

OPINIONS OF KANSAS SPEECH TEACHERS CONCERNING
SPEECH EDUCATION AND THE TRAINING OF STUDENT TEACHERS

by

DELORIS MARIE BERLAND

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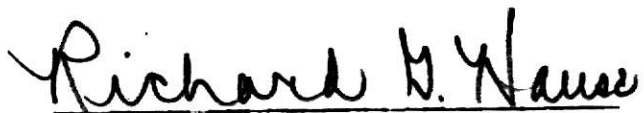
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THE PROBLEM

Introduction

American society is presently entering an era in which speaking and writing are becoming less and less important. As early as 1926, reading and listening comprised over 57% of communicative activities. Today, 96% of homes have television sets and 98% have radios. These facts point toward some serious implications for speech communication, both present and future. The school is in a continuous process of change to permit greater attention to individual needs, more personal contact, and more explorations in culture. Teachers' roles are being redefined so they may utilize their strengths. These changes are being brought about..."because of the realization that human beings have an unlimited potentiality for learning, that every human being learns the behaviors expected of him by his culture, ... and that learning occurs primarily in a social-emotional climate."¹

Society has established a new set of demands for the teacher of speech communication and the communicator himself. "If improved communication skill, the more effective and efficient sending and receiving of those messages that compose our communication environment is our

¹William E. Buys and others, "Speech Communication in the High School Curriculum," The Speech Teacher, XVII (November, 1968), 300.

goal, we cannot afford to ignore them."² Teachers of speech at the secondary level have yet to recognize these new demands and incorporate them into the teaching of basic communication courses.

Statement of the Problem

The importance of communicating has probably never been questioned. The ingredients of the communicative process have been primarily the property of speech education in years past and will likely continue to be in the future. Teachers of speech communication must now begin to reexamine and reassess both the ingredients involved in communication and the processes utilized. The future strength of the speech profession may be determined by the extent to which it responds to the current forces for change.

The purpose of this paper is to: (1) identify opinions of Kansas speech teachers regarding the teaching of speech (2) identify techniques utilized by Kansas speech teachers in the teaching of speech (3) determine current areas of emphasis in the speech curriculums (4) obtain information on professional relationships between cooperating teachers of speech in the state of Kansas and student teachers of speech (5) make recommendations for improving classroom teaching of speech communication and

²Stanley J. Baran, "The Need for a Discussion of the Media in the Basic Course," The Speech Teacher, XXI (November, 1972), 293.

(6) make recommendations for improving the student teaching program at the undergraduate level.

Importance of the Study

We must find ways of stimulating educators - public school teachers, principals, superintendents, and school board members, as well as college professors, deans, and presidents...to think about what they are doing and why they are doing it.³

One of the first steps in improving the experience of student teaching as well as improving the experiences of the student in the speech communications classroom is to try to identify the existing problems with curriculum content, teacher expectations, teacher attitudes, and teaching methods evident in our public school speech classes. To identify all problems would be at best a very difficult, time-consuming, and expensive task involving an extensive study of schools which include speech communication courses as an integral part of their content curriculum. Educational reform has never been economical, nor easy to accomplish. Moreover, reform at the secondary level is usually quite complex. No matter the degree of complexity, reform will not occur without action. As John Gow points out:

The forces which militate against inertia are many and powerful; if we fall short in our response to them, we may become, like Tantalus, ever grasp-

³Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p.379-380.

ing but never achieving, locked in an academic cultural lag.⁴

We know that today the "school as a physical environment is changing to permit greater attention to matters of individual needs, to explorations in culture, and increased interpersonal contacts."⁵ Numerous studies have indicated that speech educators are becoming more aware of the changing demands of communication and of the shift of emphasis in communication brought about by a changing society. The future of speech communication programs involves a question of priorities; what should happen rather than what will happen. Our task now, as Silberman points out, is to somehow stimulate speech educators (as well as other educators) to begin questioning themselves concerning their attitudes, objectives, and methods of classroom procedure and to provide adequate answers to those questions.

Scope and Procedure

Research Design and Analysis of Data

This study was primarily descriptive, incorporating a survey of the literature and returns of a questionnaire sent to selected junior and senior high school speech communications teachers in Kansas.

⁴John E. Gow, "The Need for New-Think in the Speech Profession" (paper read at the International Communication Association annual convention, April 19-22, 1972).

⁵Gow, loc. cit.

The information for the first part of the problem was obtained by reviewing the literature. The author attempted to synthesize and summarize the most recent research in the speech communications field.

The second aspect of the problem was to determine the opinions of Kansas speech teachers concerning speech education and the training of student teachers, and to make recommendations for changes in student teaching programs. The writer constructed a questionnaire which was designed to elicit responses from speech teachers which would indicate their opinions concerning the two areas mentioned. A listing of the Kansas speech teachers currently used as cooperating teachers by Kansas State University, Kansas University, Wichita State University, Emporia Kansas State College, Kansas State College at Pittsburg, and Fort Hays Kansas State College was obtained from the Coordinator of Student Teaching at each of the institutions indicated. This list of sixty-five people represented the entire population of high school cooperating teachers of speech in the state of Kansas utilized by the six major colleges and universities.

Prior to mailing the questionnaire, it was administered to a pilot group of eleven language arts student teachers. Revisions of the questionnaire resulted from the evaluation and comments of the pilot group. The questionnaire was then mailed to the sixty-five Kansas speech teachers listed by the Coordinators of Student Teaching.

Each questionnaire mailed was accompanied by a cover letter explaining the purpose of the questionnaire (Appendix B) and a self-addressed, stamped envelope. A follow-up card (Appendix C) was later sent to all those on the list who had not responded to the first mailing. Of the sixty-five questionnaires sent, thirty-six usable returns were obtained. These thirty-six returns represented a broad geographical area of Kansas.

The returns from the questionnaire were analyzed by tabulating the responses to each question. Part of the returns were then summarized in tables and the remainder were summarized in manuscript form. The recommendations made in the report were based upon the thirty-six returns.

Limitations

The investigation was designed to survey opinions of selected Kansas speech teachers. The tabulated data established a basis from which conclusions could be drawn concerning the training of student teachers at the undergraduate level. The results of the investigation and the recommendations made will serve as a guide for use in training, assigning, and supervising student teachers.

The survey population was limited to sixty-five teachers of speech communication presently being used as cooperating teachers in the student teaching programs at Kansas State University, Kansas University, Wichita State University, Emporia Kansas State College, Kansas State

College at Pittsburg, and Fort Hays Kansas State College. No other variables were controlled by the investigator in the survey.

Definition of Terms

Speech Communication. In this report speech communication was used to mean any and all processes by which one person influences another person by means of a message.

Rhetoric. The art of discourse. Rhetoric originally included the study of the principles of oratory and the study of resources, with special emphasis on the composition and delivery of oratory. It has currently developed into the art of composition and delivery, with emphasis on clear and eloquent use of language.⁶

Interpersonal Communication. "The study of two or more people in face-to-face encounters sustaining focused interaction through reciprocal exchange of verbal and non-verbal cues."⁷

Speech Teacher. Any person who is certified by the state of Kansas to teach a speech labeled course.

⁶Philip Babcock Gove, ed., Websters Third New International Dictionary, unabridged (C&C Merriam Company: Springfield, Massachusetts, 1964).

⁷Fred Jandt, "Why Interpersonal Communication?" Today's Speech, XXII (Winter, 1974), 38.

