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ABSTRACT

This article, written for speech educators, explores some of the concepts of communication theory as they relate to teaching speech communication in the high school. Suggestions for curriculum study, change, and development are given in (1) a rationale for a communication theory approach to high school speech, (2) a description of the learning-teaching environment which is compatible with communication theory and what is known about learning, (3) a description of the intra-personal and inter-personal functions of human communication and the problems deriving from those functions, (4) an outline of suggested learning experiences for speech communication curricula, and (5) a topical bibliography for teachers of speech communication. (Author/JM)

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**EDO 43612 SPEECH COMMUNICATION IN THE
HIGH SCHOOL CURRICULUM**

By

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HITE COMPTON, and ALLAN D. FRANK**

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SPEECH COMMUNICATION IN THE HIGH SCHOOL CURRICULUM

EDITOR'S NOTE. The four authors prepared this statement for the Committee on Curriculum for the High School, a committee of the Secondary School Speech Interest Group of the SAA. Editorial assistance was provided by Ralph L. Lane, immediate past Chairman of the Secondary School Speech Interest Group, Glenbrook North High School, Northbrook, Illinois; Karl Wallace, Chairman, Department of Speech, University of Illinois; and Betty Mac Collins, Department of Speech, Memphis State University.

THE purpose of this curriculum statement is to indicate that the American Culture and its educational objectives are in states of change and that these changes prompt a consideration of new approaches to the teaching of speech communication in the high school. This statement is not intended as a prescriptive course of study but as an exploration of some of the concepts of communication theory with a set of suggested approaches to the implementation of those concepts.

There is no one way to effect changes in human communication behaviors. However, the basic set of premises, underlying any curriculum, does have a crucial influence on the design and the

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educational product of that curriculum. Change is a reality in any process oriented culture. This study and exploration in possibilities for curriculum change consists of the following:

1. The rationale for communication theory approach to high school speech.
2. A description of the learning-teaching environment compatible with communication theory and what we know about learning.
3. A description of the functions of human communication and problems deriving from those functions.
4. Suggested learning experiences for speech communication curricula.
5. A bibliography for teachers of speech communication.

SECTION I

THE RATIONALE FOR A COMMUNICATION THEORY APPROACH TO HIGH SCHOOL SPEECH CURRICULA

Early in this century speech education entered the American high school curriculum. It derived its basic educational premises and its curricular concern for the speaker and message from the colleges and universities. These institutions reflected the purposes of classical education; they aimed to prepare the leaders of the culture, leaders who were to be the holders of truth, announcers of certainty, explainers of causality, and possessors of power. As long as these postulates were generally

operative in the culture, it was reasonable and logical to utilize the classical linguistic educational model. Messages had to be true, clear, and received, if made by the holders of truth; messages had to be persuasive if made by the holders of power. The function of the listener was to give undivided attention to the message so that he got the message. As long as these postulates governed the curriculum and the teacher was the appointed repository of the truth, the learner had placed upon him one injunction. "Listen to the teacher—to words of truth—repeat the words to prove to the teacher that you have the truth." Communication, if effective, was thus considered primarily a linear activity with the source of the message and its content being the concerns of speech education. Hence, speech education from before the time of the Greeks to the present has centered upon the speaker and message and their functions in the communicative act.

Four revolutions, however, have altered the premises which supported the classical speech education model. The first revolution which forced western man into the modern world was the revolution of Darwin. This revolution changed man's relationship to the natural world of created things and brought about new views of the nature of truth, certainly, and causality. Man, an evolving creature, living in a world of evolving structures and changing functions, was forced to examine himself and all other living creatures from an entirely new perspective. If survival of the fittest was indeed a reality, man had to ask, then, what human behaviors gave him the best chance for survival? It soon became apparent that man's survival, in the human sense, did not depend so much upon physical fitness and brawn as upon intellectual fitness.

Intellectual fitness soon became equated with man's ability to learn and utilize simple systems as the modus operandi for resolving his human condition. If man could best survive by thought processes, then education was a necessity.

In addition to the Darwinian revolution two other revolutions changed the nature of education. The Freudian revolution turned man's attention to the nature and functioning of the human emotional-neurological-somatic system. Before Freud a non-functioning human being was believed infested with devils and relegated to the scrap heap of human refuse; after Freud it was recognized that man was susceptible to change and restoration. The child, adolescent, and adult became educable and re-educable. The education required for survival included more than highly intellectualized, verbalized, and formal input of fact, figures in generalizations which were posed in textbooks written by authorities. Education acknowledged mother love, object love, fear of death and rejection, the libido, trauma, the role of language in the dream and the nature of the Self. The role of the symbolic process in the development of the human personality became important and the function of intrapersonal communication as a critical factor in healthy organisms became significant. So important has communication become in the successful adjustment of the human being that in this decade one entire approach to psychiatry is oriented around communication theory. This approach defines mental illness as a breakdown of communication and defines its therapeutic goal as the returning of the individual to a state of intra-and interpersonal communicative effectiveness.

The third revolution, the Einsteinian

revolution, destroyed man's belief that the physical universe had been started and was kept in order and operation by a set of immutable laws of unalterable accuracy. Laws of nature were no longer something man sought outside himself, but were recognized as a result of his own operations. Cause and effect relationships, once held to yield certainty of truth, were now held to yield probable truths, and degrees thereof. The world of static order gave way to the dynamics of process and change. Relativity entered the vocabulary, and today its application in science has been extended to a concern for the uniqueness of the individual as well as explaining, in part, the answer to the question, "What is the meaning of meaning?"

The fourth revolution, a product of the other three, was the economic revolution. The implications of this economic revolution for the construction of speech curricula are far reaching and urgent. The child born today will grow into a world where his economic existence will be predicated upon his communicative abilities. Such abilities encompass all the factors found in both the intra- and inter-personal communicative act. Approximately ten years ago our labor force shifted from a predominantly blue collar society to a white collar society. As a result of this shift the primary characteristic of the present human economic task is that man now works with man rather than things.

