textbooks used in undergraduate and graduate study in speech communication are written and/or edited by educators with origins in South Dakota. The question arose of why a sparsely populated state like South Dakota, when compared with other states, has a disproportionately large group of prominent persons in speech communication. Consequently, this study arose as an opportunity to search for reasons why selected persons originating from South Dakota chose to enter the field of speech communication.

Procedures

The following procedures were completed in an attempt to answer the questions raised in the "Statement of Purpose."

(1) The following research guides were surveyed to determine previous studies undertaken regarding the decision of South Dakota educators to enter the field of higher education in speech communication:

Auer, J. Jeffrey. "Doctoral Dissertations in Speech: Works in Progress." Speech Monographs, annual issues, 1957-69, sections on Public Address and Speech Education.

Cleary, James W. "A Bibliography of Rhetoric and Public Address for the Year, 1957-63." Speech Monographs, annual issues, 1957-63, sections on Public Address.

Cleary, James and Shearer, Ned A. "A Bibliography of Rhetoric and Public Address for the Year, 1964-1965." Speech Monographs, annual issues, 1964-1965, sections on Public Address.

Comprehensive Dissertations Index, 1861-1975. Communication and the Arts/Language and Literature/History. Ann Arbor, Michigan: Xerox University Press.

Dow, Clyde W. "Abstracts of Theses in the Field of Speech." Speech Monographs, annual issues, 1957-1965, sections on Public Address and Speech Education.

Knower, Franklin H. "Graduate Theses--an Index of Graduate Work in Speech." Speech Monographs, annual issues, 1952-1969, (University of South Dakota section, 1952-1969; South Dakota State University, 1958-1969).

Nelson, Max. "Abstracts of Theses in the Field of Speech." Speech Monographs, annual issues, 1966-1969, sections on Public Address.

Shearer, Ned A. and Haberman, Frederick W. "A Bibliography of Rhetoric and Public Address for the Year, 1966-1969." Speech Monographs, annual issues, 1966-1969.

Shearer, Ned A., ed. Bibliographic Annual in Speech Communication: 1970-1975. New York: Speech Communication Association.

The survey of the above literature revealed that no investigations had been undertaken to determine the principal motivating factors in the decision of educators from South Dakota to enter the field of speech communication, nor had any specific publications been written about any of the four subjects of this study.

(2) In order to establish possible candidates for this study, a list of criteria was compiled with the aid of the advisor for the study. These criteria appear below with explanatory notes as to why they were established.

The persons to be considered for this study should:

1. be living. This criterion was established so that information concerning the personal decisions of each of the subjects could be obtained directly from the subjects as well as from other sources.
2. have been involved in college teaching for at least twenty years. This twenty year requirement was presumed to allow sufficient time for significant accomplishments to be achieved in the field of speech communication.
3. have published books and scholarly articles. Publications were held to be significant visible contributions to the field.
4. have received their public school training in South Dakota.
5. have received their secondary school training in South Dakota.
6. have received their bachelor degree from a South Dakota institution.

These three criteria were used to guarantee that the subjects fell within the boundaries of the purpose of this current investigation.

(See "Statement of Purpose," p. 1.)

7. in your estimation, be significantly prominent in communication. This criterion was devised so as to utilize the judgment of the chosen experts (see step 3) in determining the candidates degree of prominence in the profession.

A final sentence was added in an effort to allow for any additions to the criteria listed above: any significant contribution to the field that you feel should be considered may be added here.

However, the three respondents who used these criteria made no additions, and chose candidates on the basis of the established criteria.

(3) In order to determine representative figures in speech communication with origins in South Dakota, several steps were taken. The initial step in selecting candidates for this study was to survey the 1977 Directory of the Speech Communication Association. Fifty-two SCA members were listed as receiving their bachelor's degrees from a South Dakota institution of higher learning. From this list only those persons who had received their bachelor degree before 1952 were considered, thus satisfying the criterion that those studied should have been involved in college teaching for at least twenty years.

This list of possible candidates and a copy of the criteria were sent to Dr. Harold Jordan, Dr. Edward Meyer, and Dr. Wayne Hoogestraat. These men have been teaching in South Dakota institutions of higher learning for at least twenty years. They were asked to suggest names of persons whom they felt were prominent enough to warrant investigation for this study. Suggestions were not limited to persons on the original list.

The suggestions of the above men were compared, and seven persons were common to all three lists of suggestions. This new

list of seven was again sent to Dr. Jordan, Dr. Meyer, and Dr. Hoogestraat, and they were instructed to rank the individuals as to prominence.

These rankings, which appear below, were set up on a scale of one to seven with one indicating the highest rank.

<u>Name</u>		<u>Rank</u>		<u>Total</u>
Arnold	3	3	1	7
Bormann	1	5	2	8
Crowell	6	4	3	13
Hunt	4	1	4	9
McBurney	5	2	6	13
McCrosky	7	6	5	18
Thonnsen	2	7	7	16

Dr. Laura Crowell and Dr. James McBurney received the same rank of four. Upon consultation with advisor, Dr. Wayne Hoogestraat, it was decided to choose Dr. Crowell so that a woman would be included in the representation.

Letters of inquiry were sent to Dr. Carroll Arnold, Dr. Ernest Bormann, Dr. Laura Crowell and Everett L. Hunt. When the questionnaires were returned, it was discovered that E. L. Hunt did not fit the second criterion as he did not receive his elementary education in South Dakota. A questionnaire was sent to Dr. McBurney, and he did fit all the criteria. Therefore, the final four selected for this study were Dr. Carroll Arnold, Dr. Ernest Bormann, Dr. Laura Crowell, and Dr. James McBurney.

(4) In order to determine the significant accomplishments in the field of speech communication, questionnaires were sent to each of the four subjects. The following literature was surveyed

in order to determine the scholarly publications in the field of speech communication authored by the selected subjects.

Benson, Thomas W., ed. Today's Speech (all issues), 1975. Binghamton, N.Y.: Eastern Communication Association, 1975, and Communication Quarterly (all issues), 1976-77.

Blank, Edwin, ed. The Quarterly Journal of Speech (all issues), 1975-1977.

Brockreide, Wayne, ed. The Quarterly Journal of Speech (all issues), 1969-1971.

Brown, Kenneth L., ed. Communication Education (all issues), 1976-1977. Falls Church, Virginia: Speech Communication Association, 1977.

Dunham, Robert E. and Harmes, L. S. Index and Table of Contents of Southern Speech Journal, 1935-1960, Western Speech Journal, 1937-1960, Central States Speech Journal, 1949-1960, and Today's Speech, 1953-1960.

Eubanks, Ralph T., ed. Southern Speech Communication Journal, 1974-1976. Pensacola, Fla: Southern States Speech Association (all issues), 1976.

Gunderson, Robert G., ed. The Quarterly Journal of Speech (all issues), 1966-1968.

Jacque Catell Press. Directory of American Scholars, Vol. II, sections on English, Speech and Drama. New York: R. R. Bowker Co., 1974.

Knower, Franklin H. Table of Contents of the Quarterly Journal of Speech, 1915-1964; Speech Monographs, 1934-1964; The Speech Teacher, 1952-1964.

Matlon, Ronald and Matlon, Irene R., ed. Index to Journals in Communication Studies through 1974. Falls Church, Va.: Speech Communication Association, 1975.

Nebergall, Roger E., ed. Speech Monographs (all issues), 1975. New York, N.Y., and Communication Monographs (all issues), 1976-77.

Nichols, Marie Hochmuth, ed. The Quarterly Journal of Speech (all issues), 1964-1965.

Ochs, Donovan J., ed. The Central States Speech Journal (all issues), 1974-75. Bloomington, Ill.: Central States Speech Association.

Roberts, Mary M., ed. Speech Teacher (all issues), 1974-75. Pittsburgh, Ks.: Speech Communication Association, 1975.

Scheidel, Thomas M., ed. Speech Monographs (all issues), 1975. New York, N.Y.

Scott, Robert L., ed. The Quarterly Journal of Speech (all issues), 1972-74.

Shearer, Ned A., ed. Bibliographic Annual in Speech Communication: 1970-1975. New York: Speech Communication Association.

Based on the survey of this literature, separate bibliographies of works for each of the subjects were compiled. The bibliographies were sent to each of the subjects to be revised or verified.

(5) In order to determine the education and rhetorical training of the selected persons, personal and/or telephone interviews were conducted with the subjects. Permission was sought to review any available transcripts of course work in public schools, secondary schools, and undergraduate level for completed courses relevant to the field of speech.

(6) In order to determine the extent of exposure to public address programs, such as the Chautauqua, questionnaires were sent to each of the subjects.

(7) In order to determine what events prompted these persons to select speech communication as a major field of study and to pursue a higher education degree in speech communication, questions pertaining to these matters were included in the

questionnaire mentioned in step 6. Additional information was obtained through personal and/or telephone interviews.

(8) Information obtained in the completion of step 4 was synthesized into a statement of books and scholarly articles written by each person and significant professional positions held by each person.

(9) Information obtained through the completion of step 5 was formed into a statement of the education and rhetorical training of each subject.

(10) Information obtained in the completion of step 6 was utilized in developing a statement of exposure to public address programs for each subject.

(11) Information obtained by completing step 7 was synthesized with information from all other previous steps into a statement of the events and decisive factors that appeared to have prompted these persons to select speech communication as a major field of study and to pursue higher education degrees in the field of speech.

(12) The data collected through the above procedure was summarized and conclusions were drawn concerning the questions raised in the "Statement of Purpose."

FOOTNOTES

¹This study dealt with factors and influences regarding the decisions of the selected persons to choose speech communication as a career. As a result, the study deals only with events up to, and including, the individual decision of each person. Later events will not be considered in this study.

CHAPTER II

THE NATURE OF SPEECH EDUCATION IN SOUTH DAKOTA

The purpose of this chapter is to determine the nature of speech education in South Dakota from 1911, the year the oldest subject began elementary school, until 1949, the year that the youngest subject of the study completed the bachelor's degree. Upon compiling the information provided by the questionnaires answered by each of the subjects, it was discovered that little information was given on the speech training at the elementary and secondary level. To gain a better understanding of the speech background in the education of the four subjects, it was decided that information should be compiled concerning speech education in South Dakota in the first part of the twentieth century.

To provide systematic treatment of the nature of speech education in South Dakota, the data was divided into two portions. The first portion outlines the nature of speech education in America during the first part of the twentieth century and specifically how it was reflected in speech education in South Dakota. The second portion deals with the speech curriculum at three different levels: elementary, secondary and collegiate. Each of these three sections includes an account of speech education in America and the specific nature of speech education in South Dakota.

The Nature of Speech Education in America during
the First Part of the Twentieth Century

The first part of the twentieth century saw the emergence of speech as an autonomous field of study. In the latter part of the nineteenth century, speech courses were usually listed as part of the English curriculum. In 1900 there were no departments of speech.¹

Problems occurred because speech courses suffered from instability when controlled by English departments. In "Development of Departments of Speech," a chapter in History of Speech Education in America, Donald K. Smith examined the reasons why speech separated from English:

. . . there were at least four specific sorts of pressure which were to give real impetus to separation (a) the pressure created by the specialization of interest within English (b) the outspoken discontent of speech teachers working in departments of English (c) the claims of a neglected tradition and "new" types of course work for a sympathetic administrative home, and (d) the pressure of student interests for curricular recognition of speech.²

Because of these pressures, speech began to separate from English and expand. Smith later stated, "the great expansion of course work in speech came after 1900 . . . the real diversification of the curriculum came, however, after 1920 . . ."³

In summary, the early part of the twentieth century was an important period for the field of speech. This was the first time that speech gained individual attention in America. Once it gained that attention, the speech curriculum expanded to include courses in special areas such as forensics, declamation, and history and

criticism of rhetoric.⁴ It was the beginning of a new age in speech instruction.

The Nature of Speech Education in South Dakota

South Dakota was one of the states that recognized the importance of speech education. A United States Bureau of Education survey on North Central Association schools in 1919 commented, "it is doubtless contrary to general impression that nearly one-third of the schools make definite offerings [in public speaking]."⁵ South Dakota was a member of this Association. In addition, a survey of speech training conducted in 1922 by Robert E. Williams revealed that three states lead in speech course offerings: "Of accredited schools in Montana, 52 per cent; in Indiana, 51 per cent; and in South Dakota, 50 per cent had some kind of course in speech."⁶

An article appearing in the Quarterly Journal of Speech, December, 1937, stated that:

In South Dakota there are 140 teachers of speech, 125 teaching speech as a major subject, and 15 . . . a secondary subject. In the new English course of study, a semester, English III, 1, which is fundamentals of speech, is required of all accredited high schools.⁷

The general trend in America toward more offerings in speech was reflected positively in South Dakota. The importance of speech education was widely recognized in the Midwest, and South Dakota was a leader in offering courses in speech in high schools.

Speech Curriculum in South Dakota Schools

Curriculum at the Elementary Level

As is pointed out in History of Speech Education in America, speech education in the twentieth century was emphasized first in college and gradually spread to the secondary and elementary levels. Donald K. Smith pointed out that, "The problem of deciding when speech training as such has been and when it has not been incorporated in elementary schools, of course is considerably confused by terminology and emphasis."⁸ When children read lessons aloud, told stories, recited poems and participated in spelling bees for English they were "speaking," but the emphasis was on reading and writing skills, not speaking skills. A curriculum study in 1916 stressed the child's need for "clear, forceful, correct expression."⁹ Alma M. Bullowa reported in 1922 that:

Everywhere we are made to realize that the ability to express thought in oral form, both adequately and excellently, has been neglected in the educational scheme . . . speech training for normal children in the elementary schools is still incidental and occasional.¹⁰

Specific courses in speech were not listed at the elementary level in South Dakota. However, a close examination of the Course of Study for South Dakota schools revealed education in oral expression.