REVIEW OF THE LITERATURE

Teacher Effectiveness

More than 1400 research studies have been conducted the past century regarding teaching effectiveness, but results indicate little agreement on identifying and evaluating the effectiveness of teaching. Earliest research centered on the teacher only, but the research focus gradually began to evolve to the dynamics of groups. The social sciences began to perceive teacher effectiveness as a composition of interaction between teacher and student. The role of the effective classroom teacher as perceived by social science researchers had shifted from that of basically a disseminator of information to a facilitator of intellectual and emotional growth.

The results of a study to identify characteristics which differentiate between effective and ineffective teaching, done by John Bridgman, indicate that teachers with positive attitudes were more creative, permissive, and social. Teachers with high performance ratings had higher positive attitudes, were less authoritarian, more creative, and had lower economic and theoretical values.¹ In 1967,

¹John N. Bridgman, Jr., "Selected Teacher Characteristics and Their Relationships with Certain Behavior Patterns and Teaching Effectiveness" (unpublished doctor's dissertation, University of North Carolina, 1967).

Catherine Bruch found that a teacher's flexibility was correlated with a teacher's creative thinking.²

In a study of teacher effectiveness, Harry Munn and Kim Giffin conclude that..."teacher effectiveness can hardly be separated from student growth. If a teacher can help a student grow and become a more 'adequate self,' then that teacher has become more effective."³

Researchers and educators may be wrong in attempting to measure only student cognitive behavior and equating this with teacher effectiveness. Perhaps they should be more concerned with satisfactory methods of learning and applicability of learning to self-concept.

The goal should be to examine knowledge about speech communication in the classroom setting and attempt to satisfy the justifiable expectations of the student. The teachers' behaviors should indicate their willingness to observe differences and be receptive to proposals for change which are in the students' best interests.⁴

Alvin Toffler reminds educators of their responsibility to emphasize the communications course on the secondary level. He states:

For education, the lesson is clear; its prime

²Catherine Bruch, "Cognitive Characteristics of Effectively Creative Teachers" (unpublished doctor's dissertation, University of California, 1967).

³Harry E. Munn and Kim Giffin, "The Relationship Between Teacher's Task Oriented Behavior... & Student Satisfaction," The Speech Teacher, XXII (November, 1973), 308.

⁴Ibid, p. 309.

objective must be in increase the individual's 'copeability' - the speech and economy with which he can adapt to continual change.⁵

Changes in teacher attitude and behavior involve both reassessing and relearning on a continuous basis.

The heart of any effective communication curriculum is the teacher. It becomes the responsibility of the teacher of speech communication to reassess himself, his students, his subject content, and learning processes, and to relearn as needed changes demand. The teacher must be familiar with both the nature of communication and current information concerning methods of learning. He must become aware of the demands of course process as well as course content. If the atmosphere of the course is one which consistently points to the learner as an individual who will be listened to (instead of just heard) by other persons, the process involved is efficient and effective. Carl Rogers points out that to attain this atmosphere, several conditions must be met: "more responsibility on the part of the learner for his own learning, and greater initiative and participation on his part in the planning and evaluation of his learning."⁶

Shift of Emphasis in Speech Communication

Within the last several years there has been a

⁵Alvin Toffler, Future Shock (New York: Bantam, 1971), p. 403.

⁶Carl Rogers, Freedom to Learn (Columbus, Ohio: Merrill, 1969), p. 10.

considerable shift of emphasis in speech communication. This changing emphasis has confronted the more traditional public speaking approach. The result has been a rift in the speech profession. Since about 1970, the Speech Communication Association has recommended that as professionals speech educators should establish guidelines and standards of accountability in order to achieve internal accountability within the communication profession. To date, these guidelines and standards have not been universalized; thus, the rift still exists.

The newer communication movement approaches speech from a broader perspective, as a social and psychological approach with important consequences for both society and the individual. At the high school level, the presentation of speeches to the class as the standard means of communication begins to play a subordinate role. Course objectives should no longer involve merely rhetorical expectation. The emphasis is beginning to shift from the "one-to-many" relationship to the "one-to-one" or "one-to-few" relationship (commonly referred to as interpersonal communication).

Buys, Carlson, Compton, and Frank have formulated five postulates which the current communication curriculum planner must be aware of and prepared to cope with to adequately meet this new communication movement.

1. Human beings are largely responsible for

their own growth, learning, and development.

2. In the discussion of human affairs, beliefs, conviction, and truths lie not in a word, text, or the pronouncements of an authoritative figure, but in the free discussion of men in which fact and opinion are presented and tested.
3. Man and his universe are dynamic and susceptible to change.
4. A human being cannot exist without others; his identity and happiness are the product of the social forces at work in the process of communication.
5. Human behavior reflects cognitive and affective processes, and learning theory recognizes this fact.⁷

Should speech communication teachers choose to accept these suppositions, interpersonal communication could become the basis of our speech communication curriculum. Should speech teachers choose not to accept them, the existing rhetorical approach will remain unchallenged.

The new movement in communication has been referred to as a more "humanistic" communication. In direct relationship to the postulates previously set forth, Anne McMahon has set down the following objectives to be met by the educator in restructuring the secondary communications course to facilitate the newer trend:

1. To introduce the learner to himself, his feelings, resources, values, talents, goals.

⁷Buys, loc. cit.

2. To provide the learner with experience in responsibility for his own learning, sharing the resources of a group, and learning and performing at his own rate.
3. To substitute the concept of a "resource person" for the traditional idea of a teacher.
4. To introduce the modes of communication; symbolic, verbal, and non-verbal.
5. To provide experiential learning about small group communication.
6. To provide experience in large group communication and self-evaluation.⁸

Basically, these objectives encompass the same philosophy as that of interpersonal communication, with the exception that they provide experience in the large group setting rather than just the "one-to-one" or "one-to-few" setting. This particular objective is largely rhetoric related, but does provide for personal growth through self-evaluation, a philosophy basic to interpersonal communication.

A closer examination of interpersonal communication reveals that it is not simply a content or theory approach to communication, because it emphasizes the need for the student to experience the application of concepts. The focus of interpersonal communication:

1. emphasizes the process of the person interacting rather than the verbal content of the interactions

⁸Anne McMahon, "The Secondary School Program in Speech Communication: Learning How To Learn," Speech Teacher, XXII (March, 1973), p. 156.

2. includes affective as well as cognitive dimensions
3. draws from the behavioral and other sciences as well as from the humanities
4. is concerned about both verbal and non-verbal human messages and responses, and
5. represents an emphasis on the objective investigation of the experience of person-to-person communication.⁹

The advocates of interpersonal communication believe that the interpersonal approach allows for tremendous flexibility in techniques and methods of teaching and learning. They also claim that the emphasis of interpersonal communication is consistent with the academic tradition of speech education, thus allowing for possible utilization of rhetorical philosophy as well.

Among those speech educators not convinced that interpersonal communication is the only satisfactory answer to current communication demands is William D. Brooks. Although Brooks does not believe that the interpersonal approach provides the necessary answers to the current dilemma of speech emphasis, he does argue that the learning-teaching process in a speech communications course should not be the traditional teaching procedure based upon telling, and he recommends the use of what he terms "effective alternative instructional strategies" based upon the follow-

⁹Alton Barbour and Alvin A. Goldberg, " Interpersonal Communication: Teaching Strategies and Resources" (paper presented to the Speech Communications Association, February, 1974).

ing principles:

1. Students learn better when they know what they are trying to learn.
2. Students learn better when they value highly what is to be learned.
3. Students learn better when they are actively involved in the learning process
4. Students learn better when there is adequate feedback and confirmation of learning.¹⁰

Buys, Carlson, Compton, and Frank have established eleven learning conditions which reiterate those principles established by Brooks. In order to facilitate effective learning-teaching environments, they feel that the following desirable learning conditions need to be seriously considered:

1. Students learn best if they are physically and emotionally comfortable.
2. Students learn best if they select or help select those problems or objectives which have a reality base for them.
3. Students learn best if learning situations represent immediate and specific problems.
4. Students learn best if they are asked to perform within their limits of abilities.
5. Students learn best if they are emotionally involved in their experiences.
6. Students learn best if they are active in a variety of related experiences.
7. Students learn best if they are involved in new experiences which derive from and are related to previous meaningful experiences.