The economic revolution has produced three other major sets of conditions pertinent to this rationale. The numbers of human beings not equipped to enter service industries grows larger by virtue of their poor or non-existent education in communication skills. The problem of the Negro and other minority racial groups, economically and socially, is due in large measure to the

fact that their communicative skills—*intra-* and *inter-personally*—do not fall within the norms imposed by the burgeoning service industries. The youngster deprived linguistically, often from early childhood, is the early school failure. The reason is simple. Early school education as well as secondary school education still operates on postulates which predate the revolutions discussed above. Language curricula which center upon *inter-personal communication* and which ignore the function of language as an organizer of *intra-personal behaviors* initiate the dropping out process. The classically oriented linguistic school imposes in the early school experience of the linguistically deprived child a set of behaviors which result in failure, pain, and withdrawal from learning.

The economic revolution is producing another set of conditions which must be given attention. These conditions have to do with the concept of leisure time. Today work tasks, in themselves, require a minimum of energy expenditure; and the numbers of hours that one does not have to work are growing rapidly. The task of turning to activities which give human pleasure is a great burden upon society. To answer the question, "What can a person do on his day off?" is a deceptively difficult matter. All forms of human behavior are related to language behaviors. For a man to be alone in the mountains and find pleasure, security, and personal growth requires a highly developed skill of enjoying being with one's self. Such skills are *intra-personal communication* skills and need to be taught. Those who utilize leisure time by attending movies, plays, and other forms of entertainment can only utilize that time to the maximum when they have developed rather sophisticated skills of listening, determi-

nation of meaning, self-talk, critical reactions and that nebulous behavior called appreciation. Such skills are intra-personal communications skills and the need to increase our attention to them is urgent.

Finally, the economic revolution with shifting centers of industrial output has forced us into a highly mobile nation with twenty percent of all people moving domiciles at least once a year. The rapid extermination of the rural myth and the rapid growth of urban centers has forced millions of human beings with experiences in languages accumulated in one society to travel into other linguistic and semantic environments. Such movements throw the human system of prediction into jeopardy. The inter-personal language systems required for such a mobile society are much more complex, subtle, and numerous than that verbal language called English. Yet the attention necessary for full utilization of sub-languages is too often lacking in the traditional speech and English curricula. Hence the full resources of the human beings in communication are not realized, and the moving from one geographical, linguistic, and semantic environment to another is traumatic for millions.

The total impact of these four revolutions is not yet clear. It is possible, however, to recognize their influence upon pre-suppositions relevant to modern communication. The problem for curriculum planners, particularly in communication, is to find how to cope best with these new postulates:

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 discussions 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.

SECTION II

THE LEARNING-TEACHING ENVIRONMENT

The face of education is changing and reflecting the pre-suppositions of American thought. More and more, the school is introducing the student to the skills and powers necessary for physical well being and for self-realization. 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. The role of the teacher is being re-defined to permit more attention to individual differences and to provide for greater utilization of teacher strengths. Instructional materials are becoming more sophisticated in their teaching effectiveness.

Such 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, that human behavior is learned and not pre-ordained, that human beings learn at different rates and in different ways, and that learning occurs primarily in a social-emotional climate.

These ideas and materials for a course of study in speech communication, despite their specifics, are general in nature.

Each school system should approach the development of a speech communication program according to its needs and its abilities. In general, however, there are certain principles that can facilitate an effective speech communication curriculum.

The Administration. The administration should become familiar with the suggested program and the implications involved in undertaking such a program. It will want to become acquainted with the basic literature of communication theory and understand that effective speech communication curricula do not deal primarily or solely with the needs, interests, and skills of solitary speakers, but that all the ingredients of the communicative process are the data of speech education.

In the foreground of a speech curriculum centered on the understanding and development of communicative behavior are the self-concepts, self-confidence, feelings, emotions, and internal thought processes of young learners; accordingly, all of the curriculum should utilize appropriate school facilities.

Introducing a new program with a new point of view calls for careful orientation of staff, students, and parents. For instance, in most early phases of a speech communication curriculum, the use of traditional grading and testing systems may be unwise. To develop a non-threatening climate in communication learning experiences and to accept the role of pure audience evaluation is not a particularly easy task. Because an effective speech communication program will depend upon involvement of the student in reality-based experiences, provision must be made for student mobility, flexible scheduling, and wide use of field trips.

Perhaps the most important administrative challenge will be the finding—or

making—of teachers adequately trained to handle speech communication curricula. In those cases where new personnel are not available, in-service training for interested teachers is a possibility. Teacher institutes and special classes for re-training purposes should be made available.

The Teacher. The heart of any effective communication curriculum, of course, is the teacher. The teacher will have to be conversant with both the nature of communication and with up-to-date information concerning methods of learning. The learning-teaching process in a speech communication course cannot be the traditional teaching procedure based on telling. In order to facilitate effective learning-teaching environments, the following desirable learning conditions are offered for consideration:

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.
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.

A climate of freedom must pervade the speech communication classroom. Eager to encourage the self-development of students the teacher must avoid an environment which forces the student to turn to him for direction and reinforcement. Team teaching with other subject matter specialists should be encouraged. The use of peer teaching should be explored. In general, the teaching-learning environment should be characterized by exploration, invention, discovery, and creativity.

SECTION III SOME BASIC CONCEPTS OF THE PROCESS OF SPEECH COMMUNICATION

One effective means of explaining the communication process to students is to use a communication model or diagram. A communication model typically consists of a diagram which depicts the stages in the communication process, along with brief descriptions and labels for each stage. There are many different models, and the teacher should select the one which most accurately structures and interrelates the ingredients of his course.¹ In addition, the model should contain the essential facts about the communication process, and it should be well-suited to the students' ability to understand it and to the teachers' purposes in using it.

A communication model can serve at least four purposes:

1. It helps to depict, by visualization, relationships and events which are difficult to explain by verbalizations alone.
2. It presents a wholistic view of the interrelationships among the factors involved in the speech communication process.
3. It can serve as a point of reference when discussing some aspect of the communica-

¹ Ronald L. Smith, "General Models of Communication" Special Report No. 5, Communication Research Center, Purdue University, 1962.

tion process, as when presenting theory or giving oral speech criticism.

4. It can aid in finding and correcting communication breakdowns. (You can point to a diagram and show students where their communication problems are.)

In the following paragraphs some essential facts about the speech communication process are presented. These facts can serve as one set of criteria for selecting a communication model. It is helpful to have a large-scale version of the selected model posted in the classroom for quick reference.