The period examined here dates from 1911 until 1939, the time when the subjects of this study were attending elementary schools. The Course of Study for the Elementary Schools of South Dakota, 1914, 1917, 1922, and 1928 were examined. This publication was not revised every year, but rather when the Superintendent of

Public Instruction felt a revision was necessary. A later edition in 1933, renamed A Course of Study for Rural and Graded Elementary Schools of South Dakota, was also examined. These editions, cited above, were the only editions available, and while there may have been some omission due to lack of availability, it was felt that a definite pattern could be ascertained through these publications.

The first course of study for the elementary schools of South Dakota was prepared by a committee of county superintendents selected at Sioux Falls, December 28, 1890, during the annual meeting of the South Dakota Educational Association. This publication was revised in December 1898, November 1905, December 1908, and May 1911.¹¹ The edition examined here was the fifth revision, published in 1914.

The work was prefaced by an open letter to the teachers who would be using it. Many of the instructors who followed these guidelines were the sole teachers for eight classes in one room. They probably depended upon the course outlines and objectives presented for all grades in the guide. The open letter emphasizes the importance of the guide.

To the teacher:

This course of study is intended to be a guide for all teachers in public school work below the high school grades in South Dakota.

Finally, let me urge you to study this course of study. You are required by law to use it . . . You are also required by the state law to teach all subjects outlined herein except agriculture and domestic science.¹²

The strong language in the last paragraph probably assured that the teachers would closely follow the guide.

Because of the heavy responsibility placed on the elementary and rural teachers and the stress that was placed on the guide, it can probably be assumed that the recommendations in the Course of Study for the Elementary Schools of South Dakota were an accurate record of the basic curriculum.

There was no specific class for speech in the outline, but the section on reading emphasized oral reading. The opening introductory paragraphs to the reading section stated, "Let him love to read aloud. Make him a delighted silent reader."¹³ Before explaining the objectives of reading, several pages dealt with possible problems in oral reading. It listed 14 faults that were common in students:

1. Monotone
2. Word Jerking
3. Drawling
4. Low tones
5. Unnatural tones
6. Slovenly reading
7. Hesitation, stumbling
8. Nasal Quality
9. Huskiness
10. Lisp
11. Poor enunciation
12. Sounds improperly made by pupils of foreign parentage
13. Self consciousness
14. Failure to convey the thought.¹⁴

While most of these "faults" pertain to the field of speech pathology, it was obvious that free and natural expression were desirable goals.

The following section in reading was entitled "Ideals for the Good Teacher of Reading." This section contained twenty-three suggestions, five of which pertained to oral expression.

12. To make much of memorizing poems in every grade as a means of learning to read. Require vivid images before the poem is committed, then rapid learning, clear articulation, sympathetic rendering. To commit much--and only the best.
13. To select with the greatest care every product to be memorized, to be read to the children, to be used in singing, or for speaking or for home reading. To work on this line with such vigor that trash, silly stories, meaningless rhymes and twaddle will come with distaste to the pupil.
15. To require the reader to rise promptly, stand free and straight, and to hold the head erect so that the throat is open.
21. To enjoy with the class the story, the picture of life, the successful stratagem, the flight of oratory, the changes in character, figures of speech, fine choice of words, beautiful images.
22. . . . To have one full poem committed every month, one full story told, retold and used.¹⁵

Since the above was proposed as suggestions to the teacher, it was difficult to ascertain the extent to which the objectives were followed. To whatever extent these suggestions were followed, it was again obvious that oral expression was important to the educators who produced the Course of Study.

In examining the course objectives for each year of study, specific objectives were found that applied to oral presentation. At the third grade level reading objectives included, "To acquire one fine memory gem a week, or better, a full selection for the month."¹⁶ By the fifth and sixth grade level, three new objectives were proposed:

2. A few selections of some length studied and committed to memory.
3. Regular exercises to secure beautiful articulation and pronunciation.
4. Have the children step before the class and read new material to them [the class] often. Teach the reader to direct voice and thought toward making one person at a time understand. Select someone in a remote part of the room.¹⁷

In the earlier grades memorization and presentation of studied works were emphasized. The above objectives for the fifth and sixth grade levels indicated more emphasis on the delivery.

Finally, at the seventh and eighth grade level, these objectives were listed:

2. Choice of poems and prose selections committed to memory. Let the pupils understand that this will increase the vocabulary, give sense of rhythm standards of truth, fullness of expression, and a store of beautiful and good thoughts.
8. Recitations and special dramatization should be given with the reading occasionally.¹⁸

While special emphasis was placed on oral reading, most of the objectives pertained to memorization and presentation of written material. It was not until the last two years of study that emphasis was placed on oral presentations from other than written work. It was interesting to note that all courses except reading were outlined month by month throughout the eight years. The reading objectives were listed in a set of objectives in the first month of every two year period. The teacher had more freedom in achieving the reading objectives than in any other subject.

The next revision of the Course of Study for the Elementary Schools of South Dakota occurred in 1917 under the direction of

C. H. Lugg, State Superintendent. This was a different type of revision as the Superintendent appointed various officials and county superintendents to revise each section. The earlier revisions were done as a collective effort by a group of county superintendents.¹⁹

The emphasis in reading shifted with this 1917 Course of Study. Instead of objectives for oral reading, new emphasis was placed on silent reading. This was pointed out in the introduction to the reading section:

While a great part of the school work in reading is oral, almost all reading done after leaving school is silent. It follows, therefore, that the chief aim in the work of reading should be to teach the children to be good silent readers. Silent reading is a thought-getting process and must precede oral reading which is a thought-giving process.²⁰

The specific objectives for oral presentation that were found in the 1914 edition of the Course of Study were deleted from the 1917 revision. In addition, a specific objective for the seventh and eighth grade instructed the teachers to have students "do less oral reading" in an effort to prompt more discussion and writing.²¹

The 1917 revision of the Course of Study made a considerable change in the reading course as it deleted much of the emphasis placed on oral presentation that was presented in the 1914 edition. Not only did it delete the section headed "Oral Reading" but also left out the specific objectives pertaining to oral reading in the objectives stated for each two year period. Whether this change was a general trend in education at the time or a result of the

opinions of the Superintendent and his staff, could not be determined. However, the evidence strongly suggested the latter when later editions were examined.

With the publication of the 1922 edition of the Course of Study for the Elementary Schools of South Dakota, under the direction of Fred L. Shaw, Superintendent of Public Instruction, oral expression not only returned in the course objectives, but for the first time was recognized as a study separate from oral reading. In this publication, a new section, English, was created. This section had three subdivisions: (1) Reading and Literature, (2) Language and Grammar, (3) Spelling.²²

The introductory portion of the 1922 edition outlined the reasons for the new section. Specifically, the purpose of the sub-division on Language and Grammar stated:

Oral Language work should be required in all grades as a separate and distinct training. The child who is to write well must first be taught to talk well. Utilize the other school subjects to develop power in oral composition.²³

For the first time in the Course of Study, oral language was recognized as a separate study. This edition did not have specific objectives or guidelines for oral presentation for each grade, but the opening section on Language and Grammar stated:

No matter what the grade, the teacher should cultivate the art of story telling as a tower of strength to aid in his or her teaching . . . In retelling fables and stories, children learn to stand erect in natural position, facing the rest of the class.²⁴

While this 1922 edition did not have the specific guidelines as to how to incorporate oral expression in the daily classroom that were present in the 1914 edition, it did recognize oral language as a separate study. Apparently, the new sections and objectives presented in the 1922 edition met with approval and satisfaction, as the 1928 edition, under the direction of C. G. St. John, Superintendent of Public Instruction, had no significant changes made in the subjects of English and Reading.²⁵

In 1933 the title of this publication was changed to A Course of Study for Rural and Graded Elementary Schools of South Dakota. This edition, under the direction of I. D. Weeks, State Superintendent of Public Instruction, kept the same format as the earlier edition. A significant subject change was made. The reasons are stated succinctly in the introduction: "We no longer deem it necessary that every child have an oral recitation every day."²⁶ This opinion was supported when the section on Language and Grammar was examined. Objectives that pertained to oral language in earlier editions (1922, 1928) were deleted, and this section was devoted to Grammar.²⁷

In summary, this period from 1911 until 1939 was an important one for speech education at the elementary level in South Dakota. In the early years there was an emphasis placed on oral reading as it appeared under the subject of reading in the Course of Study for 1914. This emphasis was lessened somewhat in the 1917 edition, but emerged again as "Oral Language and Grammar" in 1922. During

the 1920's, the importance of oral language continued. However, in 1933, oral language disappeared as an important portion of the curriculum.

It can be seen, by studying this evidence, that speech education was going through a period of emphasis in the curriculum while the subjects were attending elementary school. In fact, just as the youngest subject of this study, Ernest Bormann, was finishing his elementary education, the emphasis of speech education was considerably lessened. The four subjects of this study attended elementary school while speech education was at its peak in the first part of the century.

Curriculum at the High School Level

The importance of speech training in the high school was recognized in the early part of the century. It moved from an extracurricular activity into the classroom and then was recognized as essential for all high school students. Gulley and Seabury in

History of Speech Education in America state:

During the early decades of the twentieth century, speech found its place in the curriculum of the high school. Established first in extracurricular debate and dramatics, speech training in various forms gradually appeared in courses of study. The high school itself changed in these years from an institution which served the college-bound few to a center of educational activity which provided basic knowledge and training to almost every youth in almost every township of the United States. Speech education kept pace with this growth.²⁸

The fact that speech training was important for all students, not just the college-bound student, was supported by A. E. Drummond in an article appearing in the Quarterly Journal of Speech of April, 1926:

In spite of the increased proportion of students proceeding to college, the high school is still the institution of higher learning for the mass of citizens and the graduates of high school will do quite as much of the public speaking of the nation as well as the graduates of college.²⁹

In summary, speech education evolved in the high school curriculum for two basic reasons: The demands of the students active in speech activities and the recognition of the fact that speech was important to prepare students completing their education in high school as well as the students preparing for college.

How well this general attitude in America was reflected in South Dakota is indicated in the introductory portion of this chapter. South Dakota was a leader in introducing speech courses at the high school level. This was generally true of the states in the Midwest as supported by Franc Berry in an article published in the February, 1922, Quarterly Journal of Speech in which he says, "Investigation shows that Speech Training is growing in the Middle West, although many courses retain the term Oral English in order to secure University credit."³⁰ The latter portion of Mr. Berry's statement is important as we examine the courses available in South Dakota.

The period examined was from 1919 until 1943, the time that the subjects of the study were attending high school. In order to

determine to what extent speech education was available in South Dakota High Schools, three publications were examined: the High School Manual for South Dakota, 1918, 1922, and 1929. These publications were the only ones available to the writer.

The introduction to the 1918 edition gave some background information about the course of study. The first uniform course of study was formulated under the direction of The Honorable Cortez Salmon, first Superintendent of Public Instruction in South Dakota, in June 1892.³¹ It was revised in 1905 under the direction of Superintendent G. W. Nash. The second revision began in 1911 under Superintendent C. G. Lawrence and was completed under the direction of C. H. Lugg in 1914.³²

The High School Manual apparently did not have the influence that the elementary Course of Study had, but still gave an adequate sample of what was being taught in South Dakota. The writers of the 1918 edition stated it this way:

It is not the intention that this manual should be a hard and fast rule to which all work in the state must conform. It is, rather, a statement of the minimum essentials that should form the basis of our high school courses.³³

The High School Manual set up "constraints," or required subjects, for an approved high school course and then listed courses that would be accepted as electives. In 1918 the approved courses were:

English I, II, and IV	3 units
American History and Government	1 unit
Algebra, Quadratics	1 unit
Plane Geometry	1 unit
Science	1 unit ³⁴

It was noted that English III, which emphasized oral expression, was not a required course but could be taken for one unit of elective credit. Public speaking was also listed as an elective course and could be taken for one-half unit of credit.³⁵

To determine if general students received any speech training, the English section was examined for specific objectives. As Mr. Berry stated, "Since Oral English and Public Speaking are so closely related we must consider them together as well as separately."³⁶ The following are the objectives found for each year of English that pertained to speech.

First Year

One or two oral reports should be required of every pupil during each semester. The subject, or subjects, should be of interest to the pupil and an outline should be submitted to the teacher well in advance of the day the report is to be given.

Second Year

. . . one or two reports, either on books read outside of class or upon a subject assigned, should be required of each pupil each month. Attention is called to the necessity of having an outline of the theme or report presented to the teacher before it is given. Give special attention to the description and figures of speech.

Fourth Year

Complete the study of the college entrance requirements. For additional work it is suggested that each pupil be required to write and deliver before the school or public, one oration. Such outside reading may be required as seems advisable to the teacher. Brief courses on one or more of the following list would be advisable:

- (a) A Study of the Novel
- (b) The Forms of Poetry
- (c) Debating
- (d) Short Story Writing
- (e) The Essay³⁷

Specific objectives in speech training were found in the required courses of English I, II, and IV. The above evidence indicated that the average student received some training in speech.

The English III elective course was divided into three sections: (1) Grammar, (2) Oral Reading, (3) Rhetoric. The second and third sections were examined for course particulars.

Oral Reading

Three periods per week. A careful study of the fundamentals. Use as a guide (though copies need not be in the hands of pupils) such manuals of reading as Briggs and Coffman's or Shermans and Reed's. The principal object to be kept in mind, however, is to develop the ability of the pupil to read with expression . . . It is recommended that each pupil be required to read a number of selections from memory.

Rhetoric

. . . Study carefully the forms of composition, narration, description, and argument. The paragraph. The sentence. Oral and written work.³⁸

Although English III was emphasized as a course dealing with speech, most of it dealt with written works and the memorization of those works. The rhetoric section dealt with styles of composition rather than styles of speaking. The general objectives stressed the importance of the course.

The third year of English as contemplated in this course is optional under the requirements of the state and the North Central Association. It is suggested, however, and especially in the smaller schools, that it be made a local requirement. It should be absolutely required of all who are taking or who plan to take the normal course [college preparation course] outlined herewith.³⁹

The objectives for English were followed by a section listing classics that should be read by the students. The list included

Selected American Orations, Speeches on America by Burke, "Washington's Farewell Address," and the "Webster-Hayne Debate."⁴⁰

The objectives for English in the 1918 High School Manual indicated that all students received some training in speaking. Furthermore, the English III elective course dealt specifically with speech.