¹⁰William D. Brooks, "Innovative Instructional Strategies for Speech Communication," Today's Speech, XX (Fall, 1972), 41.

8. Students learn best if they have an opportunity to discuss and generalize their experiences immediately following their involvements.
9. Students learn best if their intellectualized knowledge leads immediately to some useful activity.
10. Students learn best if what has been learned is followed by meaningful and motivated repetition.
11. Students learn best if they have a sense of personal and group achievement.¹¹

To meet the conditions set forth by Buys, the teaching-learning environment in the classroom must be relatively free. The speech instructor must encourage student self-development. This means that the classroom atmosphere must be characterized by creativity, exploration, and discovery. Those educators who advocate a student-need approach to speech believe that it should be the responsibility of the instructor to ascertain the particular needs of the students and to develop the course content to satisfy those needs.

Focus on the Future

John Gow identifies four forces which are likely to alter future directions of speech communication: (1) Science and Technology. Those afflicted by the "science syndrome" have been affected by the desire to be current and the desire for full membership in the community of scholars. This has resulted in a "Scientizing" of speech, or the adoption of

¹¹ Buys, loc. cit. p.301.

techno-scientific terms for speech activities without any accompanying change in one's basic approach. (2) The New Communications Emphasis. This has resulted in a tension between the communicationists and the traditionalists, which has evidenced itself in textbooks. (3) External Conditions. The economic climate in America is of paramount concern. The economic pinch causes schools to re-evaluate their whole approach to education, trying to cut corners while at the same time trying to keep course offerings attractive. Coupled with the economic effect is the pressure applied for schools to constantly update their offerings. By the time high school students are ready to enter college, they have already had a taste of the traditional speech offerings. (4) New Value System Generated by Youth. A new set of values seems to be emerging in America which will replace the materialistic values of the corporate state. The new consciousness gives top priority to the human condition, spurning a life style which stresses consumption, growth, and a competitive lust for status. If the critics are accurate, then speech classes which in effect teach control and influence of others for status advancement will come under attack.¹² Gow continues by setting forth changes which he believes to be needed if the speech profession is to satisfy future challenges. They include:

¹²Gow, loc. cit.

1. The "practical public speaking" emphasis in speech curriculums must be replaced
2. The course curriculum which should replace the public speaking oriented structure should have a social science foundation.
3. Speech professionals should be wary of the pitfalls inherent in any scientific undertaking which deals with human behavior.
4. Innovative teaching and examination practices must accompany the suggested new curriculum; for if new student values are emerging, programmatic revision alone will not suffice.¹³

"The review of forces already causing traumatic conflict and revision suggest that pressures for "new-think" will continue unabated for the foreseeable future. Thus a re-evaluation of offerings as well as a search for new directions is in order."¹⁴

¹³Gow, loc. cit.

¹⁴Ibid.

THE QUESTIONNAIRE STUDY

Procedures Used

Included in the purposes of this report was the identification of opinions of Kansas teachers of speech regarding the teaching of speech, determination of classroom teaching techniques used by Kansas speech teachers, determination of the current curriculum emphasis of Kansas speech teachers, and the obtaining of information concerning the professional relationships between Kansas cooperating teachers of speech and student teachers of speech. The information for this section was obtained by the questionnaire method. Items for the questionnaire (Appendix A) were selected and constructed on the basis of their relevancy to the purposes of this paper as set forth in the problem.

The questionnaire consisted of three parts. The first section contained questions concerning age, grade levels taught, subjects taught, and number of speech credit hours earned by Kansas cooperating speech teachers. Part two was comprised of a variety of questions concerning professional relationships with student teachers, attitudes toward the teaching of speech, areas of content coverage, and classroom techniques utilized by speech teachers. Respondents were asked to answer questions dealing with cooperating teacher - student teacher relationships and use of textbooks in the first part of section two by using yes - no

categorical responses. In the second part of section two, respondents expressed their opinions concerning speech education by use of a Likert scale. Statements dealt with the type of class each teacher conducted, the degree of success with student teachers, and the classroom approach to the teaching of speech. In the third portion of section two, respondents were asked to indicate degrees of teacher emphasis in specified areas by use of a three point scale. In addition to the scale, respondents were requested to give a percentage indication of how often selected teaching procedures were utilized, rank order (using a scale of one to five) a list of qualities necessary for student competitive success, and complete a checklist of content areas covered in general speech classes.

The last section of the questionnaire consisted of open-ended questions which allowed questionnaire recipients to list (1) qualities they expect a student teacher to possess (2) reasons for success or failure with their student teachers (3) limitations they place on content their student teachers may cover (4) ways in which they encourage their student teachers to use innovative techniques (5) changes made within the last year in their speech programs and (6) suggestions they would make for changes in the student teaching program.

Analysis of Results

A tabulation of the first section of the question-

naire revealed that twenty-one of the thirty-six respondents were male and fifteen were female. Seven of the total taught junior high school only, twenty-two taught senior high school only, and seven taught a combination of junior and senior high grades. The average age of the respondents was thirty-three, with the total broken down into the following categories:

Age 20 - 24	<u>3</u>
Age 25 - 30	<u>15</u>
Age 31 - 35	<u>6</u>
Age 36 - 40	<u>1</u>
Over 40	<u>10</u>

A tally of the subjects taught yielded the following results:

<u>29</u> General Speech	<u>20</u> Drama
<u>24</u> Debate	<u>13</u> Mass Communications
<u>21</u> Forensics	

Of the thirty-six total, twenty-two were teaching other subject areas in addition to speech. This comprised 70% of the population. Included in the list of subjects other than speech which were currently being taught by the respondents were:

1. speed reading
2. history
3. stagecraft
4. contemporary issues
5. composition
6. psychology
7. English Literature

8. fiction
9. great American authors
10. death
11. introduction to theater
12. actor's studio
13. yearbook
14. reading survey
15. vocabulary
16. theater ensemble
17. grammar
18. Spanish

It is interesting to note that several of the respondents listed debate as a "subject other than speech."

The sample was divided into two groups according to the teaching experience of the participants. The average number of years taught was nine. Eleven respondents had taught more than nine years and twenty-three had taught fewer than nine years. The range in years was from a minimum of one year to a maximum number of thirty-five years of experience.

The data in Tables I and II indicate the number of hours of college level speech credit earned by cooperating speech teachers on both the undergraduate and graduate levels. The information is based upon a total of twenty-eight returns out of thirty-six.

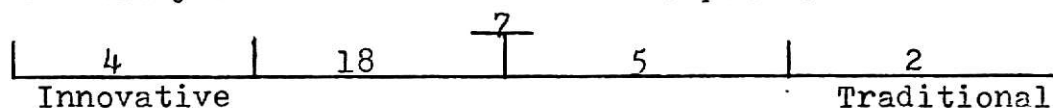
The responses to the general information questions requiring categorical answers of yes or no are indicated in Table III. This table shows that every respondent meets with the student teacher for purposes of discussing their (student teacher) progress, although most do not meet on a regularly scheduled basis.