Explanation of the Speech Communication Process². All communication takes place in a field or matrix of stimuli. In this matrix there is a speaker, a listener, and two sources of stimuli which affect both:

1. Internal stimuli originate within the speaker (fear, fatigue, joy, etc.) and listener (indifference, hostility toward speaker, hunger, etc.).
2. External stimuli originate outside the speaker and listener (notes in front of speaker, overheated room, audience chatters, etc.). External stimuli can simultaneously affect both the speaker and the listener, while internal stimuli affect only the person originating them. Stimuli are the raw material out of which messages are formed and sent.

The speaker originates stimulus messages which he sends to listeners, while the listeners originate response messages which they send to speakers. Messages are sent by both parties to stimulate meaning in the other person(s) and to influence the behavior of the other person(s). Speakers and listeners send messages simultaneously. The speaker and listener are being continuously and simultaneously affected by (1) the external stimuli present in the situation, (2) their own internal stimuli, and (3)

² Gordon Wiseman and Larry Barker. *Speech—Interpersonal Communication* (San Francisco: Chandler, 1967), pp. 13-37.

the messages being sent by the other party.

Speakers and listeners are simultaneously bombarded by stimuli and by the messages produced by each other. Try to picture two persons continuously and simultaneously giving off many streams of particles which strike the other person, and both persons being bombarded by particles from sources within them and within the environment, and you have a fairly accurate grasp of one aspect of the speech communication process.

For purposes of description only, the process of communication will be broken down into steps. We could start anywhere, but we will start at the most familiar point: the speaker.

The speaker selects some of the stimuli bombarding him and attends to these to the exclusion of competing stimuli. The selected stimuli could be such things as the sick feeling in the pit of his stomach (internal stimuli), the smiling lady in the front of the room (response message), or the notes in front of him (external stimuli). His selection of stimuli is influenced by such things as: (1) his habits of attention, (2) the relationship of incoming stimuli to his important needs, values, and objectives, and (3) his emotional state (angry, afraid, optimistic, etc.).

Humans learn to select stimuli by habit or experience (as a botanist and a zoologist would select different stimuli if both were walking through the woods together). Humans also select stimuli which are related to their values, needs, and objectives, and exclude those which are not (we see what we want to see). Also, human beings will more likely select stimuli which fit in with, or verify, their emotional states, and will tend to block or reject stimuli which do not fit in or verify (as an

anti-union person would more likely notice and read an article attacking unions than one praising unions in the same newspaper). In addition, incoming external stimuli are distorted by the unique functioning of the speaker's sense receptors, and by blending with the speaker's internal stimuli. So the speaker's perceptions of stimuli are always to some extent subjective, and all speakers start with incomplete and distorted perceptions of the events they speak about.

The selected stimuli, in their distorted and incomplete form, interact with or relate to the speaker's past experience. These relationships between incoming stimuli and past experiences can be called meanings. Meanings are also subjective, because each human being's experience is unique.

Meanings are formed into messages by using language and principles of organization. The messages are translated into visual and auditory stimuli (voice and visible behavior), and this stimulus message enters the matrix of stimuli to compete for the attention of the listeners. Any stimulus which takes the listener's attention away from the stimulus message, or distorts or blocks the message, is called noise (as hot and poorly ventilated room, listener's hunger, speaker's unusual dialect, and several listeners talking to each other). Noise is present in every communication situation, and it changes messages by distortion, omission of parts of the message, or complete blockage. The message the listener receives is not the same one the speaker sent.

The listener now selects some of the stimuli bombarding him, and he attends to these, to the exclusion of others. The stimulus message is only one of many stimuli he can select. He selects in terms of his habits of attention, emo-

tional states, needs, etc.; and his perceptions of stimuli are distorted by the unique functioning of his sense receptors and by blending with his internal stimuli. The listener receives parts of the stimulus message along with other internal and external stimuli. He loses part of the message by inattentiveness, noise interference, and emotional blocking and distortion. All of these stimuli combine into a new version of the stimulus message.

The incomplete, distorted stimuli interact with and relate to the listener's past experiences to form meanings. Just as the speaker used the stuff of his experience background to create a meaning, so the listener creates meaning out of the stuff of his experience background. The more similar the speaker's and listener's backgrounds are, the closer are the created meanings, and vice versa. Meaning then exists in people, not in words or messages.

The listener uses language and principles of organization to form a message, which he translates into visual (yawning, looking confused, walking out, etc.) and auditory (clapping, hissing, laughing, heckling, etc.) stimuli. This response message is sent to the speaker, and is distorted or blocked by noise factors in the situation, and by the speaker's reception of it. The response message sent by the listener is not the same message as was received by the speaker.

One available source of stimuli for the speaker then is the listeners' response messages. The speaker may or may not select response messages and attend to them. If he does, he is utilizing feedback. Feedback consists of response messages which the speaker uses to modify his speech communication behavior to make it more effective.

At this point we are back where we

started from, and some writers might state that one complete turn in the circular process of communication has been completed. However, the communication is not strictly chronological and circular, as speakers and listeners simultaneously send and receive messages which simultaneously affect each other.

Several principles can be extracted from the preceding explanation:

1. All perception is, to some extent, subjective.
2. All meanings are subjective.
3. Meaning exists in people, not in words or messages.
4. Listeners as well as speakers communicate, and both require training to be more effective.
5. The message sent is not the same as the message received.
6. The purpose of speech communication is to influence the behavior of other human beings.
7. The more you know about the listeners' life experiences, the more effective is your communication: effective speech communication is listener-centered.
8. There are no absolute rules or precepts of effective speech communication: what is effective will be determined by the unique combination of factors found in a given speaker, a given listener (or group of listeners), and in the situation in which the speech communication takes place.
9. The effective speech communicator is one who makes accurate predictions concerning the responses listeners will make to his speech communication behaviors, and effective speech communication education trains persons to increase the accuracy of their predictions.

SECTION IV INTRA-PERSONAL COMMUNICATION

The Intra-Personal Functions of Speech Communication

Communication to develop and maintain the integrity of self-concepts and to encourage stability of emotion and feeling.

1. Speech communication enables a person to construct and maintain a satisfactory self-

concept which contributes to his happiness and his effectiveness as a communicator. As he talks to others a person reveals himself; he builds images and creates roles of himself.