The public speaking course was not outlined in the manual. Laura Crowell, who attended Dell Rapids High School from 1920 until 1925, took the public speaking elective course for one-half credit according to her high school transcript, but in an interview with Miss Crowell on August 6, 1979, she noted that a speech teacher was available only in her junior year.⁴¹ Douglas Chittick, Deputy State Superintendent and Director of Curriculum Research from 1942 until 1947, reported attending the demonstration high school at Northern Normal in Aberdeen, South Dakota, during the early 1920s. He stated that the demonstration schools "were required to observe the constraints and electives of the state course of study," but he had no recollection of the public speaking course.⁴² It was assumed that the nature of the public speaking elective course was determined by the availability of the speech teachers.

The 1922 High School Manual for South Dakota increased speech education. In this publication, English III, still with an emphasis on oral expression, became a required course. In addition, a new course, Argumentation and Debate, was listed as an elective

for one-half unit. Public speaking remained as an elective for one-half unit.⁴³

When the section on English was examined, it revealed that new focus was being placed on speech training. The introduction to this section stated that, "The study of literature, composition and oral expression should be emphasized each year of the course."⁴⁴

A new section, Oral Composition, was added to the course outline. This section is presented below.

Oral Composition

Since oral expression is used more than written expression, the value cannot be over-emphasized. Expression in speech includes:

1. Ability to read ordinary prose and poetry aloud intelligently and expressively.
2. Ability to answer clearly, briefly and exactly a question on which one has necessary information.
3. Ability to collect and organize material for oral discussion.
4. Ability to join in a conversation or an informal discussion contributing one's share of information or opinion, without wandering from the point and without discourtesy to others.

When compared to the objectives in the 1918 manual, this later edition indicates that oral expression was moving into the realm of actual speech education. It included an explanation that oral composition should be evident in other school work.

Every English recitation should aim to improve the speech of the pupil. Each department in high school should cooperate with the English department by insisting upon good oral work in recitations. Success in overcoming bad habits of speech and acquiring good ones, requires absolute uniformity in the enforcement of standards by all teachers in the school.⁴⁵

In addition to these general objectives under oral composition, each year of English included specific objectives pertaining

to speech. Within the objectives a special section appeared entitled, "Oral Expression."

First Year--Definite time should be given to oral work which should be planned as carefully as the written composition. Short talks to the class on subjects interesting to the class should be given frequently. Devote some time to current events and memorizing selections from poetry and prose.

Second Year--Definite drill in oral work in the form of reports which call for organization on the part of the pupil should be required each week. The subjects should be of special interests to the pupil. Outlines should be prepared for each report. Study and memorize Lincoln's Gettysburg Speech [sic].

Third Year--(first semester)--During this semester place emphasis upon oral expression. Strive for distinctness, correct pronunciation, clear enunciation and well modulated tones.

(second semester)--Much of the time devoted to oral expression may well be devoted to current events through some good periodical.

Fourth Year--The pupils of the fourth year should be able to appear before the class or before the whole school and make a clear, forceful speech. He should be able to preside satisfactorily at class meets or general meetings. Place emphasis on logical development of thought and pleasing manner of presentation.⁴⁷

This evidence indicates that the general curriculum for English provided ample opportunity for teaching speech. The 1922 manual expanded the English curriculum considerably when compared with the publication of 1918. It also offered specific criteria for the two elective courses in speech.

Argumentation and Debate

First Semester of Eleventh Year

Topics to be studied:

1. Evidence. Where to get material and to classify it.
2. The Main Issues. Analysis of Evidence obtained.
3. The brief. How to construct the outline of the argument.

4. Construction of the argument. Includes suggestions as to how to secure conviction and persuasion.
5. Refutation. Study the various methods. Includes tests of generalizations, analogies, cause and effect.
6. Parliamentary procedure.

Class debates should be held at least once in two weeks. Participation in interscholastic debates and the practice for such debates may be substituted for part of the class work.

Public Speaking

One semester of the twelfth year

Topics to be studied:

1. Original Speaking. This includes impromptu, extempore and memory speaking.
2. Vocal interpretation of literature. This includes the study and giving of good readings or parts from plays.
3. Delivery. Special attention should be given to conversational mode, action, breath control, enunciation, and pronunciation.

Special suggestions:

1. Extempore speaking should be emphasized more than any other method as it is the practical method in use today.
2. The conversational mode of delivery should be stressed as it gives the pupil originality and ease in speaking.⁴⁸

The 1922 High School Manual for South Dakota recognized the importance of speech education. The objectives listed under the English curriculum that applied to speech were more specific and emphasized speaking form rather than recitation of memorized works. An additional elective course in speech was added, and the two courses of speech in the elective section were outlined specifically.

The 1929 edition of the High School Manual for South Dakota retained all of the information and objectives of the 1922 edition and made no additions.⁴⁹

To further the study of the curriculum beyond The High School Manual of 1929 that was available, attention was given to the M.A. thesis written by D. C. Reutter in 1937 entitled, ""An Analysis and Evaluation of the Speech Courses in Secondary Schools of South Dakota." Reutter states that speech became a part of the State Course of Study in 1932. He based that statement upon examination of the Approved Programs of Studies--Secondary Schools, July, 1935, which stated:

English III and IV can be varied from what is given in the regular courses in the State Course of Study by alternation with other suggested courses, viz., Debate, Speech, Journalism, etc.⁵⁰

While this current study benefited from Reutter's study, it disagrees with his conclusions. According to examination of the High School Manual for South Dakota, speech was included as a required course in 1922 under the title of English III. Apparently Dr. Reutter searched only for the term "speech" and did not deal with the content apparent in earlier years. Sources examined for this study indicated that high schools offered speech training during the period before 1932, but entitled them "English" or "Oral English" in order to meet University requirements.⁵¹

In summary, during the period from 1919 until 1943, speech education steadily increased in the high school curriculum. In 1918, speech training was available in two elective courses: English III and public speaking, along with the emphasis placed on oral expression in the regular English curriculum. In 1922, importance of speech training increased when English III, which

emphasized oral expression, became a required course. The electives included public speaking and argumentation and debate, which were outlined specifically in the Manual. This condition prevailed throughout the 1920's, just as it did on the elementary level. In 1932, special courses in speech could be taken in place of the regular English III or English IV.

During the time that the four subjects of this study attended high school, courses in speech were available. This survey of the curriculum indicated that probably the quality of speech courses available to James McBurney and Laura Crowell was not as sophisticated as those available to Carroll Arnold and Ernest Bormann.

Curriculum at the College Level

As indicated by the introductory portion of this chapter, the first part of the twentieth century was an important time for speech education in the colleges and universities. Speech Departments began to emerge across the United States. G. W. Gray in History of Speech Education in America stated,

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. Rhetoric, which for centuries had been thought of essentially as a matter of either style or literary criticism, was by 1920 restored to its place as a

substantial body of principles governing both oral and written discourse . . . Before the close of the period speech finally became recognized as a dignified subject in itself.⁵²

The early years of the century were also significant to speech education because of the professional associations that were founded. In 1910, the Public Speaking Conference of the New England and the North Atlantic States, now known as the Speech Association of the Eastern States, was founded.⁵³ The National Association of Academic Teachers of Public Speaking, which later became the Speech Association of America (and now is the Speech Communication Association), began in 1914.⁵⁴

In 1937, Thomas E. Coulton examined the catalogues of 118 institutions of higher learning from 1900 until 1935. This study entitled, "Recent Trends in College Speech Curricula," included two South Dakota schools.

Perhaps the most striking conclusion to be reached concerning the speech curricula to be found in American colleges during the past two decades is the growing place it held in higher education as indicated by the total number of semesters offered throughout this period. Thus, for the period 1900-1910, 118 colleges were offering, on the average, 8 semesters [3 semesters in a term] each of speech education; for the same number of colleges in 1910-1920 the average was over 11; in 1920-1930 it was close to 15; and in 1930-1935 it was over 16.⁵⁵

These statements clearly illustrated that speech curriculum increased during the first part of the century.

Not only did the speech curriculum increase, but it became more important to the total university curriculum. Forty of the

118 universities that Coulton surveyed required speech for graduation. In addition, Coulton concluded from his data that:

It is shown by the data that the institutions of the north central area led in the introduction of electives, and that they held the lead in this movement . . . The evidence is such as to indicate also that the north central area led clearly in the establishment of graduate schools in speech . . .⁵⁶

The current study took Coulton's examination one step further in that it surveyed three specific colleges in the North Central area which includes South Dakota. The period under consideration here was from 1922 until 1949, the time that the subjects of the current study were attending college.

Yankton College

The curriculum of Yankton College was examined relative to the period of 1922 until 1925, the time that James H. McBurney was in attendance. Information for this portion was found in A. P. Schenk's "A History of Speech Education at Yankton College," unpublished M.A. thesis, University of South Dakota, 1939.

Yankton College had some course offerings in speech education from its beginnings in 1881. The 1881 curriculum included an elementary rhetoric course.⁵⁷ In addition, the catalog noted that there would be, "Exercises in Essays, Orations and Declamations by each pupil twice in every term."⁵⁸

Mr. Schenk's third chapter entitled, "Speech Education in Departments of Public Speaking and Expression (1910-1927)," gives a broader scope and understanding of the period:

This period is significant for several reasons. It witnessed the end of men's societies. It also witnessed the beginning of a new era in dramatics. In the over-all speech program, the period was productive of perhaps more important changes than any other period of the college's speech history.⁵⁹

The Department of Public Speaking was established in 1909 by Professor C. E. Lyon. Apparently the years that he was at Yankton College were important ones to the department as Schenk states:

Professor Lyon . . . must perhaps be given almost exclusive credit for the change from the Department of Elocution to the Department of Public Speaking, since it was he who held the position from 1909 to 1914 as head of the Department of Public Speaking.⁶⁰

In 1911, a new publication devoted to public speaking appeared. This publication was called the Bulletin, and the January, 1911, issue stated the philosophy of Dr. Lyon and the objectives of the Department of Public Speaking:

- 1) to enable the student to see and appreciate both the practical and cultural side of the art of speaking.
- 2) to stimulate self-expression and
- 3) to develop natural, fluent and effective speakers.⁶¹

In order to determine the courses that were available to McBurney, the 1911-1912 course listing was surveyed, and any changes or additions in the following years were listed. The curriculum consisted of Fundamentals of Public Speaking, Oratory, Extempore Speaking, and Argumentation and Debate.⁶²

No changes occurred in the curriculum until the 1920-21 school year. The Fundamentals of Public Speaking course was changed to Principles of Effective Speaking. It emphasized extemporaneous

speaking and research. Previously the course consisted of standard selections that were learned and presented to the class.⁶³ The Oratory course was changed to Forms of Public Address. It gave a broader scope in studying different forms of public address.⁶⁴

The major thrust of courses dealt with dramatics rather than public speaking. Schenk reported that the most important event during this time was the creation of the Garden Terrace Theatre.⁶⁵ This emphasis on drama is further supported when the titles of the instructors were examined.

1921-1922

Ann Hazel Taylor, Instructor in Expression and Dramatic Art.

1922-1923

John William Ashton, Instructor in Public Speaking and Biblical Literature.

1923-1927

Helen deLaubenfels, Instructor in Dramatics and Expression and Director of Physical Training for Young Women.

Howard Gilkerson, [later Head of the Department of Speech at the University of Minnesota] Instructor in Public Speaking.⁶⁶

Hiring of instructors in public speaking was intermittent when compared to those in dramatics. While public speaking was a consistent study of interest at Yankton College, the period from 1922 until 1925 was not one of the greatest emphasis.

The University of South Dakota

The next period examined was 1925 to 1929, the time that Laura Crowell attended the University of South Dakota. Information for this period was taken from Margot Truman's M.A. thesis, "The History of Speech Education in the University of South Dakota from

1882-1942."⁶⁷ Truman outlined the early years of speech education at the University:

Since the opening of the University [October 15, 1882] speech education was observed. Before a separate department of speech . . . public speaking as it was then called . . . was organized in 1914, the speech and rhetorical assignments were under the jurisdiction of either the English department or the college in general.⁶⁸

In order to gain a fuller understanding of the courses offered while Miss Crowell attended the University, speech offerings of 1914 were examined. The Department of Speech was established in 1914; later changes were also noted. The curriculum of 1914 included:

1. Reading and Speaking
2. Speeches and Addresses
3. American Orators
4. British Orators
5. Debating
6. Extemporaneous Speaking
7. Advanced Extemporaneous Speaking
8. Dramatic and Poetic Reading and Interpretation
9. Intercollegiate Oratory
10. Intercollegiate Debating.⁶⁹

Truman's thesis outlined the controversy that arose when speech separated from the English department. It should be noted that the professor who spearheaded the movement for speech to become a separate department was C. E. Lyon, the same professor who had established the Department of Speech at Yankton College.⁷⁰

In 1924, a major in public speaking was approved. In 1925, a course, Practical Speaking in the Profession, was added for two credits. The Department of Public Speaking became the Department of Speech in 1928.⁷¹

When examining the titles of the instructors during the period it appeared that public speaking had become more important.

1925

Harry Grinnel Barnes, [who later taught at the University of Iowa] Instructor in Public Speaking and Acting Head of the Department, 1926-1927.

Jeannette J. Bjorneby, Assistant in Public Speaking.

1927

Lyman Spicer Vincent Judson, [co-author of Voice Science] Instructor in Public Speaking.

1928

James Howard McBurney, Assistant in Speech.

Katherine Rowena Kinne, Instructor in Speech.

1929

Dallas C. Dickey, [later Head of the Department of Speech at the University of Florida] Instructor in Speech.

1927-1929

Clarence Estey Lyon, Professor of Public Speaking.⁷²

It was noted that Dr. James McBurney was an instructor of Dr. Laura Crowell. Both are subjects of this study.

During the time that Laura Crowell attended the University of South Dakota, there were ample offerings in speech, and the instructors of this period were primarily interested in public speaking.