The number of student teachers the respondents have

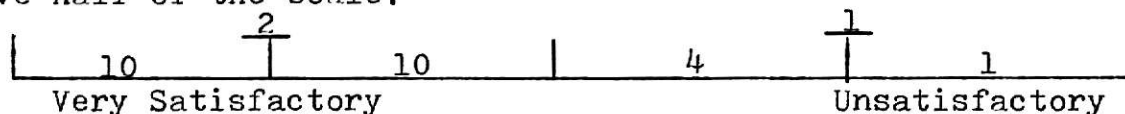
worked with range from one to thirty-five. The average number is eight. A breakdown of the numbers into three groups appears below:

<u>Student Teachers</u>	<u>Number of Population</u>
1 - 5	17
6 - 10	3
Over 10	8
No Answer	8

In describing the type of class each questionnaire recipient conducts, a Likert scale with a four point range from innovative to traditional was employed. Most responses were conservative and fell somewhere toward the center of the extremes. Two respondents described their classes as both traditional and innovative. Only four felt their classes could be labeled as innovative and seven placed their classes exactly in the center of the two poles.



With only one exception, all subjects indicated some degree of success with student teachers, and most had high degrees of satisfaction. Twenty-two of the twenty-eight responses obtained on this question appear in the positive half of the scale.



The opinions of Kansas speech teachers concerning speech education are shown in Table IV. It can be seen that

a large majority feel that speech should be a competitive endeavor. Only one individual strongly disagreed that speech students should be competitive. Eighty percent of those who responded believe that speech communication should be required of all junior and senior high students and 16% disagree. Eighteen individuals (65%) agree that speech should be taught using primarily an interpersonal approach while 26% think it should be taught using primarily a rhetorical (traditional) approach. Sixty-three percent of the population believes that speech students should be competitive while 30% disagree.

The degree of emphasis that Kansas speech teachers place on various goals is summarized in Table V. The table shows that all of the teachers place moderate or greater emphasis on all of the following: skill, performance, understanding, enjoyment, self-assurance, and self-fulfillment. Of interest are the percentages which indicate that over half of the respondents place little or no emphasis on perfection while 100% give moderate or greater emphasis to skill and performance. One respondent noted on the questionnaire that perfection is a very unrealistic goal.

The percentage of approximate class time that various teaching methods are utilized by speech teachers appears below. The percentages shown are the averages of all responses received. It can be noted that these thirty-six Kansas speech teachers rely on student performance approximately 48% of the time and independent study 25% of

the time. In evaluating students, teacher evaluations are used 24% of the time and student evaluations 11%. Four individuals stated that they used no teacher evaluation whatsoever and did not indicate alternative evaluative methods. Workshops, field trips, resource people, and modules are methods utilized least often. Approximately 40% of the population questioned do not use fieldtrips at all and 25% never use workshop methods. One fourth of the total population gave no percentages and a number stated that they were not sure how often they used each method.

<u>11%</u> situation role-playing	<u>6%</u> tests
<u>25%</u> independent study	<u>13%</u> improvisation
<u>16%</u> general discussion	<u>18%</u> group work
<u>15%</u> lecture	<u>6%</u> pantomime
<u>48%</u> student performance	<u>3%</u> field trips
<u>5½%</u> panel discussions	<u>2%</u> workshops
<u>10%</u> creative dramatics	<u>4%</u> resource people
<u>7%</u> games	<u>7%</u> student goal setting
<u>11%</u> student evaluation	<u>17%</u> flexible assignment schedules
<u>24%</u> teacher evaluation	<u>4%</u> modules

Table VI shows a diversity of emphasis concerning competitive success. Twenty-seven percent of the respondents felt that interest and talent are the most essential for success in competitive speech events while 37% labeled intelligence as least essential. Approximately the same

number of individuals categorized talent as least essential as those who categorized it as most essential.

Only teachers of a general speech class or a mass communications class were asked to check the content areas they cover in their class. The responses (Table VII) do not indicate how thoroughly each of the areas is covered. The table shows the number and percentage of respondents who cover the content areas listed. Each area is consistent with the philosophy of interpersonal communication. Results show that each of the content areas is touched upon to some degree. Body language and interpersonal relationships received the greatest percentage of coverage (70% and 61% respectively), and ethnic diversity received the least coverage (11%). Five of the content areas are covered by 50% or more of the questionnaire population and four by fewer than 50%.

Listed below are the areas covered by teachers of general speech or mass communications in addition to the nine listed in Table VII. The largest percentage of what is covered falls into the "traditional" speech category, in other words, is consistent with the traditional philosophy.

1. public speaking
2. storytelling
3. lecture forum
4. interpretative reading
5. puppetry
6. getting to know yourself
7. small group discussion
8. speech criticism

9. listening
10. parliamentary procedure
11. types of speeches
12. radio and T.V.
13. signs, symbols
14. games
15. ethics of persuasion
16. current topics
17. argumentation
18. semantics
19. empathy, rapport
20. psychology
21. supporting materials
22. patterns of organization
23. delivery styles

Section three of the questionnaire consisted of eight questions requiring descriptive answers. Respondents were asked to answer the questions as completely as possible and in all but one instance were requested to list responses.

A complete listing of questions and responses follow. The responses occurring most frequently are listed first, followed by the responses given only once.

Many of the qualities which cooperating teachers expect student teachers to possess facilitate more effective teaching while others facilitate better student teacher - cooperating teacher relationships. A great number of these qualities are those which would be expected for success in any professional field.

Success with student teachers seemed to be approached from two viewpoints: (1) the provision for success by the cooperating teacher and (2) the obtaining of a successful state through the efforts of the student teacher. Several of the reasons listed for success with student teachers

were synonymous with the qualities expected of the student teachers. One individual expressed the opinion that one cannot measure success with student teachers until they have had an opportunity (through employment) to use the knowledge gained from student teaching.

Only three individuals out of the total population indicated that they may have been the reason for not having success with student teachers. One person placed the blame directly on the college department of education by indicating that the student teacher does not receive enough practical experience in school. All of the remaining thirty-two respondents phrased their lack of success from the viewpoint of student teacher inadequacies.

Seventy-one percent of the respondents suggested that they do not place any limitations on the materials a student teacher may cover in class. Most of those who did place limitations did so for purposes of continuity in planning and timing. One cooperating teacher allowed student teachers to teach only in their area of greatest emphasis in college. No mention was made of how this did or did not fit into the long-range planning done by this particular cooperating teacher.

Question five, which called for the listing of ways in which the respondents encourage their student teachers to use innovative techniques, warranted only a 70% response. 30% indicated no way in which they encourage the use of innovative techniques. Of interest to this author is the

opinion expressed by several respondents that they encourage the use of innovative techniques by letting the student teachers know that they are free to do as they please.

Of the total population questioned, 74% described their classroom atmosphere as relaxed, open, or informal. One person used the term "chaotic" to describe his classroom. A large number indicated that even though their classes were relaxed, they were productive and the students worked. Only one individual out of the total actually described his class as "teacher-centered traditional."

A diversity of answers was received on question seven. Respondents were asked to list changes they have made in their speech programs in the past year. Most were technical type changes made to facilitate course content change or shift of emphasis. Slightly more courses were added than were dropped. Some changes appeared to be very minor (for example, students giving one speech using a microphone) while others involved a change in the curriculum.

The last question on the questionnaire asked for suggestions for changes in the student teaching program. 52% of the respondents offered ideas for changes and 48% chose not to respond. The most frequent comment made by those who did respond was that more time should be allotted for student teaching. They felt that the student teacher should have the opportunity to experience all that is required of a teacher. Several emphasized the need for closer university supervision and more cooperative efforts between

the university supervisor and the cooperating teacher. Two individuals expressed a need to be more selective of cooperating teachers because "student teachers' failures are sometimes not their fault." Of importance to still other respondents was the need to produce a student teacher who is not specialized but has a good background in all areas of speech.

