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History of Speech Communication
And
Communication Studies
At
Utah State University
1890-2000

Harold J. Kinzer

Acknowledgements

I appreciate receiving permission to include early photos held by Special Collections, Utah State University Library.

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Preface & Limitations

Program history begins with elocution, which is poorly understood so the first chapter offers an explanation of elocution. The second chapter explores the societal problem of silencing women. The speech profession both silenced and empowered women. The rest of the history is a narrative of what was taught, who taught it, and with what results. Speech/communication studies has been taught every year since 1890, the first year of classes. As the discipline grew with the college, it created a vibrant theater program that contributed to the college and community cultural life. It empowered by providing campus and intercollegiate debate experience. Unfortunately, it bowed to societal pressure and kept women from debate for decades. Speech grew from a single class to a major department. What became theater and communication disorders departments began within the Speech Department. The department also created the broadcasting program. Today communication studies is a major university program with a significant reputation for faculty and student research, for instruction, and for effective preparation of graduates for careers and for graduate/professional study.

This history both describes the evolution of a discipline and the growth of a college into a university. The research limitations that I accepted, limited how fully I could tell these stories.

There are two important limitations. First, I relied heavily on published college/university catalogs and yearbooks. Department records such as budgets, teaching schedules, faculty contracts, syllabi, and enrollment data are unavailable for most of the years covered by this history. No effort was made to contact families of former faculty members to obtain reminiscences, diaries, or records related to a former faculty member's career.

Catalogs and yearbooks provide useful information, but the information is not always accurate. A course description in a catalog identifies subject matter, but not necessarily the specific content and method of instruction. Often a new professor alters course content and instruction without bothering to revise the course description. A catalog identifies professors scheduled to teach at time of publication, but sometimes a professor leaves and another is hired after publication date. A person hired after publication date who teaches only one year is never identified in a catalog. Those who teach part-time are often not identified in a catalog. Reliance on catalog faculty rosters means that I have failed to identify all who contributed to program development.

A second limitation is that I participated in 33 years of this history. I have first-hand knowledge which can be useful, but some of my memories can be faulty and self-serving. I have tried to be as objective and accurate as possible, but the reader should be aware of my role in some of this history.

Chapter 1

It Began with Elocution

Agricultural College of Utah¹ founded in 1888 by the Utah Territorial Legislature did not open until the fall of 1890. The college opened with a president and eight faculty members. Three of these eight original faculty members taught elocution (speech) so speech instruction was an important part of the inaugural curriculum. Speech communication is among only a dozen or so programs that have been taught continuously since the college's opening year so has continued to have an important role.

Two of the three original faculty members who taught speech had such an impact that they were eventually honored with honorary degrees. These two and the first college president are the only original faculty members so honored. A total of four speech professors have received ACU/USU honorary degrees (Provost's Office, Utah State University, 2010).

A program history is, in part, a story of those who taught. Through their experiences and contributions, we gain some understanding of students' experiences in classes and on campus as Agricultural College of Utah grew and evolved into Utah State University. Experiences of these teachers tell us a lot about the growth and evolution of speech communication at ACU/USU.

A program history is also an intellectual history; a story of how an academic discipline is created and recreated. Development of speech communication appears to have been responsive to the changing needs and constraints of society and the university. In that sense, development here largely mirrored the development of the discipline nationally. The program's evolution is reflected in the changing program names—elocution, public speaking, speech, speech communication, and, now, communication studies.

A program's history is also an attempt to assess a program's impact on students and the university. A preview of effects on the university would include the observation that the research and teaching interests of speech communication faculty members at ACU led to the creation of theatre, communication disorders, and broadcasting within the speech department. Both theatre and communication disorders developed to the point where they could be spun off into independent departments. Broadcasting was spun off and merged with journalism. But, before this merger, journalism was brought into the speech department to be nurtured and sheltered from threatened discontinuation. Creation and expansion of these study opportunities obviously affected students. Speech also had a

¹ In the 1890 catalog the college is Utah Agricultural College, but subsequent catalogs (except 1897-1899) the college is the Agricultural College of Utah. Over the years and in various publications, the college is either referred to as Utah Agricultural College or Agricultural College of Utah. For convenience and consistency, Agricultural College of Utah (ACU) will be used.

productive association with English. One might be surprised to learn that speech even had a role in the early development of the physical education program.

Speech also significantly contributed to the cultural life of the college and larger community by offering public readings, speech performances, and oratory, declamation, and debate exhibitions and competitions. Significant numbers of students participated. During the early years, when entertainment options were limited, these performances were usually well-attended by the community. Play productions begun in 1895 developed into a major college cultural offering. Speech created and sustained an intercollegiate debate program offering formative experiences to generations of students. Speech later sponsored the university college bowl teams when quiz shows were popular in the 1950s and 1960s. There is no evidence, however, that the USU team appeared on the CBS, and later NBC, College Bowl program. Speech created a short-lived pioneering television studio and a radio station, Utah Public Radio, that continues to provide news, public affairs, and cultural programming to the entire state.

Speech instruction began as elocution instruction and remained for 29 years the primary form of speech instruction. Elocution is no longer well understood, so elocution requires explanation before this program history can be developed. An explanation of the Land Grant Mission is also necessary because elocution was offered in support of that mission.

Land Grant Mission

The three Land Grant acts significantly expanded college and career opportunities for “the industrial classes”—young people who often lacked educational preparation and financial resources to attend college. The Land Grant acts also opened college to women and to some African-Americans. Elocution (speech) was offered at most Land Grant colleges, including ACU, because speech instruction helped those with limited educational opportunities succeed in college and in one’s profession. Elocution supported the Land Grant mission.

Agricultural College of Utah was made possible by the Morrill Act of 1862, Morrill Act of 1890, and Hatch Act of 1887. The Morrill Act of 1862 allocated 30,000 acres or equivalent in scrip to each member of a state’s congressional delegation. Incomes from these allocations were to be used to found a public college for the “industrial classes”. The Morrill Act of 1890 increased support by providing \$15,000 to be increased annually by \$1,000 until the annual allocation reached \$25,000. In addition, the Act required either the admission of students of color or the provision of an equivalent college for students of color. The Hatch Act authorized \$15,000 for creation of an agricultural experiment station in each state.

These Acts together with the Lund Act (Enabling Act) passed by the Utah Territorial Legislature in 1888 provided the initial funding and defined the mission for the new college. Section 4 of the original Morrill Act (1862) defined the land grant college mission as one “...where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.”

Significantly, the 1862 Morrill Act (1) did not exclude, but seemed to encourage admission of women and with the 1890 Morrill Act attempted to open college admission to African American students, (2) offered college education to the industrial classes— young people who had had limited access to higher education, (3) stressed practical education in agriculture and mechanic arts, (4) promoted education for “professions in life” so did not necessarily limit education to agricultural and mechanical careers, and (5) by not excluding scientific and classical studies encouraged a comprehensive education.

Elocution was required in both the ACU college and preparatory program (a year of study for those who could not qualify for admission) because it significantly contributed to “the liberal and practical education of the industrial classes”. That three of the original eight faculty members taught elocution attests to its importance.

Significance of Elocution in the Land Grant College

Many of the students likely to attend Land Grant colleges had neither the educational opportunities nor the life experiences of students from wealth or the professional classes. For students of privilege, communication, both as an instructional method and an outcome, was usually a central feature of their education. For Americans the power of speech is vital to civic, professional, and personal life. We simply expect that an educated person will speak well and argue persuasively. This is the most visible marker of education, intelligence, and competence. To compete, these new, less privileged students needed opportunities to develop the power of speech.

For Americans the power of speech is essential because we embrace the democratic ideal, expect a meritocratic system, and believe in (or, at least hope for) unlimited opportunity. We expect education to provide technical competencies required for careers, but, beyond that, we expect education to transform us into communicators, leaders, and innovators so that we can achieve what our society seems to promise.

Americans identify communication competency as a major outcome of education. One could cite the extensive research on importance of oral communication competency²,

² Consult the National Communication Association website (natcom.org) and communication textbooks for reviews of some of this research.

but that would unnecessarily interrupt this narrative. Today, as well as in 1890, people understand that an employment interviewer's judgment of one's intelligence, competency, and leadership potential is shaped by one's communication competency. In 1890 and today we carefully attend to a politician's communication to decide who has earned our trust and vote. When we are subject to civil or criminal trial, we hire the most persuasive attorney we can afford. Whenever we have a choice, we select the physician who communicates with clarity, concern, empathy, and respect. We understand that effective teachers are effective communicators.

By 1890 elocution and/or public speaking were taught in many colleges — especially Land Grant colleges. Both comprehensive universities and private specialized schools were offering either training or full degrees in elocution or public speaking. In addition to the private specialized schools of speech, by 1900 at least 52 American colleges had independent departments of speech (Gray, 1964). There was both a precedent for offering these courses in the new ACU curriculum and a supply of teachers with some elocution training. It was natural that elocution would be offered at ACU to meet the needs of Utah students.

In the 19th century speech competency was valued also for its contribution to entertainment and culture. Speaking and oral reading performances—especially on lyceum and Chautauqua circuits—were popular forms of entertainment and adult education. Obviously, there was no television. College elocution courses both introduced students to the classical canon and prepared them to offer these popular public performances.

Origins of ACU Speech Instruction

During the first 29 years the various speaking classes at ACU were labeled elocution, pronunciation, belles lettres, rhetoric, rhetorical argumentation, declamation, reading, oral interpretation, physical or vocal culture, oratory, or public speaking. Most reading this understand oratory and public speaking, and many readers have some understanding of rhetoric. The other labels probably require some explanation. To explain these course labels when they appear in the history would interrupt the historical narration so these courses will be explained before we begin the history.

Three instructional traditions—rhetoric, elocution, and belles lettres—guide early ACU communication instruction. The first, rhetoric and rhetorical argumentation had roots in ancient Greek and Roman studies, e.g. Aristotle's *Rhetoric*. Classical rhetoric has guided both spoken and written communication instruction for centuries in Western culture.

The second, elocution³ developed in the 18th and 19th Centuries as a corrective to the perceived neglect of speech delivery in rhetoric instruction in British and American

³ The elocution label for this movement is **not** derived from the classical rhetoric canon of *elocutio* because this is the canon of style, not delivery (*actio*). Likely the label is derived from an alternate translation of the Latin *elocutio* (expression) or from *loqui* (speak).

colleges. Pronunciation, reading, oral interpretation, declamation, and vocal and physical culture taught at ACU arise from elocution.

The third, *belles lettres* (beautiful literature or esthetics) appears to be inspired by Hugh Blair's *Lectures on Rhetoric and Belles Lettres* (1783). Blair advocated for a liberal education: development of communication competency, reasoning, critical ability in general and literary criticism in particular, development of taste (understanding and appreciation of beauty), and moral development. *Belles lettres* at ACU had connections to elocution, literature study, and philosophy.

A sorting of these instructional traditions will help us understand how speech was taught in the early years at ACU.

Rhetoric

For centuries, speech instruction in European colleges and in 18th & early 19th century American colleges was usually known as rhetoric—instruction drawn from Aristotle, Quintilian, Cicero, and other classical authorities. Classical rhetoric focused on five canons: invention, arrangement, style, memory, and delivery. Invention is the process of discovering the most effective arguments and most compelling evidence for a specific audience. The focus is audience analysis, effective adaptation of argument and evidence for a specific audience, and argument quality and appropriateness. Arrangement refers to structuring a message for clarity, emotional effect, and persuasive effect. Style refers to the use of language for clarity, emotional response, comprehension, vividness, etc. Before widespread literacy, recitation from memory ensured the preservation of a culture's literature, so the canon of memory had been taught. Delivery, of course, is the effective delivery of a speech.

By the 18th Century memory and delivery often received little or no attention. The typical content of a 19th Century rhetorical argumentation class focused on the first three canons: invention, arrangement, and style. Invention received the most attention.

College rhetoric instruction varied from comprehensive coverage of all or most of the classical five canons of speech development and delivery to very narrow, limited coverage to instruction in written communication only with no attention to oral communication. Some instruction did not teach the development of original messages. Instead, students memorized and performed the “great” orations, often with a limited understanding of why they were great. Sometimes speaking experience was limited to syllogistic disputations in Latin or Greek. Eventually, much of rhetoric instruction designed to teach creation of original messages was limited to written communication.

Limiting rhetoric to instruction in written communication led to neglect of speech instruction and experience in the colleges. Eventually, this neglect was noted.

Elocution

Although there were famously effective orators in the 18th and 19th centuries, there were widespread complaints that dreadful speaking, especially from the pulpit, was the norm (Haberman, 1954). Of course, colleges were blamed. In 1821 William Tudor, for example, published this complaint about student commencement readings and orations at Harvard: “A branch of instruction which has been shamefully neglected... has been oratory, --or rather, elocution. Every person who has attended a college exhibition would see, with disgust, more than half the exhibitors speak their parts in such a slovenly, awkward manner, as would not be tolerated in a village school....” (1821, p. 345). Lyman Beecher, the famous preacher, concerned about declining church attendance, warned the faculty of Andover, the major Calvinistic seminary, that they had better train ministers to become dynamic preachers to bring people back into the pews (Hochmuth & Murphy, 1954).

Elocution, designed to improve the quality of speaking, developed as a corrective to perceived inadequacies of rhetorical instruction. Elocutionists drew upon the emerging sciences of psychology and medicine as well as the classics.

The Irish actor Thomas Sheridan (1719-1788) was an early theorist and most successful early advocate for elocution. Sheridan wrote *A Course of Lectures on Elocution* (1762) and *Lectures on the Art of Reading* (1775) and devoted his professional life lecturing on these topics. Sheridan sought to improve both oratory and the reading aloud of scripture and literature by teaching speakers and readers to effectively convey emotion and meaning in a “natural style”. He emphasized using the voice, gestures, and movement to convey meaning and emotion. He also stressed correct usage and pronunciation and sought to replace one’s regional dialect with the “polite dialect of society”. Correct, effective speech was central, but must be supplemented with the study of classic literature (Bizzell & Herzberg, 1990, pp. 649-651, 728-729). Then, because one can speak correctly and effectively and can converse about classic literature, one can move through the halls of power.

In the 19th Century some elocutionists sought to give elocution a scientific basis. Instead of handing down rules for how audiences ought to respond to a speaker, some elocutionists, using the scientific method, observed and recorded what actually produced audience response. They also drew upon the emerging science of psychology to develop an understanding of how to convey and elicit emotions. This scientific basis was limited by the science of the time. Many elocutionists also incorporated the physiology of vocal production into their voice instruction.

Because there was so much variation in the training and practices of elocutionists, it is difficult to describe elocution. Some programs were very narrow; others were more comprehensive. Elocution programs described below define elocution concepts and illustrate instruction that appears to have been offered at ACU. It is not always possible to determine content and instructional practices from course descriptions.

Pronunciation and speech correction. In the 18th and 19th centuries, pronunciation was highly variable and dialects were common. Some tried to regularize pronunciation and pronunciation by including pronunciation and pronunciation drills in their elocution instruction. A pronunciation course could be a narrow focus on pronunciation accuracy, phonation, and articulation, or, it could be a more comprehensive study of effective delivery. Pronunciation as an independent course was offered in the ACU preparatory program and appears as a unit in some ACU elocution courses. This focus on vocal correction and on medical science led to the development of a speech correction program and, eventually, a Communication Disorders Department at ACU/USU.

Another variation focused on pronunciation, replacement of an “uncultured” dialect with cultured speech, vocal quality, study of fine literature, and polite deportment. It “finished” young ladies and gentlemen so was sometimes called a finishing school. For the modern reader, the most famous elocution professor in this tradition is the fictional Henry Higgins in *My Fair Lady*. It is possible that early elocution and belles lettres instruction offered to women at ACU were in this tradition.

Physical culture. In the days before electronic amplification, one needed to learn how to produce and project a powerful voice so developing vocal power became a focus. In addition to teaching the mechanics of voice production, some elocutionists also developed physical exercises—calisthenics, exercises with clubs, weights, and exercise machines, dance, fencing, etc.—to develop both the lungs and overall physical health so one could become a powerful speaker with a graceful presence on the stage or platform. This became known as physical culture and led to development of the women’s physical education program at ACU.

Vocal culture. James Rush, physician and son of a signer of the Declaration of Independence, published *Philosophy of the Human Voice* (1827), an influential study of the physiology of vocal production. This led to a study of vocal production and quality and of methods of correcting voice and articulation. The expression of emotion through the voice and body was central in most elocution programs. Some elocutionists tried to produce the vigorous, powerful orator; many sought to develop expressive public readers of the “best” literature; and others sought to improve the quality and precision of one’s spoken language. The focus on vocal quality, emotional expression, and effective oral reading came to be known as vocal culture.

Expressive reading and declamation. In the 19th and early 20th centuries there was a demand for both touring professional readers who brought culture and entertainment and for local readers, often women, who created church and community cultural programs. The “best” literature for public reading were collected in books such as *The Ladies’ Reader* (Hows, 1864), *The Columbian Orator* (Bingham, 1832), *Werner’s Readings and Recitations* (Various, 1879-1898), *Analytic Elocution* (Murdoch, 1884) and the influential series of *McGuffey’s Readers* (1836-1879, in use until mid-20th Century). Typically, these collections included some classic literature with literature designed to promote virtues. Selections often tended to the sentimental. It is now easy to be critical of the quality,

representativeness, and cultural value of these collections. Teachers in this tradition created many of the college theatre and oral interpretation programs. Reading courses were also in this tradition. Declamation—the performance of great orations and literature, usually from memory—is in this tradition. Declamation, as a competitive event, continued to the mid-20th Century.

Although belles lettres was not part of the elocution movement, as used at ACU, it was closely connected to the effective-readers form of elocution. Belles lettres promoted sophisticated literary criticism, but that might not have been the purpose of the early ACU belles lettres course. Later, English literature courses promoted literary criticism.

Expression and oratory. Expression is used imprecisely and inconsistently, but often appears to include both public speaking and oral reading of literature. We might define oratory as any public speech or more narrowly as a formal, usually persuasive, speech, but as used by some elocutionists it has a specific meaning. For example, the influential Fulton and Trueblood textbook (Fulton R. I., 1893) carefully distinguishes among rhetoric, elocution, and oratory. Rhetoric refers to arrangement and style and is usually written. Elocution is vocal and physical culture described above. Significantly, “a rhetorician is not necessarily an effective speaker, neither are all effective speakers rhetoricians. An orator, however, must be both” (Fulton R. I., 1893, p. 8). The first 420 pages of their textbook teaches vocal and physical culture (elocution). A 29-page appendix discusses oratory, which briefly draws on classical rhetoric to discuss speaker, message, and adaptation to audience and occasion. This distinction may be significant because within a few years at ACU an oratory course appears. This could be the transition to modern public speaking instruction.

Possible Sources for Early ACU Elocution Teachers

The elocution training of early ACU teachers is largely unknown so one cannot confidently describe early ACU elocution courses. It is possible that early ACU teachers had a college elocution course or attended a private elocution school. There were successful private schools in Boston, Philadelphia, Cincinnati, San Francisco, and other cities. Charles Wesley Emerson’s school in Boston evolved into the contemporary Emerson University. Other private teachers, like Fulton and Trueblood cited above, became early university elocution and speech professors—Trueblood at the University of Michigan and Fulton at Ohio Wesleyan. All published elocution textbooks. Early ACU teachers are likely to have read or used these textbooks.

Robert I. Fulton and Thomas C. Trueblood authored a major textbook, operated an influential private elocution school, and helped develop college speech instruction, so their coverage of elocution may suggest ACU teachers’ understanding of and approach to elocution instruction. Their School of Elocution and Oratory curriculum (Fulton, 1885) may describe a typical curriculum. **First term:** Respiration, physical culture (calisthenics,

weights, rowing machine), enunciation, articulation, vocal culture, facial expression, and gestures. **Second term:** Vocal culture, physical culture, pitch, and rhythm. **Third term:** Oratorical and dramatic action, sources of oratory power, study of seven great orators, original orations, Bible reading, one play studied, and readings, recitations, and impersonations. Note that two-thirds of the year are devoted to mechanics of delivery: breath control, projection, vocal quality and accurate pronunciation, facial expression, gestures, and movement. Only the last third explores message development and audience adaptation, and most of that instruction focuses on public reading of literature rather than on development of original speeches.

Criticisms, abusive practices and decline of elocution

The instructional practices of some elocutionists, as well as a confusing diversity of emphases, led to a decline in elocution's reputation.

A first problem was the unhealthy and artificial separation of rhetoric and elocution. In response to the concern about the quality of public speaking, both Harvard and Yale in 1830 employed professors of elocution. Both also had professors of rhetoric. Rhetoric, separated from elocution, was often taught as written communication. Some rhetoric instruction offered little attention to audience and no attention to oral presentation of the message. Elocution, separated from rhetoric, tended to focus on delivery and audience response. This narrow focus resulted in instruction in which students practiced delivery using memorized classic orations and literature. In this elocution class students did not learn to create original messages. For a time, most American colleges followed Harvard and Yale by requiring elocution but segregating it from rhetoric (Hochmuth & Murphy, 1954). Note that the 1893 Fulton and Trueblood text (Fulton R. I., 1893) described above preserved this separation. Not all elocution professors ignored rhetoric, but this was the destructive tendency.

Efforts to develop a natural style and animated delivery—strengths of elocution—sometimes perversely led to a second problem—mechanical, stagy delivery. Elocution teachers sought ways to concretely describe “the natural style”. Some efforts undermined development of a natural speaking style. For example, Gilbert Austin (1753-1837) developed a notational system used to mark up a speaking manuscript so one would know what pitch, rate, and emphasis to use when speaking. His system, *Chironomia* (1806), also included diagrams of movements and gestures used to “naturally” convey various emotions. Several late 19th Century textbooks still continued use of a limited markup system and offered gesture and movement diagrams (Fulton R. I., 1893; Emerson, 1897; Ross, 1892). Unfortunately, use of prescriptive systems fostered mechanical imitation and could produce stagy, exaggerated performances rather than a natural style. We have seen limited manuscript mark-ups systems well into the 20th Century.

Elocution as a study of delivery was inherently narrow, but as taught by some it was damaging narrowed even more. An extreme example is the adoption by some of the

American Delsartean method, based on the teaching method of Francois Delsarte (1811-1871). This method, which was a bit mystical, focused on physical movement to convey emotion. In extreme instructional programs, only physical movement was taught. It had value when used to teach stage movement to actors and opera singers, but it was too limited and stagy for the training of orators. We laugh at the mayor's wife in *The Music Man* who is a product of this method. Early silent film actors used a similar method to convey emotion and nonverbally advance the narration. Their exaggerated expressions and stagy action combined with inadequate frames-per-second filming, which made movement jerky, are now viewed with amusement.

Elocution is also criticized for an exclusive or near exclusive focus on performance of literature and published orations. Of course, oral reading instruction is desirable, but neglect of creation of original speeches is a serious deficit. A healthy program either taught oral interpretation and public speaking as separate classes or combined both into a single class. Unfortunately, some college elocution programs offered no or little public speaking instruction.

Elocution began as a corrective to boring speaking so it sought to teach both public readers and speakers to express emotions. Because the goal was emotive reading, the published collections of suitable readings are sometimes criticized for being too sentimental. Sentimentality is not inherently bad, but audiences may have been given an unbalanced cultural diet. This criticism is related to ongoing debates about which voices expressing which values should be included in literature anthologies.

Although popular for a century and a half, elocution became burdened by criticism of a narrow focus on delivery, stagy performances, and preference for memorized performances of published orations and literature rather than creation of one's own speeches. Some critics see elocution as an unfortunate detour or an embarrassment.

Although these criticisms are valid, dismissal of elocution's value seems harsh. Delivery had been neglected so elocution was a necessary corrective. It stressed a natural style even though the result sometimes seemed artificial. The serious study of voice both led to effective delivery and became a shoot that grew into modern speech correction departments. Because of television we expect an intimate speaking style so the speaking style taught by elocutionists, which was designed for large outdoor crowds, now seems exaggerated. It was a functional style for the times. Elocution instruction taught how to analyze literature so one could convey the author's intentions. As a result, appropriately interpreted great literature was brought to the people as entertainment and cultural instruction.

Many of these early elocution professors shed what was objectionable about elocution and created our modern speech communication and communication studies departments. Many theatre departments were founded by early elocutionists. Elocutionists' focus on physical culture even led, in some cases including ACU, to creation of college physical education instruction. Certainly, not all speech correction, theatre, and

speech communication departments arise directly from elocution departments, but the roots of these modern disciplines can be found in elocution.

One must be careful about applying these criticisms to elocution in general and to elocution as taught at ACU because it is not always clear what was taught under the elocution banner. In the popular mind “elocution” was often the identifier for speech instruction, regardless of the philosophy guiding that instruction. Early ACU course descriptions suggest that courses were intended as traditional elocution classes, but it is possible that the early professors drew upon other instructional philosophies and methods, as well.

Although elocution was popular in the United States, it was not the only or, even, the dominant theory guiding the development of U.S. speech programs. By 1890 various speech theorists and teachers were drawing upon classical rhetoric, logic, semantics, the emerging social sciences, and even physiology to develop speech instructional programs. ACU’s first elocution professors, might have been traditional elocutionists, but within a few years we see evidence that some of their successors were drawing upon other instructional approaches within the elocution courses and in the development of new speech courses. We will examine these developments as they appear within the curriculum.

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Chapter 2

Women Seeking a Voice at Agricultural College of Utah

These first two chapters provide necessary background for this program history. Chapter 1 offered a necessary explanation of elocution, which was taught the first 29 years at Agricultural College of Utah.

Here, in Chapter 2 we explore to what extent social norms governing women's voice affected development of a speech program at Agricultural College of Utah. Speech instruction empowers because it helps one develop a voice—the ability and opportunity to speak, to participate effectively in society. For years, women had been silenced by denial of opportunities to participate in public decision making and those who insisted on public participation were often dismissed as silly or radical. Until recently women had had no access to higher education, which gave substance and credibility to participation and opened up new roles for participation. After women gained access to college, for decades they were excluded from speech classes and experiences. College policies simply reflected society's reluctance to empower women by giving them a voice.

When Agricultural College of Utah opened in 1890, women had gained access to college only a few decades earlier and many colleges still remained closed to women. Women in college in any role were still a novelty and somewhat disruptive. Compounding this were the social mores which still limited a woman's voice in public affairs. Women who joined in public debate were still often dismissed as radical and unfeminine. In response, many colleges, including Agricultural College of Utah, limited or devalued women's opportunity for speech instruction.

Women's experiences in speech classes and activities could be revealed within the narrative of this speech program history, but pervasive patterns would not have been as visible. A focused examination is necessary. Women's experiences are an important part of the history of our university and of our profession.

A second and equally important objective of this chapter is an assessment of women faculty members opportunities. Limited opportunities are a form of silencing.

When we consider women student and women faculty members opportunities for participation over the sweep of 125 years at ACU/USU, patterns emerge. These patterns are connected to 21st Century continuing concerns about making campuses welcoming and empowering for women students and faculty.

This is what we will find at ACU/USU. First, for decades female students were offered limited or gender segregated speaking opportunities. Debate, in particular, was primarily a male activity. Second, during the early decades, women instructors at ACU

had major, sometimes exclusive, roles in the development of elocution, public speaking, physical culture, oral interpretation, and theater. Yet, all held sub-faculty or junior faculty ranks. In the early years, men, who developed debate and taught argumentation as part of their role, all held professor rank. When speech developed to department status women nearly disappeared from the faculty. Women were the first speech teachers at ACU/USU, but it took 125 years before a woman is promoted to professor.

Concern about encouraging women's voice persists. For example, Toastmasters International did not admit women until 1973 (Toastmasters International, 2018) and occasionally still responds to concerns about gender bias in its activities. It is likely that some men's golf or social clubs admitted women before Toastmasters International.

Gendered differential speech participation opportunities during the early decades and restricted opportunities for women faculty members after the speech program became established cannot be ignored. There was a silencing of women students and faculty members.