- a. A person builds many images of himself. They are the roles that he plays in varying communication situations. (The young person builds many images of himself in his roles as a student in the classroom, as an athlete on the playing field, as a son in a family, as an employee on the job, or as a leader/follower in his church and other activity groups, etc.)
 - b. Self-concept evolves through the words others have used to describe him.
 - c. Self concepts evolve from several facets which involve such aspects as awareness of body and physical competencies; awareness of state of knowledge and competency as a thinker; awareness of attitudes, values, and feelings; awareness of effectiveness as a communicator; and space time orientation.
 - d. Self-concept can be discussed from at least four points of view: the person's own perception of who he is, his ideal self—his picture of the kind of person he would like to be, his perception of how others perceive him to be, and how others perceive him to be.
2. Some conditions of the self that create communication problems
- a. A state of high tension, unhappiness, etc., because of a conflict between different versions of self-concept
 - b. The absence of response (or feedback) or an insensitivity to or misinterpretation of feedback
 - c. Unawareness of the confusion or noise involved in the speaker's understanding of himself, of others, and of the circumstances of communication
 - d. The inability or unwillingness to verbalize goals, aspirations, and feelings
 - e. Faulty selection of values: over-emphasis on concepts and feelings inappropriate to the speaker and his listeners; e.g., undue concern for personal appearance
 - f. The use of speech communication to disguise self because of feelings of inadequacy and the like

Communication to make decisions and to resolve problems

1. Decision making and problem solving involve the understanding of problem situa-

tions and the desirability, often a necessity, of choosing among competing and conflicting states of mind. There are two foci:

- a. Choices leading to the convincing or persuading of self.
 - b. Choices leading to the explaining or the advocating of decisions to others.
2. The making of choices involves experiences in the following activities:
- a. Verbalization, internal and external; thinking, writing, speaking
 - b. Recognition of purposes in making choices and the fact that these entail one's emotions and feelings
 - c. Recognition of the materials and means of arriving at decisions and communicating them to others
 - d. Recognition of the fact that one's material resources reside in his past experience and what he can add to his experience in preparing for a specific communicative situation
 - e. Judging and criticizing decisions and the ways of presenting them to others

The Teacher's Goals in Developing and Maintaining Self-Concepts

1. The teacher should be aware of the general kinds of behavior which mature adults are supposed to acquire. Behind each kind of behavior is a self-concept appropriate to that behavior, an image that is developed through communication and needed for successful communication and survival.
2. The teacher encourages the students in the development of the following self-images and values which seem compatible with our mid-twentieth century culture.
 - a. A self-image of independence and responsibility for decision making
 - b. A self-image of physical competency and attractiveness
 - c. A social self able to meet with, feel a part of, and contribute to individual and group activities
 - d. An intellectual self who can successfully cope with problems and performance tasks
 - e. A self-concept of moral integrity
 - f. A self-concept satisfactory to the religious aspects of his life
 - g. An economic self who knows he can earn a living
 - h. A historical self who recognizes he has a past and is capable of making a future

- i. A political or citizen self who recognizes his commitments to civil law and order
- j. A dynamic self who recognizes that change is a condition of himself and his environment
- k. A concept of the unique self who takes pride in his private portrait of himself
- l. A communicator self who knows he can speak, and ought to speak, on appropriate occasions

A General Approach for the Teacher to the Achievement of Teaching Goals

Teachers of speech, like all teachers, encounter learners at various stages of development and motivation. In the learner-teacher relationships *accommodation* is the ideal. Essential to accommodation are acceptance and encouragement, understanding and reward; and every teacher selects his methods and projects according to his best judgment.

Obviously not all learners will reveal all of the different kinds of behavior manifested as selves. Nor can each learner become equally good at developing each of the selves. The special goal of the teacher of speech is to nurture the communicative self. He will therefore invent learning situations that elicit communicative behavior. He will be generous with praise, sparing with censure. He should remember that he himself is his learner's model of a communicator.

Teaching the Development of Self Concepts Through Communication

Some kinds of activities and situations demanding communicative behaviors which can contribute to the development of positive self-concepts: role playing; informal discussions; games such as charades, twenty-questions, who am I?; interviews; relating dreams; participation in a school project; creating a reality based problem-solving routine in class; creative writing and sharing of

writing; haiku, short stories, character sketches, autobiographical materials; persuasion, oral interpretation of one's own and other's writings; producing plays; inviting guests to talk with students about special subjects related to self-concepts; taking field trips; making a slide series or movies.

Sets of sample questions and activities pointing to materials for building curricula in self-exploration

1. Self-concept: a decision-maker

a. Questions: What do I do well? What do I value? What do I reject? What do I hope for? What does my family expect of me? Who are my heroes? What do my peers think of me? How do I face problems? What day would I like to live over? What would I like to forget? How well do I see, feel, hear, and touch the world around me? Do I feel bad when I hurt someone? Do I feel pain when I see others in pain? What are the things that I feel guilty about? What do I have that I wish everyone had? Do I usually get what I want when I work with others? Do I see myself as a brave person or a coward? When I am in trouble, to whom do I talk? What makes a person powerful or weak? If you were permitted to take ten persons to an island, who would they be? (Explain your choice.) What are five important positions or work tasks in which you would like to engage? (Tell why.) What does it mean to be alone? What is my most prized possession?

b. Activities

The teacher may talk openly and frankly about his own development as a decision maker.

In small groups have students discuss the problems they face and how they are attempting to solve them.

Invite a guest lecturer to talk about decision-making.

Present students with the steps in scientific decision-making and have them relate them to their own lives.

Discuss the decision-making that occurs during sleep.

Raise questions regarding the influence of previous experiences and emotional states upon decision-making.

Have student list the decision-makers in the school and explore the methods used to make decisions.

Teach students the brainstorming process and have students apply the process to a simple and related problem, for example, "How can we improve erasers?"

2. Self-concept: body and physical images

- a. Questions: When I look into a mirror, what do I see? Do I like what I see? How would I change my appearance? Do I feel handsome? Pretty? Do I feel awkward? Graceful? What games do I play? What games would I like to play? Do I like competitive games? Do I think it a virtue to be physically strong? Do I like to exercise? Do I follow a program of physical fitness? Do I think diet, recreation, sleep, work, and study are important? Do adults treat me as mature because of my size? Do they regard me as immature because of my physical appearance?

b. Activities

Sponsor a style show, using students in the speech class.