1. List the qualities you most expect a student teacher to possess

Most Frequently Mentioned

Interest in teaching (enthusiasm)

Interest in students

Knowledge of subject area (competence)

Maturity

Innovative

Positive attitude

Openness (open to suggestions)

Personality (nice, warm)

Creativity

Ability to accept criticism

Discipline (able to handle any situation, control of the classroom)

Willing to work

Willing to spend time on extra-curricular activities

Mentioned Once

Teaching as priority #1 in life

Professionalism

Personal discipline

Know levels of usage

Common sense

Dependable

Intelligent

Self-confidence

Wide reading background

Stamina

Knowledge of speech activities

Cooperative attitude

Understanding of students

Relaxed

Pleasant appearance

Concern for individual students

Orderly and determined in lesson preparation

Fair, firm and just attitude toward behavioral differences

Sincerity

Prompt, dependable, energetic

Able to take initiative to try own ideas

2. List the reasons you have had success with student teachers.

Most Frequently Mentioned

By letting students try their own ideas

By planning and teaching cooperatively

By open communication between student teacher and cooperating teacher

Using innovative teaching ideas

Shared responsibilities

Plenty of actual teaching

Situation was accepted as learning environment for both parties

Willingness of student teacher to spend extra time with
cooperating teacher and students

Discussions about teaching methods and planning

Mentioned Once

Because of relaxed atmosphere

Let them direct their own student teaching experience as
much as possible

By talking to students before the student teacher arrives

Enthusiasm of cooperating teacher

Well prepared (* There is no indication if this refers to the
student teacher or the cooperating teacher)

Established common ground

Understanding of student teacher aspirations and shortcomings

Required participation in speech activities

Still young enough to remember own student teaching

Preparation of student teacher's attitude before being asked
to do anything in classroom

Firmness in setting objectives

Open to her ideas

Agreement on basic speech concepts

Interest in student teacher as both a teacher and a person

Adequate planning (* There is no indication if this refers
to student teachers or cooperating teachers)

By letting them see all sides of teaching

Because they were enthusiastically prepared to get up in
front of the class

Because student teacher was interested in students

By allowing them full authority in classroom

3. List the reasons why you feel you have not had success with student teachers.

Most Frequently Mentioned

Poor knowledge of subject

Negative attitude of student teacher

Little desire on part of student teacher to be a teacher
(lack of interest)

No interest in students by student teacher

Inflexible thinking of student teacher about how to teach

Lack of background

Mentioned Once

Overcrowding of their schedule

Ill health of the student teacher

Did not adjust to meet the requirements of students

Student teachers were hired by school before student teaching

Lack of self-confidence

Lack of preparation

Lack of creativity

Lack of motivation

The college department of education

Not enough practical experience in school

Some student teachers think they know it all

Some student teachers can't cope with discipline problems

Some student teachers won't spend the time I think necessary

Lack of ambition

Disagreement on content of classes

Communication "obstacles"

I acted as a buffer between unhappy parents and the student teacher

Erroneous ideas of the teacher-student relationship

Desire to "take over"

Not cooperative

Fear of hurting the feelings of the student teacher

My own inexperience as a teacher

4. List the limitations you place on what materials a student teacher may cover in your classes.

Most Frequently Mentioned

Time

Resources and materials to be used

Number of units to be covered

Must stay within the framework of the class set up by the cooperating teacher

Mentioned Once

Student teacher must have knowledge and confidence of the subject matter

Methods

Debate and forensics limited to that which I believe will best prepare students for competition

Relevancy

Appropriateness to students

Must stay within specified curriculum of the class

May teach only in area of greatest emphasis in college

Approval of "advanced maturity level" materials by
cooperating teacher or director of instruction

5. List the ways in which you encourage your student
teachers to use innovative techniques.

Most Frequently Mentioned

Let them know they are free to do as they please

By example

By listening to any sound ideas

By feedback and discussion (including brainstorming)

By not discouraging their efforts, by minimizing the negative
effects of failure

Mentioned Once

Make them try new ideas by not letting them use plans of the
cooperating teacher

Suggest that student teachers use materials he covered in his
college training

Offer suggestions on teaching subject areas

Explore the advantages and disadvantages of possible units
or exercises

Listen to ideas and suggest ways to implement them

By suggesting means

By own materials used

By examples found in traditional techniques

By being observant

6. Describe your classroom atmosphere.

Most Frequently Mentioned

Relaxed

Noisy, but productive, busy

Friendly

Flexible

Mentioned Once

Chaotic

Well-disciplined, happy

Teacher-centered traditional

Various activities occurring at the same time

Teacher as a resource person

Lots of interaction - but disciplined

Formal

Emphasis on creativity and effort

7. Please list changes you have made in your speech programs in the past year.

Most Frequently Mentioned

Using excellent textbook, new textbook

Added interpersonal communication

Added radio and T. V.

Mentioned Once

Added: Speech II
Community with Young and Old
Mass Media
Communication Process
Debate

Dropped: Play Production
Job Application
Debate II

Guest speakers

Staff changes

More specific explanation of grading

Added different units

Different treatment of old units

Students will give one speech before a class in the
auditorium and will use a microphone

Starting to work earlier

Less individual time because of large increases in class
size

No definite plans are made in advance - made one week at a
time

Spent more time on pre-speech preparation

Gone to a nine week program

Amplification of performing arts module

Reduced public speaking from one year to one semester

Added nine weeks mini course entitled "Hello Out There"
(beginning speech)

Students may substitute debate, forensics, or drama for
public speaking

Re-emphasis on public address

Trend toward theater games, mime, and creative drama

Ninth grade speech instituted as English elective

Entered UFW for first time

Added a competency based six week program

Emphasis of student directed debate program

Courses divided into college and non-college bound students

Job-oriented presentations

8. Please list the suggestions you would make for changes in the student teaching program.

Most Frequently Mentioned

Let the student teachers begin at the beginning of the school year

Give them at least two different experiences

More time for student teaching

More specific evaluations and observations from the parent college (closer supervision)

Produce a broader-based instructor

Master teacher should be checked before assigning student teachers (be more selective of cooperating teachers)

Mentioned Once

Student teachers need a better background, particularly in practical speech

Student teachers need previous tutoring experience

Place students more carefully to need, interest, and future plan area rather than convenience

Have a preliminary syllabus for all courses including objectives (* There was no indication if this refers to university courses taken by student teachers, courses taught by cooperating teachers, or material taught by student teachers)

Stop using incompetents (college coordinating teachers) to work with the teachers and student teachers

More spare time to be with the student teacher outside of regular class

Do not have the student teacher miss one or more days a week to meet with college personnel

Students and college instructors should have more opportunity to keep in contact with high school students during the four years they are in the program

Teach student teachers how to handle discipline problems

Encourage flexibility in teaching procedures

A course in "old fashioned" grammar should be taken so student teachers can explain word usage

Parallel student teacher assignments to coordinate with competitive speech activities

Give the cooperating teacher a chance to interview the student teacher before they report to student teach

Allow the student teacher to observe or act as teacher before they student teach

Allow students to work on extra-curricular work before student teaching

Focus on the fact that the college needs the high school for its students rather than the lowly high school's moral obligation to the almighty university

TABLE I

NUMBER OF UNDERGRADUATE SPEECH HOURS
ACCUMULATED BY KANSAS SPEECH TEACHERS

Number of Hours	Number of Teachers	% of Total
0 - 10	4	14%
11 - 20	3	11%
21 - 30	3	11%
31 - 50	13	46%
51 - 88	5	18%