First, for context, we need a brief history of American societal and college efforts to silence American women⁴.

Silencing of American Women—A Brief History

American women struggled throughout our nation's history to gain a voice in society. Progress had been made by the late 19th Century, but their voice was still restricted by limitations on public sphere participation, by enduring norms, and by limited educational participation.

Except for women in a few newly admitted western states, women did not gain the right to vote and hold office until passage of the 19th Amendment in 1920. Because women could not vote, the general view was that their opinions were irrelevant. The even more limiting view that it was improper for women to hold an opinion had weakened by the middle of the 19th Century, but it continued to guide behavior. A common view was that public affairs and the economy belong to the domain of men and that home and children are the only proper domain for women. It was commonly asserted that voting and

⁴ A detailed history is impossible here. These offer useful introductions to some of the history: Karlyn Kohrs Campbell (1989). *Man cannot speak for her: A critical study of early feminist rhetoric*. Vol. I. New York: Greenwood Press; Eleanor Flexner & Ellen Francis Fitzpatrick (1959, 1996). *Century of struggle: The women's rights movement in the United States*, enl. Ed. Harvard University Press; Susan M. Zeske (1992). *The promiscuous audience: A barrier to early women speakers*. Madison: University of Wisconsin Press; Jane Donawerth (2012). *Conversational rhetoric: The rise and fall of a woman's tradition: 1600-1900*. Carbondale: Southern Illinois University Press. Nan Johnson (2002). *Gender and rhetorical space in American Life: 1866-1910*. Carbondale: Southern Illinois University Press; Barbara Miller Solomon (1985). *In the company of educated women: A history of women and higher education in America*. New Haven: Yale University Press.

participating in political affairs would taint the purity of women and destroy “natural” gender roles, thus leading to a decline in public morality.

Biblical interpretations, especially of Genesis, 1st Timothy and 1st Corinthians, were used to justify female submission and to prohibit teaching and speaking in church. Traditional norms extended these roles and proscriptions to life in the community. The moral prescription of avoiding a “promiscuous audience” further restrained both women and men. A promiscuous audience is a mixed-gender audience addressed by a woman (Zaeske, 1992). The female speaker rejects her submissive role, dares to lecture men, offers her body to men’s gaze, and subjects her natural dignity to the reactions of male audience members. “Proper gentlemen” should not be present in an audience addressed by women. “Proper ladies” should never address an audience that includes men.

Had women asserted the right to speak by limiting themselves to issues in their “natural domain”—the family—reactions might have been more muted. But, many early women orators challenged both the natural order of society and men’s exclusive right to make decisions by speaking on the highly charged social issues—abolition of slavery, women’s suffrage, women’s political and economic rights, temperance, divorce, birth control, child labor, anti-lynching laws. Men, and even women, attempted to delegitimize these women speakers by characterizing them as unfeminine and radical.

The promiscuous audience prejudice is evident in reactions to Fanny Wright, an early advocate of slavery abolition and of women’s suffrage. In 1828 she shocked many and undoubtedly inspired others by speaking at the Independence Day celebration in New Harmony, Indiana⁵. Catherine Beecher, sister of Harriet Beecher Stowe, opined “Who can look without disgust and abhorrence upon such an one as Fanny Wright, with her great masculine person, her loud voice, her untasteful attire, going about unprotected and feeling no need of protection, mingling with men in stormy debate and standing up with bare-faced impudence to lecture to a public assembly” (Collins, 2003, p. 99).

Harriet Beecher Stowe, author of *Uncle Tom’s Cabin*, during her 1852 book tour of England, properly sat quietly in the audience at each speaking engagement while her husband read her speech. Twenty years later, however, she was on the stage delivering her own speeches during her book tours (Collins, 2003, pp. 98-100). Stowe experienced the significant social changes of the 19th Century that, among other gains, permitted a woman to speak in public in some settings. The courageous women who, from about 1830 on, asserted their right to speak to any audience on significant issues hastened these changes. When ACU opened in 1890 it was more acceptable for women to speak in public.

Women needed higher education to lend credibility to their public advocacy. Women were denied college education until Oberlin College admitted the first women students in 1837. Oberlin College awarded the first degree to a woman in 1841. Western colleges, and later the Land Grant colleges, more quickly embraced co-education than did established Eastern colleges. University of Deseret (now University of Utah) admitted

⁵ This early (1828) affront to prevailing social norms could only occur in New Harmony, a progressive, utopian community dedicated to social reform.

women in 1851 and University of Iowa in 1855. By 1900 approximately 71% of U.S. colleges and universities had become co-educational (Micheletti, 2002) so college admission was becoming less of an obstacle. However, an important obstacle remained because many of the nation's most prestigious colleges did not admit women until the second half of 20th Century. Harvard's cooperative arrangement with Radcliffe in the 1960s resulted in the first joint diploma in 1963, but Harvard did not become fully coeducational until 1977. Yale did not admit women until 1969, University of Virginia in 1970, and Columbia University in 1983⁶.

Lucy Stone's studies at Oberlin College (1843-1847) illustrate challenges faced by women in college and in society. In arguably the nation's most progressive college, she fought, with little success, to gain access to speech training. Men and women were enrolled together in the rhetoric class, but it was the custom to excuse women from the speaking assignments. Only men spoke in class. This custom "protected" women so they would not need to raise their voices and gesture in front of men. Men developed oratorical skills in the men's-only Dialectic Society. In the Ladies Literary Society, women learned to appreciate literature, but did not speak (Million, 2003, pp. 67-69, 81-86).

Stone complained that she was getting only half an education. To fill this deficit, she organized a debating club for women that met secretly in a private home. Only a few women participated. She received limited support from the faculty. The college president appeared supportive because he shared the program with her when she gave her first public speech at an Oberlin church. His support did not extend to changing the campus speaking rules. Professor Thorne, however, arranged to have Lucy Stone and Antoinette Brown debate in class. The planned debate, however, was banned by the faculty board.

Top graduating seniors were awarded the honor of writing essays to be read at commencement. Male essay writers, of course, read their essays at the commencement ceremonies. To "protect" the female authors, essays written by women were read by male professors. Lucy Stone was selected to write one of the commencement essays. Stone, who had fought throughout her college studies for the right to speak on campus, refused to write the essay. She persuaded three of the four women and two of the eight men selected to write essays to join her in this boycott. After graduation, Lucy Stone became one of the early advocates for women's rights

As a result of Lucy Stone's struggle for campus speech rights, the college decided that beginning with fall 1847 classes individual professors could decide to either allow or ban women from speaking in class. In 1859 Oberlin College allowed women to speak in classes and during campus events (Million, 2003, pp. 67-69, 81-86). It took women in arguably the nation's most progressive college twenty-two years to win the right to speak in class and on campus. This was only 31 years before the opening of the Agricultural College of Utah.

⁶ When I graduated from high school in 1961 my female classmates could not apply to Harvard, Yale, Virginia, Princeton, Dartmouth, Columbia, Johns Hopkin, Duke, Notre Dame, and a number of other prestigious universities. I had that opportunity, but they did not.

Over time, other colleges followed Oberlin's lead by opening communication opportunities for women. However, opportunities were not always easily won. For example, in 1875 Oregon Agricultural College (a Land Grant College) enforced Law #6, which stated that "all communication between ladies and gentlemen on the College premises are expressly forbidden" (Radke-Moss, 2008, p. 53). One could not even greet a member of the opposite sex!

Additionally, attitudes about the value and dangers of admitting women to college suppressed women's campus participation, including speaking opportunities. In the view of many, women did not belong. Various concerns were expressed. It was a waste of resources to educate women because they would not use their education. Women displaced male students. Women distracted male students. Women should be segregated into feminine majors or into women's colleges. When college administrators, professors, and male students hold unwelcoming attitudes one would expect obstacles to women's participation in speaking opportunities.

A Nineteenth Century feminine ideal of limited physical activity also subtly affected women's speaking participation. Although women performed hard physical labor in the home, fields, and factories, "ladies" were expected to be delicate, weak, and prone to swooning. (Tightly-laced corsets might have explained most of the fainting. Homes and public buildings had fainting couches.) Women were said to be unsuited for the rigors of the speaking platform. Certainly, women should never have a loud voice.

Elocution classes (many taught by women) in the last half of the 19th Century challenged this expectation of fragile femininity. According to Donawerth, "elocution offered women an avenue into public speaking and a means of powerful physical training that countered the passivity of the nineteenth-century ideal of delicate femininity. In elocution handbooks, women reimagined women's bodies not as weak and soft, but as strong and powerful" (2012, p. 105). Elocution classes often included physical exercise so one could develop the physical ability to project a loud voice and impress with physical strength on the platform. At ACU and at other colleges, the elocution class led directly to creation of physical education classes for women.

The Utah Culture

Because of the history of polygamy and a patriarchal Church of Jesus Christ of Latter-day Saints, one might expect the Utah culture to have enforced very traditional restrictions on women's rights. In the main, Utah was conservative, but, with respect to some women's rights, compared to a number of states—especially in the South—Utah was more progressive than some might expect. Utah's progressiveness was largely limited to supporting women's education and offering the right to vote.

The University of Deseret (University of Utah) admitted women in 1851, four years before the University of Iowa. Iowa's claim to be the first state college to admit women is

valid only because Utah was a territory and the University of Deseret closed for several years during the Civil War so was not in continuous operation.

Utah Territory in 1869 became the second territory or state to grant women the vote. Wyoming Territory was first. Because of polygamy, the U.S. Congress rescinded that right in 1887. Utah women regained the vote in 1896 when Utah became a state. In 1896 women in only four states could vote (Voting rights in America, n.d.).

In spite of the right to vote, there were strong traditional mores restricting Utah women. This tension between progressive and conservative pressures is evident in *The Woman's Exponent* (1872-1914), a publication by LDS women exploring women's roles in Utah. It published articles supporting women's suffrage and other women's rights. The first issue argued for expansive employment opportunities for women and for equal pay for the same work ("Women's Rights and Wrongs", 1872). Other articles appeared to promote traditional marital and gender role relationships. Plural marriage received implicit acceptance.

Assessing Utah women's participation opportunities in 1890 and comparing opportunities with women in other states is difficult and beyond the brief of this history. Utah girls could enter the common schools, women could enroll in college, and women could vote. Still, traditional gender roles undoubtedly restricted women's participation and opportunities in Utah. There were similar restrictions in other states, as well.

A small number of remarkable women, however, demonstrated that participation and influence were possible in Utah. Their lives suggest both the opportunity and restraint of Utah culture.

Martha Hughes Cannon was one of these remarkable women. She is of interest here because she sought speech education to empower her activism. She earned a degree from the National School of Elocution and Oratory, Philadelphia, as well as a medical degree from the University of Michigan and a pharmacy degree from the University of Pennsylvania. She was among the most educated women in Utah and in the nation. She was a practicing physician in Utah. As a polygamous wife, she apparently accepted very conservative gender role relationships and was a fugitive for a number of years. In 1893 she was on the national stage speaking for women's suffrage at the Chicago World's Fair. When Utah became a state in 1896, she was the first woman in the nation to be elected to a state senate⁷. As a state senator she was responsible for creating the Utah Department of Health (Green, 2012). Today the Utah Department of Health building bears her name and her statue is at the Utah Capital building. In 2018 the Utah legislature voted to place her statue in the U.S. Capital Building.

Most Utah women in the late 19th and early 20th centuries would have lived within traditional roles and would have had more limited opportunities than Martha Hughes

⁷ As a possible measure of challenges for Utah women, in 122 years only 29 women, including Cannon, have been elected to the Utah Senate (Rodgers, 2019).

Cannon. The women who enrolled at ACU likely were more assertive of their rights than many Utah women of the time, so any restraints on them will be of interest.

Developing Women's Voice at ACU

Women's political and economic rights and opportunities have expanded since the 19th Century, but we continue to struggle to fully open educational, career, and political leadership opportunities to women. In the 21st Century women in Utah and nationally still struggle with apparent restricted opportunity revealed in gender wage gaps, employment and promotion barriers, glass ceilings, intimidation of women speakers, etc. We still discuss how to make specific academic disciplines more welcoming for women students. Employment and promotion opportunities for women at universities and in industry remain issues. Barriers such as sexual harassment, intimidating or sexist media coverage of women, sexist attitudes and speech remain. These larger issues of women's access to opportunity provide the context for this chapter, but these larger issues of women's opportunities are beyond the brief for this history.

Women's Voice Questions Guiding This Examination

Our brief history of the silencing of women suggest attention to these questions:

1. Curricular gender segregation—either in the elocution/speech class or in selection of fields of study—could affect development of speech competencies. Therefore, were women disadvantaged by any curricular segregation at ACU?
2. Could women participate equally in campus and intercollegiate speaking and debating competitions? Specifically, were literary and debating societies and speech competitions segregated by gender?
3. When women participated in speech activities did they speak, by choice or assignment, on stereotypically women's topics? This is a concern if the topics reinforced gender separation and limited women's participation.

Curricular Gender Segregation

Segregated Elocution Classes. During the first year men and women at ACU were segregated into separate elocution classes, but this seems to be more a function of curriculum than of a policy to segregate students by gender in elocution classes. That is, all of the women were in Domestic Arts so were enrolled in the elocution class taught by Abbie L. Marlatt, Professor of Domestic Economy. The men were in the other programs so took elocution from Henry L. Everett, Professor of English and Modern Languages. The elocution class taught in the Preparatory Department (one-year remedial program) did not appear to be segregated by gender. The segregated elocution classes at the college level

that first year appear to be curricular inefficiency rather than prompted by desire to protect women from speaking in front of men.

Professor Marlatt did not teach elocution after the first year, so after the first year women and men studied elocution together in the same class. The gender segregation in elocution found in some other colleges—especially in earlier years—did not occur at ACU after the first year.

The third year (1892) a fulltime elocution position was created. A woman held that position and for many years most of the elocution and speech classes were taught by women, so men studied with women and were taught by women.

Gender Segregation in College Curriculum. For many years there was an assumed gender separation in the college curriculum which may have determined speech topic selection. Gendered topics may constrain research, advocacy, and access to audiences so may affect one's development as a speaker. Any of the four programs—domestic arts, agriculture, civil engineering, or mechanic arts—could be elected by women, but, in practice it was assumed that women would enroll in domestic arts. As the 1890 ACU catalog suggested, women's "...time will be devoted to special work adapted to their sphere of life. Special attention will be given to those branches of information in which women require technical proficiency, and to those studies that tend to adorn life in the sphere in which they most move" (p. 22). This separation was further promoted by the suggestion that men enroll in German, the language of scientific literature, and that women enroll in French, the language of polite literature (ACU Catalog, 1892, p. 37).

No woman earned a degree in either agriculture or engineering in at least the first 20 years, so apparently women stayed within the women's track. After a general science degree became available, a woman graduated in general science in 1901. The general science degree was basically a general studies program—some science, some history, some English. With the exception of a woman who earned a commerce degree in 1905, all women, who graduated the first 20 years, earned degrees in either domestic science or general science.

The assumed curricular separation of men and women likely determined topic choices in elocution/speech and in English composition classes. It is possible that women were encouraged or elected to speak on topics "within their sphere of life", and men were more likely to speak on technical or political topics. Topic selection is of interest because topics reinforcing stereotypical gender roles might restrain debate in classes and on campus. Unfortunately, information on course content and assignments are largely limited to course descriptions and occasional listing of a textbook, so we know little of student experiences in these classes.

To answer the first question, there was no significant gender segregation in elocution classes. There is no evidence that women were given less challenging assignments or were treated differently in these classes. However, due to assumed gender separation in the college curriculum, speech topics may have reflected gender stereotypes.

Gendered Speech Societies and Activities

If, after the first year, women and men took the same elocution/speech classes, there seems to be no point to this chapter. However, as we shall see, for many years men and women had segregated speaking/debating opportunities in the campus societies. These societies enrolled a much larger proportion of the student body than any contemporary university club now enrolls. During these early years, possibly a majority of students belonged to a debating society. Much of one's development as a speaker occurred within these societies. Single-sex societies, on the one hand, may have afforded both women and men more speaking opportunities, but the limited interaction with the other gender may have affected quality of argument development. Within a few years societies open to either gender were offered, so it is difficult to assess the possible limiting effects of single-gender societies.

Men's Literary and Debate Societies. The first men's society was formed in 1890 or 1891 and over the years appeared with various names—Literary Society, Civil Engineering, or Olympia Club. The men's literary society was discontinued in 1903, possibly due to declining interest.

In 1911 the Agora⁸, a debate honorary limited to men, was formed. Women were excluded from the Agora until 1926.

Women's Literary Societies. In 1892 Lettie C. Richman, the first ACU elocution teacher, organized the Cleopan⁹ Society to provide speaking and debate opportunities for women students. In 1893 it was renamed the Sorosis Society¹⁰. The Sorosis Society at ACU continued to offer literary, speaking, and debating opportunities for women until it was disbanded in 1913.

According to a 1903 account, the Sorosis Society held weekly meetings. "Its object is the general literary and social culture of its members. At least one public entertainment of a literary nature and several social functions are given each year. The society has elegant furnishings in the College building, equipped and furnished by its members" (ACU Catalog, 1903, pp. 38-39). There were occasional debates with either the men's or the mixed-gender literary society (ACU Catalog, 1902). Sorosis was intended for social skills development, as well as literary and debate development. It is interesting that this society met in elegantly furnished rooms in Old Main. This seems to be a

⁸ The Agora is the assembly-space/marketspace below the Acropolis in ancient Athens. In this space free men discussed politics and Socrates, among others, taught and disputed with the crowds.

⁹ Cleopan can mean "to speak", "to separate", or to "unloosen". It is unclear which meaning(s) Richman intended.

¹⁰ An account of its founding (Sorosis, 1902) does not mention an affiliation with the national Sorosis Society, a women's society founded in 1869 to promote social and educational opportunities. The society's name may have been an unauthorized appropriation, but it could have had national affiliation from the beginning or gained it later.

replication of salon society in which for centuries elite women had space for educational, literary, and political development and could discuss ideas with men.¹¹

Although the protective shelter of a women's debate society might have encouraged some women thus increasing women's participation, the segregation can also be seen as limiting. The Sorosis Society offered occasional public programs and there were occasional debates with the men's society, so women had some opportunity to speak before and debate with men. These few opportunities seem limiting, but Andrea Radke-Moss sees these limited but incrementally accelerating exposure to women's advocacy more positively. She claims that "proper Victorian women ventured opinions within the acceptable bounds of women's clubs and all-female parlor activities. Through literary society debating activities, female land-grant students helped to negotiate a new culture of women's political expression. By disputing controversial political issues in an open setting, in front of male students and professors, female students put themselves on display. Both men and women discovered that it was acceptable for women not only to have opinions...but also to express those opinions in public." (2008, pp. 91-92) Radke-Moss appears to contend that students in women's societies made women's advocacy more acceptable than had they taken their advocacy to other public venues where they would have been rejected as radical.

Literary Society Open-to-All. Creation of men's and women's literary societies soon led to recognition of the value of a society open to all. The Longfellow Society, a literary society admitting both men and women, was formed in 1895. It may not have been as popular as the single-gender societies because it was not offered every year and it was disbanded in 1913. One year it was called the Progressive Society. The most common name for this society was either Star Society or Debating Society—three years each.

Men-Only Intercollegiate Debate. The first intercollegiate debates (competitions between colleges) may have been held as early as 1904 (ACU Catalog, 1904) and by 1907 there was an active intercollegiate debate program which continued uninterrupted until 1983. For the first 20 years (until 1924) women did not/could not participate in intercollegiate debate and until 1926 were barred from Agora, the debate honor society.

By 1907 there are two or more intercollegiate debates sponsored by the Debating Club (ACU Catalog, 1907). Although it appears that the Debating Club admitted women and women participated in on-campus debates, the apparent assumption is that women would not be members of the intercollegiate debate teams. As evidence of that assumption, the Agora, an honorary debate fraternity formed in 1911 is "open to **men** [emphasis mine] who have won places on the intercollegiate debating teams" (ACU Catalog, 1911, pp. 37-38). Apparently, only men would/should win places on the intercollegiate debate team.

By 1909 debate has become an important college activity. A debate class is offered and the intercollegiate debate program is directed by a six-member Debating Committee

¹¹ We associate salon society with France during the enlightenment, but salons existed since Colonial times in the U.S. Some of the sources in this chapter's first footnote discuss how the salon helped American women develop a presence and voice.

(ACU Catalog, 1909). Committee members are male professors, some of whom presumably coach the all-male debate team and travel with them on the train to the debate tournaments. The teams traveled to in-state tournaments and often to tournaments in Montana and Idaho. Sometimes they traveled as far as Michigan, Denver, and California.

The assumption that women would not be on the debate team seemed to guide team selection. Only men were selected. In 1916 several women unsuccessfully tried out for the intercollegiate debate team (*The Buzzer*, 1916). Possibly in response to women's efforts to join the debate team, Miss Elizabeth Smith, the college librarian, was added to the Debating Committee (ACU Catalog, 1916). She served on the committee for several years, but no woman was selected for the debate team until 1924. Women had tried to join the team, but it took 17-20 years of college sponsored debating before a woman, Naomi Barlow (*The Buzzer*, 1924), was allowed on the team.

Naomi Barlow's male debate partner with whom she had won the 1924 state debate championship was admitted to the Agora, but she was denied admission because only men could be selected. In 1926 admission rules were changed and Lucille Owen (*The Buzzer*, 1926) became the first, and possibly only woman, inducted into the Agora before it was disbanded. She qualified by debating in the women's division (see below).

A chapter of Tau Kappa Alpha, the national debate honorary, was initiated at ACU in 1921. Women, when they were accepted on the debate team after 1924, were admitted to Tau Kappa Alpha. For example, in 1927 five women and five men were inducted (*The Buzzer*, 1927). However, for many years, the women qualified by debating in women's division debate. Debate remained segregated.

Women's Intercollegiate Debate. Apparently, in response to Naomi Barlow breaking into intercollegiate debate in 1924, the college organized a women's intercollegiate debate team in 1925 (*The Buzzer*, 1925), thus ensuring that men would not be teamed with women for several more years. Women could now travel to tournaments, but could not debate against men. Debating against men rather than concern about women traveling on trains and lodging in distant cities appeared to be the major obstacle to acceptance of women in intercollegiate debate.

Not only were women barred from debating with men, they were further separated by debating different propositions. For example, in 1927-28 the women debated wisdom of installment buying and the men debated using armed force to protect American companies (i.e., United Fruit Company) (*The Buzzer*, 1928).

The University of Utah, Brigham Young University, and other colleges of the time had separate women's teams, so this was a common practice. This segregation continued for a number of years.

Abandonment of Gender Separation in Debate at ACU. Naomi Barlow opened debate for women when she won a place on the 1924 team and, with her male partner, won the state championship. This opening was closed with the creation of women's and men's

teams in 1925. Women's teams primarily debated Utah colleges and the University of Idaho. Men's teams traveled to the major out-of-state tournaments.

It is difficult to fix when women's teams were abandoned. There is no mention of women's teams between 1929 and 1934, but the yearbook editor might have chosen to ignore the women's teams. A woman's team reappears in 1935 (*The Buzzer*, 1935). In 1928-29 debate is reorganized into Senior College (varsity) and Junior College (novice) teams. There might have been women's teams, too, but this reorganization shut women out of major competition until 1933-34. In 1933-34 Marguerite Fonesbeck and three other women, as well as several men, qualified for the Junior team (*The Buzzer*, 1934). The women were teamed together, but appear to have debated men at the Junior tournaments. The next year (1934-35) Marguerite Fonesbeck and Dorothy Johnson debated in Junior tournaments and in women's tournaments. Hermione Tracy is in the Senior (varsity) photo, but she is not cited as having debated (*The Buzzer*, 1935) so her role is unclear. However, the next year (1935-36), Marguerite Fonesbeck and Dorothy Johnson are on the Senior (varsity) team and "finished near the top" at the Western States Speech Conference tournament in San Francisco (*The Buzzer*, 1936, p. 133). By 1935 women had finally been accepted into intercollegiate debate.

This account has been lengthy but necessary because the conclusion is significant. Intercollegiate debate began in 1904 and was a major college activity by 1907. Women debated on campus, but were not admitted to intercollegiate debate until 1923-24. As soon as the barrier was broken, women were shunted into a woman's division, which continued at least until 1935. Four women were accepted into Junior debate in 1933 and two women finally broke into Senior (varsity) debate in 1935 and successfully represented the college at the major tournament of the year. Women participated in debate after 1936, but often no more than a third of the team were women. To answer the question about women's access to debate, it took women 32 years to fully participate in intercollegiate debate.

Gender Separation in National Speech Competitions. This unwillingness to accept women in debate was not that unusual. One might be surprised at how long it took for gender separation to be fully eliminated in speech competitions. Vestiges of gender segregation in speech competitions continued into the 1960s for colleges and until the 1980s for high schools—much later than one might have expected. Apparently, the speech profession simply reflected societal biases. We need to acknowledge this as part of our history.

It is impossible to accurately describe the gradual discontinuation of gender segregation of debate and speech competitions because available histories of debate honor societies and debate governing organizations are silent on this practice. Colleges abandoned this segregation before high schools. By the early 1960s, when I was a college debater, colleges apparently had discontinued all gender segregation except for extemporaneous speaking, in which there were men's and women's divisions at some tournaments but not at others. It is likely that this last vestige of gender segregation disappeared by the late 1960s.

Most public high schools did not fully abandon gender separation in speech competitions until the mid-1980s. When I participated in high school speech in the late 1950s and taught high school in the late 1960s, The National Forensics League¹², the high school society that governed much of public school speech competitions, held separate girls' and boys' individual speaking events, but did not separate debate competition by gender. A few states—for example, Texas (Timmons, *Perspectives on women in debate: A history*, 2014)—still maintained separated debate teams in their state tournaments until the 1970s. Conservative religious high schools may have continued this separation longer. By the 1980s the National Forensics League had abandoned all gender separation in speaking events in high school except for extemporaneous speaking. The National Forensics League dropped the separate boys' and girls' extemporaneous events in 1984 in the face of a Title IX lawsuit (CHSSA).

At ACU and other colleges it was acceptable for women to compete in “artistic” performance events—declamation, interpretation, and acting. Events apparently perceived as in the male domain—debate and extemporaneous speaking—remained closed to women for many years. In debate one directly challenges and questions opposing speakers. Extemporaneous speaking requires impressive policy knowledge, sharp analysis, and ability to compose a persuasive speech within minutes. Possibly, it was thought that policy wonkiness or the intense verbal sparring with men were unseemly for women. Men apparently were reluctant to admit women to the male domain of policy advocacy and may not have wanted to risk defeat by women in this male domain. Women's experience in debate and extemporaneous speaking (historically male domains) seem to mirror the experience of female trial attorneys and politicians (also male domains). Men's and women's performances are perceived differently and women's performances are often perceived more negatively when women enter historically male domains.

Although there is no longer gender separation in speech events, there is concern that women are not always fully accepted in these events. There are blog postings alleging that women in the 21st Century still experience hostility, harassment, and biased judges in debate. The impression, which has not received serious study, is that debate is still unwelcoming for women. Two limited studies reveal low high school girls' participation in debate and extemporaneous speaking (Timmons & Boyer, 2014) (Yuill, 2013).

On-campus Speaking Competitions. It was much easier for women to participate in on-campus competitions than in inter-collegiate competitions at ACU. From the earliest years women presented declamations (memorized presentations of a famous speech or a section of literature) and class speeches as exhibitions. They participated in literary society exhibitions and competitions. They participated in on-campus debates. Intercollegiate debating presented the barrier.

¹² National Forensics League established in 1925. Name changed to National Speech and Debate Association in 2014. It is the largest high school debate association so is highly influential in establishing competition practices. Each state has a state organization that establishes rules that may not conform to NFL (NSDA) rules.