Invite members of the home economic and athletic departments to come to class and discuss the importance of individual differences, values of physical exercise, importance of good manners, and grooming. Relate these to the communication process.

Have students read biographies of men and women who have overcome handicaps.

Produce a series of one-act plays with the emphasis in casting not on types, but reverse types (do not present these for formal audiences).

3. Self-concept: the social self

- a. Questions: Do I feel comfortable with my peers? Do I believe that my manners are inferior? Am I uncomfortable about my background? Am I afraid to meet new people? Can I start a conversation? Am I able to enter into a conversation which others have begun? Do I feel comfortable with adults? Do I belong to a group? Do I approve of the group to which I belong? Do I want to belong to another group? Am I shy in new experiences? What am I ashamed of? of my house? of my family? of meeting new people? of my appearance? of my ability

to introduce my friends? of my fear of not being able to belong? of living on the wrong side of the tracks? Am I rejected by specific groups? Do cliques have a special language system?

b. Activities

Make a socio-gram of the class.

Use role playing to develop conversational abilities.

Have students make a study of school cliques.

Have group therapy sessions in which students share their fears and hopes.

Invite the school counsellor in to talk about social development.

The teacher should tell about his social growth—openly and frankly.

4. Self concept: the intellectual self

- a. Questions: What is thinking? Can I think? Is thinking a usual process? How do I learn? Am I able to predict what will result from my thinking? Am I able to recognize facts? Am I able to distinguish fact from opinion? Am I able to solve problems? How does one solve problems? Do I enjoy the process that is termed intellectual? Do I want to learn how to solve problems? Am I afraid to try to solve a problem for fear that I may fail? Do I feel free to solve a problem in my own way? Is earning a grade important? If I choose not to accomplish every assignment, do I accept the consequences? Do I respect intellectual competencies? What does it mean to be educated? Am I afraid in the classroom? Am I afraid of teachers? Do I like to read? Have I been made to feel inferior because I can't read well? Does my family think that being educated is important? Do my friends think me strange if I choose to read and think? Can I be successful without going through school? May I hate teachers? May I hate school without feeling inferior?

b. Activities

Invite school psychologist or counsellor in to discuss "The I.Q. Myth."

Have students discuss: Is intelligence a product of birth or of learning?

Invite a former school dropout to class, preferably one who has since become successful, to discuss the cause for his leaving school.

Teach students specific techniques for thinking, such as simple logic, set theory, symbolic logic, semantics.

5. Self-concept: the moral self

- a. Questions: Do I assume responsibility for home tasks? Do I assume responsibility for school tasks? Do my parents and teachers generally trust me? Do my peers believe me? Do they tell me secrets? Have I ever done something I believe to be dishonest? Do I believe that my culture rewards honesty? Do I question the honesty of my society? Have I been taught that cheating is immoral? Do I believe that one can cheat, if no one discovers the cheating? Do I have a standard of ethics? Is my standard derived from my family? Is the moral man one who accepts without thinking the standards of his society? Am I my brother's keeper? What is the norm of time in my home and culture? Does time affect my responsibilities? Do I have contracts to honor? Do I respect the law? Do I respect the representatives of the law? What is the function of law?

b. Activities

- Create critical incidents involving honesty and dishonesty.
Assign students various roles to play.
Have students discuss ethics.
Invite guests, such as lawyers or ministers, to talk about the basis for human ethics.
Encourage students to read and discuss materials containing ethical or moral issues.

6. Self-concept: the religious self

- a. Questions: Do I belong to some religious organization? What does religion mean to me? What do I know about the religions of the world? How do I relate to the universe?

b. Activities

- Invite ministers to discuss various religions.
Have students talk about their religious beliefs.
Conduct discussions about the various religions of the world.

7. Self-concept: the economic self

- a. Questions: How does my father and/or mother earn a living? How many jobs has each had? Do they enjoy their work?

Do they wish that they were trained for another type of work? Do they want me to choose a specific profession? Am I inclined to accept their choice? Would I rather choose some other means of making a living? How do I want to earn a living? What jobs have I enjoyed? Have I sought jobs without being told? Do I need a job? What are my competencies in earning? What is my answer when someone asks, "What do you want to be?" Must I prepare for what I want to do by going to college? Must I decide now upon a choice? Should I have decided sooner? Do I want to work as hard as my father and/or mother does? Could I be a bum? Can I take time to develop a talent? Can I try to be an artist? Do I believe that wealth and happiness are synonymous?

b. Activities

Have students report to the class on some work they have done. Encourage them to explore their feelings about the work experience.

Invite the teacher of economics to class to discuss the work survival concept.

Have guidance counsellors discuss the changing nature of work in the United States.

Have student role play interviews, critical incidents in getting or holding a job.

8. Self-concept: the universe related self

- a. Questions: Do I recognize the flow of time? What is yesterday to me? What is tomorrow? What does today mean? Am I connected with today? Can I remember something from my childhood? Does it connect me with today/ tomorrow? Do I remember grandparents? Have they told me about yesterday? Do I know any older person who relates me to the past? Who have been world changers? Do only great men change the future? Can I be a changer? What is the history of my family? my school? my community? How did I get to be the way I am?

b. Activities

Have students tell stories of their own past and the past of their families.

Have students interview old people in their community and have them report their findings.

Conduct a historical survey of the community from a particular point of view.

Have students prepare eulogies of important people in their lives.

Have students discuss the topic, "What will our world be like one hundred years from now?"

9. Self-concept: the political self

a. Questions: Do I like my school community? Do I have a voice in planning my school community? How can I change my school community? Who sets school policy? How free should we be to decide school policy? Does a small group of students provide leadership? Have I registered a complaint with the council, the faculty, or the administration? Do I disapprove of school or class room management in silence? Must there be authority in the class room? Have I worked in a school or community political campaign? Do I believe that I cannot change my community? What do I think of the phrase, "You can't fight city hall?"

b. Activities

Have student discuss the role of student councils.

Take field trips to local centers of governmental decision-making.

Have students organize class along parliamentary lines and conduct class meetings.

Study and discuss such topics as: strikes, demonstrations, civil rights.