Average Number of Hours - 34
Range in Hours - 5 to 71

TABLE II
NUMBER OF GRADUATE SPEECH HOURS ACCUMULATED
BY KANSAS SPEECH TEACHERS

Number of Hours	Number of Teachers	% of Total
1 - 10	9	32%
11 - 20	7	25%
21 - 30	4	14%
31 - 50	7	25%
51 - 88	1	4%

Average Number of Hours - 17
Range in Hours - 0 to 55

ILLEGIBLE DOCUMENT

**THE FOLLOWING
DOCUMENT(S) IS OF
POOR LEGIBILITY IN
THE ORIGINAL**

**THIS IS THE BEST
COPY AVAILABLE**

TABLE III
CATEGORICAL RESPONSES TO QUESTIONS CONCERNING
PROFESSIONAL RELATIONSHIPS BETWEEN STUDENT
TEACHERS AND COOPERATING TEACHERS
AND EDUCATIONAL APPROACH

Question	Yes	% of Pop.	No	% of Pop.	No Ans.	% of Pop.	Some-times	% of Pop.
Did you do your own student teaching in the field of speech?	26	72%	10	28%				
Do you and your student teacher plan cooperatively?	35	98%	1	2%				
Do you meet with your student teachers for the purposes of discussing progress?	36	100%	0	0				
Are these meetings on a regularly scheduled basis?	7	20%	22	61%	7	20%		
Have you ever taught speech using a competency-based approach	7	20%	26	72%	3	8%		
Do you use a course textbook?	15	45%	8	22%			11	33%

TABLE IV
OPINIONS OF KANSAS SPEECH TEACHERS
CONCERNING SPEECH EDUCATION

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Speech should be taught using primarily a rhetorical approach.	0	9	7	8	9
Speech should be taught using primarily an interpersonal approach.	11	7	11	5	0
Speech students should be competitive.	7	15	3	9	1
Speech students take part in too many competitive events.	2	0	5	15	11
All junior and senior high school students should be required to take a course in general speech in communication.	19	11	1	2	2

TABLE V
DEGREE OF EMPHASIS THAT KANSAS
SPEECH TEACHERS PLACE ON GOALS

Goal	A great deal of emphasis	% of Pop.	Moderate Emphasis	% of Pop.	Little or no emphasis	% of Pop.
Skill	13	38%	21	62%	0	0
Performance	19	56%	15	44%	0	0
Understanding	25	73%	9	27%	0	0
Perfection	2	6%	13	38%	19	56%
Relevance	19	57%	12	36%	2	7%
Competition	5	15%	16	47%	13	38%
Enjoyment	24	70%	10	30%	0	0
Self-assurance	29	85%	5	15%	0	0
Self-fulfillment	23	67%	11	33%	0	0
Practice	16	47%	15	44%	3	9

TABLE VI

OPINIONS OF KANSAS SPEECH TEACHERS CONCERNING
WHAT IS ESSENTIAL FOR COMPETITIVE SUCCESS

	(Most Essential) 5	% of Pop.	4	% of Pop.	3	% of Pop.	2	% of Pop.	(Least Essential) 1	% of Pop.
Intelligence	5	15%	2	6%	7	21%	7	21%	12	37%
Interest	9	27%	9	27%	3	10%	7	21%	5	15%
Talent	9	27%	6	18%	4	12%	6	18%	8	25%
Attitude	4	12%	12	37%	7	21%	6	18%	4	12%
Practice	6	18%	4	12%	12	37%	7	21%	4	12%

TABLE VII
CONTENT AREAS COVERED BY KANSAS SPEECH TEACHERS

Content Area	Number of Pop.	% of Pop.
Body Language	25	70%
Advertising	18	50%
Interviewing	17	47%
Interpersonal Relationships	22	61%
Ethnic Diversity	4	11%
Job Application	10	28%
Awareness	17	47%
Mass Media	20	56%
Propaganda	19	52%

CONCLUSIONS

The author recognizes the problem of semantics that may be involved in a questionnaire study. Words have many different interpretations; what may seem innovative to one teacher may be considered traditional by another. However, it appears to this author that some definite discrepancies exist between opinions and attitudes expressed in various sections of this questionnaire which were answered by the same individuals.

Most of the thirty-six Kansas speech teachers surveyed had more than the fifteen hours required for certification in the state of Kansas. Only four individuals out of the total did not meet the requirements. Based upon this data, one may assume that Kansas speech teachers have an adequate background in terms of educational credit hours accumulated at both the undergraduate and graduate level. However, there is no way to determine the quality of these educational hours. A quantity of college and university hours does not necessarily produce a "qualified" teacher.

There was general agreement among Kansas speech teachers that speech should be a required course at either the junior or senior high school level. This would seem to be an indication of the importance which speech teachers place on communication. How the courses should be taught is an area of disagreement among teachers. Well over half

of the questionnaire respondents indicated that speech communication should be taught using primarily an interpersonal approach, yet that same number indicated that they actually taught speech using a traditional approach. Over half the teachers surveyed gave moderate or greater emphasis to competition and only two individuals believed that speech students were too competitive. Approximately half of class time was devoted to student presentation; 100% of the respondents place moderate or greater emphasis on performance. Neither performance nor competition is inherent in the philosophy of interpersonal communication. Because 65% of the teacher expressed belief in interpersonal communication, but 62% of them defend traditional communication through classroom usage, one must assume that an inconsistency exists between teaching theory and teaching practice, or perhaps between teacher attitude and teacher performance in the speech communication classroom.

Investigation of the content areas covered by the respondents showed further evidence of this inconsistency in attitude and performance. More than half of the population included interpersonal relationships in the content areas covered in class, but only 11% taught anything about ethnic diversity. Understanding and appreciating ethnic differences should be part of interpersonal relationships, so the question arises as to how interpersonal relationships can be taught by 61% of the survey population while only four

individuals teach about ethnic differences.

Teaching methods and techniques utilized by speech communication teachers vary considerably. Student performance was relied upon 48% of the time, but not all instructors provided a means for evaluation of students. Student evaluation and teacher evaluation were utilized a total of 35% of the time, but no indication was given as to what type of evaluation was used the remaining 65% of the time. If no evaluation was used, one of two conclusions can be drawn: (1) students are performing without the benefit of feedback or (2) students are intrinsically motivated and do not need a means of external evaluation.

Thirty percent of the teachers surveyed did not use any method of encouraging student teachers to use innovative techniques. Several responses indicated no evidence of perceptible encouragement. Some stated that they let the student teacher know that he was free to do as he pleased, that they listened to any sound ideas, or that they were observant. These three attitudinal approaches do not necessarily encourage the use of innovative techniques. They might, in fact, discourage the use of innovative teaching techniques. All but one respondent indicated some degree of success or satisfaction with student teachers, but the author had no means of determining the degree of that success or satisfaction.

Student teaching programs vary from school to school.

Some of the suggestions for program changes made by cooperating teachers are not universally applicable. However, some were general enough or were mentioned often enough to warrant future exploration and consideration. A few responses were very critical of the university program, but most offered logical and feasible suggestions for improvement. Unfortunately, not all suggestions for improvement can be implemented by the university, either now or in the future. In Kansas, for example, there are a very limited number of qualified cooperating speech teachers within a reasonable distance from the university. This complicate the selection process. There are weaknesses which exist within the speech departments as well as departments and colleges of education which may require tremendous amounts of time, study, and attitudinal change to correct.

RECOMMENDATIONS FOR IMPROVING CLASSROOM TEACHING

The questionnaire study conducted revealed that personal philosophies concerning speech education account for differences in teaching procedures and content areas of coverage. It would be an impossibility to try to universalize a philosophy of speech education that would be acceptable to all speech educators. However, only the most ignorant of educators would not admit that his or her classes could be improved to some degree through positive change.