In 1915 two medals for competitive speech—Sons of the American Revolution and Hendricks—were awarded. In 1915 only men competed for these medals (The Buzzer, 1915). It is unclear whether women were allowed or encouraged to enter the early medal competitions. We do know that a woman did not earn a medal until 1918. Lydia Hansen won the Sons of the American Revolution Medal in 1918 for her speech on women and war (The Buzzer, 1918). [This was the first World War.] Marguerite Engeman won the Casto Medal in 1919 (The Buzzer, 1919) and Laura Andrus won the Casto Medal in 1920 (The Buzzer, 1920). Then, for the next several years only men won speech medals.

To answer the second question about women's opportunities to participate in speech activities, for many years there were separate men's and women's literary societies which offered differential speaking experiences. Occasionally, debates between the societies were scheduled. Clearly, there were barriers to women in the debate program. For the first 17-20 years only men were selected for the debate team. Women attempted to join. When a woman finally broke the barrier by winning a place on the team, the college created a separate women's debate team, thus preventing women from debating with and against men. This separation continued for several years. Men's and women's teams debated different propositions. The Agora, the debate honor society, barred women until 1926. Possibly, only one woman was ever admitted to the society. There is less evidence of significant barriers to women's participation in the campus speech competitions, but women's success rates may be lower than expected.

Gendered Speech Topics

The third question concerns whether women were expected to speak on women's topics and, in effect, were limited to women's topics. Expectation that men and women should be concerned with different issues is problematic because thinking/research and advocacy can be directed into separated gendered tracks. Separation of advocacy into gendered tracks suggests that a woman should only advocate on those issues safely within a woman's proper sphere of concern. A "woman's topic" is not, in itself, insignificant, but the label can cause both men and women to sometimes treat it less seriously. The concern with a woman's topic is the potential limitation on advocacy and access to audience.

On the one hand, of course, women should address women's topics because they have lived experience and credibility to thrust neglected topics like suffrage, women's inheritance rights, child labor, and sexual harassment into mainstream debate. On the other hand, it is a limitation if women are confined to a set of topics. Then, men and women are expected to have different concerns.

We see some evidence at ACU of placing men's and women's research and debate into gendered tracks. First, the gender segregated literary societies appeared to promote gender-specific topics. Second, it took years before women could join the college debate teams. Eventually, the transition to acceptance of women on the debate teams involved creation of women's teams that debated propositions assigned only to women's teams.

The 1899-1901 topics debated in the Sorosis Society (women's society) (Radke-Moss, 2008, pp. 261-262) suggest what interested the women students. They debated women's suffrage and two or three topics about women's influence in society. Depending on development, other topics—dream of fair women, women in China, French working women, women and home, history of women's clubs—potentially explored important issues. Other topics profiled admired, strong women—Queen Victoria, Mrs. Gladstone (Prime Minister's wife), and fictional Evangeline (Longfellow's poem). We do not know how these topics were developed. "Dream of fair women", for example, could have been a fluff piece or a searching examination of changing women's roles. Many of the topics could have produced explorations of the challenges and aspirations of educated women at the dawn of the 20th Century. The point is not whether the women explored issues we now judge to be important, but whether they were constrained in research and advocacy. That is difficult to judge.

There is more evidence of channeling women's advocacy into gendered tracks within intercollegiate debate. When women finally gained admission to intercollegiate debate, they were confined to women's teams and were assigned women's topics. For example, in 1926 the women's team debated "adoption of uniform marriage and divorce laws for all states", while the men debated "reduction of income taxes" (The Buzzer, 1926). In 1928 men debated "Resolved that the United States should cease to protect by armed force capital invested in foreign lands¹³, except after formal declaration of war" and women debated "Resolved that modern installment buying should be condemned" (The Buzzer, 1928, p. 211). Women debated important topics, but the separation appears to suggest that women and men should have different concerns.

The concern is whether women's advocacy was limited in topic or audience by an assumption about what should be women's concerns. There is some evidence of channeling advocacy into gendered tracks, but it is difficult to assess whether and how this limited development of the female voice at ACU.

Women Faculty Members

We have offered some exploration of the silencing of women in American colleges in general and at ACU in particular. The second part of our analysis of possible silencing of women focuses on opportunities for women speech faculty members.

Appointment of Women Speech Faculty Members.

The first two years (1890-1892) professors of domestic science and/or English taught elocution as a secondary role. In 1892 Lettie C. Richman was appointed as

¹³ Topic apparently prompted by the so-called "banana wars" allegedly intended to protect the United Fruit Company.

elocutionist, the first to teach elocution fulltime. Until a codified system of ranks was adopted in 1900 (Ricks, 1938), faculty members were hired as either professor or instructor, or in a sub-instructor position—elocutionist, librarian, or agriculturalist. The elocutionist, for example, taught fulltime but did not appear to hold faculty rank. Richman was followed by Clare Kenyon in 1893. Kenyon was promoted to instructor in 1895 so is the first to hold faculty rank in elocution.

From 1892 to 1926 all who taught either elocution or speech as the primary assignment were women. From 1895 on all held a faculty rank. In these 34 years, highest rank held, however, was assistant professor. Some members of the English faculty (all men, all professors) taught some speech classes as a secondary role during this time. The speech faculty, however, for 34 years was female and of junior faculty rank.

Exclusive appointment of women during the early years might have been accidental or by design. Possibly, the pool of qualified speech teachers was entirely women. A structural explanation is more likely. For much of this time, speech was part of the English Department. There may have been a two-tier, possibly unacknowledged, faculty structure. That is, positions requiring graduate degrees were senior, career positions leading to tenure and promotion. All holding these positions were men. Those in the lower-tier positions taught basic English composition and speech (sometimes called service teaching). These were low pay, limited promotion positions. Nearly all who taught English composition and all who taught speech were women. It cannot be determined whether women were deliberately recruited for these English and speech “service” positions or whether only women were willing to accept these positions. Women appeared to have been locked into junior English and speech positions.

An assumption, that unless a position required a female incumbent, the position should most appropriately be held by a man probably governed most appointments. This unacknowledged bias, for decades, probably influenced hiring. With the exception of female disciplines (home economics and women’s physical education) other departments also had predominately male faculties for many years. In 1916 for example, of the 84 faculty members, 13 were women. The women were found in home economics, foods, home extension, women’s physical education, piano, English and speech, and women’s advisement. All other departments were exclusively male (ACU Catalog, 1916). This pattern persisted for decades. Progress has been slow. For example, in 1974 a member of a panel discussing Affirmative Action expressed concern that only 11.5% of USU’s faculty that year were women (Are women faculty to become rare species?, 1974).

The bias that career positions should be held by men might explain speech staffing after it became a program. With the creation of a fully developed speech program in 1926, the faculty became predominately male for decades. Apparently, when speech became a program, positions were redefined as career positions and were held by men. The few women who taught after 1926 held junior, often temporary positions. When women returned to the speech faculty in the 1950s, they remained in the minority. Women generally taught the basic service classes, oral interpretation, and theater. However, when

theater separated from speech and became an independent department, its faculty was exclusively male. Women taught speech and theater until both achieved program status. Then women disappeared. It is an interesting pattern, but we do not have the evidence to fully explain it.

Women's Speech Teaching Assignments. The pattern of having women teach basic speech classes until speech is upgraded to a program and teaching theater classes until theater is upgraded to a program is described above. There is another interesting pattern. Women taught basic public speaking classes and performance classes (interpretation and acting), but did not coach debate and teach argumentation for decades. All early debate and argumentation teachers and debate coaches were men. Bonnie Spillman in 1973 was the first woman to coach a debate team. Sara E. Newell in 1982 was the first woman to teach argumentation. This pattern appears to mirror experiences of women students in speech competitions. Women could participate in theater, oral interpretation, and on-campus debating, but for years were barred from intercollegiate debating. Debate and argumentation for decades apparently were male domains.

Tenure and Promotion of Women

The first four (all women) to hold speech positions did not hold a degree, so would have had limited tenure and promotion opportunities. It is unclear whether those without a degree were the most qualified applicants or the college sought to economize by hiring those without degrees. It is likely they were the most qualified applicants because it appears that for several decades the college struggled to hire a highly qualified faculty. For example, in 1912, of the 73 faculty members, only 24 held graduate degrees. Ten held no degree (ACU Catalog, 1912). As late as 1930 seven with faculty rank held no degree (USAC Catalog, 1930). It is significant that some of the men without degrees held rank of professor while none of the women elocution teachers without degrees held rank above instructor.

The experiences of Sarah Huntsman, Charlotte Kyle, and Niels Alvin Pedersen, all hired in the English Department in 1907, suggest career limitations facing women. All were appointed as instructors. Sara Huntsman with a B.S. and graduate studies at Emerson College of Oratory, Harvard, and Chicago, and five years of teaching experience is the first well-qualified person to teach speech. Charlotte Kyle, who taught English, is the only one of the three hired that year who had an M.A. degree. Niels Alvin Pedersen had a B.A. and one year of teaching experience. He taught English literature and speech. The next year (1908) Pedersen, but not the women, was promoted to assistant professor. Pedersen was promoted to professor when he earned his M.A. in 1913. Kyle, who held an M.A. since 1907, was not promoted to assistant professor until 1916. After nine years as instructors, Kyle and Sarah Huntsman were both promoted to assistant professor in 1916. Had Kyle been a man, would her M.A. have earned promotion to professor? Without full information it is difficult to assess the promotion experiences of these three in the same department, but gender likely had a role. Either the women's assignments (speech and English

composition) were second-tier positions with limited promotion opportunities or women's academic degrees and qualifications did not have as much weight as men's degrees and qualification in appointment and promotion decisions.

Charlotte Kyle left in 1918. After 14 years, Huntsman left in 1921 for a position at the University of California-Berkeley, where she had a significant role in developing the theater program within the Public Speaking Department. The undergraduate achievement prize currently awarded by the Theater Department at UC-Berkeley is named in her honor. As we will learn in Chapter 5, Huntsman created the speech and theater program at ACU and at UC-Berkeley had a major, honored career. Yet, at ACU Huntsman apparently never received tenure and was never promoted beyond assistant professor. This may/may not have prompted her move to UC-Berkeley.

Many support or non-degree positions may have been viewed as women's positions with limited promotion opportunities. Possible evidence is the pattern that during the 34-year transformation of elocution into speech all positions were held by junior-rank women, but when speech became a program nearly all positions for decades were held by men.

Tenured Women. It is possible, but unlikely, Huntsman received tenure when promoted to assistant professor in 1916. In 125 years, from 1890 to 2015, only **four** or **five** women—Sarah Huntsman (in 1916, if she received tenure), Gwendella Thornley (in 1962), Barbara M. Hales (in 1972), E. Hope Bock (in 1982), and Jennifer A. Peebles (in 2006)—have received tenure in speech or communication studies. If Huntsman never had tenure, this means it took 72 years for a woman to receive tenure. This should raise an eyebrow. Four or five women having earned tenure should be concerning.

Early Promotion of Women Confined to Home Economics. The overall college/university record for promotion of women to professor during the first 55 years could be criticized. Abbie L. Marlatt, appointed Professor of Domestic Science in 1890, is the college's first woman professor. Through the years there has always been at least one female professor in Domestic Science/Home Economics. Not to minimize the achievements of these women, but for the first 45 years (except one year) the only female professors were found in Domestic Science. The exception was Sarah W. Eddy, M.A., who was appointed Professor of History in 1895, but she only served that one year. During these early years several women in Domestic Science received rank of professor at appointment, but the first woman to be promoted through the ranks to professor was Blanche Cooper, B.S., promoted to Professor of Domestic Science in 1913. Katherine Cooper Carlisle, M.A., promoted to Professor of Physical Education for Women in 1935 was the first woman outside of Domestic Science to be promoted. Again, not to minimize her achievement, this was a promotion for a position limited to females. In the first 55 years Eddy (history) and Carlisle (women's PE) were the only women outside of Domestic Science to hold the rank of professor.

Promotion of Men in Speech. Chester J. Myers (at ACU 1926-1964) is the first in speech to be promoted to professor (in 1943). Ten men, including Myers, have been promoted to professor in speech or communication studies. Another six, all men, who taught English and speech were either appointed as or promoted to professor. In total, 16 men—10 in speech and 6 in English—who have taught speech or communication studies have held rank of professor.

First Woman Promoted to Professor in Speech. Jennifer A. Peebles in 2015 was the first and, so far, only woman to be promoted to professor in speech or communication studies. This was 72 years after the first man had been promoted to professor in speech. She was promoted during the university's 125th year.

Other programs associated with speech have not had commendable promotion-of-women records either. With the relatively large number of women faculty members, one might expect English to have had a better promotion record. English promoted its first woman (Veneta L. Nielson) to professor in 1968 and its second (Joyce A. Kinkead) in 1990. English has seven women professors on the 2018 faculty, so in recent years there has been progress. Thelma Fogelberg (promoted in 1962) was the first woman professor in Languages. Journalism has never had a woman professor. Communication Disorders promoted its first woman, Carol J. Strong, in 1998 and Theatre Arts promoted Nancy E. Hills in 2016.

Recruitment, retention, and promotion of women within speech or communication studies deserves severe criticism. There have been an inadequate number of women faculty members and of professors to serve as role models for women and men students. Women's voice on the faculty appears to have been suppressed.

Summary

Unlike the experiences of mid-century college women, ACU women could fully participate in speech classes and were generally allowed to speak on campus. From 1892-1913 there were men's and women's literary and debate societies that limited mixed-gender speaking opportunities. Women always had full access to "artistic" speaking opportunities—declamations, oral interpretation, and theater. In most cases, women could participate in class and in on-campus debates. However, they were barred from intercollegiate debate from 1904 to 1924, when a woman qualified for the debate team. In response, a women's debate division was created to ensure that women would not debate men. Women's debate apparently continued until 1935. However, in 1933-34 women won places on the junior (novice) team so debated against men. In 1935-36 two women qualified for the senior (varsity) team and debated against men at the major tournament. After 1936 women fully participated in intercollegiate debate. In the larger speech discipline, some gender separation in speech competitions persisted into the 1960s for colleges and into the 1980s for high schools. The most problematic use of gendered speech

topics was in intercollegiate debate, where women's and men's teams debated different propositions.

Women created the early speech program and from 1892-1921 taught all the speech classes, except for argumentation and debate (man's domain). These women also created the women's physical education department (see Chapter 4). These women were locked into junior faculty roles. When speech became a program in 1926 women for decades essentially disappeared from the faculty. It appears that a woman did not earn tenure until 1962. The first woman with a Ph.D. was hired in 1973. A woman coached debate for the first time in 1973 and a woman taught argumentation for the first time in 1982. Although 16 men who taught speech have been professors, only one woman (Jennifer Peeples in 2015) has been promoted to professor.

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Chapter 3

Creating a College and Program, 1890-1892

Original College Curriculum

The inaugural (1890) Agricultural College of Utah¹⁴ curriculum offered four “lines of instruction”—agriculture, domestic arts, mechanic arts, and civil engineering—and three special courses—three years’ course in agriculture, mining engineering, and irrigation engineering (ACU Annual Catalog, 1890, p. 13). For those who could not meet admission requirements, the college offered a one-year preparatory program which, “...it is hoped, will be a temporary necessity” (ACU Annual Catalog, 1890, p. 13). A college president, Jeremiah W. Sanborn, and eight faculty members were hired to offer this curriculum.

Initially, elocution was required for most students in the college curricula and for all in the preparatory curriculum. Elocution is taught continuously for the first 29 years. Initially, only elocution is offered but within a few years other speaking classes and experiences are added to expand speech communication instruction. Soon, elocution is not the only speech instruction offered.

The First Elocution Professors

Of the eight original ACU faculty members, three were hired to teach elocution as part of their duties. Abbie¹⁵ L. Marlatt was the first professor of Domestic Economy (Home Economics) and Henry L. Everett was the first professor of English and Modern Languages (German). Both also taught the college-level elocution classes. John T. Caine, Jr., was hired as the first instructor in the Preparatory Department and taught elocution in the preparatory program. Elocution was offered intermittently in the Preparatory Department, but elocution continued to be taught as a college course until 1919 when the elocution label disappeared from speech course offerings. After 1919 all courses were labeled as “speech”.

Fewer than half of the original faculty members held graduate degrees so Marlatt and Everett, both with master’s degrees, were among the best educated.

Abbie L. Marlatt. Marlatt was 21 when she became the first Professor of Domestic Economy (Home Economics). She completed a B.Sc. (1888) in domestic science and a master’s degree in chemistry and domestic science (1890) at Kansas State Agricultural College. She taught at ACU from 1890-94. In 1938 she became the first

¹⁴ Until an official name change in 1929 to Agricultural College of Utah, documents inconsistently identify the college as either Agricultural College of Utah or Utah Agricultural College. For consistency, Agricultural College of Utah (ACU) will be used here.

¹⁵ In some sources her name is spelled “Abby”, but she appeared to prefer “Abbie”.

woman to receive an honorary degree from Agricultural College of Utah (Provost's Office, Utah State University, 2010).

It is possible that she completed one or more elocution classes at Kansas State Agricultural College, and she may have had a personal interest in and additional experience with speech activities. Family members were active in Manhattan, KS, debating societies (Willard, 1945) so she is likely to have participated, as well.

Henry L. Everett. Everett, the first Professor of English and Modern Languages (German) taught only two years at ACU—1890-92. He taught English, German, and elocution. Because he had been educated at Brown and Harvard (A.M., 1889), he probably had a classical education. His training was probably in rhetoric rather than elocution, and his rhetorical education might have focused on written communication to the exclusion of speech. It is not known whether he had enrolled in Harvard's elective elocution class. Brown and Harvard students acquired speech experience in student literary and debate societies, but it is not known whether he participated.

John T. Caine, Jr. The third speech faculty member initially taught in the Preparatory Department, not in the college program. Originally from Salt Lake City, Caine moved to Cache Valley to farm and to serve a year as superintendent of Cache County Schools and two years as superintendent of Logan City Schools (ACU Graduate, 1909). He had studied, apparently intermittently, at University of Deseret (University of Utah) from 1868-1871 and at Cornell University in 1876. He did not hold a degree when he joined ACU, but in 1894 ACU awarded him a bachelor of science. It is not clear whether he took classes at ACU to complete requirements for this degree. Initially, he was an instructor, but in 1892 became the Principal of the Preparatory Department. In

Abbie L. Marlatt



Photo courtesy USU Special Collections

b. 1869 d. 1943
At ACU 1890-94

M.S. Chemistry/domestic sci, Kansas State Agricultural College 1890
B.Sc. Home econ, Kansas State Agricultural College 1888

Prof, Domestic Economy 1890-94
1st woman to receive ACU/USAC Honorary Degree 1938

Taught high school in Rhode Island
Created/head Home Economics Dept, University of Wisconsin, 1909-1939 (Kansas State University Archives, 2010)

Henry L. Everett



Photo courtesy USU Special Collections
At ACU 1890-92

B.A. Brown University
A.M. Harvard University 1889

Prof, English & German 1890-92

Mackenzie College, Brazil 1892-

1900 he was both principal of the Preparatory Department and a member of the English Language and Literature Department (ACU Catalog, 1900). He apparently continued to teach a few classes when he became the ACU Registrar in 1903 and Auditor in 1912.

He received a Master Farmer honorary degree in 1915 (ACU Catalog, 1926), so was first of four ACU speech teachers to receive ACU/USU honorary degrees.

The First Elocution Classes

Belles Lettres. At the time, only women took domestic economy courses and, it appears, during the early years this is the only program in which women enrolled. The 1890 ACU catalog pointedly required that women's "...time will be devoted to special work adapted to their sphere of life. Special attention will be given to those branches of information in which women require technical proficiency, and to those studies that tend to adorn life in the sphere in which they most move" (p. 22). Domestic economy curriculum included Belles Lettres, for women, defined as "polite literature, including elocution." (ACU Annual Catalog, 1890, p. 22). Only women were enrolled in Marlatt's Belles Lettres (elocution) course.

The "Belles Lettres" course title within Domestic Arts might suggest that Marlatt was familiar with Hugh Blair's influential *Lectures on Rhetoric and Belles Lettres* (1783). The 1873 U.S. edition with study questions was widely used as a textbook, but there is no record of what textbook, if any, Marlatt used. Although not part of the elocution movement, Blair's work was known to elocutionists. Marlatt likely knew of Blair and might have studied him.

Without course outlines, reading lists, student notes and journals, discussion of course content and teaching methods is speculative. If Marlatt had been familiar with Blair, she might have adopted his genres of belles lettres as she tried to develop appreciation of "polite literature". Blair defined taste as "the power of receiving pleasure from the beauties of nature and of art" (1990, p. 803). Reception of pleasure was derived from critical reasoning so one could distinguish inauthentic pleasure/taste from a "correct" taste. According to the 1890 Catalog, women were to study that which would "adorn life in which they most move." Developing taste in polite literature as an adornment of life appears to be a course purpose, but taste could have been the extent of Blair's influence. It seems likely that Marlatt's course was more in the elocution tradition than in the contemporary rhetorical tradition of Blair. Marlatt probably brought in good literature from the college's

John T. Caine, Jr.



Photo courtesy USU Special Collections

b. 1854 d. 1940

At ACU 1890-1940

B.S. Agricultural College of Utah 1894

Instr. Preparatory School 1890-1892
Principal, Prep School & Instr. English
1892-1903

Registrar 1903-1912

Auditor 1912-1940

ACU honorary degree 1915

small library and taught, in the elocution tradition, to appreciate and to effectively read this literature. A woman's sphere was to bring culture into the home and share it with her family.

Elocution. Everett's elocution class is not described in the 1890 Catalog, but this 1891 Catalog description suggests the content of his course: "Elocution will be taught for one year and as a science. Voice culture will be the initial work followed by a thorough study of the principles of Elocution and their application. Good address lends power to good English and to logic and often rises superior to them in its effect on the public mind. All three must be one to him who aspires to the highest success on the rostrum". This appears to be a traditional elocution class. Voice culture refers to vocal production and control, phonation, and voice projection. The latter part of the year appears devoted to learning effective delivery. Students may have prepared their own speeches or presented published classic speeches and literature to practice delivery. It was the custom of the time to either read a speech from manuscript or memorize it.

Belles Lettres for women is not taught the second year so apparently men and women were enrolled in the same elocution class. Marlatt does not appear to have taught elocution beyond the first year. Everett appears to be the sole elocution teacher his second and final year at ACU.

Initial gender segregation in elocution. Everett's elocution class was a requirement for those in agricultural and mechanic arts programs. Because initially women were effectively segregated into the domestic arts program, it appears that he taught only men in his elocution classes that first year. As discussed in the previous chapter, this would have been consistent with practices at some colleges and within segments of society because even late in the 19th Century it was sometimes seen as unseemly for women to give a speech with men in the audience. However, single-gender elocution classes at ACU that first year apparently resulted from segregation of women into the domestic arts program rather than a product of prejudice against women speaking to a male audience. Those who taught domestic science after 1891 did not teach either belles lettres or elocution as part of their assignment so there were no further speaking classes with enrollment limited to women. Gender segregation in elocution/speech classes did not continue beyond the first year, but women continued for a number of years to have differential speaking opportunities in the speech societies and clubs.

Brief History of Preparatory Department, 1890-1916

A brief history of the Preparatory Department is relevant. First, academic limitations of students provide context for program development decisions. Faculty members in elocution/speech and other programs had to consider student preparation for study. A year of basic preparatory instruction helped, but readiness for college study apparently remained limited. Because a year of remedial instruction was inadequate, ACU in 1901 replaced the preparatory program with a three-year high school program (Ricks,

1938). However, the one-year preparatory program continued until the 1903 publication of a high school curriculum (ACU Catalog, 1903).

Second, for several years elocution was taught in the preparatory program. What was taught is of interest.

Need for Preparatory Department

For the first several years, anyone at least 15 years old could be admitted. An Admission test placed one either in the preparatory program or the college program. For many years a large majority failed to qualify for the college program. For example, in 1896 129 were admitted to college program and 314 (71%) were assigned to preparatory program (ACU Catalog, 1896). There had been no improvements by 1901 with 66 in college program and 162 (71%) in the preparatory program (ACU Catalog, 1901). The preparatory high school implemented in 1903 was offered until 1916. For 25 years ACU offered a preparatory program or high school for unqualified students.

The 1904 Catalog offered a stark justification for a preparatory program. “Many of the settlements of Utah have barely passed their pioneer days. From such sections no great advance in education could be expected, and in some the schools are quite primitive.justice demands some provision for them in our higher educational institutions” (ACU Catalog, 1904, p. 19).

The one-year preparatory program offered 1890-1902 typically offered grammar, arithmetic, U.S. history, geography, penmanship, reading and declamation. Algebra and composition were introduced in 1896 (ACU Catalog, 1896). Science was not offered until implementation of the high school curriculum in 1903. The three-year high school curriculum offered three years of both English and arithmetic, plus history, drawing, physical culture (PE), geography, penmanship, zoology, and physiology or a language (ACU Catalog, 1903).

Elocution in the Preparatory Department

The Preparatory Department required Elocution and Reading classes so, at least initially, John T. Caine, Jr., taught elocution. Caine remained Principal of the Preparatory Department for several years, but as he assumed additional college teaching and administrative assignments, the leadership of and instruction in the Preparatory Department passed on to others. Caine likely taught Preparatory Department elocution the first two years. From 1892 or 1893 to 1908 the elocution instructors taught elocution both in the Preparatory Department/high school and in the college curriculum.

Apparently, men and women were enrolled in the same Preparatory elocution class so this suggests there was no institutional effort to segregate elocution students by gender.

Elocution was taught in the preparatory program until 1908. The first year (1890-91) a full year of elocution—reading, declamation, and original speeches—was offered. From 1892-1895 a partial-year of elocution was offered but was restored to a full year in 1895. The 1890-91 course description specifically mandates “original speeches” (ACU Annual Catalog, 1890, p. 15) but subsequent years the goal is expressive oral reading, not creation of speeches. To reflect this emphasis the course title from 1891 to 1908 is either “Reading” or “Reading and Spelling”. Course descriptions change over the years, but the Reading course is primarily designed to teach expressive oral reading of literature, to become familiar with some classic literature, to develop a vocabulary, to become attentive to spelling, and orthoepy (“correct” or customary pronunciation). Recall from Chapter 1 that pronunciation was often stressed in elocution instruction. This decade or more focus on pronunciation may have been a recognition of poor quality of Utah schools and a concern about the variety of regional speech, some of which were regarded as not standard. Some students may have been European immigrants or children of immigrants so there may have been a concern about teaching “correct” pronunciation.

Elocution/speech Firmly Established

Elocution was taught in the Preparatory Department/high school for eighteen years. Elocution in the college program was more firmly established. It was taught, as elocution, for 29 years. It evolved into a speech program and eventually into communication studies. Elocution, speech, or communication studies have been continuously taught since 1890.

As we will learn in the next chapter, the next faculty members are hired to teach elocution exclusively. Course offerings are expanded to produce a robust speech program.

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Chapter 4

Development of Elocution and Physical Culture 1892-1900

During the first two years (1890-92) elocution is established as an essential part of the college curriculum. It was offered both in the college curriculum and in the preparatory program. However, only one elocution class was offered, and it was taught by professors hired primarily to teach either domestic science or English and German. These first elocution professors (Abbie L. Marlatt and Henry L. Everett) had transitory influence because they taught elocution briefly—Marlatt only the first of her four years at the college and Everett the two years he taught at the college.

The next several years (1892-1900) elocution is developed into a sustainable field of study. Specifically,

1. Instructors are hired to teach elocution as a primary assignment. Some have significant impact on development of elocution/speech and on ACU cultural and academic offerings.
2. Elocution is expanded into multiple courses. Expansion moves beyond elocution to include declamation, rhetoric, argumentation, debate, and production of plays.
3. Elocution achieves departmental status, first as elocution and then as part of a larger English department.
4. The first significant research publication occurs (three books).
5. The first play is produced, which is the beginnings of a theatre program.
6. The first of four programs that emerged from elocution/speech is spun-off into a separate department¹⁶. This first spin-off is the physical education department. Later spin-offs are communication disorders, theatre, and broadcasting.