10. Self-concept: the changing self

a. Questions: Am I growing? Am I aware of how different I am because I am growing? Today, do I feel different? Do the members of my family change? Do I resent their change? Do I expect them to change? Have my interests changed? In the sports that I play? In the books that I read? In the movies that I like? In the television programs that I see? Have my attitudes changed toward others? Am I aware that new biological and anthropological theories destroy previously held myths concerning race? Do I suspect that truth may be relative? Am I frightened by change? Does any living thing remain static? Does knowledge of the universe remain static? What scientific discoveries have changed my life?

b. Activities

Have students discuss the topic, "You can't step in the same river twice."

Have students discuss the subject: "The World is a Process."

Have students design an experiment to demonstrate that people change.

Have students give speeches on the subject: "Changes I look forward to and changes I resent."

11. Self-concept: the unique self

a. Questions: Do I believe that uniqueness is a virtue? How am I different from everyone else? What differences do I want to maximize? Because someone is different, does it mean that he is wrong? What makes a person different? Do different times and places produce differences? Does knowing someone different from me bother me? Why do others make fun of differences? What kinds of differences are destructive? How were Ghandi, Jesus, Hitler and Marx different? When I look at different classes of things, can I tell them apart? If I own a car, do I customize it? Why? If a salesman says to me, "Everyone is wearing this style," what is my reaction? Can a non-conformist find happiness? Does it require courage to differ? Can a democratic society survive without non-conformists?

b. Activities

Have students write and read descriptions of themes in which they point out their differences.

Have students discuss the meaning of similarities and differences.

Have students discuss the concept of conformity.

Have students debate the topic: Resolved that identical twins are not identical.

12. The self-concept: the self as a communicator, speaker-sender and listener-receiver

a. Questions: Is an artist born? Are people born creative? Do I think that I am creative? Have I made something that I like? Do I believe that it requires courage to be creative? What do I need to be creative? Are the various art forms special kinds of communication? Am I aware that speech is the most often used form of communication? Can I survive without communicating? Am I aware

that speech is a complicated process? Am I concerned about the messages I send? Am I concerned with how effectively I send messages? Am I a listener? Have I caused pain because I have not listened? Do I diminish the worth of another because I do not listen? Can I be human without being a part of the sending-receiving process? Can I experience humanness without telling how I think and feel? Is silence a virtue? Do my silences contribute to understanding? Do I believe that I am master of my destiny? Do I believe that I may partially control my destiny through effective communication?

b. Activities

Encourage original writing: poetry, plays, short stories, etc.

Encourage creative activities: readers' theatre, chamber theatre, story telling, dramatizations, etc.

Encourage display of talent: art objects which students have created, permit dancers to dance, musicians to play or sing.

Plan field trips that involve communicative experiences: live theatre, a special movie, a political rally, a trip to a museum or art gallery, a musical or dance program, a lecture, etc.

SECTION V INTER-PERSONAL COMMUNICATION

Functions of Interpersonal Communication

Communication to develop and maintain the integrity of groups

1. Most of the self-concepts evident in individual behavior not only are acquired through participation in group activities but are at work when persons attempt to influence groups and audience behavior. Persons who undertake to explain, to argue, and to persuade need to understand the nature and characteristics of groups and the ways an individual behaves in group situations.
2. Roles of position, prestige, and power in a group evolve through interpersonal communication.
3. Roles evolve from the need to maintain the group and to accomplish the tasks of the group. Some positions carry power and

prestige. Others carry esteem and power. Power is essential to the group if it is to make decisions or to act. There are also leadership roles within the group of various combinations of position, prestige, esteem, and power.

- a. Task functions: (1) gather and appraise information; (2) resolve problems; (3) make decisions; (4) communicate those decisions to members of the group.
- b. Maintenance functions: (1) a doubly satisfying climate, e.g., one that encourages discussion; (2) rewards for group-approved behavior; sanctions for group disapproval; (3) recruitment and indoctrination of new members.
4. Kinds of groups
 - a. Structured, formed by purpose or task
 - b. Non-structured—audiences
5. Possible communication problems in groups
 - a. Individual norms conflict with group norms.
 - b. Persons belong to many groups, hence the norms of the different groups to which they belong may conflict.
 - c. Persons are unsure of their roles in a group; they do not know what their functions are.
 - d. Persons are dissatisfied with their position in the group.
 - e. Persons' actual power is greater than their designated power.
 - f. Persons' actual power is less than their designated power.
 - g. Task functions may conflict with maintenance functions, thus producing tensions and lowering group cohesiveness.
 - h. Members are insensitive to each other.

Communication to resolve problems through cooperation with a person or group

1. A problem exists when a person or a group is being harmed and obstacles exist to the removal of the source of harm.
2. Possible problems and resolutions include:
 - a. Not knowing how to implement the problem-solving process.
 - b. Inadequate knowledge and skills in critical thinking.
 - c. Inadequate skills and knowledge of listening.
 - d. Failure to understand the nature of attitudes, values, and emotions in the com-

- munication behavior of the persons who are attempting to resolve the problem.
- e. Failure to realize the advantages of and limitations of language and interpersonal communication.
 - f. Insensitivity to feedback or to absence of it.

Communication to influence the behavior of others for fulfillment of many survival needs

- 1. Persons depend on others for fulfillment of survival needs
- 2. Sources of possible communication problems
 - a. Communicator engages in unethical behavior.
 - b. Communicator makes inaccurate prediction about the receiver: he fails to realize limitations of language; his analysis of the receiver's value system and motivational system is inaccurate.
 - c. Communicator fails to create a bond of identification between himself and his receiver.
 - d. Communicator is insensitive to feedback and lack of it.
 - e. Communicator fails to predict the capability of the other person to satisfy the need.
 - f. Communicator lacks sensory experience as group member and lacks adequate symbol systems to represent sensory input, thus reducing the potential experience out of which thoughts can emerge.
 - g. Communicator lacks information about the problem.

Communication to invoke intended meanings in other human beings

- 1. Goals in communication
 - a. To use speech and language to convey meanings
 - b. To use meanings in ways that provide for sharing portions of the experience of speaker-communicator and listener-respondent
 - c. To be successful in communicative situations
- 2. There are at least three dimensions of meaning.
 - a. Extensional meaning is found in the relationship between a symbol and physical reality.
 - b. Intensional meaning is found in the relationship between symbols and subjective reality.

c. Structural meaning is to be found in the sequence of symbols, sentences, paragraphs, etc. It is the meaning furnished by the structure of a series of symbols, a sentence, a paragraph, or the entire message. The only referent for these symbols is to be found in the structure of the message, or formal reality.