Priority number one for improving the teaching of speech is an awareness that the individual teacher can improve his classes. To become aware, the speech teacher must examine his own program to determine what he is trying to accomplish in his classes and why he wishes to accomplish those objectives. The answers to these questions should be acceptable not only to the teacher, but to his students as well. Many class goals are stated in terms of student behavior, but are determined without student consultation. This author believes that student-teacher workshop sessions should be encouraged to determine realistic, attainable goals. Such workshops would foster a mutual respect of ideas and an understanding and acceptance of group determined goals.

Re-examination of speech programs may be accomplished at several different levels. The best procedure is self-assessment, as was previously mentioned. Without creating a financial burden on school districts, local assessment

committees may be established within the school to serve this same purpose. University committees or state committees may be created without incurring a great deal of expense.

In addition to examining and assessing classes, speech teachers have an obligation to become aware of new trends in speech education through exposure to these trends. Acceptance must be a matter of personal conviction, but exposure will help insure full assessment of programs and procedures which speech teachers are currently using. A feasible method of exposure to new trends, methods, materials, and philosophies is through in-service training. These training sessions should provide an opportunity for "brainstorming" of teaching techniques, and can be conducted by school district personnel, university personnel, or visiting experts. Exposure to a variety of techniques may lead to the trial of innovative techniques.

In the state of Kansas the Kansas State High School Activities Association has a great deal of influence on the speech classroom. In endorsing competitive speech events, it is, in effect, endorsing competition within the classroom. Content for debate and forensics classes is indirectly selected by the Kansas State High School Activities Association through state sanctioned tournaments. The Kansas State High School Activities Association should poll Kansas junior and senior high school students to determine what is

accomplished through competitive events. Then, the Kansas State High School Activities Association should re-examine its philosophies concerning speech activities. This procedure may force the Association to focus on aspects of speech other than those which are competitive, thus allowing the individual classroom teacher to do the same.

None of the three recommendations made is unattainable, if the desire for positive change is evident. Reform in the speech classroom is ultimately dependent upon the objectives of the classroom teacher.

RECOMMENDATIONS FOR IMPROVING STUDENT TEACHING PROGRAMS

Although cooperating teachers have generally experienced success with student teachers, several dissatisfactions with college and university programs across the state of Kansas have been voiced. No student teaching program is without its faults, many of which can be corrected through evaluation and implementation of change. The following are recommendations for change in student teaching programs, based upon the attitudes and suggestions of Kansas speech teachers.

General Recommendations

The questionnaire population indicated concern with the lack of a broad speech background as evidenced by student teachers. Speech departments produce a specialized fine arts graduate, knowledgeable in one area and inadequately educated in others. Drama students often deny that they are speech graduates because of their specialization in drama and general speech students readily admit that they are not well versed in any area. The basis of this problem seems to lie within the speech department orientation. Cooperative curriculum planning is as essential at the university level as at the secondary level. A university department must be responsible for continual evaluation and upgrading of teaching standards and course content. It must reassess its goals and restructure its priorities. A cooperative effort between the college of education and the

department of speech is mandatory. Speech orientation for those individuals pursuing a teaching profession should be toward education and not specialization.

A second problem area identified by questionnaire respondents involves establishing a better working relationship between the university and the public schools. Failure to take the necessary time to build good public relations may harm the student teaching program. Orientation sessions should be held with cooperating teachers, university supervisors, public school administrators, and representatives of the college of education present to discuss the student teaching program and the importance of the role of the public schools. The university supervisor must also realize his or her personal obligation to keep the cooperating teacher informed of program scheduling, program changes, and problems which arise.

Several respondents suggested that the failure of student teachers may actually be the fault of the cooperating teacher. Ideally, student teaching assignments should be made by supervisors in each educational field. This would provide an opportunity for interviewing prospective cooperating teachers and prospective student teachers. Assignments should then be made on the basis of the characteristics of each individual which, when combined, will provide for the greatest team effort and cooperation. This procedure can initially alleviate some problems which may arise later.

Once the assignments have been made, the cooperating teacher should have the opportunity to visit with the assigned student teacher to help establish a good professional relationship and to begin cooperative planning.

Specific Recommendations

The author makes the following specific recommendations for change in student teaching programs based upon the questionnaire results and personal observation and experience:

1. Student teachers should teach for one full semester, beginning the first day of the semester and ending the last day of the semester (public school calendar semester). Throughout a full semester, the student teacher should experience all the duties performed by the certified instructor.
2. Students should be required to take fifteen hours of educational classes the semester prior to student teaching. These required classes should include:

Methods

- a. practical techniques
- b. innovative techniques

Educational Principles

- a. educational and learning theory
- b. educational practices
- c. trends and innovations in education

The School and the Community

- a. educational sociology

Curriculum Development

Ethnic Diversity

An investigation into possible duplication of content coverage in Educational Psychology I and II and Educational Sociology should be performed. If duplication exists, the three courses should be collapsed into two or possibly one course.

3. Student teachers should experience one full year of student aide work prior to their senior year. This should be a laboratory type class in which five to fifteen hours per week are spent in the school performing teaching functions without singular class control. The student should receive appropriately established university credit for this work. The aide time should be divided into four nine-week periods, each spent in a different subject area (including one nine-week period in the student's major field). This arrangement will help students to understand the importance of continuity among subject areas and to develop a "feeling" for education as a whole, rather than a conglomeration of specialities. Included in the total thirty-six week period of time should be one or two workshop sessions with the school counselor (sociologist, psychologist, and special education teachers included) and the school principal. The roles that these individuals play in the school system, their relationships to the teacher and the classroom, and how their skills

and expertise can be effectively utilized by the teacher should be examined.

4. Cooperating teachers should receive training through a full length course or workshop. Hopefully, the course would be taught by a dynamic instructor with a thorough knowledge of the modern school and today's educational philosophies and trends plus a complete understanding of today's student. This course should be mandatory for every cooperating teacher.
5. University supervisors should observe their student teachers a minimum of one time per week. They should meet with each cooperating teacher at least once every nine weeks to discuss the progress of the student teacher. Before the school term begins, the university supervisor should meet with each cooperating teacher to discuss course objectives. As was mentioned earlier, university supervisors should interview both cooperating teachers and student teachers before making assignments. These assignments should be made on the basis of individual characteristics which will benefit both people and provide for a cooperative effort.

The above recommendations are intended to be practical, usable ideas for upgrading the quality of the student teaching program. They focus on the university college of education and its obligation to the student. The author

believes that by more careful structuring of the secondary education curriculum, the college of education can perhaps eliminate the majority of students who may pursue education as an easy end in itself rather than as an innate desire to help youth through teaching as a profession.

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APPENDIX A

QUESTIONNAIRE

DIRECTIONS: This questionnaire has been designed to secure information concerning speech instruction and student teaching. It will require only approximately 15 minutes of your time. Your cooperation is greatly appreciated.

I. PERSONAL DATA:

Age _____ Sex _____ Grade levels taught _____

Speech subjects taught: _____ general speech _____ drama
 _____ debate _____ mass communication
 _____ forensics

Subjects other than speech you are currently teaching:

1.

2.

Number of years you have taught speech _____

Number of undergraduate and graduate speech credit hours completed:

1. undergraduate _____

2. graduate _____

II. GENERAL INFORMATION:

Have you had student teachers in the past? _____ How many? _____

Did you do your own student teaching in the field of speech? _____

Do you and your student teacher plan cooperatively? _____

Do you meet with your student teachers for the purposes of discussing progress? _____

Are these meetings on a regularly scheduled basis? _____

Have you ever taught speech using a competency-based approach? _____

Do you use a course textbook? _____

Please respond to the following by placing an X on the scale:

How would you describe the type of class you conduct:

_____ | _____ | _____ | _____ |
 innovative traditional

How would you rate your experiences with the student teachers you have had?