Truman's thesis indicated that the speech program continued to accelerate until 1942. It was assumed that this quality and excellence was maintained because of examination of Ernest Bormann's transcript of study from the University of South Dakota.⁷³ Bormann, a speech major, completed 40 hours in speech courses; these included studies in Public Speaking, Dramatics, and Radio.

Sioux Falls College

The final institution to be examined was Sioux Falls College from 1929 until 1933, the time that Carroll Arnold attended. Information for this period was taken primarily from Harold Sampson's "The History of Speech Education at Sioux Falls College 1883-1950," unpublished M.A. thesis, University of South Dakota, 1950. The 1929 College Bulletin for Sioux Falls College listed the following courses in speech:

- Principles of Argumentation
- Fundamentals of Speech
- Oratory
- Extemporaneous Speech
- Dramatic Art
- Applied Speech
- Parliamentary Law
- Dramatic Coaching.⁷⁴

The variety and specificity of courses offered indicated a high interest in speech. This changed in 1932 as Sampson explained:

Some curriculum changes occurred in 1932. These changes were undoubtedly brought about by the faculty member in charge of speech, Archer C. Gray. Mr. Gray's main interest was in dramatics.

As a result of this change the curriculum in 1932 consisted of four courses in drama and only three in public speaking. Instructors at the college during these years were:

1929-1930

Ozelle Puckett, Instructor in Speech.

1930-1931

Claire McGregor, Professor of Speech and Dramatics.

1930-1934

Archer C. Gray, Professor of Speech.⁷⁷

When Carroll Arnold began his studies at Sioux Falls College the speech curriculum was extensive. In his last two years of study, more emphasis was placed on dramatics.

Summary

Speech education in America was accelerating at all three levels (elementary, secondary, and collegiate) in the first part of the twentieth century. In 1900, there were no departments of speech, but by 1920, a significant number of colleges and universities had separated speech from English. The midwest was a leader in offering a varied curriculum, and South Dakota was a positive reflection of this attitude.

In 1914, the elementary schools had some training in speaking skills. Beginning in 1922, oral language emerged as a significant portion of the English curriculum. This continued until 1933 when the emphasis of speaking skills was removed from the elementary course of study.

On the high school level speech was available in 1918, but it was not until 1922 that it became a part of the required Subjects. Elective courses in speech were available throughout the 1920's. In 1932, speech gained new prominence when speech electives could be substituted for upper English courses.

The survey of curriculum at the college level indicated that courses in speech were available to the subjects of the study. The three colleges examined had some type of course in speech from the time that they were founded. Departments of speech or public

speaking were established at each of the colleges during the periods that subjects of this study were in attendance. The Department of Speech at the University of South Dakota was well established when Laura Crowell and Ernest Bormann attended. For James McBurney and Carroll Arnold, course availability was more limited as their respective institutions were emphasizing dramatics rather than public speaking.

That the University of South Dakota was able to offer a broader based curriculum and was less influenced by a single instructor's interest than Yankton College and Sioux Falls College, could be attributed to two facts: (1) the University was (and still is) a larger institution, and (2) the University is a state-supported school while Yankton College and Sioux Falls College are private institutions.

It should be noted that all of the subjects may have felt the influence of Professor C. E. Lyon, either directly or indirectly. Lyon was responsible for establishing the Department of Speech at Yankton College and the University of South Dakota. Later, Carroll Arnold took a course from C. E. Lyon in graduate school at the University of South Dakota.⁷⁸ James McBurney may have taken a graduate course from C. E. Lyon as he was an Assistant in Speech at the same time that Professor Lyon was with the Department of Speech at the University of South Dakota.

South Dakota schools provided training in speech at all levels during the time that the subjects of this study were

attending school. The next chapter deals with the specific training and experience of each of the subjects.

FOOTNOTES

¹Donald K. Smith, "Origin and Development of Departments of Speech," History of Speech Education in America, edited by Karl R. Wallace (New York: Appleton-Century-Crofts, Inc., 1954), p. 447.

²Ibid., p. 454.

³Ibid., p. 465.

⁴Ibid., p. 465.

⁵Calvin O. Davis, "The Accredited Secondary Schools of the North Central Association," U.S. Bureau of Education Bulletin, No. 45 (Washington, 1919), p. 94, cited by Karl R. Wallace, History of Speech Education in America (New York: Appleton-Century-Crofts, Inc., 1954), p. 475.

⁶Robert E. Williams, "A Survey of Speech Training in High Schools of the United States with Recommendations for Its Improvement," Quarterly Journal of Speech, VIII (June, 1922), pp. 224-225.

⁷Clara E. Krefting, "The Status of Speech Training in the Secondary Schools of the Central States," Quarterly Journal of Speech, XXIII (December, 1937), pp. 594-602.

⁸Donald K. Smith, "Origin and Development of Departments of Speech," History of Speech Education in America, edited by Karl R. Wallace (New York: Appleton-Century-Crofts, Inc., 1954), p. 480.

⁹Ibid., p. 480.

¹⁰Alma M. Bullowa, "The Course of Study for Oral English in Hunter College High School," Quarterly Journal of Speech Education, VIII (November, 1922), pp. 354-363.

¹¹Course of Study for the Elementary Schools of South Dakota, revised by Committee appointed by the County Superintendent of South Dakota (Educator Supply Co., Mitchell, S.D., 1914), p. 4.

¹²Ibid., p. 8.

¹³Ibid., p. 13.

¹⁴Ibid., pp. 13-14.

¹⁵Ibid., p. 16.

- ¹⁶Ibid., p. 83.
- ¹⁷Ibid., p. 132.
- ¹⁸Ibid., p. 183.
- ¹⁹C. H. Lugg, ed., Course of Study for the Elementary Schools of South Dakota (Educator Supply Co., Mitchell, S.D., 1917).
- ²⁰Ibid., p. 8.
- ²¹Ibid., p. 23.
- ²²Fred L. Shaw, ed., Course of Study for the Elementary Schools of South Dakota (J. Fred Olander Co., Pierre, S.D., 1922).
- ²³Ibid., p. 12.
- ²⁴Ibid., p. 41.
- ²⁵C. G. St. John, Ed., Course of Study for the Elementary Schools of South Dakota (Educator Supply Co., Mitchell, S.D. 1928).
- ²⁶I. D. Weeks, ed., A Course of Study for Rural and Graded Elementary Schools of South Dakota (Will A. Beach Printing Co., Sioux Falls, S.D., 1933).
- ²⁷Ibid., p. 25.
- ²⁸Halbert E. Gulley and Hugh F. Seabury, "Speech Education in Twentieth Century Public Schools," History of Speech Education in America, edited by Karl R. Wallace (New York: Appleton-Century-Crofts, Inc., 1954), p. 471.
- ²⁹A. E. Drummond, "Proposing a Course in Speech Training and Public Speaking for the Secondary Schools," Quarterly Journal of Speech, XII (April, 1926), p. 75.
- ³⁰Franc M. Berr6, "Report of the Committee on High School Courses," Quarterly Journal of Speech, VIII (February, 1922), p. 109.
- ³¹C. G. Lawrence, ed., High School Manual for South Dakota (The Educator Supply Co., Mitchell, S.D., 1918).
- ³²Ibid., introduction.
- ³³Ibid., p. 6.
- ³⁴Ibid., p. 8.

³⁵Ibid., p. 8.

³⁶Franc M. Berry, "Report of the Committee on High School Courses," Quarterly Journal of Speech, VIII (February, 1922), p. 74.

³⁷C. G. Lawrence, ed., High School Manual for South Dakota (The Educator Supply Co., Mitchell, S.D., 1918), pp. 10-13.

³⁸Ibid., pp. 12-13.

³⁹Ibid., p. 12.

⁴⁰Ibid., pp. 14-15.

⁴¹Laura Crowell, telephone interview, Aug. 6, 1979.

⁴²Dr. Douglas Chittick, Professor Emeritus of Rural Sociology, SDSU, telephone interview, Sept. 28, 1979.

⁴³Fred L. Shaw, ed., High School Manual for South Dakota (J. Fred Olander Co., Pierre, S.D., 1922), p. 7.

⁴⁴Ibid., p. 26.

⁴⁵Ibid., p. 27.

⁴⁶Ibid., p. 27.

⁴⁷Ibid., pp. 28, 30, 32, 33.

⁴⁸Ibid., pp. 35-36.

⁴⁹C. G. St. John, ed., High School Manual for South Dakota (Educator Supply Co., Mitchell, S.D., 1929).

⁵⁰R. W. Kraushaar, Approved Programs of Studies--Secondary Schools (Pierre, S.D., July, 1935), cited by D. C. Reutter, "An Analysis and Evaluation of the Speech Courses in Secondary Schools of South Dakota," unpublished M.A. thesis (USD, 1937), p. 9.

⁵¹Franc M. Berry, "Report of the Committee on High School Courses," Quarterly Journal of Speech, VIII (February, 1922), p. 75.

⁵²G. W. Gray, "Some Teachers and the Transition to Twentieth Century Speech Education," edited by Karl R. Wallace (New York: Appleton-Century-Crofts, Inc., 1954), p. 422.

⁵³Ibid., p. 423.

⁵⁴Ibid., p. 423.

⁵⁵Thomas E. Coulton, "Recent Trends in College Speech Curricula," Quarterly Journal of Speech, XXIII (December, 1937), pp. 601-613.

⁵⁶*Ibid.*, p. 607.

⁵⁷Catalogue, 1883, pp. 5, 6, cited by A. P. Schenk, "A History of Speech Education at Yankton College," unpublished M.A. thesis (USD, 1939).

⁵⁸*Ibid.*, pp. 7-8.

⁵⁹A. P. Schenk, "A History of Speech Education at Yankton College," unpublished M.A. thesis (USD, 1939), p. 32.

⁶⁰*Ibid.*, p. 26.

⁶¹*Ibid.*, p. 39.

⁶²*Ibid.*, p. 40.

⁶³*Ibid.*, p. 34.

⁶⁴*Ibid.*, p. 35.

⁶⁵*Ibid.*, p. 82.

⁶⁶*Ibid.*, p. 86.

⁶⁷Margot Truman, "The History of Speech Education in the University of South Dakota from 1882-1942," unpublished M.A. thesis (USD, 1942).

⁶⁸*Ibid.*, p. 4.

⁶⁹*Ibid.*, pp. 25-26.

⁷⁰*Ibid.*, p. 25.

⁷¹*Ibid.*, pp. 30-31.

⁷²*Ibid.*, pp. 103-105.

⁷³Ernest Bormann, Official Transcript of Study, USD, 1949.

⁷⁴College Bulletin, Vol. XX, No. 1, April, 1929, p. 40, cited by Harold Sampson, "The History of Speech Education at Sioux Falls College 1883-1950," unpublished M.A. thesis (USD, 1950), p. 43.

⁷⁵Harold Sampson, "The History of Speech Education at Sioux Falls College 1883-1950," unpublished M.A. thesis (USD, 1950), p. 43.

⁷⁶Ibid., p. 40.

⁷⁷Ibid., p. 109.

⁷⁸Carroll Arnold, letter to the author, June 8, 1978.

CHAPTER III

CASE HISTORIES OF FOUR PROMINENT EDUCATORS IN SPEECH COMMUNICATION

The purpose of this chapter was to outline the background, training and experience that may have influenced the four subjects of the study to pursue a career in speech education. More specifically, the following questions were addressed: (1) What was the rhetorical training and preparation of each of the subjects? (2) To what extent were they exposed to public address? (3) What events prompted them to select speech as a major field of study? (4) What were the decisive factors that prompted each of them to pursue a higher education degree in speech?

Carroll Arnold

Personal Biography

Carroll Clyde Arnold was born in Lake Park, Iowa, on April 29, 1912. He received his elementary and high school training at Centerville, South Dakota, graduating from Centerville High School in 1929.¹ At Sioux Falls College, Sioux Falls, South Dakota, he majored in history and received a B.A. degree in 1933. During the summers of 1934 and 1935, he attended the University of South Dakota, Vermillion, South Dakota. He completed work for his M.A. degree during the summers of 1936-1939 at the University of Iowa and

graduated in 1940. He taught English and history at Washington High School, Sioux Falls, South Dakota, from 1935 to 1939 and then accepted a graduate assistantship in speech at the University of Iowa from 1939 until 1941. Dr. Arnold received his Ph.D. from the University of Iowa in 1941.²

In 1941, Dr. Arnold accepted a position as Instructor of Speech at the University of Akron, Akron, Ohio, and in 1942, moved on to teach at Chatham College in Pittsburgh, Pennsylvania.³ According to Spectra, February, 1978, "His major contributions, though, came during his long tenure at Cornell University and later at Pennsylvania State University."⁴ He became an Assistant Professor at Cornell University in 1946, an Associate Professor in 1952, and a Professor in 1960. From 1957 until 1963, Dr. Arnold was Chairman of the Department of Speech and Drama at Cornell University.⁵ He accepted a position as Professor of Speech at Pennsylvania State University in 1963. He also acted as a visiting Professor at the University of Iowa in 1946, the University of Wisconsin in 1955, and the University of Southern California in 1959.⁶ Presently, Dr. Arnold is a Professor Emeritus of Speech Communication at Pennsylvania State University.