3. Possible communication problems

- a. Having undue confidence in his powers of perception. When he perceives, he structures reality and interprets physical reality in terms of his own experience.
- b. Failing to distinguish between the object world and the world of language.
- c. Assuming that physical reality is static, rather than in a state of process; failure to understand that words tend to remain the same while physical reality changes.
- d. Assuming that meaning exists in words rather than in people.
- e. Assuming that the meaning attached to a word by one person is the same meaning as attached by another—communication by-pass.
- f. Failing to ask questions and to begin with a common set of meanings.
- g. Failing to distinguish between statements of fact (reports of observation), statements of inference (using statements we know to predict or infer other statements we do not know), and statements of value judgments (intensional meanings).
- h. Structuring of the message ambiguously so that the intended message stimulus does not reach the receiver, and a non-intended message stimulus does reach the receiver.
- i. Assuming that physical reality exists in a two-valued dimension rather than on a continuum ranging from one extreme to another.
- j. Failing to verbalize feelings or the feelings to be evoked by stored messages in the realm of the poetic.
- k. Being insensitive to feedback and the absence of it.
- l. Lacking listening-thinking skills.
- m. Failing to adapt to noise factors within the sender or other factors of the communication process.

Communication for Play

1. Man appears to find pleasure in manipulating symbols.
2. Possible communication problems
 - a. Inability to understand or appreciate humor.
 - b. Inadequacies of one's message style or treatment.
 - c. Negative past experiences in inter-personal communication, causing the person to view such communication as a source of pain rather than pleasure.
 - d. Uncertainty about the social customs or norms which govern such verbal play.
 - e. Insensitivity to feedback and lack of it.
 - f. Inadequacies in handling structural meaning.
 - g. Inaccurate predictions about the receiver's concept of what is play and what is pleasurable.
 - h. Lack of experiences which, when communicated, could give pleasure to others.
 - i. A negative self-concept which causes communicator to believe that he has nothing in his past experience which, when communicated, could give pleasure to others.
 - j. An unwillingness to listen to others.
 - k. Inability to translate private meanings of past experiences into public meanings which can be understood by others.
 - l. Failure to store and to perfect by communication a repertoire of personal anecdotes which bring pleasure to others.

Suggested Activities for Interpersonal Communication Programs

Function: To build and maintain groups and to resolve problems

1. Formation of the class into four or more groups (two to ten) in terms of problems that they identify as being important to them.
 - a. A series of group discussions (three or four, or more) are scheduled over the span of the academic year.
 - b. The same groups remain intact during this time and are involved in task and group maintenance functions.
 - c. Group members develop their own procedures as to data-gathering, use of class time, agendas, goal setting, and evaluation of their effectiveness.
 - d. The group may or may not elect to report to the entire class. How and when

this is done is determined cooperatively between the teacher and students.

- e. The end product includes a report to the class which is presented in a form selected by the group, such as panel, individual reports, role playing, skit, etc. The reports may include procedures followed and why followed; description of solutions and steps taken to implement them; description of communication problems encountered in the group and how the group attempted to resolve them; an assessment of the problem solving and critical thinking abilities of the group; explaining to the entire class the group's decision on the problem discussed or recommending its acceptance.
2. Set up field trips to observe groups in action: civic clubs and organizations, city council, school clubs and organizations.
3. Have students observe similar groups.
4. Encourage students to form new groups in school and community and to join existing groups.
5. Require readings and classroom discussions of the nature and functions of groups, communication problems in groups and in problem solving.
6. Encourage a candid discussion of cliques, how they are formed, their nature and functions, and communication problems.
7. Have students plan role-playing sessions in which one or more communication problems are present (see lists of communication problems in the section of "functions of speech communication"). Following the role playing, ask students to identify and to suggest how to resolve the problems.
8. Use cases which illustrate communication difficulties and which evoke problems in communication. Get volunteers to participate in solving the case problems, or rotate participation to include everyone.
9. Allow the class to organize itself into one group in terms of some student-identified needs and objectives.
 - a. It should probably recognize the need for some form of parliamentary procedure.
 - b. Readings in, discussion of, and exercises in parliamentary procedure may become necessary.
 - c. Have it compare its procedures, communication problems, and success in

- performing group functions in this situation with the situations in smaller groups.
10. Test students on their critical-thinking ability and discuss results.
 11. Have student and teacher bring written or tape-recorded samples of statements of inference, to assess them for truth and validity, respectively.
 12. Have students take a critical listening test and discuss results.
 13. Construct a semantic differential to measure the attitudes toward concepts, people, events, etc.
 - a. Administer the semantic differential before undertaking any group communication involving these concepts, etc.
 - b. Engage in group communication to solve a problem or make a decision involving these concepts, etc.
 - c. Administer the semantic differential again.
 - d. Discuss: Did the group members' attitudes influence their communication behavior? Their final decisions or solutions? Did attitudes change? How? Why or why not?
 14. Provide physical arrangements in order that while a group communicates, members cannot see each other. Have them describe their communication problems and the causes.
 15. Record group discussions, case problem discussions, or individual reports and replay them for groups, the individual, or the entire class. Have students identify communication problems, how they were handled, and how to resolve them.

Function: to influence the behavior of others for fulfillment of survival needs

1. Make a motion picture or videotape of student speakers in action and show them privately or in class in order that the speaker can more accurately view the persuasive force of his appearance.
2. Have students deliver persuasive speeches based upon what they identified as the dominant motives and values in the class.
3. Have several students deliver a persuasive speech in such a way that they cannot see the audience (a screen, tape recording of the speech, etc.). Have the same speech given so speaker can see audience. Class discussion: How did this inability to see

listeners affect the speaker? Did it make him more or less effective? Why or why not?

4. Have students and teachers bring in written or tape recorded samples of persuasive messages which have been labeled unethical by someone (perhaps by the student or teacher). Discussion: (entire class, in small groups, or as in 1-f above): Is it unethical? What makes a message ethical or unethical? Should a communicator always be ethical?
5. Have students and teachers bring in tape recorded or written samples of persuasive messages which do or do not utilize identification, and which do or do not take into account the capability of the other person(s) to satisfy the sender's needs. Discuss samples.
6. Ask students to deliver a speech to derive something they need from one or more class members. The listener(s) asked to fulfill the sender's needs must be capable of the job.
7. Conduct discussion of the principles of effective persuasive communication.
8. Have students bring in samples of the most influential persuasive messages they have encountered. In class discussion, try to extract what made them so influential.