Very Satisfactory _____ Unsatisfactory

**THE FOLLOWING
PAGE IS CUT OFF**

**THIS IS AS
RECEIVED FROM
THE CUSTOMER**

Speech should be taught using primarily a rhetorical approach:

_____ | _____ | _____ | _____ | _____
 strongly agree agree undecided disagree strongly disagree

Speech should be taught using primarily an interpersonal approach:

_____ | _____ | _____ | _____ | _____
 strongly agree agree undecided disagree strongly disagree

Speech students should be competitive:

_____ | _____ | _____ | _____ | _____
 strongly agree agree undecided disagree strongly disagree

Speech students take part in too many competitive events:

_____ | _____ | _____ | _____ | _____
 strongly agree agree undecided disagree strongly disagree

All junior and senior high school students should be required to take a course in general speech communication:

_____ | _____ | _____ | _____ | _____
 strongly agree agree undecided disagree strongly disagree

Please indicate the degree of emphasis you as a teacher place on each of the following: (3= a great deal of emphasis, 2= moderate emphasis, 1= little or no emphasis)

_____ skill	_____ competition
_____ performance	_____ enjoyment
_____ understanding	_____ self-assurance
_____ perfection	_____ self-fulfillment
_____ relevance	_____ practice

Indicate by percentage how often you utilize the following teaching methods in your classes:

_____ situation role-playing	_____ tests
_____ independent study	_____ improvisation
_____ general discussion	_____ group work
_____ lecture	_____ pantomime
_____ student performance	_____ field trips
_____ panel discussions	_____ workshops
_____ creative dramatics	_____ resource people
_____ games	_____ student goal setting
_____ student evaluation	_____ flexible assignment schedules
_____ teacher evaluation	_____ modules

4. List the limitations you place on what materials a student teacher may cover in your classes.
5. List the ways in which you encourage your student teachers to use innovative techniques.
6. Describe your classroom atmosphere
7. Please list changes you have made in your speech programs in the past year.
8. Please list the suggestions you would make for changes in the student teaching program.

APPENDIX B

COVER LETTER

Department of Curriculum and Instruction
College of Education
Holton Hall
Manhattan, Kansas 66506
Phone: 913 532-5550

September 11, 1974

Dear _____:

I am a student in the master's program in the Department of Curriculum and Instruction at Kansas State University in Manhattan, Kansas. Currently I am collecting data for a master's report on "The Attitudes of Kansas Speech Teachers Toward the Teaching of Speech and the Training of Student Teachers."

The future of the speech programs in our schools is influenced by the new talent entering the field. We feel an obligation to provide for student teachers in speech education as fine a program of student teaching experience as we can make available. As a speech instructor, I am sure that you are also vitally interested in the future of speech on both the junior and senior high level. Because of your experience in this field, I am particularly interested in getting your response. Your opinion will influence the future design of the student teaching experiences in speech education at Kansas State University.

I shall be grateful to you for completing the questionnaire prior to September 20 and returning it to me in the enclosed self-addressed, stamped envelope. You may be confident that your name shall remain anonymous and that your suggestions will be explored for possible utilization. Upon completion of the compilation of this data, your questionnaire will be destroyed.

We welcome your comments on the questionnaire and if you desire, I will be happy to send to you a summary of the results. Your contribution is most important and your interest and cooperation is greatly appreciated.

Sincerely,

Deloris Berland

Deloris Berland

Richard Hause

Dr. Richard Hause
(Major Professor)

Roy A. Bartel

Dr. Roy Bartel
(Coordinator of Field Experiences)

APPENDIX C

FOLLOW-UP CARD

Oct 1, 1974

Dear Speech Teacher:

As you may recall, I recently sent you a questionnaire concerning your opinions on teaching speech and the training of student teachers. It is very important that I receive this information from you so your opinion can be counted in my study.

Will you please take a few minutes to complete the questionnaire and return it in the self-addressed stamped envelope provided for you. Your efforts in this matter are appreciated.

Sincerely,
Deloris Berland

Oct 2, 1974

Dear Ms Pair:

As you may recall, I recently sent you a questionnaire concerning your opinions on teaching speech and the training of student teachers. It is very important that I receive this information from you so your opinion can be counted in my study.

Will you please take a few minutes to complete the questionnaire and return it in the self-addressed stamped envelope provided for you. Your efforts in this matter are appreciated.

Sincerely,
Deloris Berland

OPINIONS OF KANSAS SPEECH TEACHERS CONCERNING
SPEECH EDUCATION AND THE TRAINING OF STUDENT TEACHERS

by

DELORIS MARIE BERLAND

B.S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1974

The purposes of this report were to: (1) identify opinions of Kansas speech teachers regarding the teaching of speech (2) identify techniques utilized by Kansas speech teachers in the teaching of speech (3) determine current areas of emphasis in the speech curriculums (4) obtain information on professional relationships between cooperating teachers of speech in the state of Kansas and student teachers of speech (5) make recommendations for improving classroom teaching of speech communication and (6) make recommendations for improving the student teaching program at the undergraduate level.

Studies have shown that within the past few years there has been a considerable shift of emphasis in speech communication. This changing emphasis has challenged the traditional public speaking approach. Authorities, however, do not agree on what the focus of this changing emphasis should be. Most concede that a more humanistic approach to communication should be the primary objective, but advocate differing means of attaining the objective. Popular among educational authorities is the interpersonal communications philosophy which stresses the study of reciprocal face-to-face encounters through both verbal and nonverbal cues. Still other authorities recommend a student-need approach which encompasses some interpersonal philosophy in addition to some traditional philosophy.

The opinions of Kansas speech teachers were obtained by sending a questionnaire to sixty-five Kansas speech

teachers who are currently used as cooperating teachers by the six state supported colleges and universities in Kansas. A listing of the population was obtained from the Coordinators of Student Teaching at each of the institutions. Of sixty-five questionnaires mailed, thirty-six usable returns were received.

It was found that the majority of speech teachers in Kansas who are used as cooperating teachers have acquired more credit hours than those required for certification. The average number of graduate hours accumulated by this same group is seventeen.

Participants in the study generally agreed that speech communication should be a required course, should be taught using primarily an interpersonal approach, and should be competitive. The majority of the population did not believe that speech students now take part in too many competitive events. A large degree of attitudinal difference could be noted in the student goal emphasis by speech teachers. Skill, performance, understanding, enjoyment, self-assurance, and self-fulfillment were all given moderate or greater emphasis.

Teaching methods utilized by teachers showed no observable relationship to the subjects taught or the type of classes conducted. Student performance was utilized most often (approximately half of class time) while independent study was conducted approximately one-fourth of class time. Content areas of interpersonal communication most commonly

covered in speech communication classes include body language and interpersonal relationships. The most infrequently covered area was ethnic diversity. Content areas covered by respondents in addition to those listed on the questionnaire showed an emphasis on traditional philosophy.

All but one respondent indicated professional success with student teachers. Student teacher expectations as voiced by cooperating teachers were numerous and varied. Most qualities expected of student teachers concerned the relationship between the student teacher and the actual classroom situation.

The greatest discrepancy between the opinions expressed by cooperating teachers and actual classroom procedures appeared to be in theory and practice. While most teachers indicated a belief in the philosophy of interpersonal communication, the majority practice traditional procedures in the classroom.