The two stories—development of an elocution curriculum and creation of a physical education department—involve the same actors: Clare Kenyon, Rosannah Cannon, Ruth Moench, and Sara Huntsman. Lettie C. Richman and E. J. MacEwan contributed only to the development of elocution.

Development of Elocution Program

During these early years, elocution was either a requirement or an option for the various college programs. It appears that a majority of students would have completed an elocution class before graduation.

¹⁶ Of course, English could claim speech as one of its successful spin-off programs.

When Henry L. Everett resigned in 1892, elocution was separated from the English professor assignment and became a distinct teaching position. Mrs. Lettie C. Richman¹⁷, hired as elocutionist and librarian, was the first person employed primarily to teach elocution. Other than she did not hold a degree, little is known about her. She created the Cleopan Society, the first literary/debating society for women (discussed below).

Lettie C. Richman

At ACU 1892-93

Elocutionist and librarian
Created first women's
literary/debating society

First elocutionist to hold academic rank.

In 1893 Clare Kenyon succeeded Richman as elocutionist and librarian. Until a codified system of ranks was adopted in 1900 (Ricks, 1938), faculty members were hired as either professor or instructor, or in a sub-instructor position—elocutionist, librarian, or agriculturalist. In 1895 she became instructor of elocution and physical culture, so is the first to hold faculty rank. She also created the physical culture program, the declamation program, and had a major role in ACU's first play production, so had a consequential tenure.

Clare Kenyon



Photo courtesy of USU Special Collections

At ACU 1893-1897

Elocutionist and librarian 1893-1895
Instructor, Elocution & Physical
Culture 1895-1897

She did not have a college degree but is likely to have had some elocution training either in college or a school of elocution. Unfortunately, little can be found about her.

Kenyon taught elocution in both the preparatory school and the college curriculum. She also taught English Classics (minor classics) and Declamation. From 1895-97 she also taught physical culture for women and military drill for women. She left in 1897 to marry.

Department of Elocution and Declamation. In 1896 Clare Kenyon is the sole member of the newly created Elocution and Declamation Department, renamed Elocution and Reading in 1899. Elocution has achieved departmental status, but as a one-member department it is not a department as we now understand departments. In 1900 elocution becomes part of the five-member Department of English Language and Literature.

The goal of her department (Elocution and Declamation) was “to make good readers, better conversers and good speakers; to make the voice and body fit instruments to serve the soul and mind. The course then will include development of the voice and the training of the body to respond to changes of the soul's emotion” (ACU Catalog, 1894, p. 54). Training of the body to express the soul's emotion might suggest training in the American Delsartean method, but description of her courses suggest traditional elocution instruction. The Delsartean method was embraced by many acting and opera teachers, but

¹⁷ During the early years, all women faculty members **except** Abbie L. Marlatt were identified in college publications as either Mrs. or Miss. Marlatt might have insisted on this exemption. Seems significant.

many elocution teachers dismissed it as too mystical and too narrowly focused on movement.

The Elocution class included “1. Physical culture, voice culture, articulation, and light reading. 2. Inflection, pronunciation, gesture, and expressive reading. 3. Gesture continued, practical work in recitations and impersonation” (ACU Catalog, 1895, p. 45). This class is grounded in the elocution tradition. Vocal quality, articulation, pronunciation, and gestures are stressed. The goal is to expressively read literature and speeches of others. There appears to be little or no effort to create original speeches.

The Declamation class, later Reading class, was designed to teach effective interpretative reading of literature.

Kenyon also taught an English Classics class (limited to minor classics) which was designed to teach taste in literature. E. J. MacEwan, professor of English, taught the major classics in his literature classes. A minor-major classics division is interesting. Kenyon’s class seemed designed to produce a body of literature one could use for declamation performances (oral reading of literature).

Clare Kenyon both taught a declamation class and was responsible for the college declamations, a bi-weekly requirement of all freshmen students. College declamations were “the reading or recitation of themes and essays prepared under direction of the professors in different subjects” (ACU Catalog, 1894, p. 44). This may have been what we now call a writing/speaking across the curriculum requirement. Likely it was a bi-weekly showcase of student work which Kenyon organized. She may have helped students prepare their readings or her responsibility was limited to putting the programs together. College Declamation program appears to have been discontinued with the appointment of Ruth Moench in 1898. Possibly this was Clare Kenyon’s personal project and enthusiasm for the program dissipated after she left the college.

On college campuses declamations were commonly used to evaluate student work and were popular as campus entertainment. Students read their essays and professors read their research reports to campus audiences. The elocution instructors and their students read literature at campus and community events. The declamation was either read from manuscript or recited from memory. Ability to effectively vocally interpret literature was prized. Declamations—either the public reading of original essays/research or presentation of literature—were the entertainment and cultural programming before TV.

For many years schools held declamation competitions. The declamation label for these performances continued well into the 20th Century. Declamation evolved into what we now know as oral interpretation.

There is little information about Rosannah Cannon who succeeded Kenyon as Instructor of Elocution and Physical Culture for one year. She taught Reading, Elocution, and Physical Culture.

Rosannah Cannon

At ACU 1897-98

Instructor, Elocution & Physical Culture

At the 1898 Commencement “Miss March from Ogden” was introduced as Rosannah Cannon’s successor (News from over the state, 1898). The Salt Lake Herald reporter complained about his Commencement treatment so may not have bothered to verify the announcement. It appears that “Miss Moench of Ogden”, not Miss March, had been introduced.

Ruth Moench’s father, Louis F. Moench, in 1888 was the founding Principal of Weber Academy which became Weber State University, so she apparently had a familial commitment to education. She was 20, had studied at ACU, but did not hold a degree. According to her obituary she had studied at private New York City institutions, which might have been elocution or acting schools. At some point she had studied at Columbia University and University of California (Utah Educator Dies from Heart Ailment, 1957). Her only degree was earned from ACU in 1928. At least once she toured the Continent for cultural study (The Latter-Day Saints' Millennial Star, 1901). She was on leave for the 1905-06 year. This appears to be an unpaid leave because ACU did not have a formal sabbatical policy until 1914 (Ricks, 1938).

At ACU she taught a total of 25 years (1898-1907 and 1929-1945). Due both to length of service and to her productiveness as a teacher and performer, her ACU career was consequential. Although she taught 25 years, she probably never held tenure.

She left UAC in 1907 to marry George A. Bell. She taught elementary school and completed her ACU degree between her two terms at ACU.

Ruth Moench’s 1898-1907 tenure as Instructor of Elocution and Physical Culture¹⁸ will be examined here, and her contributions when she returns in 1929 as Ruth Moench Bell will be examined in a later chapter.

Until Elocution and Reading became part of the English Department in 1900, Moench taught Reading (declamation) in the Preparatory Department and Elocution in the college curriculum. She also taught military drill and physical culture to women. “The object of this department [Elocution and Reading] is to make good readers and fluent speakers. Particular attention is paid to orthoepy [“correct” or customary pronunciation] and the definition of words” (ACU Catalog, 1899, p. 45). Although the Reading class in the Preparatory Program sought to “develop easy, natural readers who will be able to

Ruth Evelyn Moench Ruth Moench Bell



Photo courtesy of USU Special Collections

b. 1878 d. 1957
At ACU 1898-1907, 1929-1945

B.S., Agricultural College of Utah
1928

Instructor, Elocution & Physical
Culture 1898-1901

Instructor, English & Physical Culture
1901-1907

Assistant in English (part-time) 1929-
30

Instructor, English (part-time) 1930-31

Assistant in English 1931-34

Instructor, English 1934-36

Instructor, Speech 1936-1945

¹⁸ A university history incorrectly identifies her as matron of the women’s dormitory, but the matron was actually the wife of Karl R. Moench, Professor of Modern Languages (Board of Trustees, 1903).

express the thought of the author in a clear and impressive manner” (ACU Catalog, 1899, p. 45), much of the instruction focuses on pronunciation, spelling, and vocabulary development. This attention to pronunciation and vocabulary may have been recognition of poor school quality, varied regional pronunciations, and European immigrants who were acquiring English.

First argumentation class. Elias J. MacEwan, professor of English further expanded the elocution/speech offerings with an argumentation class requiring oral argumentation. He never taught elocution but had an interest in drama and stressed argumentation in his rhetoric classes. Although his assignment and teaching interest was primarily English composition and literature, he is the first to offer argumentation with a speech emphasis.

In 1894 MacEwan offered Rhetorical Argumentation (for sophomores), the first argumentation class. This was one of several classes he developed for the English Language and Literature program. Although primarily a written communication class, he used two famous speeches, Webster’s “Reply to Hayne” and Burke’s “Conciliation with American Colonies”, as argumentation exemplars. He used G.P. Baker’s *Specimens of Argumentation* as a textbook. Assignments included both written and oral debates (ACU Catalog, 1894). In 1898 he published *Essentials of Argumentation*, which undoubtedly replaced the Baker textbook in his class. His textbook used Webster’s speeches as exemplars. This first formal study of argumentation becomes an important part of later speech instruction at ACU. The argumentation class also includes an element of rhetorical criticism which becomes an important feature of later speech instruction.

First academic publications. MacEwan is the first ACU professor who taught speech-related classes to have had academic publications. He published at least three books: a translation of Gustave Freytag’s *Techniques of the Drama*, 1895, *The Essentials of Argumentation: A Practical Guide for Classes in Scientific Schools and Colleges*, Boston: DC Heath, 1898, and *Essentials of the English Sentence*, 1900. His translation of Freytag’s book also qualifies as ACU’s first modern languages academic publication.

Teaching Schedules. An apparently incomplete teaching schedule in the 1895 ACU Catalog suggests typical early teaching assignments. There were three terms during the year. Each term Clare Kenyon taught 5-8 hours in morning for-credit classes. In the afternoon she offered non-credit military drill for women and non-credit physical culture for women. It is unclear how many hours were devoted to these. She was also responsible for the college declamation program and appears to have directed one or two plays a year. Elias J. MacEwan (English and German) in 1895 taught 18-20 hours weekly each term. In

Elias J. MacEwan

At ACU 1892-1901

M.A. unknown college

Prof, English & modern languages
1892-96

Prof, English & Literature 1896-1901

Publications:

Trans., Gustave Freytag’s *Techniques of Drama*, 1895

Essentials of Argumentation, 1898

Essentials of the English Sentence,
1900

the 1900 ACU Catalog it appears that Ruth Moench taught 13-18 hours of credit classes, unspecified hours of non-credit physical culture classes, and directed the plays. It appears that early teaching assignments were typically 18-20 hours.

Creation of Speaking Activities

Men's and women's literary/debating societies

In 1890 or 1891 students organized a literary society to provide experience in speaking and debate (ACU Catalog, 1891). In 1892 it is clearly identified as a men's society (ACU Catalog, 1892) so it probably had been a men's society since its founding. In 1892, possibly in response to this segregation, Lettie C. Richman organized the Cleopan Society¹⁹ to provide speaking and debate opportunities for women students. In addition to literary activities, these segregated societies afforded "an opportunity of acquiring before an audience, self possession, ease, and skill in debate" (ACU Catalog, 1892, p. 29). In 1893 Cleopan, the women's society, was renamed the Sorosis Society. The national Sorosis Society, incorporated in 1869, is a women's club promoting social and educational opportunities. It is unclear whether this was ever a chapter of the national organization. The ACU Sorosis Society continued to function until 1913. The men's society functioned sporadically until 1908 when it disappeared.

Segregated men's and women's literary societies continued into the early 20th Century. See Chapter 2 for a discussion of how segregated societies may have affected women's speaking opportunities. The Longfellow Society formed in 1895 was a literary and debating society open to all. Apparently, an inclusive society was not as popular for it operated only eight of the years between 1895 and 1913. One year it was called the Progressive Society. The most common name for this society was either Star Society or Debating Society—three years each.

Play productions

First play production²⁰, 1895. In 1895 ACU staged its first play, *The Galley Slave* (Morgan, 1971) in the college chapel (Old Main auditorium). Kenyon's role is described as "prominent" (Ricks, 1938), but it is unclear whether her role was directing, acting, or both. This Bartley Campbell 1880 melodrama is an interesting choice to inaugurate the theatre program at ACU. This is the story of a woman who marries unwisely and, with her

¹⁹ Cleopan can mean "to speak", "to separate", or "unloosen". It is unclear which meaning(s) Richman intended.

²⁰ See Floyd T. Morgan (May 18, 1971). *Thespis in Academia*. 43rd Faculty Honor Lecture. Utah State University Faculty Association for additional information on early ACU play productions.

child, is abandoned. Her virtue is threatened twice. Campbell also wrote *The White Slave*²¹. Perhaps he found that enslavement and threatened virtue sold well.

It is likely that plays were staged in successive years, but there is no information about most of the early productions. After the turn of the century, play productions were offered regularly.

Physical Culture Becomes Physical Education Department

That physical education (for women) developed from the physical culture emphasis of elocution should not be a surprise. Some elocutionists discussed in the first chapter developed physical exercises—calisthenics, gymnastics, exercises with clubs and weights, rowing machines, etc.—to develop both the lungs and overall physical health so one could become a powerful speaker. Before electronic amplification, one needed to learn how to project loudly so audiences could hear. In addition, good posture and vigorous movement on the platform enhanced one’s image as a vigorous, powerful speaker and leader.

Physical education instruction at ACU began this way. The 1862 Morrill Act provided for military instruction. In 1892 the Secretary of War assigned a military instructor to ACU. “Military drill will be taught to the young men and to the young women who desire it” (ACU Catalog, 1892, p. 30). In 1893 “the young women are also required to drill unless excused by the written request of their parents. A neat uniform—a dress of dark blue is worn, with forage cap. The college supplies light rifles for drill” (ACU Catalog, 1893, p. 32). Apparently, several women were excused because they were to spend drill time in the gymnasium—a room equipped with light weights, etc. on the top floor of Old Main (ACU Catalog, 1893, p. 40). The next year (1894), there was supervision and, maybe, an actual exercise class. “Exercises for young women are systematically conducted under the supervision of the department of physical culture, while young men make free use of it [the gymnasium]” (ACU Catalog, 1894, p. 38).

Physical Culture Classes for Women

Clare Kenyon likely taught the 1894 physical culture classes, and in 1895 she is named instructor of elocution and physical culture (for women), a position she held until 1897. Nothing is known about Kenyon’s elocution training, if any. She may have expanded into women’s physical culture instruction because of her elocution training, or she accepted the position because the college needed a woman to teach women’s physical culture. In 1894 or 1895 Clare Kenyon created the physical culture (for women) program, which became the Physical Education Department in 1905. Elocution/speech instructors Clare Kenyon, Rosannah Cannon, Ruth Moench, and Sara Huntsman taught physical

²¹ A now politically incorrect poster for this play printed on an apron is currently offered for sale on the internet. Guys, might be an unwise gift.

culture/physical education until 1909. After 1909 elocution/speech had no further involvement in the Physical Education Department.

From 1894 or 1895 to 1897 Clare Kenyon taught a physical culture class for women excused from drill. The class consisted of “systematic exercises in free gymnastics, and in light gymnastics with Indian clubs, dumb-bells, swings, and weight machines” (ACU Catalog, 1895, p. 54). Kenyon also taught the military drill class for women.

Rosannah Cannon served as Instructor of Elocution and Physical Culture from 1897-98.

Ruth Evelyn Moench continued the development of women’s physical education during her 1898-1907 tenure as Instructor of Elocution and Physical Culture. During her tenure the program name was changed from Physical Culture to Athletics and Gymnastics (1903) to Physical Education (1905).

Beginning in 1898 and continuing for several years “the chief aim in this department is not so much to develop muscle as to relieve mental strain” (ACU Catalog, 1898, p. 58). Focus on mental strain might be recognition that exercise contributes to stress relief and mental health (for both women and men). Or, it might be recognition that Dr. Edward H. Clarke of Harvard Medical School warned in 1873 “that women endangered the reproductive health when using limited energies to study” (Micheletti, 2002, p. 24). Health threats from mental strain had been cited as a reason to bar women from college. To be fair, it is likely that Moench was familiar with the work of Emily Bishop and that the catalog statement was suggested by Bishop’s Delsartean (see Chapter 1) approach to physical culture. Bishop campaigned against the corset and taught Delsarte’s physical culture methods on the Chautauqua Circuit. In *Self Expression and Health* (1895) she argued that physical development of the body was insufficient. Physical culture training derived from Delsarte taught the release of repressed emotions and taught relaxation and breathing (corset restricts the breath). She argued that the method liberated and transformed so one could be both vigorous and relaxed resulting in greater confidence, better sleep, and delayed aging.

In 1902 military drill for women is no longer required, but women are required to complete two years of physical training. For this training women are required to have “a suit consisting of divided skirt, blouse, and slippers, with rubber soles” (ACU Catalog, 1902, p. 123).

In the first year, Junior Gymnastics, “the aim will be to establish a correct carriage of the body, to overcome physical defects, to produce symmetrical development, to strengthen the muscles, and to relieve the tension of brain work. To this end, work will be given in German free-hand movements, Swedish gymnastics and fancy marching, the famous Gilbert steps, and light work with dumb-bells, Indian clubs, wands, etc.” (ACU Catalog, 1902, p. 123).



Physical Culture Class, 1903

Photo courtesy of USU Special Collections

In Senior Gymnastics, the second year, women were “to acquire elasticity, poise, grace, and ease of manner” (ACU Catalog, 1902, p. 123). The class was to include French fencing, basketball, and tennis.

Women now complete two years of what appears to be substantial, varied, and reasonably comprehensive physical education. Instruction include individual sports of fencing and tennis and team sport of basketball. Women have moved into organized athletics. The women’s basketball team was formed in 1902, two years before formation of men’s team (Parson, 2016). By 1906 Moench has hired two assistants and a pianist to assist her with these classes (Board of Trustees, 1907). Her physical education or physical culture training is unknown, but presumably she had some training to offer this varied instruction.

Until 1902 men’s physical education was limited to military drill and self-directed activity. In 1902 a team athletics program for men is formed with George Peter Campbell, B.S., instructor of physics as the first athletics instructor. A locker room with bathing facilities is provided for the men (ACU Catalog, 1902), but not for women. (This was before Title IX.)

Moench was a vigorous advocate for women’s physical education. The Utah Governor included her advocacy for construction of a gymnasium in his 1905 budget request to the state legislature. She argued both for the building construction and for women’s facilities within the new building. In addition to larger and better equipped classrooms for women’s physical education, she argued for a women’s locker room. “The necessity for bathing after exercise is so appreciated by all, that it seems unnecessary to call the matter into question” (Governor of Utah, 1905, p. 124). Board of Trustees also

included her request for \$1,000 for equipment in its 1905-06 report (Board of Trustees, 1907).

Physical Education Department

Until 1905 only women were offered physical education classes. In 1905 a Physical Education Department was created by merging physical culture for women created/taught by elocution/speech instructors with the newly created PE classes for men excused from military drill. Men excused from military drill and all women were required to complete PE classes. George Peter Campbell, the physics instructor who, in 1902, was appointed to men's athletics was named assistant professor of physical education.

Effie Smith, replacement for Ruth Moench who was on leave 1905-06, taught the women's physical education classes. (Smith did not teach Moench's elocution classes.) Ruth Moench resumed teaching women's PE (Physical Education Department) and elocution (English Department) when she returned in 1906-07. Sara Huntsman, instructor of English, including speech, (introduced in next chapter) taught women's PE within the Physical Education Department 1907-1909.

After 1909 elocution has no further association with physical education. From 1909-1911 Charlotte Stewart, AB, instructor of English and Physical Education, taught women's PE. It is possible she had some background in elocution. In 1912 Mary E. Johnson, AB, becomes the first instructor who teaches women's PE exclusively.

In 1909 Clayton Tryon Teetzel, LL.B. (bachelor of law) becomes the first professor of physical education. It is impossible to know what athletics or physical education experience any of the PE teachers had, but it is interesting that the men with bachelor degrees (Campbell and Teetzel) were appointed as assistant professor and professor while the women with bachelor degrees (Huntsman, Stewart, and Johnson) were only instructors. Of course, the men taught men and the women taught women. Then too, men, but not women, had shower facilities.

Summary

Elocution, which had been a secondary assignment, becomes a sustainable field of study with the appointment of Lettie C. Richman as the first elocutionist in 1892. Clare Kenyon in 1895 is the elocution teacher to achieve faculty rank. All early elocution teachers are women. Elocution is expanded to include declamation and argumentation. Debate is introduced in the men's and women's literary societies. Debate and some other speaking opportunities are largely segregated by gender. The first play is produced in 1895. Elocution is a one-person department until it becomes part of the English Department in 1900.

An argumentation class introduces argumentation, debate, and rhetorical studies into the curriculum. Argumentation is taught by men until 1982. Elias J. MacEwan publishes the college's first books on argumentation, theater, and modern languages.

Clare Kenyon in 1894 or 1895 apparently drew upon physical culture emphasis of elocution to create physical culture instruction for women which became a physical education department in 1905. Elocution teachers continued to teach physical education until 1909. Physical education for women was the first of four programs spun-off from speech into independent departments or programs.

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Chapter 5

Development of a Speech Program 1900-1926

During the first 26 years of the 20th Century a now familiar college administrative structure is created that permits development of disciplinary majors. A mission conflict with the University of Utah that precludes development of teaching majors is resolved. Development of majors is further facilitated by admission of better qualified students and by a college effort to employ better qualified faculty members.

These efforts enable the newly created English Language and Literature Department (formed in 1900) to recruit faculty members and to expand course offering that leads in 1930 to an English major and in 1931 to a Speech major.

Administrative Changes

Creation of a School/College and Department Structure

In the first seven commencements (1894-1900) Agricultural College of Utah awarded a **total** of 36 B.S. degrees—to 30 men and 6 women (ACU Catalog, 1900) (ACU Catalog, 1901). College enrollment for 1900 was 66 (ACU Catalog, 1901). By 1925-26 enrollment had grown to 949, including 38 graduate students (ACU Catalog, 1926). In 1926 alone 132 B.S. and 11 M.A. degrees were awarded (ACU, 1927). This growth required more professors, more classes, expansion of study options, creation of a graduate program, and an academic administrative structure to manage everything.

Creation of Schools. Initially, degrees are offered in the four generalized programs—domestic science, agriculture, mechanic arts, or commerce—rather than in specific departments. An elective science program in 1895 becomes General Science in 1896 and from 1896-1903 is one of the five programs of study. Within General Science many of the departments in the arts, humanities, social sciences, and biological and physical sciences develop.

In 1903 these programs of study are reorganized into five schools—Agriculture, Domestic Arts and Science, Commerce, Engineering and Mechanic Arts, and General Science. This appears to be is a curriculum/degree structure rather than a management system because no school directors are identified until 1909 and then only for schools of Domestic Arts and Mechanic Arts. The School of General Science does not have a Director until 1913 when Franklin Lorenzo West, Ph.D., Professor of Physics, is appointed. He

served until 1921 when directors become deans. In 1921 Arthur Herbert Saxer, Ph.D., Professor of Math, becomes the first Dean of the School of General Science.

Creation of Departments and Majors. Before 1900 there is a one-person Department of Elocution, which was not a department as we now understand them. In 1900 a five-member Department of English Language and Literature, which includes elocution, is formed. Department classes serve college general studies and contributes to the General Science degree.

In 1905 ACU begins to move toward a discipline-centered degree for General Science students. General Science departments are organized into three groups: science, mathematics, and literary. To complete a degree with a literary group emphasis, students select 10 credits from a major subject (English/elocution, for example) plus another 10 credits from other literary group departments—history, political economy, languages, and political science. Other degree requirements include a 17-credit prescribed freshman requirement and 18 credits of electives (ACU Catalog, 1905). With the six freshman year English credits, students could obtain a General Science degree with at least 16 credits in English, including elocution. In 1905 the English Language and Literature Department offered 37 credits of course work from which students could choose. The degree, however, was General Science.

Until 1913 65 credits were required for graduation. In 1913 ACU adopted the now familiar 120 semester-credits B.S. degree. Courses and course credits were redesigned for the new credit system. Most classes are now either four or six credits. To graduate, students completed a 16-credit major, a 12-credit minor within the same school, and a 64-credit general education requirement, and 28 credits of electives. Although one completed a major and a minor, the degree was still General Science.

It is unclear when students graduated with a specific discipline major within General Science. Beginning in 1905 General Science students selected a program of emphasis, but the degree earned was still General Science. In 1913 students select a major, but the degree earned is still General Science. Students in Agriculture, for example, receive degrees in agronomy or animal husbandry, but there are no specific discipline degrees in General Science. The 1930 catalog is the first to identify requirements for an English major. The first speech major is described in 1931.

The 180-credits quarter system replaced the semester system in either 1918 or 1919. A major now requires 24 credits and a minor 18 credits.

Enhanced Admission Requirements

A second administrative change affecting creation of department major programs was enhancement of admission requirements. The college needed a critical mass of highly qualified students to create a demand for diverse, demanding major programs.

Preparatory Program. The first effort to ensure students were prepared for college study was the creation of a one-year Preparatory Program for unqualified students (See Chapter 3 for brief history). This was expected to be a “temporary necessity”, but in each of the first ten years roughly 70% of the students had to be sent down to the Preparatory Program. Apparently, one year of preparatory study was not enough to prepare these students for college study. From 1903-1916 the college offered a three-year high school to qualify students for college study. ACU offered a preparatory program/high school for 26 years, an obvious resource drain.

Apparently, Utah schools were improving for in 1915 75% of the enrolled students had met admission standards (ACU Catalog, 1916). Enhancement of admission requirements was now possible.

Admission Standards. Initially, any student of good moral character who is at least 15-years old could be admitted (ACU Catalog, 1890). An admission test assigned the student to the college or preparatory program. Over time, admission standards were increased. In 1901 one must be 16-years old and pass a test based on preparatory program courses: English 1 & 2, mathematics 1, geography, and penmanship (ACU Catalog, 1901). In 1904 the admission test covers “...arithmetic to percentage, elements of grammar, geography, and the elementary branches taught in our common schools” (ACU Catalog, 1904, p. 67). Students must now be 16 and the admission test is incrementally more comprehensive, but student qualifications still seem limited.

Beginning 1911, to be admitted, students must have completed three years of high school classes from a “reputable” high school (ACU Catalog, 1910). Rather than an admission test, the college has shifted the responsibility to Utah high schools to qualify students for college admission. The admission requirement is increased from three years of high school in 1911 to four years in 1914 (ACU Catalog, 1914). Those without a high school diploma must present 14 units of high school study in 1914 and 16 units in 1915. These units must include 3 units (years) of English, 1 unit of history, 2 units of math, and 3 units of science (ACU Catalog, 1915).

Clearly, by 1916 newly admitted students are better qualified for college study. Likely, improved preparation of students would have facilitated development of more challenging, extensive college programs.

Faculty Qualifications

Faculty quality obviously affect development of programs. During the first twenty or more years, many instructors in the several ACU programs did not hold degrees, and those with graduate degrees were in the minority. For example, of the 27 ACU faculty members in 1900 three held a Ph.D., two held a Masters, ten held a B.S., and 12 did not hold a degree. English had five members so was among the larger departments. Among the English faculty in 1900, one held a masters, two held a B.S., and two held no degree. From the beginning all in English with rank of professor held a graduate degree. This was

not true of several programs where a B.S. was sufficient for rank of professor. For example, in 1900 four with professor rank in other departments held only a B.S.

Salaries, as well as a small candidate pool, may have explained why so few held a graduate degree. For example, the 1905-06 Biennial Report cites the loss of William Jardine, Professor of Agriculture, to illustrate the salary problem. He left his \$1,800 professor position at ACU to take a U.S. Department of Agriculture position that paid \$2,000 and would be increased to \$2,250 in the next fiscal year. The report compares budgets of twelve comparison colleges and finds that ACU had second lowest per student expenditures²² (ACU, 1905).