According to Who's Who in America, 40th edition, 1978-79, Dr. Arnold is a member of the Speech Communication Association, the Eastern Communication Association, the Pennsylvania Speech Association, the American Association of University Professors,

Phi Kappa Phi, Pi Kappa Delta, and the International Communications Association.⁷

Dr. Samuel L. Becker, University of Iowa, and chairperson of the Awards and Recognition Committee of the Speech Communication Association, outlined the major accomplishments of Dr. Arnold when he presented Arnold with the 1977 SCA Distinguished Service Award:

Carroll Arnold has served this Association with distinction. His leadership on numerous committees, commissions, and boards of SCA has helped to determine the course, not only of the Association, but of our profession as well. He also has been aware that his efforts and his good sense were as necessary to state and regional associations as to this national organization. He has been active in the business of the Speech Communication Association of Pennsylvania and the Eastern Communication Association, which chose him as its president. The Speech Communication Association of Pennsylvania has named its own distinguished service award the Carroll Arnold Award, in recognition of his contributions to that state organization. The Department of Speech Communication at Pennsylvania State University has founded a visiting lectureship which is to be known as the Carroll Arnold Lectureship. . . . He was one of the founders of the journal, Philosophy and Rhetoric, and was its associate editor until 1976. His term as editor of Speech Monographs was one of the high points in the life of that journal. He was not merely an acceptor or rejector of manuscripts, he worked at length with authors to bring forth the best that they had to give. Under his editorship, mere promise was transformed into significant scholarship. One of the contributors to Monographs referred to Carroll Arnold as a "Teacher to the Profession." We, as an association, sensibly conferred on him the J. A. Winans Award for Distinguished Scholarship [1969].⁸

In an interview with Dr. James McBath, Chairman of the Speech Department of the University of Southern California, McBath stated that Dr. Arnold is "one of the greatest men in the field of speech communication."⁹

In addition to these honors and awards, Dr. Arnold has been a consistent contributor to scholarly journals and co-author of six books in the field of speech communication, including the widely-used Public Speaking As A Liberal Art.¹⁰ Of his writing, Dr. Becker notes:

. . . The flexibility of his mind and his sense of inquiry have led him to perceive and explore the relationships of rhetoric to wider fields of knowledge and he has shared these explorations and his discoveries with us through his many important publications. Although his roots have always been firmly in Speech Communication, his intellectual stance has been consistently interdisciplinary. He, more than anyone else, is responsible for the development of a phenomenological perspective which links rhetoric with political thought and philosophy.¹¹

During his forty-five years of teaching, Dr. Arnold has served as President of the Eastern Communication Association (1963-64); co-founder and Associate Editor of Philosophy and Rhetoric (1968-76); consulting editor for the Southern Speech Communication Journal (1975-78); and associate editor of Quarterly Journal of Speech, Speech Monographs, and Today's Speech during varying periods from 1950 until the present.¹² In 1969 he was awarded the James A. Winnans Award for distinguished scholarship in rhetoric and in 1977 received the SCA Distinguished Service Award. Recently he was chosen as the first A. Craig Baird Distinguished Professor of Communication Studies at the University of Iowa. Of this award Dr. Arnold said, "Since Baird was my mentor at Iowa, the occasion has special meaning for me."¹³ A bibliography of his written works in the field of Speech Communication is listed in Appendix B.

Early Exposure to Public Address

Arnold's exposure to public address included sermons, chautauquas and local politics. Arnold explained the impact of his early years:

Political and religious discussions were constant among my adult relatives--among whom were also a couple of local journalists. In these ways public address as a variety of forms was conceived as a central part of getting on in the world, politically or religiously. In childhood I was much impressed by a few evangelists who came through and by some chautauqua lecturers, though I've no idea who they were, now. I know of no one specific address that had an impact on my career. I simply think I somehow picked up the notion that reading, writing, and speaking were the social instruments of the world of religious and political affairs. And that was one thing on which my mother, who prized reading and writing, and my father, who prized public business and religious action, could agree on. So, no one ever challenged my interest in the methods and effects of public communication.¹⁴

One specific address that Dr. Arnold attended was the dedication of Sylvan Theatre by President Calvin Coolidge at South Dakota State College on September 10, 1927.¹⁵ However, the speech did not leave a lasting impresson as Dr. Arnold explained, " . . . it must have been that Calvin Coolidge's passion transported me, for I can't remember a thing he said that day in Brookings!"¹⁶

What influence did this early exposure to public address have on Dr. Arnold's career choice? In childhood he had considered becoming a preacher, then thought of a career in journalism, and finally, in high school decided he wanted to teach.¹⁷ In college, he prepared in English (including speech) and history, but explained that speech communication was important in his early years:

. . . to excell in any and all uses of language was a way to earn praise in my home. Communication was practical in my father's eyes and it was a sign of intelligence and literacy in my mother's eyes. I found I was rather good at it, and it was easy and fun, so why not use language skills as a way to "Get on"? I don't think public addresses per se drew me much in these directions, but that I could see sermons changed people and believed speeches (and discussions) altered political and social life made "public address" inviting to me. When I found I could win debate decisions (once in a while shift opinion in an audience), my inclinations toward entering some enterprise involving public communication was confirmed.¹⁸

Dr. Arnold was raised in an atmosphere that encouraged speaking skills. It was assumed that he received some training in oral expression in the elementary years since he spoke of how his parents encouraged him in language skills. In addition, he was exposed to public address in the form of sermons and chautauqua lectures. Arnold indicated that he had been interested in the field of speech communication in his early years.

Education and Rhetorical Training

Arnold did not report any classes in speech taken in high school, but he was active in debate as an extra-curricular activity. According to a questionnaire that Dr. Arnold completed for this study, his high school debate coach was Bill Behl. This experience did have some effect on Arnold's career. When asked if there was any specific event, course, or person that was a major influence in his decision to enter the field of speech communication Arnold replied, "Bill Behl taught me to debate, and coaching debate looked like fun, but eventually teaching Oral English at Washington High

School [Sioux Falls, South Dakota] made me want to learn more."¹⁹

Although Arnold's final decision to enter the field of speech communication came many years later, this high school experience did have some influence.

Arnold's interest in speech communication was strongly evident in his undergraduate years. According to the 1933 Sioux Brave, the college yearbook of his senior year, Dr. Arnold had, during his college career, been in debate for four years, a member of Pi Kappa Delta for four years (twice serving as president), the Forensic Representative of the Sophomore class, a member of the Forensic Board, Forensic Manager, Forensic Editor for the Sioux Brave, the Extemporaneous Winner his Junior and Senior Years, a representative to the Pi Kappa Delta Convention all four years, and a delegate to the Northwest Debate Tournament in St. Paul, Minnesota in 1933. In addition to these forensic activities, he was involved in music, drama, and student politics (Senior Class President and President of the Student Association).²⁰

His college debating record was exemplary as noted by the Sioux Brave²¹ during his junior year:

The local chapter (Pi Kappa Delta) was represented at the Tulsa Convention by John Shulz, Carroll Arnold, Robert Ritter, Marjorie Harlan, Norma Stevens. These delegates, under the direction of Prof. Arthur C. Gray, have completed a successful season. The men's team, composed of John Schulz and Carroll Arnold, won the state round-robin debate tourney held on the State College campus in February.²²

He and his partner, John Shulz, defeated Yankton State College, Northern Normal and Eastern Normal at the State College Tournament.²³

That same year he won the Drake Extemporaneous Speaking Contest with the speech, "Should the G.O.P. be Returned to Office?".²⁴

His involvement went beyond competitive forensics. His duties as Forensic Manager included scheduling debates with other schools and laying the plans for the year's activities.²⁵ Dr. Arnold also belonged to two campus societies that emphasized public address. The Sioux Literary Society met bi-monthly to "review poetry, novels, contemporary literature, and drama; guest speakers also delivered addresses of interest on given or chosen topics."²⁶ Another group, for men only, was described by the 1933 Sioux Brave:

Fifteen Sioux Falls College men, interested in deliberative procedure, in current history, and in statesmanship, perfected an exclusive campus organization late last fall, and styled it, "The Statesman's Club."

Socialist haranguers, lawyers, ministers, politicians, journalists, and untitled citizens have presented their cases for the scrutiny of the club in Tuesday evening addresses before the group.²⁷

During his senior year, Arnold again won the extemporaneous contest with the speech, "War Debts Should Be Done Away With."²⁸

The yearbook described the debate season:

Features of the debate season were a broadcast clash with State College over KSOO, and a men's audience decision debate with State before the Dell Rapids PTA, which was won by SFC.

Especially worthy of commendation is the fact that both men's and women's squads finished among the first seven team [sic] in the Northwest tourney where there were 51 groups from six states in competition.²⁹

Upon graduation from Sioux Falls College in 1933, Arnold began teaching in a one-room rural school. "I loved even that,"

he said,³⁰ but moved on to Washington High School in Sioux Falls, South Dakota, to teach history and coach debate. He was soon reassigned to "Oral English," an experimental class that the school administrators created.³¹ Of that teaching experience he said, "I there learned I didn't know enough about speech, hence the speech-history mix of four summers of graduate school."³²

The Decision to Select Speech As a Major Field of Study

Arnold began attending summer school at the University of South Dakota to learn more about speech and prepare himself as a teacher of oral English.³³ He stated:

Once I committed myself to teaching, it never occurred to me that I could sensibly stop short of an M.A. I felt I ought to have the knowledge (especially in history and composition) and--no small point--a better teaching job was possible.³⁴

While studying at USD, he took a course called "Advanced Speech Composition" taught by C. E. Lyons.³⁵ The textbook used was William Norwood Brigrance's The Spoken Word and he credits it as:

. . . the single book that opened my eyes to the intricacies of verbal composition. . . . the book showed me that there was a psychology and an art to composition which none of my English, history, or speech teachers had let me in on. That discovery was a major reason for going to Iowa two summers later--they were reputed to have a "hot" speech department with stuff called "public address."³⁶

In order to increase his abilities as a teacher and to investigate the intricacies of speech communication, Arnold elected to study speech and public address for his master's degree.

The Decision to Pursue a Higher Education Degree in Speech

Arnold began attending summer school at the University of Iowa, Iowa City, Iowa, in 1936. His curriculum was still a mixture of history, literature, and speech. His final decision to select speech communication as a career was made in 1938. Two factors were reported to have prompted this decision: an influential instructor and a desire to combine all his interests. Dr. Arnold explained in a questionnaire:

The crucial moment was the summer of 1938 when Baird [A Craig] said, "You could be successful as a Ph.D. in speech." It was then that I worked out in my mind that despite the "second-class" status of speech in higher education, I could have a freer, more intellectually exciting time working all of my literary-historical-rhetorical interests (plus learning a little philosophy) than in any other line.³⁷

With the encouragement of Baird, Carroll Arnold "worked this out rather consciously in the summer and fall of 1938."³⁸ Dr. Arnold did not return to teach school in the fall of 1939:

I concluded that though speech wasn't greatly respected academically, I could with hard work make a career. That was it. I applied for full time graduate study.³⁹

Laura Crowell

Personal Biography

Laura Crowell was born on December 19, 1907, in Merville, Iowa.⁴⁰ She attended elementary and high school in Dell Rapids, South Dakota, graduating in May, 1925.⁴¹

She attended the University of South Dakota at Vermillion, South Dakota, from 1925 until 1929, graduating with a B.A. degree in Latin. According to The Coyote, USD yearbook, Miss Crowell was active in the Young' Women's Christian Association, Alethian (a literary society), Crimson Bow, Women's League, Women's Athletic Association, Debate, Kaepsoroid, Kappa Phi, Mortar Board, Phi Beta Kappa, Zeta Kappa Psi and Latin Club.⁴² The Crimson Bow was described in the 1928 Coyote:

Crimson Bow, an organization of girls of Junior ranking on campus, has as its purpose the securing of unified group action from the Junior girls as a body. The organization sponsors an annual carnival, the proceeds of which are deposited in the Union building fund.⁴³

Zeta Kappa Psi was a women's forensic fraternity; Laura Crowell was Secretary-Treasurer for the group. Miss Crowell was involved in a women's speech club also. The 1929 Coyote described the group's function:

Kaepsoroid, women's speech club, has as its purpose the fostering of interest in public speaking. Each year the club sponsors an interpretative reading contest which is open to all girls on the campus.⁴⁴

She represented the USD Y.W.C.A at the Tenth Quadrennial Student Convention in 1927.⁴⁵ Upon graduating, Miss Crowell was honored with the Clark M. Young Prize, described in the Volante, June 11, 1929:

The Clark M. Young Prize is awarded to the member of the graduating class who stands highest in general scholarship. The gift of Arnold L. Davis, c. [class] '95, of New York City, amount \$60, is awarded to Laura Crowell.⁴⁶

Upon graduating, Miss Crowell began teaching in South Dakota schools: Geddes 1929-1932, Wakonda 1932-1935, and Platte 1935-1939.⁴⁷ During the summers of 1937 and 1938, she attended the University of Iowa, Iowa City, Iowa, to study for the Master of Arts Degree in speech. She completed that work during a full school year of study and received the M.A. in the spring of 1940.

Upon receiving the Master's degree she returned to teach speech at the University of South Dakota for a year. She instructed practice teachers in the University High School program.⁴⁸ The following two years she taught speech at Mississippi State College for Women, Columbus, Mississippi, and then took time out from teaching to be an officer in the Women Accepted for Volunteer Emergency Service for two and one-half years.⁴⁹

In 1946, Miss Crowell accepted an assistantship for one year with the Speech Department at the University of Iowa and began her studies for the Ph.D. She assumed a teaching position as an assistant professor at Dekalb State Teachers College, Dekalb, Illinois, for the school year of 1947-48 and was promoted the next year to associate professor of speech. She continued her studies for the Ph.D. during the summer sessions and in 1948 received the Ph.D. degree in speech communication from the University of Iowa.⁵⁰ In the summer of 1949, Dr. Crowell taught at Washington University in St. Louis, Missouri.

In the fall of 1949, she moved to Seattle, Washington, and joined the staff of the speech department at the University of

Washington as an assistant professor. She was promoted to the position of associate professor in 1955, and in 1966, became a professor.⁵¹ While at Washington, she conducted numerous workshops in handling small groups and discussions. In fact, student leaders on campus asked her to teach a special section on group leadership and discussion. She taught this section in addition to her regular classes. In 1955, the Associated Students of the University of Washington presented her with an award in recognition of her contribution.⁵²

Since her retirement in 1973, Dr. Crowell has remained active in the teaching profession: teaching at Fuller Theological Seminary, Pasadena, California, and in the extension programs in Seattle, Washington, and Fresno, California.⁵³ In September, 1978, the speech department established a graduate student fund in her honor. This fund enables graduate students at the University of Washington to travel and present papers at national conventions.⁵⁴

Dr. Crowell has published many scholarly articles, particularly in the field of discussion. Recently, with the cooperation of Thomas M. Scheidel, she published the book Discussing and Deciding. A bibliography of her written works in the field of speech is listed in Appendix C.