Function: to evoke intended meanings in other human beings

1. Take a word like truth or beauty and have each student define it. Have each student read his definition and raise the questions: Who is right? Where would we look to find the one correct meaning? Do words have correct meanings? Do we find meaning in words or in people, or in communicative situations demanding the production of knowledge and information, the acceptance of a value-judgment, a proposal for action, or a change in attitude?
2. Bring in an abstract painting or drawing and follow the same procedures as in the preceding activity (i.e., have them write a description of what the picture is, etc.).
3. Allow students to perceive something, like slow men at work. Have them report what they perceived. Ask why they reported what they did.
4. For a period of one week have students keep a record of all instances of communication problems involving this function

- which they observe. Have each student report to the class.
5. Have students give a demonstration speech without any visual aids. Discuss resulting problems. Repeat the assignment, using visual aids. Compare results.
 6. Have students describe a personal experience using statements of observation only. Any time the speaker makes an evaluation or an inference, anyone in the class may raise his hand and challenge the speaker, i.e., he may raise a question about whether or not the speaker's statement was a statement of fact.
 7. Prepare and duplicate a list of 15-20 words which can evoke from a few (Illinois) to many (automobile) meanings. Preface the list with: "Do you know what or whom I mean when I say—?" The student answers "yes" or "no" for each word, and, of course, all the answers should be no.
 8. Have students give a speech in which they define, explain, or clarify an abstract or technical term (as "freedom" or "photosynthesis"). At the end of each speech have the listeners write a brief definition or explanation of the term. Have the speaker compare his meaning with the listeners' meanings. For some speakers, discuss the similarities and differences.
 - a. Do this speech once without allowing any questions from the listeners.
 - b. Repeat and allow questions. Compare results.
 9. Involve students in role-playing and case problems which illustrate communication problems involved in evoking intended meanings in others. In class discussion, have students identify problems and suggest solutions.
 10. Have students report instances of communication in which their meanings and their receivers' meanings were far apart. Have them explore the questions: How did this happen? How could this have been prevented?
 11. Have students analyze tape recorded and written messages to locate and verbalize extensional, intensional, and structural meanings the message evokes in them.
 - a. Discuss the meanings verbalized, focusing on differentiation of the three dimensions.
 - b. What other problems do I have in evoking intended meaning?
 - c. What should be my goals for improvement?
 12. Have a series of brief discussions on topics that involve the important values and emotions of the participants (as, "Is it ethical to cheat on examinations?"). Questions for group and class discussion: Was there confusion of intensional, extensional, and structural meanings? What other communication problems arose when the participants tried to evoke meaning in others? These discussions and questions can be pursued in front of the class, or within the groups themselves. If discussions are conducted within groups, a group representative may or may not report to the class either individually or as part of a panel of representatives.
 13. Have a structural differential present in the classroom, and when a student confuses one level of abstraction with another, or description with evaluation or inference, have him locate his statement of the structural differential.
 14. Administer a listening comprehension test and discuss results.
 15. Develop or purchase a tape recorded program for improving listening comprehension and put ineffective listeners through the program.
 16. For each speaking assignment, develop a parallel listening assignment designed to improve listening comprehension skills, such as (a) have listeners write out the speaker's central idea and intent; (b) have listeners list the main points and major sub-points; (c) have listeners list what they consider to be the important information presented by the speaker; (d) compare these lists with the speaker's perception of important information. If they differ, why do they? Is this harmful to effective communication? How could this have been prevented?
 17. Assign readings in and class discussions of the principles of effective communication of meaning, and translation of emotions into symbols.
 18. Have students describe any person, event, object, or themselves one, three, and five years ago. Discuss: Are they the same? Why not? Did the label change? Why not? What are the implications of a world of process for the use of a static language?

19. Have students describe a person or group around which they have constructed a stereotype or prejudice (as teacher, Negro, policemen, Catholic, etc.). Discuss: What are the origins of these stereotypes and prejudices? What are the causes of them? Are all members of a class (as teachers) the same? Are differences as important as similarities? What happens when we ignore differences and go only by similarities in making statements about individuals in a class?
 20. Have students deliver a speech on the topic: "What I like and dislike most."
 - a. Is something either bad or good?
 - b. Does reality exist on a continuum or is everything two-valued only?
 - c. Do statements of evaluation describe what we are communicating about, or do they really describe the speaker?
 21. Provide experiences in communication of emotions.
 - a. Oral readings of prose and poetry which contain strong emotion-evoking words. Students write and read their own prose or poetry.
 - b. Play readings (readers theatre) and presenting plays with strong emotion-evoking words.
 - c. Students prepare and deliver a eulogy on someone they love or admire.
 - d. Role playing and case problems identifying problems involved in communication of emotions.
 - e. Pantomimes to communicate emotional states and emotional reactions to defined situations.
 - f. Students write and present a play or skit.
 22. Role playing of effective and ineffective communication behaviors (by sender and receiver) in an interview situation. Class discussion of problems uncovered and how to resolve them.
 23. Give the student a geometrical drawing or figure. Using words only (no physical behaviors) the student tries to get the class to reproduce the drawing on paper.
 - a. Do it without, then with, questions from listeners.
 - b. Do it without, then with, the use of visible action.
- Function:** Communication for play
1. Telling a personal experience
 2. Story telling and telling anecdotes
3. Humorous speeches
 4. Readings in and classroom discussions of sources of humor, effective conversation, story telling, and communication problems in verbal play
 5. Have students collect samples of entertaining experiences, stories, and anecdotes they have heard, experienced themselves, or read. Ask them to compile a note book of resources for verbal play.
 6. Role playing of communication problems in conversation (speaker's and listener's problems). Students identify problems and recommend solutions.
 7. Students observe their own conversations and those of others. All report back and synthesize a description of useful sending and receiving behaviors for effective conversation.
 8. Students form into groups and practice introducing themselves and others. This can be extended to role playing situations where men introduce women, a teenager introduces a friend to a specific adult, etc.
 9. Oral readings of humorous and entertaining prose and poetry.
 10. Students write, produce, and tape a comedy or other entertaining radio program.

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