John A. Widtsoe, President 1907-1916, actively sought to improve faculty recruitment and retention by seeking higher salaries from the Utah legislature. He sought to hire more with advanced degrees. In 1914 he implemented a sabbatical system, so that after six years of service one could take a year at half pay to seek an advanced degree (Ricks, 1938).

ACU faculty size has grown to 73 in 1912. Now, 13 held a Ph.D., 11 a masters, 39 a B.S., and ten no degree. Graduate degrees are still in the minority. In 1930 those with graduate degrees are in the majority: 22 Ph.D., 37 masters, 32 B.S., and seven without a degree.

As these data suggest there is an accelerating improvement in faculty qualification. A limited supply of available candidates with graduate degrees coupled with ACU salaries and perceptions of Utah likely affected recruitment. Many members appeared to have Utah roots, so that was a likely recruitment factor.

Qualifications of Speech and English Faculty. Speech and English had a better record than many departments of hiring qualified faculty members. Ruth Evelyn Moench (at ACU 1898-1907) is the last elocution/speech instructor without a degree. When she returns to teach in 1929, she has earned a B.S. degree. She is also the last to teach speech without a graduate degree.

Sara Huntsman (at ACU 1907-1920) is the first to have specific, extended study in speech. She held a B.S. from ACU and a diploma from Emerson College of Oratory, Boston, for completion of an intensive, year-long study of elocution. She had graduate study at Harvard and Chicago. Huntsman is the first employed with significant college study of elocution/speech. She was appointed as an instructor, but was promoted to assistant professor in 1916, so is the first speech member to earn promotion.

Iva Maud Dunn (at ACU 1921-24) held a Ph.B. from the University of Chicago. A Ph.B. is a BA with a thesis (an enhanced bachelors), so may have been viewed as a graduate degree. She is the first to be appointed as an assistant professor.

Chester J. Myers (at ACU 1926-1964) is the first with BS (U of U) and MA (U of Iowa) in speech at time of appointment. He is the first speech faculty member to earn a

²² Seems that little has changed in the 21st Century.

Ph.D.—University of Southern California, 1940. He is appointed as an instructor, so is first to be promoted through the ranks: assistant professor, 1929; associate professor, 1936; professor, 1943.

Mission Conflict with the University of Utah

Resolution of a mission conflict with the University of Utah was the final administrative action affecting program development. The two Morrill Acts and the 1888 Enabling Act established ACU's mission. Officials at the University of Utah and members of the state legislature complained that over the years ACU's programs were beginning to overlap what was thought to be the exclusive domain of the University of Utah. ACU's development of programs in mechanical engineering and in civil engineering were concerning.

A 1911 State law specified that "the Agricultural College shall not give classes in liberal arts, pedagogy, the profession of law or medicine, or engineering except agricultural engineering" (ACU Catalog, 1914, p. 60). The restriction on liberal arts seems unclear because ACU could offer classes in "...history, language, and the various branches of mathematics, and natural science, and mechanic arts, with special reference to the liberal and practical education of the industrial classes" (ACU Catalog, 1914, p. 60). The ban on teacher preparation programs undoubtedly affected development of English and speech programs. Restricting classes to those appropriate for education of the industrial classes (Morrill Acts) may have restrained expansion of English and speech course offerings.

In 1921 the state legislature lifted the ban on teacher preparation programs at ACU (ACU Catalog, 1922). The first professors of Education were appointed in 1922. The option of a teaching degree made English and speech programs more attractive.

Administrative Changes Lead to Creation of Departments

Development of a college/department administrative structure, improvements in student and faculty qualifications, and resolution of a prohibition on offering teaching degrees led to specialized programs of study and to departments. Agricultural College of Utah is becoming a modern comprehensive institution of higher education.

As enrollment grew from 66 in 1900 to 949 in 1925, the college created an administrative structure leading to schools and departments to manage this enrollment growth and to offer more study options. General Science offered as a program in 1895 becomes one of five schools in 1903. Most programs and departments in the arts, humanities, social sciences, and biological and physical sciences were developed within general science. The English Department, which includes elocution, is formed in 1900. The first English major is offered in 1930 and the first speech major in 1931.

For the first twenty or more years the majority of admitted students were unqualified so were assigned to a Preparatory Program and from 1903-1916 to a three-year high school managed by the college. As Utah schools improved, admission qualification was shifted to the public schools. Completion of three years of high school was required

in 1911 and four years in 1914. By 1916 those admitted were qualified for college study. Better qualified students led to more challenging programs of study.

Faculty quality was addressed by efforts to improve salaries and by a policy requiring graduate degrees for appointment. For forty years many held no degree and a majority held a B.S. or less. It was not until 1930 that a majority of the faculty held a graduate degree. Of the 98 members in 1930 22 held a Ph.D. and seven held no degree.

English and speech had a better faculty quality record than many departments. Ruth E. Moench (at ACU 1898-1907) is the last to teach elocution/speech without a degree. Sara Huntsman (at ACU 1907-1920) is the first with graduate study in elocution/speech. Chester J. Myer (at ACU 1926-1964) is the first to hold an M.A. at appointment and first to earn a Ph.D. (in 1940). Of the English professors who taught speech, Alfred Horatio Upham (at ACU 1902-1905) held an M.A. and Neils Alvin Pedersen (at ACU 1907-1945) held a B.A., but earned an M.A. (1913) and a Ph.D. (1924). Pedersen is the first with a Ph.D. to teach speech.

Development of Speech within English Department

An English Language and Literature Department that included elocution is formed in 1900. The initial faculty included Elias J. MacEwan (sidebar bio Chapter 4, p. 43), Professor of English, Ruth Moench (sidebar bio Chapter 4, p. 42), Instructor of Elocution and Physical Culture, and three English instructors: Herbert W. Hill, Rena Baker, and John T. Caine, Jr. (also Principal of Preparatory Department). MacEwan leaves in 1901 and is replaced by Alfred Horatio Upham in 1902.

In 1906 the department name is changed to English. Speech has a productive relationship within the English Department. Faculty members are employed specifically as speech instructors. Speech receives support from some English professors who teach speech classes or English/drama classes. This collaboration continues beyond the 1936 formation of the Speech Department.

Several times ACU catalogs offer separate listings within the English Department for elocution, elocution and public speaking, or public speaking classes, but elocution/public speaking appears to remain part of the English Department until 1936.

Introduction of Public Speaking and Oral Interpretation

Introduction of public speaking and oral interpretation are significant departures from the limitations of elocution and a movement to what we recognize as modern communication studies. In 1903 a rewritten elocution course description and introduction of a second-level elocution course (both taught by Ruth Moench) reveal a significant movement away from elocution. Elocution I is now designed to teach students to effectively present memorized literary readings as public performance. This is in the declamation tradition, but is not an acting class. Students presented selections from *Cyrano de Bergerac* and Sheridan's *School for Scandal*. Textbook used was Clark and

Chamberlain, *Principles of Vocal Expression and Literary Interpretation*. (ACU Catalog, 1903) Elocution is moving closer to modern oral interpretation of literature.

Elocution II was offered as independent study. Students had two options. With the first, students continued study of oral interpretation and learned “the cutting of short stories, novels, and plays for public readings” (ACU Catalog, 1903, p. 128).

The second Elocution II option introduced public speaking as formal study. This option “is intended to prepare for public speaking. Representative English and American orations will be studied.... Original work will be required in the toast, short speech, formal address, and debate” (ACU Catalog, 1903, p. 128). Likely students presented classic speeches, as well as their original speeches. All speeches were memorized. There is movement toward modern public speaking instruction.

Ruth Moench taught these two elocution classes.

In 1904 Alfred Horatio Upham, Professor of English, revised the Advanced Rhetoric class to emphasize public speaking and debating. In the first half-year public speaking is taught. Text used was S.H. Clark and F.M. Blanchard, *Practical Public Speaking*. This text moved away from elocution and declamation emphases and advocated speaking in a colloquial (oral) style. The second half-year focused on debating and used G.P. Baker, *Principles of Argumentation* as a text (ACU Catalog, 1904). This appears to be the first systematic public speaking and debating class. In 1907 the public speaking and debate components of Advanced Rhetoric are transferred to other classes and this class becomes strictly a written composition class.

Alfred Horatio Upham

At ACU 1902-1905

B.S. Miami University of Ohio 1897
M.A. Miami University of Ohio 1898
M.A. Harvard University 1901

Prof, English and Literature 1902-1905

Ph.D. Columbia University 1908

Prof, English, Miami U of Ohio 1908-

Sara Huntsman from Wellsville, Utah, who succeeded Moench in 1907, is the first ACU graduate (1899) to teach speech, the first with extensive elocution/speech training, the first assistant professor of speech, the first to publish in a national speech research journal²³, and the first to have a major university prize named for her²⁴. The college yearbook playfully suggested that as a student she had amazed “the faculty by her marked ability for disregarding all rules and regulations” (The Buzzer , 1909, p. 27). As an ACU student she would have completed the single elocution class and probably participated in declamation and in the women’s literary society speaking events. With this experience she was as qualified as anyone who had previously taught elocution at ACU. But, in fact, she was more qualified than her predecessors because, after graduation, she earned a diploma for completing the intensive, year-long studies at Emerson College of Oratory, Boston

²³ Her 1924 *Quarterly Journal of Speech Education* article was published after she left Agricultural College of Utah, so she is not the first active ACU speech faculty member to publish.

²⁴ University of California-Berkeley continues to award to an outstanding undergraduate student the Sara Huntsman Sturgess Memorial Prize for Outstanding Artistic Accomplishment in Theater, Dance, and Performance Studies.

(now Emerson College). She also had graduate studies at Harvard and University of Chicago. She came to ACU with intensive speech training and five years of teaching experience, so was the most-qualified speech teacher to date.

At Emerson she might have studied with Charles Wesley Emerson, but he was nearing retirement. As author of three influential textbooks and founder of the school, he was one of the most influential elocutionists of the 19th Century. One must smile at the prospect of a young LDS woman's encounter with Emerson, who was a Unitarian minister deeply influenced by the spiritualism of Swedenborg. Even if she never studied with him, she studied the Emersonian method of elocution.

Her career at ACU suggests she very likely studied with Henry Southwick and, especially, Jessie Southwick. She may have joined, as many Emerson students did, Henry Southwick's Shakespearian players. Jesse Southwick was a leader in moving instruction from elocution to modern oral interpretation. Huntsman did the same at ACU. Jesse Southwick was an officer in the National Association of Speech Arts, the failed precursor to the National Communication Association. Jesse Southwick took her oral interpretation performances to the Chautauqua and Lyceum circuits and was a popular performer nationally and even internationally. Like Jesse Southwick, Sara Huntsman developed oral interpretation courses and was a popular performer.

Creation of a Speech Program

Sara Huntsman's actions at ACU suggest that she participated in a rejection of elocution and sought the creation of an independent academic speech department. In 1907 or 1908 she created the first named public speaking class and recast elocution as oral interpretation instruction. She dropped the elocution name entirely in 1919. She inherited two elocution classes in 1907 and developed a speech program of 12 classes by the time she left in 1921. Her curriculum, which was heavy on oral interpretation and dramatics, probably reflected her studies at Emerson College of Oratory. Although apparently still part of the English Department, elocution and speech classes are listed separately in 1916. The divorce from English has begun. There is a speech major in 1931 and an independent Department of Speech in 1936.

Oral Interpretation. The significance of recasting elocution as oral interpretation is that in traditional 19th Century elocution one learned to read aloud and to speak by

Sara Huntsman



Photo courtesy of USU Special Collections

b. 1880-d. 1949
At ACU 1907-1921

B.S. Agricultural College of Utah
1899

Diploma Emerson College of Oratory
1901

Summer student at Harvard 1900
Studied intermittently at University of
Chicago 1902-1913

Instructor, Monticello Seminary, IL
Instructor, U of New Mexico 1903-04
Instructor, Michigan Seminary 1904-
07

Instructor, ACU 1907-1916
Asst. Prof, ACU 1916-1921
Created Historical Pageant of Utah
1915

Asst. Prof, University of California-
Berkeley 1921-

focusing on voice training and physical development and performance. Often the vocal and physical development exercises received much of the attention. In contrast, in modern oral interpretation the literature and the author's intention are the focus. One learned to effectively communicate the author's intention to an audience. The meaning of the literature is now central. An audio book reader/performer engages in oral interpretation because he/she suggests all the characters while reading dialogue and serves as narrator while reading descriptions of action and setting. An oral reader reads/interprets all of a piece of literature. An actor, on the other hand, presents (becomes) a single character.

Huntsman created and taught six oral interpretation classes, produced and directed student oral interpretation programs, and was a popular oral interpretation performer on campus and within the community.

Public Speaking. The first stand-alone public speaking class created by Huntsman in 1908 is significant because the focus is on creating original messages rather than performing a speech created by an historical person. The student now learns to develop well-supported arguments that are effectively adapted to an immediate audience. An intentional audience response to an original message is sought. In her 1924 *Quarterly Journal of Speech Education* article Huntsman argued that a public speaking student should learn to think, reason clearly, and must develop an ethical commitment to the welfare of others (Huntsman, 1924). Huntsman added Extemporaneous Speaking, a second public speaking class, in 1917 (ACU Catalog, 1917).

Public speaking and oral interpretation are established as the future of the program.

Theater. Huntsman created two theater classes—play production and pageant production. Although a teacher preparation program was not authorized until 1922, play production was the first speech class explicitly designed to prepare high school speech/drama teachers (ACU Catalog, 1919, p. 175). Teacher preparation will become an important speech program emphasis. These two classes are also the beginning of a theater program.

Sara Huntsman and N.A. Pedersen developed an active college theater production program. In 1914 they created the Periwig Club as the theater honor society. In addition to directing plays, both were actors. Huntsman acted in community productions.

Speech Correction. Huntsman's Voice Training class sought to correct nasality, breathiness, and lispings (ACU Catalog, 1920, p. 168) so is the first speech correction class. Today we

Niels Alvin Pedersen



Photo courtesy of USU Special Collections

b. 1879-d. 1968
At ACU/USAC 1907-1945

BA University of Utah 1906
MA Harvard University 1913
Ph.D. University of California-Berkeley 1924

Instr., Public Speaking, U of U 1906-07

Instr., English, ACU 1907-08
Asst. Prof, English, ACU 1908-1912
Prof, English, ACU 1913-1945
Prof, Speech, USAC 1936-1939
Dean, School of Arts & Science, USAC 1933-1945

might describe this as a Voice and Diction class. After her departure, speech correction does not reappear in the curriculum for several years.

Debate. As noted above Alfred Horatio Upham had recast the Advance Rhetoric class into an Argumentation and Debate class which served as the debate class from 1904 to 1907. N. Alvin Pedersen, English professor, taught the first exclusive debate class in 1909, thus moving debate from a club activity. The debate class contributes to the speech program, but for several years remains part of the English program.

Speech program. By the time she left in 1921 Sara Huntsman had expanded the program to 12 courses. She taught 11 courses—six oral interpretation, two public speaking, one speech correction, one play production, and one pageant production. Pedersen taught the twelfth, debate. Until 1909, Huntsman also taught physical education for women (see Chapter 4).

By the time Huntsman left, speech had a real presence in the academic and cultural life of the college. She took that program development drive with her to the University of California-Berkeley where she is cited as having had a critical role in the development of the drama department at UC Berkeley (TDPS History, 2018).

Promotion decisions. Pedersen was the first who taught speech to earn a Ph.D. (in 1924). Huntsman was the first to have had graduate study and the first to have completed a speech academic program. Both were appointed as instructors in 1907. Pedersen with a BA was promoted to assistant professor the next year, but Huntsman with significant graduate studies waited nine years to be promoted to assistant professor (in 1916). In spite of a highly successful career and academic qualifications equaling several promoted to professor, Huntsman was never promoted beyond assistant professor. (See Chapter 2 for discussion of challenges facing women faculty members.) Without information about promotion decision-making, it is speculative to conclude that Huntsman deserved promotion. One wonders if this may have prompted her to leave ACU in 1921 for University of California-Berkeley, where she helped develop the drama department and seems to have had an honored career.

Speech Activities Directed by the Department

Speech had become a significant program—11 classes created and taught by Sara Huntsman and debate taught by N.A. Pedersen. Speech activities directed by Huntsman, Pedersen, and others significantly supported this program and contributed to the college cultural life. These activities remained important Speech Department programs for decades.

Debate. There were early debates within and between student literary societies (see Chapter 2 for discussion of these societies). There was a men's Literary Society that met from 1890 or 1891 until 1903. The women's society (Cleopatra, 1892-1893, and Sorosis Society, 1893-1913) met from 1892-1913. The Longfellow Society, open to men and women, operated irregularly between 1895 and 1913. The women's society, Sorosis, was

the most successful. As described in Chapter 2, these societies offered gendered speaking and debating opportunities.

The first intercollegiate debates (competitions between colleges) may have been held as early as 1904 (ACU Catalog, 1904). By 1907 there are two or more intercollegiate debates sponsored by the Debating Club (ACU Catalog, 1907). By 1909 control of intercollegiate debate appears to have passed from the Debating Club to a six-member college Debating Committee (ACU Catalog, 1909). Debating Committee members are male professors, some of whom presumably coach the all-male debate team and travel with them on the train to the debate tournaments. Triangular debates with University of Utah and Brigham Young University headline the debate calendar. The teams traveled by train to in-state tournaments and often to tournaments in Montana and Idaho. Sometimes they traveled as far as Michigan, Denver, and California.

Alfred Horatio Upham prepared the way for intercollegiate debate with his Argumentation and Debate class (1904-1907). In 1909 N. Alvin Pedersen offered the first full debate class which he taught for several years. Women could enroll in the debate class, but were not selected for intercollegiate debate until 1924. Debate was part of the English curriculum for many years. Other English professors—Christian Larsen, Garland Greever, and Vincent Carey Coulter—each taught debate at least once. The debate professor always held membership on the college debate committee.

For the first 20 years (until 1924) women did not/could not participate in intercollegiate debate and until 1926 were barred from Agora, the debate honor society. Each year until 1924 only men were selected for the debate team. In 1916 several women unsuccessfully tried out for the intercollegiate debate team (The Buzzer, 1916). Possibly in response to women's efforts to join the debate team, Miss Elizabeth Smith, the college librarian, was added to the Debating Committee (ACU Catalog, 1916). She served on the committee for several years, but no woman was selected for the debate team until 1924. Women had tried to join the team, but it took 20 years of college sponsored debating before a woman, Naomi Barlow (The Buzzer, 1924), was allowed on the team.

Naomi Barlow's male debate partner with whom she had won the 1924 state debate championship was admitted to the Agora, but she was denied admission because only men could be selected. In 1926 admission rules were changed and Lucille Owen (The Buzzer, 1926) became the first, and possibly only woman, inducted into the Agora before it was disbanded. She qualified by debating in the women's division (see below).

A chapter of Tau Kappa Alpha, the national debate honorary, was initiated at ACU in 1921. Women, when they were accepted on the debate team after 1924, were admitted to Tau Kappa Alpha. For example, in 1927 five women and five men were inducted (The Buzzer, 1927). However, for many years, the women qualified by debating in women's division debate. Debate remained segregated.

Apparently, in response to Naomi Barlow breaking into intercollegiate debate in 1924, the college organized a women's intercollegiate debate team in 1925 (The Buzzer, 1925), thus ensuring that men would not be teamed with women for several more years. Women could now travel to tournaments, but could not debate against men. Women's teams did not debate the same propositions as men's teams. The University of Utah,

Brigham Young University, and other colleges of the time had separate women's teams, so this was a common practice. This segregation continued for a number of years.

In 1928-29 debate is reorganized into Senior College (varsity) and Junior College (novice) teams. Women competed on women's teams which appear to have continued until 1935, but this reorganization shut women out of major competition until 1933-34. In 1933-34 Marguerite Fannesbeck and three other women, as well as several men, qualified for the Junior team (*The Buzzer*, 1934). The women were teamed together, but appear to have debated men at the Junior tournaments. The next year (1934-35) Marguerite Fannesbeck and Dorothy Johnson debated in Junior tournaments and in women's tournaments. However, the next year (1935-36), Marguerite Fannesbeck and Dorothy Johnson are on the Senior (varsity) team and "finished near the top" at the Western States Speech Conference tournament in San Francisco (*The Buzzer*, 1936, p. 133). By 1935 women had finally been accepted into intercollegiate debate.

English Department faculty taught the debate class and coached the intercollegiate debate team during the early years. Debate experiences supported the speech program within the English Department. Later, speech faculty taught debate and coach the debate team. Intercollegiate debate is offered continuously from 1904 to 1983.

In addition to intercollegiate debates, by 1914 there are debates between the classes. It is unclear how long these debates continued. Winners of these class debates won gold medals. Those selected for the intercollegiate debate teams received gold locket and membership, if male, to the Agora.

Speech Competitions. At least by 1914 there were original persuasive speech competitions which continued for several years. Winners received the Hendrick's medal or the Sons of the American Revolution medal.

Theater. The first college play was performed in 1895 (See Chapter 4). It is unclear how often plays were performed after that first play, but by 1906 plays have become an important part of the college and community cultural life. Early performances included Gilbert and Sullivan *Pirates of Penzance* (1906) and *HMS Pinafore* (1907). By 1905 Alfred Horatio Upham had directed *As You Like It*, *Midsummer's Night Dream*, and *She Stoops to Conquer* (*The Buzzer*, 1909). Offerings ranged from locally authored plays (*Cache Valley Farmer* and *Workhouse Ward*) to now largely forgotten plays (*Mr. Bob*, *College Widow*, *Babette*) to classics. Upham, Huntsman and Pedersen directed many of these plays. Pedersen's Ph.D. thesis was a study of Elizabethan drama, so he had a strong interest in theater. Both Pedersen and Huntsman were actors. Huntsman, especially, offered solo performances on campus and in the community. In 1914 Huntsman and Pedersen created the Periwig Club²⁵ as a theater honor society (*The Buzzer*, 1915).

Huntsman also created popular pageants. Her most significant pageant was the Historical Pageant of Utah begun in 1915 which she wrote, directed, and produced. At least some years, this pageant was a summer school production.

²⁵ Source for club name is unclear. A periwig is a 17th-18th Century men's wig. William Hogarth's *Five Orders of Periwigs* satirical print could also be source.

Student Publications. Although never part of the speech program, student publications deserve attention because they were associated with the English Department for decades. *The Buzzer*, the student yearbook, published annually from 1909 to 1971 by the Student Association appears to have received English faculty support over the years. N. Alvin Pedersen was the first *Buzzer* adviser. Efforts to revive it resulted in editions in 1978 and 1981. Alfred Horatio Upham founded *Student Life*, the student newspaper, as a monthly magazine in 1902 (*The Buzzer*, 1909). It evolved into a weekly newspaper in 1909, then into a thrice-weekly, newspaper. In 1978 the name was changed to *Utah Statesman*. Initially, it was sponsored by the English Department, but at some point, it became a Student Association publication. It now has a semi-independent relationship with the Journalism Department.

Speech Program Changes Reflect National Trends

When Sara Huntsman joined the English Department in 1907, the shift away from elocution had begun. Elsewhere, those at other colleges are also developing public speaking programs, and, nationally, a modern speech discipline is developing. Huntsman's curriculum revisions reflected national trends in the speech discipline. Huntsman is the first by education and career accomplishment who could be classified as a speech academic. She seemed connected to the discipline and brought new disciplinary approaches into her courses. That is, with many professors in other colleges, she appears to have abandoned the elocution tradition because of its limitations and deteriorating reputation. Although she did not participate in formation of the national association, she appears to have been influenced by the efforts to gain recognition of speech as an academic discipline. From 1902-1913 she studied intermittently at the University of Chicago. The national association was formed by midwestern professors in 1914. Chicago professors were not participants, but Huntsman's proximity during her Chicago studies may have exposed her to the people and ideas leading to the national association. It is unclear when or if she joined the association, but in 1924 she published in *Quarterly Journal of Speech Education*, the national research journal. Apparently, she was a member of the Drama League of America because she cites the league's journal (ACU, 1915). Her career at ACU and later at the University of California-Berkeley demonstrates that she was an academic who remained connected to developments in the discipline.

Development of Speech Discipline and of a National Association. The first, but unsuccessful, effort to form a national association was attempted by those in the elocution tradition who created the National Association of Elocutionists in 1892 to promote elocution and to protect it by fostering standards. Elocution's reputation continued to decline and instruction shifted to public speaking. To adapt and remain relevant the organization's name was changed to National Speech Arts Association in 1906. Jesse Southwick, Huntsman's likely mentor at Emerson, held a leadership position in this organization. The renamed association could not survive because it could not serve well the divergent interests of those who were performers/entertainers and those who were teachers. The association and with it much of the elocution tradition expired in 1917 (Rarig & Greaves, 1954).

Speech and English professors concerned about creating/promoting academic standards successfully created organizations that redefined the speech discipline and, to some extent, redirected English instruction. A group of northeastern college speech professors formed the Public Speaking Conference in 1910 and published the first academic speech journal in 1911. In 1914 the name was changed to The Eastern Public Speaking Conference. At nearly the same time a group of English teachers formed The National Council of Teachers of English in 1911 and published its first journal in 1912. The Eastern Public Speaking Conference served eastern college speech professors, but speech professors elsewhere sought professional development and publication opportunities within the National Council of Teachers of English (NCTE).

In some ways, NCTE participation made sense because most college speech teachers were found in departments of English. However, opportunities for speech research were limited within an organization largely devoted to developing English language and literature as a discipline. Therefore, at the 1914 NCTE convention 16 midwestern speech professors and one professor from Harvard formed the National Association of Academic Teachers of Public Speaking. The name signaled commitment to academic standards and to public speaking as the disciplinary focus (Rarig & Greaves, 1954). This became the national association, and its creation produced a complete break with elocution and led to an amicable divorce from English. This national association, after several name changes, is now the National Communication Association.

Temporary Speech Retrenchment at ACU

Possibly Huntsman's teaching schedule was unsustainable because offerings shrink to half as many classes during the Iva Maud Dunn (1921-24) and Donna Jones (1924-26) years. The plays and intercollegiate debating continued.

Information on those who taught during the retrenchment years (1921-1926) is limited. Iva Maud Dunn held a Ph.B. degree from University of Chicago. This is a bachelor's with a thesis requirement, so may have been classified as a graduate degree. She is the first speech faculty member to be appointed as an assistant professor. Donna Jones had only a BA so was appointed as instructor. She taught speech two years (1924-26). Jones offered oral interpretation performances at ACU and professionally after she left.

This is a temporary retrenchment. With the 1926 appointment of Chester J. Myers the program Huntsman created is restored and expanded. A speech major is offered in 1931 and speech becomes an independent department in 1936.

Iva Maud Dunn

At ACU 1921-1924

Graduate, American Conservatory of Chicago, 1912

Ph.B. University of Chicago, 1920

Instr., Lexington College, 1908-1911
Assoc. Prof, State Normal College, Peru, NE 1916-1919

Asst. Prof, ACU 1921-1924

Donna Jones

At ACU 1924-1926

BA University of Utah 1924
Instr., Public Speaking ACU 1924-26
Chautauqua Tour of Australia 1926

Summary

Development of a college/department administrative structure, improvements in student and faculty qualifications, and resolution of a prohibition on offering teaching degrees led to specialized programs of study and to departments. Significantly, General Science offered as a program in 1895 becomes one of five schools in 1903. Most programs and departments in the arts, humanities, social sciences, and biological and physical sciences were developed within general science. In 1900 the English Department, which includes elocution, becomes one of those departments.

Elocution has been offered from the beginning in 1890. In 1903 Ruth Moench begins the movement away from elocution to oral interpretation and public speaking. Sara Huntsman (1907-1921) completes the break from elocution. Elocution does not appear in any course description after 1918. Huntsman created and taught six oral interpretation classes, two public speaking classes, two theater classes, and a speech correction class (voice and diction). Niels Alvin Pedersen created a debate class, resulting in a 12-course speech program. Earlier Alfred Horatio Upham offered debate instruction within his argumentation class.