Early Exposure to Public Address

Miss Crowell's early exposure to public address was of a religious nature. She explained:

I heard few public addresses of any sort except sermons. These were given mostly by an unusually well educated minister (Presbyterian) in Dell Rapids. I don't know any particular one that influenced me, but I recognized in his work the power of effective speaking.⁵⁵

She was involved with a youth group in the Presbyterian Church at Dell Rapids and spoke at meetings. She recalled giving oral readings at church and in high school for Flag Day and other special occasions.⁵⁶

In answer to the question, "What influence did this early exposure to public address have on her career choice?", Miss Crowell replied, "Little, I think."⁵⁷ She reported that her decision to enter the field of speech communication came during her college years, as will be seen by the next section.

Education and Rhetorical Training

Miss Crowell was involved in forensic activities at Dell Rapids High School. During a telephone interview on August 6, 1979, she stated that she was coached by James Fitzgerald during her junior year, but that Dell Rapids had no debate coach during her senior year. According to her official transcript at the University of South Dakota, she took a course in public speaking, 1/2 unit, and received 1/2 unit of credit for debate while she was in high school.⁵⁸

At the University of South Dakota she majored in Latin with minors in English, chemistry and French.⁵⁹ According to official transcript from USD, during her freshman year she received an "A" in "Fundamentals of Public Speaking" and audited "Debating."

During her sophomore year she received an "A" for "Intercollegiate Debate," and finally in her senior year, received an "A" for "Occasions for Speech."⁶⁰

During the summer of 1927, she attended a session at the University of Iowa. Miss Crowell explained her reasons:

My first USD teacher, Professor Barnes, encouraged me, however, and since he went on to teach at the University of Iowa, he wanted me to come there for the summer to test out a speech program.⁶¹

Her interest in speech was evident by her involvement in forensic activities at USD. While there her debate coaches were L. S. Judson (whose significance in the field of speech was noted in Chapter Two) and James McBurney (one of the subjects of this study). According to the Volante, October 11, 1927:

The results of the tryouts for the Women's Debating Squad was [sic] announced yesterday by L. S. Judson, instructor of public speaking. The six co-eds chosen were Elsie E. Barber, c [lass] '30, Tyndall, S.D.; Laura Crowell, c '29, Dell Rapids . . .

The first debate of the season will be against South Dakota State College, Brookings, S.D., on Dec. 28. The question is: Resolved: That This House Favors Our National Policy in Regard to the Latin-American Situation.⁶²

At the end of the 1927-28 school year the Volante summarized the debate squad's activities:

. . . Miss Crowell has captained six teams during the present season, against Morningside College, Madison State Teachers College, South Dakota State College, and Dakota Wesleyan University.

Last week this same squad in a practice debate against State College before the Sioux Falls branch of the AAUW defeated the upstaters by a majority vote of the judges. [The term "upstaters" is a slightly

derogatory one, emphasizing the rivalry between the school in Vermillion and the school in Brookings.⁷⁶³

Laura Crowell was on the varsity debate squad every year she attended USD.⁶⁴ Again, at the end of the 1928-29 school year, the Volante described the season:

The fullest varsity debate season in the history of the university will close Friday with a debate with North Dakota before the Sioux City Chamber of Commerce. On the week-end debate tour the women's debate team, composed of Miss Ellen Nelson, Miss Isabel Hegnes, and Miss Laura Crowell, won a decision over Nebraska Wesleyan University.⁶⁵

Miss Crowell also won second place in the Extemporaneous Speech Contest held in May, 1929.⁶⁶

Despite all of this activity in forensics and the courses she took, Miss Crowell did not, at the time, consider speech communication as a major field of study. She explained her reasons in a questionnaire, July 20, 1978:

Perhaps you realize that USD did not give a degree in Speech Communication when I was attending. Although I took a course in Public Speaking in the first term of my freshman year, debated all four years, and participated in original oratory and extemporaneous contests--I had no reason for thinking of Speech as a field to major in.⁶⁷

The Decision to Select Speech As a Major Field of Study

Miss Crowell said she did not consider speech as a major field of study until she began teaching and found that her experience in forensics was in demand for coaching in high school. When asked if there was any specific event, course, or person that was

a major influence in her decision to select speech communication as a major field of study, Miss Crowell replied:

The reason I turned to Speech Communication for Masters and Ph.D. was that I was asked to teach debate and declamation in the high schools where I taught. My own high school and college experience in these extra-curricular activities was considered the necessary preparation for teaching them. So when I was ready for further study myself, I took Speech Communication as my field.

I had found that one can really affect the attitudes and experience of students in their speech work (both in class and extra-curricular events) more deeply than in many other fields of study.⁶⁸

Because of her personal experience with forensic activities, Miss Crowell was asked to teach and coach speech. When she returned to study for a degree beyond the B.A., she naturally turned to speech communication as a field of study. It was noted that during the time that she taught in South Dakota high schools, 1929-1939, speech became a part of the required curriculum. It is assumed that the supply of speech teachers did not meet the demands of the high schools, and Miss Crowell's experience in speech activities was probably utilized to the fullest. Dr. Crowell's statements also indicated that she found teaching of speech a fulfilling and satisfying experience.

The Decision to Pursue a Higher Education Degree in Speech

Miss Crowell attended summer school at the University of Iowa in 1937 and 1938. While still teaching at Platte, South Dakota, in the spring of 1939, she had decided to pursue a degree in speech communication.⁶⁹ She returned for a full year of study

at the University of Iowa and received her M.A. in 1940. Incidentally, Dr. Barnes, who had first instructed her in "Fundamentals of Speech" at USD and encouraged her to attend the University of Iowa in 1926, was still there in 1938, and she again took a speech course from him.⁷⁰

Dr. Crowell was asked what were the decisive factors that prompted her to pursue a post-graduate degree in speech communication.

She explained:

The feeling that if I were going to make a career of teaching (as it seemed I was), and to be concentrating on speech, with the other class load adjusted (somewhat) to let me have time to do so, I'd better get further training. My own experience had been a good basis but in my undergraduate work I really had only 2 or 3 actual courses and my taste of the excellent department at the University of Iowa fired my enthusiasm.⁷¹

Dr. Crowell's decision to pursue a career in speech education appears to have evolved essentially from three reasons. The success of her extra-curricular activities in forensics, and the encouragement of her instructors prepared her for the demands of the South Dakota high school curriculum. The demands placed upon her as an instructor of speech prompted her to pursue her studies in speech. Finally, the personal satisfaction she gained by studying and teaching speech solidified her decision to make speech a career.

James Howard McBurney

Personal Biography

James Howard McBurney was born in Tyndall, South Dakota, on June 19, 1905. He attended Tyndall High School and was a member of the South Dakota State Championship debating team from Tyndall in 1922.⁷²

He attended Yankton College, Yankton, South Dakota, from 1922 until 1925.⁷³ After receiving his B.A., he taught speech and English and coached debate at Norfolk, Nebraska, 1925-26; Fremont, Nebraska, 1926-27; and East High School in Sioux City, Iowa, 1927-28.⁷⁴

In 1928, he accepted a position as a graduate assistant at the University of South Dakota in the department of speech.⁷⁵ Although his studies for the M.A. degree were in economics, his assistantship was in speech, and he coached the USD debate teams. Incidentally, he coached Laura Crowell in debate while at USD. He received his M.A. degree in economics in 1929.⁷⁶

He was awarded a graduate assistantship in speech at the University of Michigan, and continued there as an Instructor in Speech until 1935 when he received the Ph.D.⁷⁷ While at Michigan he also coached debate and served as State Manager of the Michigan High School Debating League.⁷⁸

In 1935, McBurney went to Columbia University in New York City on a Post-Doctoral Fellowship and was subsequently appointed to an Assistant Professorship at Columbia.⁷⁹ He resigned at

Columbia to go to Northwestern University in Evanston, Illinois, as an Associate Professor in Speech in 1936. In 1941, he became a Professor and in 1942 was named the Dean of the School of Speech at Northwestern University, continuing in that position until retiring in 1972.⁸⁰

He served as a moderator of the program, "Your Right To Say It," on WGN-TV, Chicago.⁸¹ He also moderated "The Northwestern Reviewing Stand," a nationally broadcast discussion program. In 1967, he received an honorary award from Michigan and was also awarded an honorary degree from his alma mater, Yankton College.⁸² McBurney served as President of the Speech Association of America in 1939. He is also a member of Phi Beta Kappa, Delta Sigma Rho, and Lambda Chi Alpha.⁸³ A selected bibliography of his written works in speech communication appears in Appendix D.

Early Exposure to Public Address

McBurney recalled that he did attend chautauqua lectures in his youth, and that they might have had some influence. Apparently he was interested to some degree, as he worked with the chautauqua systems later. He reported that:

Local (Tyndall, South Dakota) chautauqua programs may have had some influence on my interests. For three summers (1922, 23, 24), I worked with the White & Myers Chautauqua Systems out of Kansas City, Missouri. William Jennings Bryan traveled with us one summer and I heard him speak many times.⁸⁴

Dr. McBurney did not indicate whether this experience had any influence on his later career. It was assumed that the chautauqua

lectures he heard as a boy had some impact since he later was involved with chautauqua activities during his college years. Certainly, traveling with and listening to William Jennings Bryan must have been inspiring.

Education and Rhetorical Training

Dr. McBurney did not report any speech activities or classes in oral expression during his elementary years. His interest in speech began in high school. He attributed this interest to the work of three men: Oscar Phillips, Harold Card, and Lloyd Rising.⁸⁵ Phillips and Card were teachers in the Tyndall High School and Rising was the local Methodist minister. McBurney noted that these three men graduated from Dakota Wesleyan University of Mitchell, South Dakota.

Under the direction of his coaches in debate, Phillips and Card, McBurney became State High School Debate Champion in 1922. That year Tyndall defeated Watertown High School in the final round of the championship debate.⁸⁶ McBurney stated, "There can be no question that the experiences leading me into the teaching of speech were those gained in high school and college debate."⁸⁷ He debated all through his college years at Yankton College, but noted, "I regret to say that the only course I had in college was one in argumentation and debate."⁸⁸ The majority of his training came from competitive experience rather than classroom training. As indicated in Chapter II of this study, dramatics rather than public speaking was the major thrust of the speech courses

available while McBurney was attending Yankton College. The Greyhound, Yankton College yearbook of 1924, explained the status of forensics at that time:

The debating record for the year 1921-22 was hampered, chiefly, because we had no regular debate coach. The work of coaching the men's and women's teams was undertaken by Arthur M. Wilson '22, who devoted his utmost energy and time to this end.

The men's debates were held March 20th. The affirmative team--Henry Van Horn, Paul Delaporte, and Howard McBurney--met Northern Normal at Aberdeen.⁸⁹

The first years that McBurney attended college, the debate activities and classes were limited because of the lack of a trained college instructor.

McBurney was an outstanding college orator as evidenced by The Greyhound, 1924:

A great deal of interest was shown this year in the Nordness Oratorical Contest between Freshmen and Sophomores for the Nordness Gold Medal. There were 7 contestants entered. Howard McBurney, '26, won first place with his oration "The New Menace."

The Lay Old Line Oratorical Contest was held in December. Howard McBurney, whose oration was "The New Menace" was awarded second . . . Mr. McBurney represented Yankton College at the State Oratorical Contest held at the State School of Mines, Rapid City, in February.⁹⁰

The school newspaper, The Yankton Student, of March 1, 1923, detailed the state contest:

Yankton went one-third of the way toward securing permanently the new Forensic Association Cup when her representative won first place in the State Oratorical Contest at Rapid City on last Friday evening. With his oration "The New Menace," a stirring plea for fuller enforcement of the Eighteenth Amendment, Howard McBurney, a freshman, carried away first honors and considerable glory from the "Far West."

. . . a seeming wide range of markings was due largely to the fact that there were exhibited two entirely different styles of oratory. The teacher of each class or style naturally favored the sort of oration which he believed measured up to his own standards. This situation explains in large measure the wide range of ranks that were given. McBurney was of the impassioned, yet conversational style, which gripped largely through an appeal to the intellect. On the other hand, the opposite tendency was exhibited in such speakers as the Huron representative--rather bombastic, almost ranting style, giving the impression of trying to break down any opposition on the part of the audience by a forceful, highly emotional pounding away as hard as one could at their ears--aiming thus to get at the intellects presumably.⁹¹

This article in the student newspaper also indicated the state of public address and the different schools of thought that were prevalent at the time. It indicated that McBurney's presentation was of the new conversational delivery, and his competition was still under the influence of the elocutionary delivery.

In 1924, McBurney debated affirmatively on the question: "Resolved: That the U.S. should enter the World Court as proposed by President Harding."⁹² He again debated affirmatively for the 1925 question: "Resolved: That Capitol Punishment should be abolished in the U.S."⁹³ In addition to debate and oratory, McBurney was the winner of the Riggs Extempore Contest in 1925, a member of Pi Kappa Delta and Forensic Manager in 1923-24.⁹⁴

The Decision to Select Speech As a Major Field of Study

Dr. McBurney's decision to pursue a career in speech came rather late in his academic life. As he stated, "Speech as an academic field of study was in its infancy."⁹⁵ Although his

assistantship at the University of South Dakota was in speech, and he coached the debate teams there, his major was in economics. He accepted a graduate assistantship in speech at the University of Michigan, but again he did not plan to study for the Ph.D. in speech. He originally intended to study law and did take some courses at the Law School at Michigan.⁹⁶ His decision to study for the Ph.D. in speech was made after he had started attending the University of Michigan.

Although James McBurney was awarded two graduate assistantships because of his abilities as a coach and teacher of speech, he credits the influence of an instructor at the University of Michigan as a decisive factor in his pursuing a career in speech.

The man most responsible for my interest in speech was (the late) Professor J. M. O'Neill at Michigan. Mr. O'Neill was one of the founders of the Speech Association⁹⁷ and first editor of the then Quarterly Journal of Speech.

McBurney was active in speech throughout his high school and college years. He indicated that this was a sound basis for his interest in speech communication. He taught and coached speech in high school and college, but did not decide to pursue a career in speech until studying for his Ph.D. at the University of Michigan.