Upham directed debate teams and plays before leaving in 1905. Huntsman and Pedersen created a significant theater production program and created the Periwig Club, a theater honorary, in 1914. Pedersen also directed debate.

The Agora served as the debate honorary, but women were denied membership until 1926. For twenty years women could not compete in intercollegiate debate. When Naomi Barlow, the first woman, won a place on the intercollegiate debate team in 1924, a women's debate division was created in 1925 so women would not debate men. Separate debate divisions kept women from debating men until 1933. By 1935 women were finally accepted into intercollegiate debate. A chapter of Tau Kappa Alpha, the national debate honorary, was formed in 1921. Women were admitted after 1924.

Theater and debate became important supporting programs for the speech program and contributed to the college cultural life.

Ruth Moench and, especially, Sara Huntsman move instruction from elocution to modern speech instruction. Huntsman, by creating modern public speaking and oral interpretation course series, establishes the first well-developed speech program. With N.A. Pedersen, she creates the foundation for a theatre program. In spite of her qualifications and accomplishments, Huntsman is not promoted beyond assistant professor, so leaves in 1921.

The speech program retrenched after Sara Huntsman left in 1921. Iva Maud Dunn and Donna Jones taught during these retrenchment years. The speech program created by Sara Huntsman, was restored in 1926 and expanded into a major in 1931 and an independent department in 1936.

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Chapter 6

Speech Major & Speech Department 1926-1947

College Name Change

Before we resume the history, we should note the college name change to Utah State Agricultural College (USAC) in 1929.

First Speech Major

From 1898-1907 Ruth Moench²⁶ began the recasting of elocution into oral interpretation and public speaking classes. From 1907-1921 Sara Huntsman²⁷ continued this transformation by creating oral interpretation, public speaking, theater, and speech correction classes. Alfred Horatio Upham²⁸ and N. Alvin Pedersen²⁹ from the English side of the department supported the speech program development with a debate class and shared directing of college plays with Sara Huntsman. When Huntsman left in 1921 speech offerings drop from 12 classes to between 3 and 6 each year. Retrenchment of speech program ends with appointment of Chester J. Myers in 1926.

Chester J. Myers (1926-1964) built on the substructure created by Huntsman and Pedersen to create a speech major by 1931 and, with the assistance of newly appointed speech instructors, an independent Speech Department by 1936. Pedersen often taught a class during this period. It is fair to conclude that Pedersen's support, first as English Department Chair and later as Dean (1933), enabled speech faculty growth and program growth.

By 1926 program retrenchment had ended, and speech offerings doubled to ten courses—three oral interpretation, three public speaking, two theater production, one voice and diction, and one speech teaching methods

Chester J. Myers



Photo courtesy of USU Special Collections

b. 1899-d. 1979
At USAC/USU 1926-1964

BA University of Utah 1921
MA University of Iowa 1925
Ph.D. University of Southern California 1940

Prof, Public Speaking Weber College
1925-1926
Instr., Public Speaking, ACU 1926-
1929
Asst. Prof, Public Speaking 1929-1936
Assoc. Prof, Speech 1936-1943
Prof, Speech 1943-1964
Chair, Speech Dept. 1939-1959

²⁶ Sidebar biography Chapter 4, p. 42.

²⁷ Sidebar biography Chapter 5, p. 57.

²⁸ Sidebar biography Chapter 5, p. 56.

²⁹ Sidebar biography Chapter 5, p. 58.

(ACU Catalog, 1926). Myers created a Psychology of Speech class as one of the public speaking offerings. In this class, students drew upon the developing field of psychology to develop audience adaptation strategies. This is the first class with a social science orientation. For decades the speech program was largely a humanities and performing arts program, but course offerings by the 1970s become increasingly social science classes.

The teaching methods class is the beginning of a high school speech teaching certificate program³⁰ that remained a significant program until near the end of the 20th Century³¹. Employment data of early Speech Department graduates are not available, but it is likely that many graduates became teachers.

First Tenure, First Professor

Chester J. Myers had a significant tenure. He appears to be the first in speech to earn tenure and was the first to be promoted to professor. With Wallace A. Goates, he created a speech major in 1931 and an independent Department of Speech in 1936. Goates, however, was the first to earn a Ph.D. in speech (1937), but did not remain at USAC to gain promotion to professor. Myers is the second to earn a Ph.D. in speech (1940). Two English professors, who also taught speech had earned Ph.Ds earlier—N. Alvin Pedersen (1924) and Wallace J. Vickers (1926)—but Goates and Myers are the first with speech Ph.Ds.

Speech Major, 1931

The addition of Wallace A. Goates as speech instructor in 1931 made a speech major possible. The first major offered two emphases—Interpretation or Public Address. In 1934 three emphases—platform reading, public address, or drama—were offered. Students were encouraged to complete teaching certificate requirements. All majors were required to present one public oral interpretation recital, act in one play and staff three other play productions. Participation in debate was encouraged, but not required. The major prepared graduates for high school teaching or roles in community theatre (USAC Catalog, 1931). Nineteen classes in public speaking, oral interpretation, and theater were taught by Myers, Goates, and Pedersen. For the first time specific classes in acting, play directing, and children's

Wallace A. Goates



Photo courtesy of USU Special Collections

b. 1907-d. 1996
At USAC 1931-1937

BA University of Utah 1929
Yale Drama School 1930-1931
MA University of Iowa 1935
Ph.D. University of Iowa 1937

Instr., Speech, 1931-1935
Asst. Prof, Speech 1935-1937

Asst. Prof-Prof, University of Utah
1937-

³⁰ The Utah Legislature lifted the University of Utah's monopoly on teacher preparation programs in 1921, allowing ACU to begin teacher preparation programs in 1922.

³¹ The speech teaching major was closed in 1989. Since then only a speech teaching minor has remained.

theatre were offered. The major focused on performance—oral interpretation and acting—and preparation for teaching.

In 1933 speech required an entrance examination before one could declare as a speech major (USAC Catalog, 1933). An entrance exam was not required for English majors. Speech was still part of the English Department.

Wallace A. Goates was active in theater—a year of graduate study at Yale University Drama School and a lifetime as actor, director, and playwright in college and community theater. Initially, Myers taught theater classes and Goates taught public address classes. By 1933 Goates moved into theater instruction, primarily directing and scene design classes. Goates also created the first persuasion class and returned argumentation to the speech program.

Two of his six years at USAC, Goates was on leave for graduate study at the University of Iowa. The University of Iowa pioneered speech correction as a discipline, so his graduate studies there appear to have directed his career into developing speech correction studies and services in Utah. When he completed his Ph.D. in 1937 he left USAC for the University of Utah. Before he left, he briefly taught two speech correction classes at Utah State Agricultural College. Goates had a significant role in developing the Speech Correction Department at the University of Utah, and founded both the Speech and Hearing Clinic and the Special Education Department at the University of Utah (Death: Dr. Wallace A. "Wally" Goates, 1996).

Department of Speech, 1936

Speech became an independent department in 1936, but maintained an association with the English Department for a number of years. For years English professors continued to teach debate and Pedersen, the school dean, continued to teach speech classes. Initial Speech Department faculty are N. Alvin Pedersen, professor; Chester J. Myers, associate professor; and Floyd T. Morgan, Ruth Moench Bell³², and Halbert Greaves, instructors. Pedersen is Dean of the School of Arts and Sciences (since 1933) and senior professor in both English and Speech departments. As Dean he continues to teach in both departments. A Speech Department chair is not identified in college catalogs until 1951 so it is unclear whether Pedersen or Myers initially chaired the new Department of Speech. It is likely that Myers was chair in 1936 and certain he was chair by 1939. He held the position until 1959.

The major in the new Speech Department offered three tracks: drama, platform reading, and public address. With completion of required speech teaching and education classes, any of the tracks could lead to a teaching certificate (USAC Catalog, 1936). Thirty classes—six drama, six oral interpretation, ten public address, four speech correction, one

ⁱSidebar biography Chapter 4, p.42.

radio, one teaching methods, and two independent study—are offered. The department focus is largely performance, but there is growing attention to clinical and social science classes. Fencing, which was favored by the elocutionists, is a recommended elective. Although debate is part of the major, it is still taught in the English Department.

By 1938 the three major tracks are dropped. Students now have required classes distributed among public speaking, oral interpretation, theater, and speech correction (USAC Catalog, 1938). It is a more comprehensive major intended to prepare graduates for teaching. A minor is now required. Course offerings are similar, but there are more theater classes.

In 1940 an English-speech composite teaching major is offered and, for those who did not intend to teach, an individually-designed speech correction major is offered (USAC Catalog, 1940). Beginning in 1942 debate is part of speech rather than English offerings (USAC Catalog, 1942). Other than minor changes in requirements and course offerings, the speech curriculum remains largely unchanged for a number of years.

In appearance, the 1946-47 department is largely unchanged from the original (1936) department. There are some changes in course offerings and degree requirements and one fewer faculty member in 1947. The speech teaching major is more fully developed and a speech correction emphasis is offered. The most significant difference is that theater and speech correction become strongly rooted, enabling both to eventually separate from speech to become separate departments (see Chapter 7). Early development of radio experiences during this period will lead in time to a broadcast program.

By 1946, of the original (1936) faculty members, N. Alvin Pedersen and Ruth Moench Bell had retired and Halbert S. Greaves had left for a position at the University of Utah. The 1946 faculty consisted of Chester J. Myers, Professor & Head; Rex E. Robinson, Floyd T. Morgan and Lyman Partridge, Assistant Professors. Many of the early department faculty members had Ph.Ds from the leading speech graduate programs of the time—University of Southern California, Iowa, Wisconsin, Minnesota—so curricula developed here reflect national trends in speech programs.

Programs Developed Within Speech Department

In 1946 students completed a general speech major in which they completed prescribed classes from each of the five sub-programs. Students could develop an emphasis, but had some experience with each sub-program. Early faculty members taught classes in two or more sub-programs, but in time members specialized to eventually teach within one sub-program. As a result, theater, speech correction, and broadcasting develop into highly specialized programs and eventually become independent departments or in the case of broadcasting part of another department. Oral interpretation is paired with public address for much of this history, but finally, it too, left to become part of another department. Development of diverging strands of communication studies demonstrated the robustness of the department. All programs received support.

The roots of the sub-programs which mature into independent departments and programs are planted during this period. The next chapter will describe the final maturation to department status of theater (in 1956) and of speech correction (in 1966). By 1973 broadcasting became an independent program within, first, the Communication Department and later, the Journalism Department. Oral interpretation is transferred to Theatre Department in 1975. Public speaking remains the core of the Speech Department and later, Communication Studies, but does not define it. In time, public speaking is the entry instruction, but the advanced instruction focuses on varied communication practices of individuals and institutions.

Early development of these sub-programs is explored here.

Theater. The first college play was performed in 1895. By 1906 several plays are performed annually. Alfred Horatio Upham, Sarah Huntsman, and N. Alvin Pedersen direct the early plays. In 1914 Huntsman and Pedersen form the Periwig Club, the first theater honor society. The Periwig Club was both an honor society for students who had performed in at least one play and a drama club that sponsored college plays. Most early plays were performed in the Old Main auditorium³³, but in 1909 Huntsman directed *An American Citizen* in the Thatcher Opera House in Logan (Ricks, 1938). In 1925 two plays (one directed by Donna Jones³⁴ and the other by Ruth Moench Bell) are performed in the Capital Theater in Logan. These plays are also performed in venues in Richmond, Hyrum, and Preston (*The Buzzer*, 1925). N. Alvin Pedersen directed *Oedipus Rex*, the first classic Greek play in 1925. Edward Bock (English), Ruth Moench Bell, and Donna Jones created the Little Theatre Movement in 1926 and produced plays in the basement of the Logan Presbyterian Church (Ricks, 1938). At various times the Periwig Club, the Campus Players, and the Jesters Club sponsored plays directed by members of the speech program. A chapter of Theta Alpha Phi, the national theater honor society, was formed in 1929 (*The Buzzer*, 1929). It is impossible to present a full theater history here, but the point is that a very active theater program, serving both the college and community, had developed.

Formal theater instruction began with a play production class offered by Sarah Huntsman in 1919. Chester J. Myers offered two theater classes in 1926. The first speech major in 1931 offered classes in acting and directing and required all majors to act in one play and staff three play productions. All of the original (1936) department members—Chester J. Myers, N. Alvin Pedersen, Wallace A. Goates, Halbert S. Greaves, and Ruth M. Bell—taught theater and/or directed plays. The major offered a drama track from 1934-1938. After 1938 requirements for the major were distributed among each of the Speech Department emphases, but theater constituted a significant part of the major.

Until at least the mid-1940s all speech faculty members directed college plays. Most years there were two to four major plays and several one-act plays. Occasionally, a musical or operetta was produced.

³³ The Old Main auditorium (east center wing) was removed during building renovation begun in 1988. The History Department and first floor east wing classrooms and offices now occupy the old auditorium space.

³⁴ Sidebar biography Chapter 5, p. 63.

Floyd T. Morgan, one of the student actors, joined the faculty when he graduated in 1934. Initially, he did not teach theater classes, but directed and acted in several plays. In time he became primarily a theater teacher. He shared play direction with other faculty members, but, as Goates, Greaves, and Cyril Hager left by the late 1930s and Bell by the mid-1940s, Morgan and Myers directed most of the plays. Floyd T. Morgan's appointment is consequential because he had a major role in developing a theater program which resulted in an independent theatre department. In his career he directed more than 125 plays, designed 300 sets, and had 80 roles in plays (Floyd T. Morgan, 2003).

Cyril F. Hager taught both theater and speech correction classes, but devoted more time to theater. Lutie Bancroft Simmonds, like Morgan, was an outstanding USAC student actor. After her graduation and before her faculty appointment, she played Katherine to Morgan's Petrucio in *Taming of the Shrew* in 1936. She taught theater and directed plays 1939-1940. By 1946 theater is staged for growth and independence that we will see in the next chapter.

Speech Correction. In part, speech correction arises from elocution's concern with vocal quality and correct pronunciation. Those who developed it into a specific discipline drew upon medicine, anatomy, psychology, and new speech science research focused on vocal quality, voice production, and articulation. Sara Huntsman offered the first speech correction class in 1920. Wallace A. Goates, however, was the first with graduate training in speech correction. He briefly taught two speech correction classes before he left in 1937. His departure might have delayed development of a speech correction program, but there was sufficient development of speech correction that an arranged speech correction major was offered in 1940.

Cyril F. Hager taught speech correction classes the year (1937-38) after Goates's departure. He taught both speech correction and theater and seemed more involved with theater, so it is unclear whether he had speech correction training.

Development of speech correction began with 1939 appointment of John M. Hadley. He held a joint Psychology and Speech appointment. He had earned a Ph.D. at the University of Iowa, which had arguably the best speech correction program in the nation. Speech correction was a newly developing discipline, so even at Iowa the program was limited. His professional interest seemed to be psychology, for he published in

Floyd T. Morgan

b. 1910- d. 2003

At USAC/USU 1934-1975

BS USAC 1934

MA Iowa State University 1939

Ph.D. studies at Stanford & Iowa State

Instr., Speech USAC 1934-1940

Asst. Prof, Speech, 1940-1948

Assoc. Prof. Speech, 1948-1956

Assoc. Prof., Fine Arts 1956-1962

Prof, Fine Arts 1962-1965

Prof, Theatre Arts 1965-1975

Prof & Head, Theatre Arts 1969-1975

43rd Faculty Honors Lecture 1971

Cyril F. Hager

At USAC 1937-1938

Instr., Speech USAC 1937-38

Instr., Speech, Cornell University
1938-

Lutie Bancroft Simmonds

b. 1909-d. 1987

At USAC 1939-1940

BS USAC 1931

Instr., Speech USAC 1939-1940

psychology journals and is credited with founding the clinical psychology program at Purdue (Purdue University, 2013). He may also have studied speech correction at Iowa because course descriptions suggest knowledge of the emerging field. By 1940 there were enough courses to offer an arranged speech correction degree. Unfortunately, the war took him away before he could fully develop a program.

During the war years (1942-1946) speech correction development stalled. It is unclear who, if anyone, taught speech correction during the war years. The department is committed to speech correction, so, after the war when staffing is again possible, the program develops rapidly, as we will see in the next chapter.

Broadcasting. The first radio station in Utah opened in 1922 (now KSL Radio) and by 1926 there were two stations in Salt Lake City, one in Ogden, and one in Logan. The Logan station was a 10-watt station located in the present Allen-Hall Mortuary location (Hansen, 1986). N. Alvin Pedersen inaugurated the college's broadcast participation with a lecture broadcast from the KSL studio September 29, 1931. For a time USAC had a regular Tuesday and Thursday program on KSL. A college radio committee selected persons and groups to travel to Salt Lake City to lecture or perform in this time slot (Hansen, 1986). In response to this broadcast involvement, in 1935 Chester J. Myers taught the first Radio Speech class. The college did not have radio broadcast equipment, so students prepared and performed radio scripts as if they were broadcasting. To create the illusion of broadcasting, students performed assignments behind a curtain in the Old Main Little Theatre (Hansen, 1986). The hope was "to place the best programs with some commercial radio station (USAC Catalog, 1935, p. 150). Any placed at a radio station would have been a live performance because an affordable recording machine—a wire recorder—was nearly ten years in the future³⁵.

The college and Speech Department had some success placing programs on commercial radio. The 1938 Celebration of the college's Semi-Centennial³⁶ was broadcast with a direct-wire link to KSL. Cyril F. Hager from the Speech Department directed this broadcast (Ricks, 1938). Floyd T. Morgan taught Radio Speech from 1939-1948 and in 1940 his class broadcast the first radio drama, a Halloween drama broadcast by KVNU, Logan. This led to a thirteen-week drama series broadcast by KVNU (Hansen, 1986). Other radio programs included a 1945 drama directed by Ruth M. Bell to raise money for war loans (The Buzzer, 1945).

With the appointment of Burrell F. Hansen in 1948 development of broadcast services and broadcast instruction accelerates (see Chapter 7). In the 1980s broadcasting separates from speech and becomes part of the Journalism Department.

John M. Hadley

At USAC 1939-1946

Ph.D. University of Iowa 1939

Instr., Speech & Psychology 1939-1942

Asst Prof, Speech & Psychology 1942-1946

Military leave, Navy pilot 1942-1946

Asst Prof, Psychology, Purdue U 1946-

³⁵ I'm old enough to have listened to live radio drama and to have used wire recorders.

³⁶ It was the Semi-Centennial of the college's 1888 founding, but classes did not begin until 1990. However, this is a mere detail.

Oral Interpretation. Oral interpretation rose directly from elocution's focus on preparing effective public readers. Interpretation prepared students to present/interpret literature in public programs. The interpretation performance is not theater, not acting, but early interpretation instruction led to early theater instruction.

When the department is established in 1936 interpretation is an established program that changes little over the coming decades. Courses remain largely the same, but, of course, instructional material changes. Story telling and children's literature are added. During the early years of the department, most faculty members teach interpretation. The notable interpretation teachers of this period are N. Alvin Pedersen, Chester J. Myers, and Ruth Moench Bell. Lutie B. Simmonds, a program graduate, taught interpretation 1939-1940.

Initially, interpretation and public speaking shared the same faculty. By the 1960s each program had a near exclusive faculty. Diverging faculty teaching and research interests led interpretation faculty to move to Theatre Arts Department in 1975.

Public Address/Public Speaking. Public address, of course, was a renaming and expansion of public speaking. Public speaking instruction arose from elocution's concern with effective delivery, but soon drew upon rhetorical scholarship (see Chapter 1) and social science methods to offer a more comprehensive effort to understand and develop communicative effectiveness. Rather than performance to be enjoyed by an audience, as in theater and interpretation, public address was taught as core communication competencies essential to success in any career.

During the early years of the department, this program was labeled either as public address or public speaking, illustrating the program's uncertainty about how to accurately describe the program. Later it is simply called speech, then speech communication, then communication studies. It started as public speaking, but evolves into a broad, comprehensive study of communication with several significant subprograms.

Initially, this program rested on public speaking and debate, but quickly expanded and diversified. Public speaking remained a core class and is a root from which much of the program diversification grew.

Debate began as a college activity and for decades remained a popular, important college activity attracting students from many programs, but over the years became less important to the speech program mission. Because of its importance as an activity, a history of ACU/USU debate is needed, but is beyond scope of this history. A brief summary of early debate milestones will be offered here.

Intercollegiate debate began in 1904. The debate class served as a prerequisite for debate team membership. Debate experience was/is seen as important for those seeking careers in politics and/or the law. Women could participate in some on-campus debates, but could not participate in intercollegiate debating until a women's team was organized in 1925. Women could not compete with men in intercollegiate debate until 1935.

Although debate was part of the speech curriculum, it was listed as an English class and taught by an English professor until 1942. Speech faculty members may have assisted with debate team coaching. From 1916-1927 N. Alvin Pedersen or another member of the college debate committee taught the debate class. Wallace J. Vickers, English professor, taught debate nearly every year from 1927-1940. He appears to have had a major role in the creation and growth of the college debate program. The debate class was taught by George Homer Durham, Ph.D., Instructor of Political Science, from 1940-1942. In later years, other political science professors have assisted with the debate program. In 1942 the debate class was transferred from English to Speech and was taught by Halbert S. Greaves from Speech. Most years since 1942 the class has been taught by a speech/communication studies faculty member.

Offerings in the first major (1931) and in the early curriculum of the Speech Department (1936) were limited to forms of public address—debate, formal argumentation and brief preparation used by lawyers, formal speaking (often a written speech), extemporaneous speaking, and use of parliamentary procedure to govern a meeting. The emerging effort to provide specific career communication instruction is evident in Ruth M. Bell's *Speech for Foresters*. Later, this course evolved into *Occupational Speech* and then into *Business and Professional Speech*.

Early public address instruction was influenced by two research traditions—rhetorical theory/criticism and social science research. Literature of Public Address introduced in 1939 is clearly in the rhetorical tradition. Unlike elocution instruction that offered historic speeches as performance pieces, this class employed rhetorical criticism to understand development of and response to significant speeches. This included an understanding of the historical exigence of the speech. In 1941 the class was renamed *Speech Composition* in which students drew upon rhetorical theory to create original speeches.

As noted earlier, Chester J. Myers, the Speech Department Chair, developed *Psychology of Speech*, the first class with a social science orientation. With the addition of a persuasion class there are two social science-oriented classes. In both, students use social science findings to discover audience needs, motives, and attitudes to guide the effective development of messages. Halbert S. Greaves taught both of these classes before he left in 1946.

Wallace J. Vickers



Photo courtesy of USU Special Collections

b. 1889- d. 1960
At USAC/USU 1920-1955

BS Agricultural College of Utah 1912
MA Stanford University 1925
Ph.D. Stanford University 1926

Instr., English LDS University 1916-20
Asst. Prof., English, ACU 1920-1926
Assoc. Prof., English, ACU 1926-1937
Prof., English, USAC 1937-1955

Halbert S. Greaves

b. 1907-d. 1991
At USAC 1936-1946

BS University of Utah
MS Northwestern University 1932
Ph.D. U of Wisconsin 1941

Instr., Speech USAC 1936-1937
Asst. Prof, Speech, 1937-1942
Naval officer 1942-1945
Asst. Prof, Speech USAC 1945-1946
Assoc Prof & Prof, U of U 1946-

A public discussion course was introduced in 1939 which is the beginning of group communication instruction. The class offered experience in a forum in which a panel developed subject expertise and collaboratively explored a complex subject in presence of an audience. The multiple perspectives and thorough, systematic exploration helped audience understand a complex issue. The forum, when used today, rarely follows the formal forum procedure taught in the 1940s-early 1960s, so the method is now rarely taught.

The public discussion class which taught discussion as a public performance led through several evolutionary stages to modern group communication instruction and research. By the 1960s, group classes and research sought to understand group formation, member interaction, and decision-making rather than to prescribe group behavior. It was based in the social sciences.

Myers, Bell, Morgan, and other early department members taught public speaking classes, but Halbert S. Greaves became the primary public speaking teacher. He taught public speaking, public address, speech composition, persuasion, public discussion, and after 1942 debate and argumentation. After 1942 he directed the debate program. Greaves made significant contributions to public speaking program development, but his contributions were limited by military service leave during World War II. He left for the University of Utah in 1946, shortly after his war service. It appears that Myers and possibly unidentified instructors taught some of Greaves' classes during the war. Albert O. Mitchell taught public speaking 1940-42.

Albert O. Mitchell

b. 1906-d. 1985

At USAC 1940-1941

BA University of Utah 1933

MA University of Utah 1935

Ph.D. University of Wisconsin 1939

Instr., Speech USAC 1940-41

Effects of War Years

The war years disrupted the college and interrupted the development of the Speech Department. Because of the significance of these interruptions, please permit an interruption to the chapter narrative.

World War I. During the first war all programs shared in the severe enrollment decline. A positive outcome is that some 600 soldiers were billeted on campus for training. The Federal Government provided money for temporary wooden barracks, but the Utah Legislature supplemented this with enough money to build brick barracks, resulting in construction of Ray B. West and Plant Science (Geology). Only Ray B. West was completed before the end of the war. Animal Science, home to the Department of Communication for many years, was also completed during this war period. It served as a hospital during the 1919 influenza pandemic before opening for classes in 1920 (USU Library, n.d.).

World War II. At least three speech professors served during World War II. John M. Hadley and Halbert Greaves took military service leaves and Stuart Hardman served before he joined the department in 1947. All served in the Navy. The three-year war-

service gap obviously affected speech offerings and disrupted development of the speech program. Development of speech correction, especially, stalled during the war years. It appears that Chester J. Myers, the department head, taught many of the theater, interpretation, and public speaking classes. He also directed many of the plays. It is possible he was assisted by unidentified temporary instructors, but it appears that he assumed excessive teaching loads to keep the department viable.

During World War II there were steep enrollment declines as men went to war and some women entered defense industry employment or military support service. Campus, again, provided military training and housing. The 2,000 military trainees on campus during the war disrupted student life and college instruction. Winter quarter, 1943, all women in the Residence Hall were given mere days to find off-campus rental housing before surrendering their rooms to the Air Corps. Trainees were also housed in Old Main, Plant Science, Animal Science, and the Commons. Classes were relocated. Only the military could use the cafeteria (The Buzzer, 1943).

Campus housing was disrupted again after the war. In 1946 enrollment exploded to a record of 3,775 students—four times as many as in 1945 and ten times more than enrollment low point during the war. Fifty-six additional faculty members were hired in 1946 (Utah State Enrollment Hits All Time High, 1946). Women were housed in the Logan-Cache LDS Stake House, the old German Meeting House, and the Rural Arts Building. Men were housed in St. John's Episcopal parsonage, St. Thomas Aquinas Catholic Church basement, and the Field House. Some students were housed as far away as the Bushnell Army Hospital in Brigham City. Other students were housed in 30 Quonset huts and 102 tropical huts on the east side of campus. Another 308 prefabricated apartment units were under construction, but were not completed in time for fall quarter. A special temporary bus service transported students housed in Brigham City, Tremonton, Garland, Honeyville, Wellsville, Hyrum, Smithfield, Colliston, and Lewiston to campus daily (Utah State Housing Has Variety, 1946).

Summary

The speech program, which had been a service program, expanded its mission and grew quickly after the 1926 appointment of Chester J. Myers. It appears that N. Alvin Pedersen's support first as English Department head and later as School Dean enabled speech to expand faculty size and course offerings that produced a speech major in 1931 and an independent Speech Department in 1936.

The major offered three subprograms—interpretation, theater, and public address—and later, with the addition of speech correction, four subprograms. For much of this time period, requirements were distributed among the four programs, so it was a general speech major with a performance emphasis. Probably most students completed teacher certification requirements. The debate class was part of the major, but was taught in the English Department until 1942 when it was moved to the Speech Department. Wallace J.

Vickers (English) taught debate until 1942 and after 1942 debate was taught by Halbert S. Greaves and others in speech.

Two subprograms—theater and speech correction—will develop to the point that they become independent departments (see Chapter 7). Most faculty members, but especially Chester J. Myers, N. Alvin Pedersen, Wallace A. Goates, Halbert S. Greaves, Ruth M. Bell, and Floyd T. Morgan, contribute to the development of theater. Speech correction was begun by Wallace A. Goates, but John M. Hadley provided most of the early development. Beginning in 1940 a speech correction degree was offered.

Oral interpretation, developed during this period, continues largely unchanged until it reunites with the Theatre Arts Department in 1975. Public address or public speaking will develop and evolve to become the core of the Speech Department in the future. Chester J. Myers and Halbert S. Greaves provide much of its early development. Initially, the focus is public speaking, argumentation, and debate, but the program quickly expands with addition of rhetorical theory and criticism, specific career applications (i.e., forestry and business), group communication, and psychology of speech. Broadcasting, a fifth subprogram, is begun during this period, but does not develop into an independent program until later (see Chapter 7).

Faculty qualifications have significantly improved. Six of the ten who taught during this period held a Ph.D. Wallace A. Goates was the first to earn a Ph.D. in speech (in 1937). Myers, who earned a speech Ph.D. in 1940, appears to be the first in speech to receive tenure (1936) and was the first in speech to be promoted to professor (1943).

The chapter begins with significant expansion and ends with some retrenchment caused by World War II. Development of speech correction stalls. Other subprograms struggle because of faculty loss due to war. College enrollment steeply declines. Following the war there are explosive enrollment growths leading to increased hiring and program growth. Following the war, the department becomes a large, mature program.

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Chapter 7

Program Maturation, Graduate Program and Program Spinoffs 1947-1973

College Name Change

Before we resume the history, we should note the college name change to Utah State University (USU) in 1957.

Department of Speech

War Years Recovery

The war had hit the Department of Speech hard. Because of military service leaves and apparent recruitment difficulties, the war years faculty rosters consisted of Chester J. Myers, Ruth Moench Bell, and, possibly one or two unknown instructors. During the war, play performances continued but many speech classes could not be offered. Minimal or no speech correction instruction was offered during the war. In 1945 Bell retired but Floyd T. Morgan returned from study leave, so there were still only two faculty members.

Postwar recovery began in 1946 when 56 new professors were hired by the college to accommodate a record 1946 postwar enrollment of 3,775 students, four times the 1945 enrollment (Utah enrollment hits all time high, 1946). Among these new faculty members were Rex E. Robinson and Lyman Partridge who doubled the Department of Speech faculty size to four. There were at least six on the 1947-48 faculty roster. Program growth was again possible.

1947 Faculty. The 1947 faculty consisted of Chester J. Myers³⁷, Professor & Head; Rex E. Robinson, Associate Professor; Floyd T. Morgan³⁸ and Lyman Partridge, Assistant Professors; and Stuart Hardman and Gwendella Thornley, Instructors. Of the 1947 faculty, Myers, Robinson, Morgan, and Thornley had lengthy, significant careers so the faculty and department are developing stability. Although Partridge served only two years, he began the rebuilding of speech correction, a program that had stalled during the war years. Others who join in the next few years significantly contribute to faculty stability and program growth.

Myers, who was head 1936-1964, and Robinson, head 1964-1973, are the only heads of the Department of Speech.

³⁷ Sidebar biography Chapter 6, p. 66.

³⁸ Sidebar biography Chapter 6, p. 70.

Major Developments. The story of this chapter is one of growth. College and department enrollment growth fueled program expansion. In 1947 faculty size at six is three times larger than during the war and faculty size will grow to nine by 1965 and 12 by 1970. Program growth is evident in several major developments.

1. A graduate (M.S.) program was created in 1947.
2. Course offering, which had severely shrunk during the war, are restored when faculty size increased in 1947. From 1947 to 1966 a general speech major with requirements distributed among the subprograms, a speech teaching major, and a speech correction major are offered. Until theater left in 1956 a theater emphasis within general speech major was offered. From 1966 to 1973 a general speech or speech teaching major was offered. A broadcast program developed as a semi-independent program
3. Speech correction, which had been moribund during the war, is quickly reconstituted. It grows into a significant speech correction/audiology undergraduate and graduate program. For many years most of the department's graduate enrollment appears to have been in speech correction/audiology.
4. Theater and speech correction subprograms matured to the point they could be spun-off into separate departments— theater in 1956 and speech correction in 1966.
5. Broadcasting, which began as a couple radio classes before the war received significant development and became a separate program within the department.
6. In response to growing international enrollment, English and Speech departments cooperatively create English proficiency development classes to help international students succeed. These classes lead to creation of an Intensive English Language Institute.

Graduate Program, 1947

Postwar enrollment growth obviously created a demand for both undergraduate and graduate programs. Approval of a speech graduate (Masters) program in 1947 demonstrates both a demand for speech graduate study and that faculty size and qualification warranted a graduate program. Graduate classes offered in the 1947 M.S. program consisted of a graduate seminar in each of theater, public speaking, interpretation, and speech science (speech correction). Senior-level classes could be used for graduate credit.

Although there is little data on speech graduate enrollment, graduate course offerings suggest that most studied speech correction and some studied theater. Beginning in 1949 speech correction graduate classes were increased to four. Beginning in 1950 theater graduate courses increase to three. Until theater separated from the department in 1956, the graduate program emphasizes theater (three graduate classes) and speech correction (four graduate classes). Except for 1952 when two public address graduate classes were offered, graduate students interested in public address, interpretation, or broadcasting would have taken the introductory graduate seminar and approved senior-level classes.

After theater left in 1956, the graduate program is largely an audiology-speech correction program. In 1954 Parley W. Newman, who had earned an M.S. from the department in 1951, introduced an audiology graduate course. This is important because in time speech correction developed a significant reputation for audiology research, instruction, and clinical practice. Samuel G. Fletcher, who replaced Newman, continued to develop graduate audiology classes. In 1965-66, the last year speech correction was part of the Speech Department, four audiology and three speech correction clinical classes were offered in the graduate program. From 1959 to 1966 a composite Psychology-Speech Correction graduate degree option was also offered.

The departure of theater in 1956 and of speech correction in 1966 prompted a redesign of the graduate program. Until 1964 students seeking graduate study in public speaking, broadcasting, or interpretation were usually offered only a generic seminar and senior-level classes. Offerings improved in 1964 with creation of a graduate class in rhetorical theory and in radio-TV. Graduate offerings were further improved with an oral interpretation seminar in 1966 and a speech education seminar in 1970. The graduate program was limited and enrollments were likely small.

When speech and journalism programs merged in 1973 to form the Department of Communication this became the graduate program serving both programs. However, no journalism graduate classes were created until 1986. From 1973 to 1986 this was largely a speech communication graduate program with graduate courses in interpersonal communication, communication theory, persuasion, and research methods. Each year one or two graduate teaching assistantships were awarded to speech communication graduate students. During this time the university enrolled a large number of Iranian students, several of whom completed Masters in Communication with a broadcast emphasis. Until 1986 graduate degrees were awarded only to speech communication or broadcast students.

Journalism retained this Masters program when the speech program was suspended in 1989 (see Chapter 9). Communication Studies, successor to speech communication, began a Masters program in 2019.

Speech Communication Program

Three of the subprograms—theater, speech correction, and broadcasting—receive significant postwar development. Theater in 1956 and speech correction in 1966 separate from the department to become independent departments. By 1973 broadcasting has become a largely independent program within the department. Public address (public speaking) and oral interpretation, on the other hand, remain static programs. There is little investment in and development of these two programs until after 1966. Although they never shared in postwar development, they remained at the department core as support programs and as central to the speech teaching major. After 1966 the two programs become the speech major, and in 1973 when a Department of Communication is formed by a merger with journalism, they are the speech communication major. For consistency and clarity these two programs will be labeled “speech communication” and discussed together here. Development of the other three programs will be discussed below.

It is unclear why the two speech communication programs did not share in postwar investment. The department heads (Chester J. Myers and Rex E. Robinson) chose not to or could not direct investment into the programs in which they taught. Possibly, the other programs enjoyed more campus visibility and support. Theater produced plays which enhance college life and reputation. Speech correction developed a reputation for research, clinical practice, and employment of graduates. Broadcasting employed the exciting communication technology of the future. If the technology had not have been so expensive, it might have received more support. It is also likely that those in the three programs were more successful in attracting investment.

Rex E. Robinson was the primary and sometimes sole public speaking, argumentation, and debate teacher during much of this period. Rhetorical theory/criticism, persuasion, and public address history had been introduced before the war, but disappeared from the curriculum after the war. The curriculum offered by Robinson consisted of a public speaking sequence, public discussion, argumentation, and debate. Chester J. Myers taught the speech education class until 1964. For twenty years course offerings were largely unchanged.

Robinson coached debate from 1946-1973. He had a long and apparently very successful career as a debate coach. Because of his investment in debate, the program was probably perceived to be a debate program. Robinson apparently relished competitive events for he also created and advised the university College Bowl team. In College Bowl a team of four students competed in a quiz competition with a team from another college. Competitions were either conducted before an audience or were aired on radio (1953-1959) or on national television (1959-1970). There is no evidence that the USU teams appeared on national television.

For many years after 1947, Chester J. Myers, the department head, and Gwendella Thornley were the primary oral interpretation professors. Thornley was a department graduate.

For the next 15 years or so the oral interpretation curriculum consists of six undergraduate classes and one graduate seminar. The 1947 offerings, for example included basic, intermediate, and advanced interpretation and specialized classes in dialect, drama appreciation, and creation of public programs (USAC, 1947). Playground Dramatics and Pageantry was added in 1948 (USAC, 1948) and Storytelling in 1949 (USAC, 1949). The curriculum is largely unchanged for many years.

Rex E. Robinson

b. 1908 d. 1998
At USU 1946-1973

BS Oregon State U 1931
MS U of Iowa 1933
Ph.D. U of Wisconsin 1946

Asst Prof 1946-1947
Assoc Prof 1947-1956
Prof 1956-1973
Prof & Head 1959-1973

Gwendella Thornley

At USAC 1947-1969

BS USAC 1940
MS USAC 1947

Instr., Speech USAC 1947-1952
Asst. Prof, Speech, 1952-1962
Assoc. Prof, Speech 1962-1969

If, as evidence suggests, Sara Huntsman (1908-1921) had not received tenure, Gwendella Thornley was the first woman in the speech program to receive tenure and was first woman promoted to associate professor. Thornley developed a reputation for children's interpretation instruction and programming. She developed public performances and state-wide festivals and competitions. She was noted for her Poetry Speaking Festival, her efforts to teach elementary school teachers to effectively read to children, and her promotion of poetry appreciation. She published in elementary education and children's literature journals. In recognition of her achievements, the USU Theatre Arts Department continues to award a Gwendella Thornley Memorial Scholarship.

Investment in Speech Communication

For nearly twenty years all instruction in public address, oral interpretation, and speech education is offered by only three people—Chester J. Myers, Rex E. Robinson, and Gwendella Thornley. In the 1960s investment in speech communication begins. Farrell J. Black, a program graduate hired in 1961, is the first addition to the speech communication faculty (public speaking and interpretation) in nearly fifteen years. He teaches both public speaking and interpretation, but self-identifies as an interpretation teacher.

A general education program developed in the 1960s and rewritten several times partially explains growth in speech communication faculty. Until the mid-1970s, at least some students could satisfy a general education requirement by taking a Fundamentals of Speech class created in 1961. The early version offered basic experiences in public speaking, interpretation, group communication and broadcasting (USU, 1961). A later version offered experiences in interpersonal communication, public speaking and group communication (USU, 1972). Although there were five hours of instruction a week, it could be challenging to develop meaningful instruction/experiences in each of the areas.

Soon, others are added to the faculty: Janet Clark Stock in 1962, A Ray Johnson in 1964, Barbara M. Hales and Kristin Barry Valentine in 1965, W. Ronald Ross in 1967, Lynn Paoletti and Arthur Y. Smith in 1968, Raymond J. Heidt and Charles Heimerdinger in 1969, and Patricia Wells Hansen in 1972. Most teach the Fundamentals of Speech class, but Black, Hales, Johnson, Valentine, Ross, Paoletti, and Smith also teach oral interpretation. Stock, Heidt, Heimerdinger, and Hansen teach Fundamentals of Speech and other public speaking classes. Of interest, Janet Stock, who taught speech 1962-1963, is an assistant professor of French when speech communication joins the Languages and Philosophy Department in

Farrell J. Black

b. 1934 d. 2004
At USU 1961-1989

BS USU 1960
MS USU 1962

Instr., Speech 1961-1970
Asst. Prof, Speech, 1970-1973
Asst Prof, Comm 1973-1975
Asst. Prof, Theatre Arts 1975-1989

Janet Clark Stock

At USU 1962-1963, 1974-1998

BS 1959
MS 1961
BA USU 1968
MA University of Utah 1972
Ph.D. University of Utah 1982

Instr., Speech 1962-1963
Lect., Intensive English 1974-1987
Asst Prof, Languages 1987-1993
Assoc Prof, Languages 1993-1998

1989. Kristin Valentine later had a significant career at Arizona State University where she was professor of performance studies (interpretation).

Barbara M. Hales

b. 1928 d. 2009
At USU 1965-1987

BS USU 1950
MS USU 1951

Instr., Speech 1965-1972
Asst Prof, Communication 1972-1975
Asst Prof, Theatre Arts 1975-1987

Kristin Barry Valentine

At USU 1965-1969

BS U of Wisconsin 1955
MA U of Wisconsin 1961

Instr., Speech 1965-1969
Prof, Arizona State University

Arthur Y. Smith

At USU 1968-1998

BS U of Utah 1965
MS U of Utah 1968
Ed.D. Brigham Young University 1977

Instr., Speech 1968-1973
Instr. Communication 1973-1975
Instr., Theatre Arts 1975-1977
Asst Prof, Theatre Arts 1977-1985
Assoc Prof, Theatre Arts 1985-1998

Charles Heimerdinger

At USU 1969-1971

BA University of Michigan 1954
MA University of Illinois 1960
Ph.D. Indiana University 1968

Asst. Prof Speech 1969-1971

A. Ray Johnson

At USU 1964-1967

BS Concordia College 1948
MS USU 1950
Ph.D. Denver University 1962

Asst Prof, Speech 1964-1967

W. Ronald Ross

At USU 1967-1976

BS University of Utah 1951
MFA University of Utah 1961

Asst. Prof, Speech 1967-1973
Assoc Prof, Comm, 1973-1975
Assoc Prof, Theatre 1975-1976

Lynn Paoletti

At USU 1968-1972

BS USU 1959
MS USU 1951

Instr., Speech 1968-1972

Raymond J. Heidt

At USU 1969-1976

BA San Jose State College 1963
MA San Jose State College 1968

Instr., Speech 1969-1976

Patricia Wells Hansen

At USU 1972-1982

BS USU 1959
MS USU 1971

Instr., Speech 1972-1973
Instr., Comm 1973-1982

The program investment in the 1960s yielded a series of new faculty members, some of whom had short tenures. Investment did not lead to an increase in operating

budget. The severely inadequate operating budget significantly impedes development of the department moving into the 1970s.

Until 1973 speech communication remained a debate-centric, oral interpretation program. Curriculum changed little. In 1970 Charles Heimerdinger introduced a persuasion class (USU, 1970), a class that had not been offered since 1946. It was not offered again until 1976.

In 1973 the Journalism program in the English Department merged with the Speech Department to form a Department of Communication. Recruitment of new speech communication faculty members replace the debate-centric curriculum with a curriculum emphasizing interpersonal communication, communication theory, small group, and persuasion. Curriculum after 1973 quickly transforms into a social science curriculum. The oral interpretation instructors (Farrell Black, Barbara Hales, Ron Ross, and Arthur Y. Smith) are, of course, concerned with this curriculum direction so they request transfer to a more compatible home in Theatre Arts, which was approved in 1975.

Development of and Separation of Theater, Speech Correction, and Broadcasting

Although the speech communication programs (public speaking and oral interpretation) had remained relatively static, the other three subprograms received significant support and developed quickly. Overall, the department appears to have received adequate support. The support was directed into theater, speech correction, and broadcasting, so these are the programs that innovated and grew quickly.

Theater was separated from speech in 1956 to become a division of the Fine Arts Department in the College of Education. In 1965 Theater returned to the College of Humanities and Arts as an independent Theater Department. In 1966 speech correction left to become a Department of Audiology and Speech Pathology. In 1970 the department was renamed Communication Disorders and in 1971 the department moved to the College of Education. Following the creation of a Department of Communication in 1973, broadcasting, which had become semi-independent, began a lengthy merger process with journalism. A similar spawning of multiple departments and programs were experienced by speech departments at other universities.

Separation of Theater, 1956

The previous chapter described the development of theater from 1895 to 1947. From the mid-1940s much of the theater instruction/play direction were offered by Chester J. Myers³⁹ and Floyd T. Morgan⁴⁰.

³⁹ Sidebar biography, Chapter 6, p. 62.

⁴⁰ Sidebar biography, Chapter 6, p. 66.

Chester J. Myers, during his lengthy career (1926-1964), taught nearly every class offered in the department, but appeared to be most invested in theater instruction and oral interpretation. He expanded the theater curriculum begun by Sarah Huntsman. During the war years when two faculty members were on military service leave and Morgan was on leave for graduate study, Myers kept the theater program alive by directing a full schedule of college plays.

Floyd T. Morgan, a 1934 speech program graduate, began his USAC career teaching public speaking, but by the mid-1940s was primarily a theater teacher and director. During his lengthy career (1934-1975) he was a major force in the maturation and growth of the theater program. In his career he directed more than 125 plays, designed 300 sets, and had 80 roles in plays (Floyd T. Morgan, 2003). A Utah State University theater bears his name.

As enrollments in the department and college grew, other faculty members were added to assist the growth of the theater program. Stuart F. Hardman (1947-1952), Harold I. Hansen (1948-1952), and George Tanner (1952-56) assisted in the growth of the theater program. At least two—Hardman and Hansen—were graduates of the Speech Department. Hardman created a play writing class and Hansen added a make-up class to the theater curriculum.

Harold I. Hansen became a prominent LDS director and theater educator. He had a major role in the creation of the Hill Cumorah Pageant, the major LDS pageant in Palmyra, NY. He directed the Pageant from 1937-1977. He also taught at Brigham Young University from 1952-1979 and was head of the BYU Drama Department from 1952-1966.

When speech became an independent department in 1936 six theater classes were offered, but by 1955 offerings had grown to 15 undergraduate and three graduate theater classes. As recognition of the growth of the theater program, the department was renamed the Speech and Drama Department from 1948-1955. Theater classes in 1955 included acting, make-up, set design, production, directing, children's theater, and theater history. Theater classes in 1955 are taught by Floyd T. Morgan, Chester J. Myers, and George Tanner.

Stuart F. Hardman

b. 1916 d. 2005
At USAC 1947-1952

BS USAC 1938
MA U of WA 1950

Navy war service 1942-1945
Instr., Speech USAC 1947-1952
Logan-area theater manager &
electrician 1952-

Harold I. Hansen

b. 1914 d. 2005
At USAC 1948-1952

BS USAC 1937
MA Iowa State U 1940
Ph.D. 1949

Hill Cumorah Pageant Director 1937-
77
LDS Institute Director 1941-1942
Instr., Speech, Michigan State U 1945-
1948
Instr., Speech USAC 1948-1952
Prof & Head, Drama, BYU 1952-1966
Prof, Drama, BYU 1966-1979

In 1956 the theater program was transferred into a Department of Fine Arts in the School of Education. Only Floyd T. Morgan left Speech for the Division of Drama in the Department of Fine Arts. The original Division of Drama faculty consisted of Morgan, Associate Professor, and W. Vosco Call, and Claude Garren, Assistant Professors.

George Tanner

At USAC 1952-1956

BFA

MA No information on where and when degrees were awarded.

Instr., Speech USAC 1952-1956

Our theater history ends when theater separated from speech in 1956. However, as a history resource, we note that in addition to Morgan, theater professors in the Drama/Theatre Arts division included W. Vosco Call (1956-1994), Claude Garren (1956-57), Twain Tippetts (1957-1965), J.A. Byers (1958-1960), H. R. Reynolds (1958-1965), N. Gade (1960-1963), Leon I. Brauner (1963-1965), and LeRoy Brandt (1963-1965).

Twain Tippetts served as Head of the Department of Fine Arts from 1957-1965. The Department had divisions of music, visual arts, and drama. In 1958 the Division of Drama was renamed Theatre Arts, a program name it has retained until the present. In 1962 the Department of Fine Arts was moved from College of Education to College of Humanities and Arts.

In 1965 Music, Art, and Theatre Arts became independent departments within the College of Humanities and Arts. Twain Tippetts served as head of the new Theatre Arts Department. Floyd T. Morgan became head of Theatre Arts in 1969. The original Theatre Arts Department faculty consisted of Twain Tippetts, professor and head, Floyd T. Morgan, professor, and LeRoy Brandt, Leon I. Brauner, and W. Vosco Call, assistant professors. All contributed to development of theater, but Morgan and Call had major roles in the development of theater after it had left the Speech Department. W. Vosco Call founded the Lyric Theatre in 1967.

Separation of Speech Correction, 1966

Early history of speech correction is described in previous chapter, but a quick review is useful. Sara Huntsman offered the first speech correction class in 1920. Wallace A. Goates, who was the first with graduate education in speech correction, taught two speech correction classes before he left in 1937. John M. Hadley, who held a joint speech-psychology appointment, developed a series of speech correction classes which permitted a speech correction arranged major in 1940. Unfortunately, the program stalled when Hadley left for military service in 1942.

There was minimal or no speech correction instruction during the war years. Lyman Partridge resumed speech correction development and by 1947 there was a speech correction major. Partridge directed the Speech Clinic. The speech clinic may have been appointments with Dr. Partridge rather than a physical space, but speech correction now offered a

Lyman Partridge

At USAC 1946-1948

Ph.D. University of Michigan

Asst Prof, Speech 1946-1948

campus and, possibly, community service. He published in *Journal of Speech Disorders* while at USAC, so appears to be the first to publish speech correction research.

In 1947 the Speech Department began a master's program. Speech science (correction) was offered as one of the four graduate classes. E. LeRoi Jones, Partridge's successor, offered four speech correction graduate courses in 1949. Merlin J. Mecham taught some of the undergraduate speech correction classes 1949-50. Graduate enrollment and completion data are unavailable, but it appears, based on course offerings, that for years speech correction was a major emphasis within the graduate program.

At least three of the early speech M.S. degrees were awarded in speech correction—to Parley W. Newman and Samuel G. Fletcher in 1951 and Mary Jane Handy in 1953. All three taught at USAC. Handy, who taught 1953-54, sustained speech correction during the transition from Jones to Newman. Mary Jane Handy appears to have transitioned from a music undergraduate degree to a graduate speech correction degree. Further information about her career cannot be found.

Following his undergraduate and graduate degrees at USAC, Parley W. Newman completed a Ph.D. at University of Iowa before returning to USAC in 1955. In 1955 Newman introduced the first audiology courses: Measurement of Hearing and Communication Problems of the Hard of Hearing at the undergraduate level and Experimental Methods in Audiology at the graduate level (USAC, 1955). In time, speech correction/communication disorders developed a significant reputation for audiology research, instruction, and clinical practice. The curriculum was now largely an advanced undergraduate (2 lower-division, 7 upper-division) and graduate program. Going forward, speech correction is an advanced study curriculum.

In 1956 Newman received a joint appointment with the Psychology Department where he taught Psychology of Military Leadership

E. LeRoi Jones

At USAC 1948-1952

BA
MA No information on where and
Ph.D. when degrees were awarded

Asst Prof, Speech 1948-1952

Merlin J. Mecham

At USAC 1949-1950

BS No degree information
MS

Instr., Speech 1949-1950

Parley W. Newman

At USU 1955-1961

B.S. USAC Speech 1950
M.S. USAC Speech 1951
Ph.D. University of Iowa 1954

Asst Prof, Speech & Psychology
1954-1960
Assoc Prof, Speech & Psychology
1960-1961

Samuel G. Fletcher

At USU 1962-1969

B.S. USAC Speech 1951
M.S. U of Utah 1957
Ph.D. U of Utah 1958

Asst Prof, Speech 1963-1964
Assoc Prof, Speech 1964-1966
Assoc Prof & Head, Audiology-
Speech Pathology 1966-1968
Prof & Head, Audiology-Speech
Pathology 1968-69

Mary Jane Handy

At USAC 1953-1954

B.S. USAC (music?) 1949
M.S. USAC speech 1953

Instr, Speech 1953-1954

(USAC, 1956). Origin of this interest is not apparent. Possibly as early as 1957 and certainly by 1959 a composite Psychology-Speech Correction masters degree is offered (USU, 1959). Only two speech correction graduate classes—Experimental Methods in Audiology and Experimental Phonetics—are offered in the Speech Department. It is likely that the Psychology Department administered this graduate program.

It is unclear who taught speech correction 1961-62, so the program may have stalled again. The department made a major commitment to speech correction development by hiring Samuel G. Fletcher in 1962, Jay R. Jensen in 1963, Richard D. Taylor in 1964, and Frederick S. Berg in 1965. All had PhDs and remained in the program for many years, so had significant impact on program development. The undergraduate and, especially, the graduate programs received rapid, significant development. By 1966 the program was ready to become an independent department.

With the appointment of four speech correction professors over four successive years beginning in 1962, the program was rapidly expanded. For example, in 1964 eight upper-division classes and seven graduate level classes were offered. These included speech and hearing anatomy, diagnostic and clinical methods, and hearing measurement. Six classes were specifically audiology clinical practice. A significant graduate program had been developed. The next year (1965-66) a stuttering class and two more graduate classes were added.

In 1966 the speech correction program was separated from the Speech Department into an independent Audiology-Speech Pathology Department. The original department faculty consisted of Samuel G. Fletcher, Associate Professor & Head; Frederick S. Berg, Jay R. Jensen, and Richard D. Taylor, Associate Professors, and Ann Foulter, Instructor. Foulter appeared to have a background in home economics, so her preparation and role is unclear. In 1970 the department was renamed Communication Disorders. In 1971 Communication Disorders was transferred from the College of Humanities and Arts to the College of Education.

The American Speech and Hearing Association established national curriculum standards in 1952. The undergraduate program at USAC met these standards at least by

Jay R. Jensen

At USU 1963-1992

B.S. U of Utah 1951
M.S. U of Wisconsin 1957
Ph.D. U of Wisconsin 1960

Assoc Prof, Speech 1963-1966
Assoc Prof, Audiology-Speech Pathology 1966-1971
Prof & Head, Communication Disorders 1971-1978
Prof, Communication Disorders 1978-1992

Richard D. Taylor

At USU 1964-1980

B.S. U of Utah 1955
M.S. U of Utah 1957
Ph.D. Wayne State U 1961

Assoc Prof, Speech 1963-1966
Assoc Prof, Audiology-Speech Pathology 1966-1971
Assoc Prof, Communication Disorders 1971-1980

Frederick S. Berg

At USU 1965-1992

B.S. U Washington 1952
MS Southern Illinois U 1956
Ph.D. Southern Illinois U 1960

Assoc Prof, Speech 1965-1966
Assoc Prof, Audiology-Speech Pathology 1966-1971
Prof, Communication Disorders 1971-1992

1955 (USAC, 1955). When speech correction separated from speech in 1966, the Masters in Speech-Language Pathology received Council on Academic Accreditation, ASHA accreditation, an accreditation the program has maintained to the present. The Masters, now Doctorate, in Audiology has been accredited since 1974 (ASHA, n.d.).