Ernest Bormann

Personal Biography

Ernest G. Borman was born on July 28, 1925, in Stickney, South Dakota.⁹⁸ He attended rural and city elementary schools at

Tripp, South Dakota, and Stickney. In 1943, he graduated from Stickney High School.⁹⁹

He began attending the University of South Dakota, Vermillion, South Dakota, in the summer of 1943, but in 1944, his studies were interrupted by service in the second world war. He returned to USD in 1946 and graduated magna cum laude with a B.A. degree in speech in 1949. Bormann did post-graduate work at the University of Iowa, Iowa City, Iowa, and received the Ph.D. in speech in 1953.¹⁰⁰ In this manner, Bormann did not follow the usual pattern of B.A., M.A., and Ph.D. Because he decided that the Ph.D. was necessary during his junior year, he went directly into a program with that goal in mind.

Upon graduating from the University of Iowa, he assumed a position as Assistant Professor of Speech at Eastern Illinois University, Charleston, Illinois.¹⁰¹ He was promoted to Associate Professor of Speech at Eastern Illinois University in 1955. From 1956 until 1959, he was Associate Professor at Florida State University, Tallahassee, Florida.¹⁰² He was hired as Assistant Professor of Speech at the University of Minnesota in 1959, promoted to Associate Professor in 1961, and in 1965 became a Professor.¹⁰³ Dr. Bormann is currently teaching at the University of Minnesota. Bormann has published a number of articles and books on public speaking, inter-personal communication and small group communication. A bibliography of his works is listed in Appendix E.

Early Exposure to Public Address

Dr. Bormann recalled that his early speech influence consisted of religious services, political rallies and a few court trials.¹⁰⁴ He stated that he "listened continually to radio, including public affairs broadcasts and speeches."¹⁰⁵ Apparently the emergence of radio gave ample opportunity to listen to public addresses.

When asked if this early exposure to public address influenced his career choice, Dr. Bormann reported:

I was much taken with politics and the law and the speaking activities associated with them. I decided to study law which led me to go out for debate, oratory, extemporaneous speaking and finally to major in speech with a minor in law.¹⁰⁶

Bormann was influenced by this early exposure to public address. Broadcasts and speeches he heard on radio and his early interest in politics and law reportedly prompted him to pursue the study of law which included speaking.

Education and Rhetorical Training

Chapter II of this current study pointed out that oral expression had less emphasis in the elementary curriculum during the time that Bormann attended. In a telephone conversation on October 10, 1979, Bormann stated that he did not have any speech training in grade school and that his high school training consisted of the speech training in junior English.

Bormann's interest in speech communication was strongly evident in his undergraduate years. He began his studies with the

intention of going into law and was active in extra-curricular forensics activities. He stated:

At South Dakota [University of South Dakota] you could get a B.A. after three years in Liberal Arts and one year in law school and then continue on for two more years and also get a law degree. However, I changed my career goals my junior year and decided to get a doctorate in speech.¹⁰⁷

His studies were interrupted by World War II. When he returned to USD in 1945, he took his first speech course. Bormann described this course:

My first speech course was filled with veterans returned from WW II. I returned to school for second semester of the 1945-46 school year. We had an excellent time of it because we were so delighted to be back and the war was over. We spoke on many wild and strange topics. We developed a norm of trying to top one another with war stories.¹⁰⁸

His interest in speech went beyond the classroom. The Volante, USD newspaper, December 17, 1946 described a speech conference that he attended:

Nine speech students attended the Intercollegiate Conference on Problems of Peace at the State University of Iowa in Iowa City. Debators arguments centered on the question: "Resolved: Labor should be given a direct share in the management of industry." University negative debaters were Jack Howe and Ernie Bormann who won three debates and lost one.

Bormann was one of the six winners in the after-dinner speaking contest and was asked to sit at the speaker's table at the forensic luncheon on Saturday noon where all 200 participants in the conference met.¹⁰⁹

Later that same year, he entered the oratory competition at the University of Nebraska Intercollegiate Debate and Discussion Conference. At that same conference, he excelled in debating, as reported by The Volante of Tuesday, March 4, 1947:

The University debate squads were both rated excellent at the University of Nebraska Invitational Debate and Discussion Conference. The negative debate team of Ernest Bormann, Stickney, and Jack Howe, Sioux City, Iowa, scored wins over Iowa State, Midland and Hastings College, and lost two debates to the University of Kansas and Carlton College. . . . Bormann, Howe, and Cameron were judged as excellent individual speakers.¹¹⁰

In April of 1947, a public debate was held at the University of South Dakota. Bormann and his partner, Jack Howe, debated negatively against the team from the University of Minnesota on the topic: "Resolved: Labor Should be Given a Direct Share in the Management of Industry."¹¹¹

The following year was an outstanding one for Bormann. In an article entitled, "Bormann is Honored at Nebraska Tournament," the March 2, 1948, school newspaper reported:

Ernest Bormann was selected as leader of the parliamentary meeting on the current collegiate debate topic at the annual University of Nebraska forensic tournament Friday and Saturday.

The two University teams won eight of ten rounds of debate on the question: "Resolved: That a World Government Should be Established." . . . Bormann was rated as a superior individual debater in the tournament. As a team, Miss Rogers and Bormann were judged as excellent.¹¹²

That year the USD debate team was one of twelve in the nation which was invited to have their debates published in the 1948 Debater's Annual. The Volante of March 23, 1948, detailed the honor:

The debate which the University team will have transcribed for publication will be "Resolved: The Marshall Plan Should be Adopted," which they will use at the Missouri Valley conference Saturday against the University of Kansas. Speakers: Ernest Bormann, Gerry Tracy, Karl Kabeisemant and Jack Howe.¹¹³

In 1949, Bormann was one of six students at USD who participated at the National Tau Kappa Alpha Speech Tournament at Purdue University, Lafayette, Indiana. Bormann competed in discussion and was one of five students chosen from the national group to speak at the Kiwanis Club in Lafayette during the contest.¹¹⁴ He ranked ninth among the 99 contestants entered in discussion rounds at the tournament.¹¹⁵

Bormann studied a variety of courses in speech at USD. According to his official transcript from the University, he studied Fundamentals of Speech, Argumentation and Discussion, Parliamentary Law, Voice and Articulation, Oral Interpretation, Greek and Roman Theories of Rhetoric, History and Criticism of American Public Address, Speech Seminar and Persuasion. He received an "A" in each of these courses as well as for his Intercollegiate Debate credits.¹¹⁶ His early interest in radio was carried out as he also took a course in Radio Announcing for which he received a "B."¹¹⁷

All of this activity and interest in speech led Bormann to change his career goals and prepare himself for a doctorate in speech. The next section will detail that decision.

The Decision to Select Speech As a Major Field of Study

Bormann reported that he received encouragement from his instructors and debate coaches. He explained the circumstances that led him to switch from a pre-law degree to speech.

I had some success and lots of good times traveling on the debate circuit and with Kim Griffen. Elbert Harrington was a wise teacher, and one day when I was practicing an oration for the state contest, he asked me what I intended to do when I graduated. I told him that I was going to law school. He said that he had had similar ambitions and had actually put in one year at law school. He thought I would make a good speech teacher and suggested that I seriously consider it.

I was under the impression that teaching positions were hard to find in higher education and the salaries were low. However, Dean Harrington said that there were more opportunities in speech than in some other fields such as history and philosophy in which I was also interested. . . . The academic life appealed to me and my ambition for politics and the law were not as strong as they had been so I mulled over and decided to change.¹¹⁸

Bormann's activities and interests were noted by his professor, Elbert Harrington, and because of the encouragement of Harrington, Bormann decided to prepare immediately for the Ph.D. While he was still in undergraduate school, he began to plan for the doctorate. Bormann explained:

I wanted to become a university professor. The advanced degree was a must. I began planning for my doctorate the summer between my junior and senior year. I selected a graduate school, enrolled in French (I already knew enough German to pass that requirement) and selected the topic for my doctoral dissertation--the speaking of Huey P. Long of Louisiana. My senior year I began reading Long's speeches in the Congressional Record. History was a possible choice since I liked it as much if not more than speech but in 1948-49 the opportunities for Ph.D.s in history were extremely limited. There were apparently more openings in speech.¹¹⁹

Once Bormann made the decision to make speech his major field of study, he immediately began preparation for a higher degree. He received the Ph.D. from the University of Iowa in 1953.

Bormann was interested in speech throughout his early years. He was interested in politics and law and enjoyed forensic activities. Because of his outstanding record in debate and other forensic activities and his classroom work, his college professors encouraged him to enter the field of speech.

FOOTNOTES

- ¹Who's Who in America, 40th edition, 1978-79, p. 102.
- ²Carroll Arnold, questionnaire, June 8, 1979, p. 1.
- ³Who's Who in America, 40th edition, 1978-79, p. 102.
- ⁴Spectra (Falls Church, Va.: Speech Communication Association), February, 1978, p. 19.
- ⁵Who's Who in America, 40th edition, 1978-79, p. 102.
- ⁶Ibid., p. 102.
- ⁷Ibid., p. 102.
- ⁸Spectra, February 8, 1978, p. 19.
- ⁹James McBath, interview, April 21, 1978.
- ¹⁰John F. Wilson and Carroll C. Arnold, Public Speaking as a Liberal Art (Boston: Allyn and Bacon, Inc., revised edition, 1968).
- ¹¹Spectra, February 8, 1978, p. 10.
- ¹²Carroll Arnold, letter to author, August 2, 1979.
- ¹³Ibid.
- ¹⁴Carroll Arnold, letter to author, June 8, 1978.
- ¹⁵Carroll Arnold, questionnaire, June 8, 1978.
- ¹⁶Ibid., p. 2
- ¹⁷Ibid., p. 2.
- ¹⁸Ibid., p. 2.
- ¹⁹Ibid., p. 2.
- ²⁰The Sioux Brave, Published by the Associated Students of Sioux Falls College, Sioux Falls, S.D., 1933, p. 27.

²¹The college yearbooks of both Dr. Arnold's Junior and Senior years are listed as The Sioux Brave, 1933. The first was published by The Student's Association, the second by The Associated Students of Sioux Falls College.

²²The Sioux Brave, 1933, p. 80.

²³Ibid., p. 81.

²⁴Ibid., p. 79.

²⁵Ibid., p. 78.

²⁶Ibid., p. 92.

²⁷Ibid., p. 93.

²⁸The Sioux Brave, 1933, p. 66.

²⁹Ibid., p. 65.

³⁰Carroll Arnold, questionnaire, June 9, 1978, p. 2.

³¹Carroll Arnold, personal interview, April 21, 1978.

³²Carroll Arnold, questionnaire, June 8, 1978, p. 2.

³³Carroll Arnold, personal interview, April 21, 1978.

³⁴Carroll Arnold, questionnaire, June 8, 1978, p. 2.

³⁵Carroll Arnold, letter to author, July 8, 1978.

³⁶Carroll Arnold, questionnaire, June 8, 1978, p. 2.

³⁷Ibid., p. 2.

³⁸Ibid., p. 2.

³⁹Ibid., p. 2.

⁴⁰Laura Crowell, official transcript, USD, August 16, 1979.

⁴¹Laura Crowell, questionnaire, July 20, 1979, p. 1.

⁴²The Coyote (Vermillion, S.D.: University of South Dakota), 1928, p. 48.

⁴³The Coyote, 1929, p. 237.

⁴⁴Ibid., p. 221.

⁹⁴⁵"Crowell and Gaskings Will Attend Y.M.-Y.W. Meet," The Volante, USD student newspaper, Vermillion, S.D., Friday, Dec. 16, 1927, Vol. XLII, No. 24, p. 1.

⁴⁶"Prizes and Awards and Honors Given Many Graduating Seniors," The Volante, USD student newspaper, Tuesday, June 11, 1929, Vol. XLIII, No. 57, p. 1.

⁴⁷Laura Crowell, questionnaire, July 20, 1978, p. 2.

⁴⁸Laura Crowell, telephone interview, August 6, 1979.

⁴⁹Ibid.

⁵⁰Ibid.

⁵¹Laura Crowell, letter to author, Oct. 6, 1979.

⁵²Ibid.

⁵³Laura Crowell, letter to author, Aug. 4, 1979.

⁵⁴Laura Crowell, letter to author, Oct. 6, 1979.

⁵⁵Laura Crowell, questionnaire, July 20, 1978, p. 1.

⁵⁶Laura Crowell, telephone interview, Oct. 3, 1979.

⁵⁷Laura Crowell, questionnaire, July 20, 1978, p. 1.

⁵⁸Laura Crowell, official transcript, USD, Aug. 16, 1979.

⁵⁹Ibid.

⁶⁰Ibid.

⁶¹Laura Crowell, questionnaire, July 20, 1978, p. 1.

⁶²"Women's Debating Squad Chosen in Tryout Series," The Volante, USD student newspaper, Tuesday, Oct. 11, 1927, Vol. XLII, No. 7, p. 1.

⁶³"University Debate Season Will Close Here Tonight," The Volante, USD student newspaper, Tuesday, May 1, 1928, Vol. XLII, No. 51, p. 1.

⁶⁴"Women's Varsity Debate Teams Chosen by Judson," The Volante, USD student newspaper, Tuesday, Jan. 17, 1928, Vol. XLII, No. 28, p. 1.

⁶⁵"Debaters Near End of Fullest Season," The Volante, USD student newspaper, Tuesday, March 12, 1929, Vol. XLIII, No. 37, p. 1.

⁶⁶"Anderson and Lyle are Winners in Speech Contest," The Volante, USD student newspaper, May 12, 1929, Vol. XLIII, No. 53, p. 1.

⁶⁷Laura Crowell, questionnaire, July 20, 1978, p. 2.

⁶⁸Ibid., p. 2.

⁶⁹Ibid., p. 2.

⁷⁰Ibid., p. 2.

⁷¹Ibid., p. 2.

⁷²James McBurney, questionnaire, Aug. 18, 1978, p. 1.

⁷³Who's Who in America, 40th edition, 1978-79, p. 2135.

⁷⁴Ibid.,

⁷⁵Ibid.

⁷⁶James McBurney, questionnaire, Aug. 18, 1978, p. 1.

⁷⁷Ibid., p. 1.

⁷⁸Ibid., p. 2.

⁷⁹Ibid., p. 2.

⁸⁰Ibid., p. 2.

⁸¹Who's Who in America, 40th edition, 1978-79, p. 2135.

⁸²James McBurney, questionnaire, Aug. 18, 1978, p. 2.

⁸³Who's Who in America, 40th edition, 1978-79, p. 2135.

⁸⁴James McBurney, questionnaire, Aug. 18, 1978, p. 1.

⁸⁵James McBurney, questionnaire, Aug. 31, 1979.

⁸⁶Ibid., p. 1.

- ⁸⁷James McBurney, questionnaire, Aug. 18, 1978, p. 1.
- ⁸⁸Ibid., p. 1.
- ⁸⁹The Greyhound, Yankton College yearbook, Yankton, S.D., 1924, p. 84.
- ⁹⁰Ibid., p. 89.
- ⁹¹"Yankton Representative Walks Off With New Forensic Cup at Rapid City," The Yankton College Student, Yankton College student newspaper, Yankton, S.D., March 1, 1923, p. 1.
- ⁹²The Greyhound, Yankton College yearbook, 1926, p. 107.
- ⁹³Ibid., p. 108.
- ⁹⁴Ibid., p. 35.
- ⁹⁵James McBurney, questionnaire, Aug. 18, 1979, p. 3.
- ⁹⁶Ibid., p. 2.
- ⁹⁷Ibid., p. 2.
- ⁹⁸Ernest Bormann, official transcript, USD, Aug. 16, 1979.
- ⁹⁹Ernest Bormann, questionnaire, June 9, 1978, p. 1.
- ¹⁰⁰Ibid., p. 1.
- ¹⁰¹Ernest Bormann, telephone interview, Oct. 11, 1979.
- ¹⁰²Ibid.
- ¹⁰³Ibid.
- ¹⁰⁴Ernest Bormann, questionnaire, June 9, 1978, p. 1.
- ¹⁰⁵Ibid., p. 1.
- ¹⁰⁶Ibid., p. 2.
- ¹⁰⁷Ibid., p. 2.
- ¹⁰⁸Ibid., p. 2.
- ¹⁰⁹"Nine Participate in Speech Meet," The Volante, USD student newspaper, Tuesday, Dec. 17, 1946, Vol. LX, No. 13, p. 1.

110 "Two Speech Teams Place at Contests," The Volante, Tuesday, March 4, 1947, Vol. LX, No. 20.

111 "Leading Debaters of Minnesota U to Speak Here April 24-25," The Volante, Tuesday, April 15, 1947, Vol. LX, No. 25, p. 1.

112 "Bormann is Honored at Nebraska Speech Tournament," The Volante, Tuesday, March 2, 1948, Vol. LXI, Nov. 20.

113 "University Team's Debate Is Chosen for Publication in Debater's Annual," The Volante, Tuesday, March 23, 1948, Vol. LXI, No. 23, p. 3.

114 The Volante, March 29, 1949, Vol. LXII, Nov. 23, p. 5.

115 "Forensic Squad Wins Fifth Place at TKA Tourney," The Volante, Tuesday, April 12, 1949, Vol. LXII, No. 25, p. 1.

116 Ernest Bormann, official transcript, USD, Aug. 16, 1979.

117 Ibid., p. 1.

118 Ernest Bormann, questionnaire, June 9, 1978, p. 2.

119 Ibid., p. 2.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

In this study, an attempt was made to determine the principal motivating factors which prompted selected prominent educators to enter the field of speech communication.

The first step was to determine the prominent living persons originating from South Dakota who have significantly contributed to the field of speech communication. A survey of the 1977 Directory of the Speech Communication Association revealed fifty-two members who had received bachelor's degrees from a South Dakota institution of higher learning. With the aid of the advisor for this study, criteria were compiled for selecting candidates for this study. These criteria and the names of the persons discovered through the SCA Directory search were sent to Dr. Harold Jordan, Dr. Edward Meyer, and Dr. Wayne Hoogestraat. The suggestions of these three men resulted in the selection of Dr. Carroll Arnold, Dr. Ernest Bormann, Dr. Laura Crowell, and Dr. James H. McBurney as subjects for this study.

The next step was undertaken in order to determine any previous studies dealing with either the subjects of this study or motivating factors of prominent educators to enter the field of

speech communication. A review of specific guides revealed no such studies.

The third step was determining the significant accomplishments in the field of speech communication achieved by each of the four subjects. This was accomplished through telephone interviews, personal letters, questionnaires, and examinations of indexes to publications in speech communication.

The fourth step was an attempt to determine the education and rhetorical training of each of the four subjects, their early exposure to public address, and the events which prompted each of them to select speech communication as a major field of study. Questionnaires were sent to each of the subjects, and permission was sought to review any available transcripts of their coursework. Further information was obtained through personal and/or telephone interviews. The college yearbooks and newspapers pertinent to the time the subjects were attending South Dakota schools were also utilized.

When compiling the information outlined in the first four steps, it was discovered that little information had been supplied concerning the speech training at the elementary and secondary levels for each of the subjects; therefore, information was assembled concerning the nature of speech education available in South Dakota during the years that each of the four subjects were enrolled in elementary, secondary, and higher education in South Dakota.

Conclusions

While fully recognizing the limited sample and the difficulty of assigning absolute answers from the sources of evidence available, the following conclusions appeared to be warranted:

1. Prior to the completion of this study no investigations had been undertaken to determine the principal motivating factors in the decision of educators from South Dakota to enter the field of speech communication.
2. South Dakota was a leading contributor to the advancement of the academic field of speech in the first part of the twentieth century.
3. The subjects of this study have made significant contributions to the field of speech communication through their influences, written works, and teaching.
4. All of the subjects of this study attended school when South Dakota speech education was in its ascendancy.
5. All of the subjects of this study had some early exposure to public address in South Dakota.
6. All of the subjects were involved in the extra-curricular speech activities of South Dakota schools.
7. The involvement in extra-curricular speech activities appears to have had some influence upon the decision of each of the four subjects to enter the field of speech communication.

8. All of the subjects of this study claimed that their own decision to enter the speech profession had been strongly influenced by one or more outstanding academic speech instructors.

Recommendations for Further Study

The present study has identified some probable reasons why selected prominent educators from South Dakota have chosen to enter the professional academic field of speech. However, these findings cannot be generalized to apply to all professional speech people with origins in South Dakota. We know something about the decision of four individuals in the field of speech communication, but more information is needed to make a general statement.

It is recommended that further studies be conducted using the same methodology with different subjects or a different methodology with different subjects. Findings from such studies could be combined with those from this current study and might ultimately provide a definitive answer to the question raised at the beginning of this inquiry.

APPENDIX A

QUESTIONNAIRE SENT TO THE SUBJECTS OF THIS CURRENT STUDY

1. What is the name and location of the elementary schools you attended?

Name	Location	Dates Attended	City or Rural

2. What is the name and location of the high schools you attended?

Name	Location	Dates Attended

3. What is the name and location of the colleges/universities you attended?

Name	Location	Dates Attended	Degree	Graduation

4. This study is an attempt to determine what may influence people to choose speech communication as a career. With this in mind, what type of public addresses did you attend before you entered college? This could include political rallies, chautauquas, sermons, etc. Please indicate if there is one specific address that you felt had an impact on your career.
5. What influence, if any, did this early exposure to public addresses (Question 4) have on your career choice?

6. Was there any specific event, course, or person that was a major influence in your decision to select speech communication as a major field of study?

If so, please describe how, when, and where this happened.

7. It is the purpose of this study to determine the principal motivating factors in the decision to enter the speech profession, therefore, it is important to determine when you made your final decision and established a goal to pursue a career in speech communication. It would help if you could pinpoint an approximate date, location, and what you were doing at the time.
8. What were the decisive factors that prompted you to pursue your first post-graduate degree in speech communication?

APPENDIX B

A SELECTED BIBLIOGRAPHY OF WRITTEN WORKS IN SPEECH COMMUNICATION BY CARROLL C. ARNOLD

Articles

Single Author

- "The Case Against Speech: An Examination of Critical Viewpoints." The Quarterly Journal of Speech, XL (April, 1954): 165-169.
- "Communicative Creativity and Pedagogical Practice." Journal of the Communication Association of the Pacific. IV (June, 1976): 1-15.
- "Goodrich Revisited." The Quarterly Journal of Speech. XLVII (February, 1962): 13-14.
- "Invention in the Parliamentary Speaking of Benjamin Disraeli, 1842-1852." Speech Monographs. XIV (1947): 66-80.
- "Lord Thomas Erskine: Modern Advocate." The Quarterly Journal of Speech. XLIV (February, 1958): 17-30.
- "The Nature of Speaking-Listening Man and His Works." Today's Speech. VIII (September, 1960): 23-25.
- "Oral Rhetoric, Rhetoric, and Literature." Philosophy and Rhetoric. I (Fall, 1968): 191-210.
- "Reader or Listener? Oral Composition." Today's Speech. XIII (February, 1965): 5-7.
- "Rhetorical and Communicative Studies: Two Worlds or One?" Western Speech. XXXVI (Spring, 1972): 75-81.
- "Speech As Action." The English Record. (October, 1970): 33-43.
- "The Speech Style of Benjamin Disraeli." The Quarterly Journal of Speech. XXXIII (December, 1947): 427-450.

"Teaching Discussion for the Development of Democratic Society."
Bulletin of the National Association of Secondary School Principals. XXXVIII (January, 1954): 83-86.

"Trends in Speech." (annual review of research and pedagogical communication.) Today's Speech. 1953-1956.

"What's Reasonable?" Today's Speech. XIX (Spring, 1971): 19-23.

Joint Authorship

With Rodney B. Douglas. "On Analysis of Logos: A Methodological Inquiry." The Quarterly Journal of Speech. LVI (February, 1970): 22-23.

With John Deltner. "Discussion in American Colleges and Universities." The Quarterly Journal of Speech. XLIII (October, 1956): 250-256.

Books

Single Author

Criticism of Oral Rhetoric. Indianapolis: Charles E. Merrill Publishing Co., 1974.

Joint Authorship

Written and edited by D. C. Bryant, F. W. Haberman, R. Murphy and K. R. Wallace. An Historical Anthology of Select British Speeches. New York: Ronald Press, Inc., 1967.

With Douglas Ehninger and John Gerber. The Speaker's Resource Book. 2nd ed. Chicago: Scott, Foresman and Co., 1966.

With Robert T. Oliver and E. E. White. Speech Preparation Source Book. Boston: Allyn and Bacon, Inc., 1966.

With Russell H. Wagner. Handbook on Group Discussion. 2nd ed. Boston: Houghton, Mifflin Co., 1965.

With John Wilson. Dimensions of Public Communication. Boston: Allyn and Bacon, Inc., 1976.

With John F. Wilson. Public Speaking as a Liberal Art. 4th ed. Allyn and Bacon, Inc., 1978.

Chapters

- "George William Curtis." History and Criticism of American Public Address. Vol. III. Edited by Marie Hochmuth. New York: Longmans, Green and Co., 1955.
- "Implications of the Recommendations of the New Orleans Conference from the Perspective of Critical Scholarship." Conceptual Frontiers in Speech Communication. Edited by R. J. Kibler and L. L. Barker. New York: Speech Association of America, 1969.
- "Introduction" in C. Perelman. The Realm of Rhetoric. South Bend, Ind.: University of Notre Dame Press, in press.
- "On Teaching Formal Discourse." On Teaching Speech in Elementary and Junior High Schools. Edited by J. J. Auer and E. B. Jenkinson. Indiana University Press, 1971.
- "Reflections on the Wingspread Conference." The Prospect of Rhetoric. Edited by L. F. Bitzer and E. Black. Englewood Cliffs: Prentice-Hall, Inc., 1971.
- "Rhetoric in America Since 1900." Re-Establishing the Speech Profession. Edited by R. T. Oliver and M. G. Bauer. Amherst, Mass.: Speech Association of the Eastern States, 1959.
- "The Senate Committee of Thirteen: December 6-31, 1960." Anti-Slavery and Disunion, 1858-1861. Edited by J. J. Auer. New York: Harper and Row, Inc., 1963.
- "Some Preliminaries to English-Speech Collaboration in the Study of Rhetoric." Rhetoric: Theories for Application. Edited by Robert M. Gorrell. National Council of Teachers of English, 1967.

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- Handbook of Rhetorical and Communication Theory. C. C. Arnold and J. W. Bowers, eds. Boston: Allyn and Bacon, Inc., to be published, 1981.

APPENDIX C

A SELECTED BIBLIOGRAPHY OF WRITTEN WORKS IN SPEECH COMMUNICATION BY LAURA CROWELL

Articles

Single Author

- "Attitudes Are Contagious." The Speech Teacher. II (September, 1953): 257-260.
- "The Building of the 'Four Freedoms' Speech." Speech Monographs. XXII (November, 1955): 266-283. Reprinted in The American Presidency: Vital Center. Edited by E. F. Cornwell. Chicago: Scott, Forsman and Co., 1966.
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- "Franklin D. Roosevelt's Audience Persuasion in the 1936 Campaign." Speech Monographs. XVII (March, 1950): 48-64.
- "The Franklin Field Address." The Franklin D. Roosevelt Collector. IV (May, 1952): 3-13.
- "The Process-Inquiry Speech." The Speech Teacher. I (September, 1952): 167-173.
- "Roosevelt the Grotonian." The Quarterly Journal of Speech. XXXVIII (February, 1952): 31-36.
- "The Speaking of John Pym, English Parliamentarian." Speech Monographs. XXXIII (June, 1966): 77-101.
- "Speech in the Building of a Modern State." The Quarterly Journal of Speech. XLI (April, 1955): 118-126.
- "Three Plain Speakers in Stuart England." The Quarterly Journal of Speech. LIII (October, 1967): 272-278.
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