Development of the Broadcasting Program

Broadcasting never separated from the Speech Department, but developed as a semi-independent program within Speech. In 1973 the journalism program developed within the English Department was moved into the Speech Department producing a Department of Communication. Broadcasting and journalism began a several-years uneasy merger-cooperative programming arrangement. When speech left the Department of Communication in 1989 broadcasting remained in Communication.

As noted in the previous chapter, N. Alvin Pedersen's 1931 lecture on KSL radio led, for a time, to a regular college program on Salt Lake's KSL radio. Chester J. Myers created the first radio speech class in 1935 which led to department-produced drama programs on Logan's KVNU. These were directed by Floyd T. Morgan and Ruth M. Bell.

Burrell F. Hansen, a graduate of the department, began development of a broadcast program in 1949 with creation of radio production classes in which radio broadcast equipment were used. In a year the program expanded from one to ten classes. Most of the classes focused on writing and performing radio programs, but two provided direct experience in use of control room and studio equipment. One class focused on producing programs for rural audiences; another on creating children's programs (USAC, 1949). The first radio studio was built in Room 204 in Old Main in March, 1949. There was a direct-wire link to KVNU (Logan station) so some class-produced programs were broadcast. The first broadcast studio using carrier current (powerlines) to broadcast opened in the fall of 1949. After acquisition of a small transmitter, a student radio station went on the air April 6, 1950, but was shut down by the FCC a year later. KVSC (now KUSU Utah Public Radio) received FCC permission to begin broadcasting April 9, 1953, as Utah's first college radio station. KBYU (BYU) and KUER (U of U) did not go on the air until 1960 (Hansen, 1986).

Burrell F. Hansen

b. 1918-d. 2005

At USAC/USU 1948-1983

BS USAC 1940

MS Purdue University 1942

Ph.D. University of Minnesota 1953

Asst. Prof, Speech, 1948-1956

Assoc. Prof. Speech, 1956-1964

Prof, Speech 1964-1973

Prof, Communication 1973-1983

Early efforts to offer radio broadcast experience—instructional studio with direct-wire connection to a commercial station (1949), a carrier-current radio station (1949), a college broadcast station (1953)—were significant. However, limited instructional equipment and difficulties using the broadcast station (Utah Public Radio) for instructional projects continually frustrated development of a broadcast program. College budgets could never keep up with rapidly changing broadcast technology.

Advent of television made broadcast program development more expensive and challenging. In 1952 the first television program was produced on campus and broadcast by KSL-TV. Hansen's time is now divided between directing broadcast services for the college and teaching broadcasting in the Speech Department. Broadcast services remained independent of the Speech Department. Although development of campus broadcasting was important to the department, its development was complex. One is directed to Hansen's history of campus radio and television⁴¹ for this part of the story.

The first television production class was offered in 1955. The television part of the program developed slowly. There was some instructional access to the television studio, but often television was taught in a makeshift classroom studio. Burrell F. Hansen taught all of the early radio and television classes. In 1964 Hansen returned to fulltime teaching in the Speech Department (Hansen, 1986).

Gerald L. Allen joined KUSU, the campus station, in 1961 and became the station manager in 1962. In 1966 he began teaching broadcasting, as well managing the radio station. Rey L. Barnes (1963-1966) taught production classes and served as a producer for campus Radio-Television Services.

Arthur I. Higbee, who came to the USU in 1958 as an Agricultural Extension Services radio-TV specialist, became manager of USU statewide radio-TV services in 1969. Beginning in 1970 he held faculty rank in the Speech and later Communication departments, but it appears he never taught classes in the department.

Instructional equipment limitations restrained program development, but broadcasting instruction continued. In 1973, when the Speech Department merged with the Journalism program from English to create a Department of Communication, broadcast instruction began an uneven merger and collaboration with journalism. When speech separated from Communication in 1989, broadcasting remained in the Journalism and Communication Department.

Communication Development for International Students.

After the war international student enrollment significantly increased. For example, in 1949 students from nineteen nations and Puerto Rico⁴² were enrolled (USAC, 1949). In response, the English Department offered English for Foreign Students and the

Gerald L. Allen

At USU 1961-1994

BS USU 1960

MS USU 1965

Mgr, KUSU (USU station) 1962-1994

Inst., Speech 1966-1970

Asst Prof, Speech 1970-

Assoc Prof, Communication

Rey L. Barnes

At USU 1963-1966

Instr., Speech 1963-1966

Producer, R-TV Services 1963-1966

⁴¹ Hansen, Burrell F. (1986). *A History of Radio-Television at Utah State University*. Utah State University Library Special Collections.

⁴² Although some as late as 2019 apparently still view Puerto Rico as a foreign country, residents of the Commonwealth of Puerto Rico have been U.S. citizens since 1917. Spanish is the primary language for most residents, but many are bilingual. Students from the Commonwealth may or may not require intensive English language services.

Speech Department offered Speech for Foreign Students (USAC, 1949). In 1950 in addition to the English and Speech classes for foreign students, international students were referred to the Speech Clinic for assistance. A college Foreign Student Advisory Committee was formed in 1952 (USAC, 1952). In 1955 George A. Meyer was appointed as the college Foreign Student Advisor (USAC, 1955). English and Speech taught special classes for foreign students until 1955. In 1955 the Modern Languages Department began offering a phonetics class and an English class for foreign students (USAC, 1955). Courses offered by English and Speech from 1949-1955 and by Modern Languages after 1955 led to creation of an Intensive English Language Institute in 1972 (IELI, n.d.). The Institute is currently housed in the Languages, Philosophy, and Communication Studies Department.

Summary

The 1947-1973 period is one of growth and maturation for most subprograms within the Department of Speech. Postwar recovery is a time of rapid enrollment growth and investment in college programs. In 1947 the Department of Speech began a graduate (M.S.) program. It appears that most graduate students during this period were either theater or speech correction students, with speech correction students the likely majority. Theater and speech correction were eventually separated from the department so after 1966 graduate students emphasized public address, oral interpretation, and broadcasting. Several M.S. graduates returned to teach in the department.

Floyd T. Morgan and others expanded the theater program to the point that it separated from the department to become a division within the Department of Fine Arts in 1956 and an independent Department of Theatre Arts in 1965.

Several contributed to the rapid postwar development of speech correction. Soon the speech correction program was largely an upper-division undergraduate program and a graduate program. Parley W. Newman introduced the first audiology courses. In time the program developed a research and clinical reputation for both audiology and speech correction. Samuel G. Fletcher, Frederick S. Berg, Jay R. Jensen, and Raymond D. Taylor—all appointed after 1962—separated the program from Speech in 1966 to create an Audiology and Speech Pathology Department.

Burrell F. Hansen is primarily responsible for development of broadcasting. Beginning in 1949 he developed radio classes and later developed some television classes. Program expense limited development of broadcasting. It became a semi-independent program within the Speech Department.

Public address and oral interpretation, which jointly became known as speech communication, did not share the development experienced by the other programs. There was little change in the program after 1936. The three-persons faculty size may have limited growth and innovation. When Fundamentals of Speech became part of university general education in 1961, speech communication began acquiring new faculty members.

English and Speech from 1949-1955 and Modern Languages after 1955 created English language development classes for international students that led to creation of an Intensive English Language Institute in 1972.

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Chapter 8

Department of Communication

1973-1984

Rex Robinson, Head of Speech Department, retired spring, 1973. The dean, Judd Harmon, apparently saw this as an opportunity to move journalism from the English Department into the Speech Department to create a Department of Communication. The merger made sense because newspaper journalism could better partner with the broadcast program housed in the Speech Department. Although there are cultural differences between speech and journalism, other universities, including the University of Utah, had already combined these programs to create departments of communication.

Speech was the larger of the two programs and had a longer history. Speech had a graduate program and undergraduate programs in speech education, general speech, oral interpretation, and broadcasting. Speech had a larger student enrollment. Speech, including broadcasting, had 9 fulltime faculty members, two part-time members, and several adjuncts and graduate TAs. Of these, 8 taught speech communication and one fulltime plus two part-time persons taught broadcasting. Journalism had two fulltime and one part-time faculty members. Speech also had one (Arthur L. Higbee) who held rank and tenure in the department, but did not teach because he held administrative and Extension positions.

Faculty Members during First Year of Merger

Speech Communication

Assoc. Prof

W. Ronald Ross⁴³ (MFA)

Asst. Prof

Farrell J. Black⁴⁵ (MS)
(Ed.D)

Barbara M. Hales (MS)

Melvin Jay Marshall (MA)

Bonnie Spillman (PhD)

Instructors

Patricia Hansen (MS)

Raymond J. Heidt (MA)

Arthur Y. Smith (MS)

Broadcasting

Professor

Burrell F. Hansen⁴⁴ (PhD)

Asst. Prof (part-time)

Arlon (Ted) Hansen (MS)

Gerald R. Allen⁴⁶ (MS)

Journalism

Professor

Marlon D. Nelson (Ed.D)

Asst. Prof

George R. Rhoades

Lecturer (part-time)

Richard H. Harris (MA)

⁴³ Sidebar biographies for W. Ronald Ross, Barbara M. Hales, Patricia Hansen, Raymond J. Heidt, and Arthur Y. Smith are found in Chapter 7, p. 88.

⁴⁴ Sidebar biography, Chapter 7, p. 94.

⁴⁵ Sidebar biography, Chapter 7, p.87.

⁴⁶ Sidebar biography, Chapter 7, p. 95.

Department Creation Challenges

Merging two programs to create a new department offers both opportunities and challenges. The opportunity, the intent, is comprehensive study of communication—both face-to-face communication and media communication. The collaboration was expected to promote research and offer significant study and career opportunities for students.

Merging programs with different histories and cultures can be challenging. Program cultural differences can be a problem if the differences are not recognized, understood, and respected. Members of each program hold assumptions/expectation about program objectives, student outcome measurement, about how faculty qualify for appointment and promotion, about what forms of student and faculty creativity are valued, etc.

Efforts to achieve cultural understanding and accommodation between the merging programs were often postponed and overshadowed by more immediate concerns of serious budget problems, increased faculty evaluation requirements, difficulty recruiting a department head, enrollment growth, and curricular changes.

Redesign of Speech Communication

Conditions for Program Redesign

Nationally, speech communication curricula were changing from speaking performance to a more comprehensive study of communication competency. Graduate schools were producing young professors with social science and/or critical studies research backgrounds which they introduced into the programs they joined. Curricular changes which would have occurred in due course at USU were spurred by specific concerns. These concerns were probably more important for speech communication faculty members than any merger issue.

First, seven of the eight speech members had been hired in the 1960s or early 1970s to handle the enrollment growth caused by inclusion of Fundamentals of Speech in the new university general education program. Changes in general education during the mid-1970s was shrinking that enrollment, thus threatening those positions. Second, enforcement of tenure standards that required a Ph.D. threatened the seven older members who did not hold a Ph.D. Three—Ross, Black, and Hales—had earned tenure, but promotion prospects were affected. Third, Bonnie Spillman's appointment in 1973 seemed to portend a new curricular emphasis which excluded the older members.

Within two-to-three years, these concerns led to separation of the oral interpretation program from the department, a near complete turn-over of the remaining faculty members, and a revision of the speech communication curriculum.

Separation of oral interpretation, 1975. Shrinking general education enrollments and an apparent movement to redesign the curriculum prompted W. Ronald Ross, Farrell J. Black, and Barbara M. Hales to request transfer of oral interpretation to the Theatre Arts Department. All three faculty members and all 12 oral interpretation courses were transferred in 1975. Arthur Y. Smith transferred to the oral interpretation program in Theatre Arts in 1976. Oral interpretation had been part of speech from the beginning, but after 85 years the relationship was severed.

Obviously, loss of oral interpretation altered the speech communication curriculum. Loss of four faculty positions worsened an already fragile department budget. Although general education (Fundamentals of Speech) enrollment was declining, enrollments in other courses, especially in public speaking and interpersonal communication, were increasing, so, overall, the program had enrollment growth. Now there were four fewer faculty members to handle enrollment growth.

Faculty turn-over. Within three years Melvin Marshall and Raymond J. Heidt left the department and were replaced by Harold J. Kinzer (1975) and Lawrence W. Haapenen (1976). Like Bonnie Spillman, they had social science or critical studies research backgrounds. Patricia Wells Hansen, an instructor with a continuing appointment, remained until 1982. She taught public speaking. With loss of oral interpretation, faculty size had shrunk to four, but enrollment growth led to faculty size increases to five or six many of the subsequent years. Some years these were temporary or part-time positions⁴⁷, so there was continuing staffing instability. Unfortunately, departures and budget constraints returned faculty size to four in 1984.

Revisions in Speech Communication Curriculum

Program objectives. For decades the speech communication program had focused on developing one's communication competence for the stage, platform, and public arena. Public performance was often the measure of success. One could emphasize either public address or oral interpretation. As noted above, appointment of Bonnie Spillman in 1973 signaled a change of direction. This new direction is suggested by changes in program goals. The 1971 catalog identified personal skill development as the program goal. "No one skill more influences personal and professional evaluation than one's ability to speak well" (USU, 1971). By 1974 the goal had shifted from personal skill development to application of communication competencies and strategies to a range of careers. The program was "designed to prepare students for careers in business, industry, ...and in high school teaching" (USU, 1974). There was a shift in purpose, but, for several years, not a wholesale revision of the curriculum.

Curriculum changes. Initially, Bonnie Spillman created only one new course, Interpersonal Communication, and taught the discussion class as a course in small group communication. In the latter case, instead of teaching forms of discussion, she explored the research on group formation, cohesion, and success.

In Chapter 2 it was observed that although women largely created speech instruction at ACU, women disappeared from the faculty when speech became a department. Women did not return to the faculty until the 1960s, but these women had limited career opportunities because they held MA degrees. Women also struggled to gain access to debate participation. It was not until the 1970s that women coached debate teams and taught argumentation.

Bonnie Spillman was the first woman in the department with a Ph.D., the first in speech communication with a social science

Bonnie Spillman

At USU 1973-1979

BA Western Washington 1969
MA Western Washington 1971
Ph.D. University of Utah, 1973

Asst. Prof, Comm 1973-1979
Asst. Prof, University of California,
Davis 1979-1981
Left teaching to raise family

Research: Interactional analysis of small
group consensus using fuzzy math sets.

⁴⁷ Unfortunately, names of temporary and part-time instructors have been lost.

background, and the first physically blind person to teach in the department. She was also the first woman to coach the debate team (1973-1975). Her research involved development of mathematical models to predict interaction sequences. She attempted to discover whether discussion content, form of response, and gender led to predictable interaction patterns. The speech correction professors who had been in the department until 1966 had used social/medical science research methods. Bonnie Spillman, however, was the first in the speech communication program to employ an experimental design to collect data. Both her research and instruction moved the program in a new direction. Her research impact might have been greater had her career not been short (she left to raise a family) and her mathematical modeling easier to understand.

Appointment of Harold J. Kinzer (1975), Lawrence W. Haapanen (1976), and K.S. Sitaram⁴⁸ as Head (1976) accelerated the redesign of the speech communication program. New courses included introductory and advanced communication theory, organizational communication (created by Kinzer), intercultural communication (created by Sitaram), rhetorical criticism and graduate-level rhetorical theory (both created by Haapanen). The Technical and Professional Communication class, which previously had been a business speaking class, was rewritten to emphasize interpersonal communication and conflict management in business careers. Haapanen transformed Persuasion, which had been a public speaking class, into a political campaign methods class.

Beginning in 1976 the speech communication major offered three concentrations: communication studies, organizational communication, or speech education (USU, 1976). Public speaking and interpersonal communication were required of all in the major and were taught as essential communication competency development for a career in communication. Then, as now, these were the gateway classes in which many students discovered and elected the major.

Sitaram, Haapanen, and Spillman departed by 1979. New faculty members continued to develop the program as a communication studies/organizational communication program. Kinzer and L. Emil Bohn taught organizational communication classes. Seminar in

Harold J Kinzer



At USU 1975-2008

BA University of South Dakota 1965
Ph.D. Ohio State University 1972

Asst. Prof, Comm 1975-1979
Assoc. Prof, Comm 1979-1989
Acting Head, Comm 1977-79
Head, Comm 1979-1984
Assoc Prof, LPSC, 1989-2008

1st LT US Army (armor) 1966-1968
High school teacher, Yankton, SD
Asst. Prof, Trenton (NJ) State College
1972-1975

Robbins Award, USU Advisor of Year
1987

Taught 26 unique classes so may be last
speech "generalist".
Taught as many as 51 credits a year
(quarter system). Many years taught
400-900 students a year.
Taught excessive number of classes and
students most of his career at USU.

⁴⁸ Haapanen and Sitaram sidebar bios p. 102.

organizational communication, training program management, and organizational internship were added to the organizational communication concentration. In 1982 Sara E. Newell was the first woman to teach argumentation⁴⁹. She transformed the argumentation class from a debate to an argumentation theory/research class. Newell also created a conflict and negotiation class and a leadership behavior analysis class (how communication behavior affects leadership). Newell and Randall K. Stutman both taught the conflict class. A senior-level communication theory seminar was created. Douglas G. Bock and Stutman taught persuasion and communication theory classes. Douglas G. Bock and E. Hope Bock created an evaluating classroom speaking class, one of their research interests. Fran Dickson-Markman created a family communication class. Symbolic processes course was also created. Teaching methods classes, taught by Kinzer, continued to be offered.

History of communication theory and a seminar in interpersonal communication were added to the graduate program.

Intercollegiate debate discontinued. Intercollegiate debate, which had been offered for much of speech program's history and had been a major focus of the department in the 1950s and 1960s, was discontinued in 1983. Although debate was seen as valuable, it became too expensive—faculty time and budget—to continue. Debate continued for as long as it did because it was largely funded by activity fees. From 1978-1983 adjuncts and graduate students coached a limited debate program. Lawrence Haapanen was the last faculty debate coach until the program was restored in 1997. Debate was restored when Tom Worthen, who had been a member of Haapanen's final debate team, volunteered to coach debate. Worthen owns a publishing company in the valley.

K.S. Sitaram

b. 1935-d. 2009
At USU 1976-1977

B.S. University of Mysore, India
M.S. University of Oregon
Ph.D. University of Oregon 1969

Professor & Head, Comm 1976-1977

Professor, Sangamon State U
Professor, Southern Illinois State U

Research: Intercultural communication

Lawrence W. Haapanen

At USU 1976-1978

BA University of Washington 1966
MA Washington State University 1972
Ph.D. Washington State University 1974

Asst. Prof, Comm 1976-1978
Captain, US Air Force 1967-1971
Head, Baker University, Kansas
Professor, program head, chair of Fine Arts Division, Lewis & Clark State College

Research: Political communication

L. (Louis) Emil Bohn

At USU 1977-1988

BS University of California-Davis 1974
MA University of Montana 1976
PhD University of Utah 1984

Instructor 1977-1983
Asst. Prof 1983-1986
Assoc. Prof 1986-1988

Co-owner MaxComm Associates 1986-2003
Health care executive 2003-2011
Organizational consulting 2011-

Research: Organizational comm

⁴⁹ See Chapter 2. For decades women were barred from debate. Argumentation professors and debate coaches had always been men until Bonnie Spillman coached debate in 1973 and Sara E. Newell taught argumentation in 1982.

Significance of curriculum changes. Prior to 1975 the curriculum offered public address and oral interpretation concentrations. Students participated in debate and created oral interpretation public programs. Apparently, most students prepared to become teachers.

After 1975, organizational communication (study of communication practices in organizations) and communication studies concentrations were offered. Courses offered included interpersonal communication, organizational communication, conflict management, small group communication, communication theory, persuasion, and, briefly, intercultural communication and family communication. Social science research was the primary content. Students learned to apply social science research to develop effective communication strategies for persuasion campaigns, to manage conflict in a variety of professional settings, and to develop marketable knowledge of communication useful for business and professional careers. Some students completed communication internships. Students were encouraged to complete business, marketing, or other minors that would support their career goals.

Personal communication competency remained important. Students still took public speaking classes and developed other communication competencies in interpersonal communication, conflict management, and other communication classes. Students still made presentations in class, but written communication was also stressed. Most classes were now writing-intensive, as well as speaking classes. Several classes were constructed around a professor's research. In several, students designed research and collected data. Instead of learning about tropes, students learned basic statistics.

Significance of professor's research. Personal research informed instruction and contributed to a research portfolio now required for tenure and promotion. Earlier faculty had done some research, but they were primarily performance oriented. Earlier faculty gained promotion through creation/direction of

Douglas G. Bock

At USU 1979-1982

BA Bradley University 1965
MS Southern Illinois University 1967
PhD Southern Illinois University 1969

Assoc. Prof 1979-1982

Chair, Dept of Communication, Eastern Illinois University 1982-2001

Publications: *Evaluating Classroom Speaking*

E. (Emily) Hope Bock

At USU 1979-1983

BA Bradley University 1965
MA Bradley University 1966
PhD Southern Illinois University 1969

Asst. Prof 1979-1982
Assoc. Prof 1982-1983

University of Evansville, IN 1983-
Chair Dept of Sociology & Interpersonal Comm, Chair Dept of Communication

Publications: *Evaluating Classroom Speaking*

Sara E. Newell

At USU 1982-1985

BS Western Washington State U 1973
MA U of Wyoming 1977
PhD University of Utah 1981

Asst. Prof 1982-1985

University of Wisconsin-Milwaukee 1985-1986
University of Illinois 1986-1991
West Chester University 1991-

Research: Conflict, argumentation

public performances. Faculty after 1975 published research and helped students design classroom research.

The research focus changed how classes were taught. Theory and research findings were discussed in all classes, but in several classes, students participated in research. For example, in Bonnie Spillman's small group communication class students learned interaction analysis so they could code group discussions. Sara Newell used an extended case study and mini society in her leadership communication class. Students learned to observe and analyze behavior to develop conclusions about leadership. Students in the speech evaluation class, taught by Doug and Hope Bock, collected data on audience response to speeches. There were small research projects in a number of other classes.

Graduate program. The graduate program was always small, one to four students. At the time of the 1973 merger, the graduate program offered seminars in oral interpretation, rhetorical theory, British and American oratory, and radio and television. In synch with changes in the undergraduate program, oral interpretation and oratory disappeared and interpersonal communication and communication theory were added to the graduate program. Journalism was offered access to the graduate program in 1979, but there were no journalism graduate students until several years later. Several Iranian students with broadcast interests completed a master's degree during this period.

Department Creation Challenges

Integration of two programs into a functional department presents expected, but manageable challenges. Attempting this during years of administrative instability and severe budget problems intensified the challenges. It took six years to recruit a department head so there was administrative instability. The department was formed without an appropriated operating budget. This was a technology department without a technology budget. Two of these years the university experienced crushing mid-year budget cuts. Severity of budget problems threatened program growth, survival of journalism program, and recruitment and retention of faculty members.

Fran Dickson-Markman

Now **Fran C. Dickson**

At USU 1982-1983

BA SUNY-Buffalo 1977

MA West Virginia University 1978

PhD Bowling Green State Univ 1982

Asst. Prof 1982-1983

Asst. Prof University of Colorado
Assoc. & Prof, University of Denver
Prof, Eastern Kentucky University

Publications: *Communication for Families in Crisis*

Randall K. Stutman

At USU 1982-1985

BS Utah State University 1979

MS Utah State University 1981

PhD University of Utah 1985

Instructor 1982-1985

University of Illinois 1985-1991

Temple University 1991

Organizational consultant

Publications: *Working Through Conflict*, 8th ed.; *Communication in Legal Advocacy*, two books on leadership

Six-year search for department head

Marlon Nelson, first acting department head. Marlon Nelson, professor of journalism and associate dean of the college, was named in 1973 as acting head of the newly created department. It is unclear why he was not named as permanent head. Possibly, because Judd Harmon, the dean, was planning to retire, he did not want to make that decision. Nelson was a candidate for the position when a search was launched in 1976, so, obviously he sought the position.

K.S. Sitaram, second head. January, 1976, William F. Lye became Dean of the College of Humanities, Arts, and Social Sciences. He began an immediate search for permanent head of Department of Communication. Marlon Nelson (acting head) and Burrell F. Hansen, professor, both from the department were candidates. The Dean selected K.S. Sitaram, visiting professor at Governors State University, Illinois, as the first permanent head of the Department of Communication. Marlon Nelson left USU in 1976 to become head of the Journalism Department at Oklahoma State University.

K.S. Sitaram's teaching/research interest was intercultural communication. He is credited with proposing the development in 1970 of the Intercultural and Developmental Communication Division of the International Communication Association (Prosser, 2012) and remained active with this division throughout his career. He had published his first textbook in 1976.

It is unclear what happened but Sitaram and Lye, the Dean, never developed a good working relationship. Sitaram was relieved as head after serving fall quarter 1976 as head. He continued as professor the next two quarters and accepted a position at Sangamon State University, Illinois, in 1977.

Harold Kinzer, acting department head. It was assumed that the senior member, a professor, would be appointed as acting head. However, the Dean appointed Harold Kinzer, a second-year untenured assistant professor as head. Kinzer was in his second year at USU, but had taught three years at Trenton State College so was in his fifth year of college teaching. He had some experience, but not the experience and position credibility of a head who is an associate or full professor.

It is difficult to determine if Kinzer is the only untenured assistant professor to have served as an acting head at USU. If others have served, it is unlikely that any served as long (two and a half years).

It is challenging to serve as head without tenure and rank. Technically, without tenure, one should not participate in annual progress-toward-tenure reviews, but it is necessary for a head to be part of the process, so Kinzer authored the annual department head reviews. At the same time, one is also being reviewed for tenure. No member of the department served on Kinzer's tenure committee so that potential conflict was avoided.

Three unsuccessful searches for head. Initially, Kinzer was to serve as acting head winter and spring quarters, 1977, while a search for a new head was conducted. Unfortunately, the 1977 search for a head failed because the selected candidate rejected the

salary, so Kinzer served as acting head for another year. The second search succeeded, but then failed when the candidate's wife (from Kansas City) visited Logan to buy a house. (There was no mall and few chain stores, the first McDonald's had opened two years earlier, 10th North was the northern edge of Logan, most restaurants were closed all-day Sunday and on Monday night.) Kinzer remained acting head another year. The third search succeeded, but three weeks after accepting the offer the candidate received a cancer diagnosis. She was released from her commitment and remained in Chicago.

Kinzer appointed permanent head. During the three searches, Kinzer had never been a candidate for head. However, when the third search failed the Dean appointed Kinzer as permanent head. Kinzer had been awarded tenure and promotion to associate professor before he began his five-year term as head in 1979. Kinzer served as acting head from 1977-1979 and permanent head from 1979-1984, a total of seven and a half years.

There may have been some uncertainty about development of the new department during the six years (1973-1979) of temporary leadership, but department was functional. In speech communication, especially, there were enrollment growth and curriculum improvements. However, budget struggles made innovation difficult and nearly overshadowed recognition of progress.

Budget Challenges, 1977-84

Obviously, financial resources affect program development, but this has received little attention so far in this history because evidence is largely unavailable. At some point budgets became less centralized with some control passing to the departments. By the 1970s departments had a salary budget tied to an authorized number of faculty and staff positions and an operating budget (phones, basic instructional expenses, etc.)

The 1977-84 budget challenges⁵⁰ will be discussed here because finances significantly affected efforts to create a modern Department of Communication. In 1977 there was essentially no money to acquire technology necessary for modern journalism and broadcasting programs. To manage budgets the college Dean proposed suspension of journalism, so department rearranged budgets to defend the program. Enrollment growth, especially in speech communication, strained salary budgets. Two consecutive years of mid-year budget cuts mandated by the State Legislature were devastating. These were years of significant budget struggles—some successes, some failures. Experiences of faculty members and administrators with difficult budgets may have led to suspension of speech communication discussed in next chapter.

Creating an operating budget. The 1977 operating budget was shockingly inadequate. It appears that the Speech Department had regularly diverted unspent salary money to cover operating expenses. This practice, commonly used by many departments, concealed the actual operational costs of a department. As a result, the university had allocated a minimal operating budget to cover telephone and basic supply costs. For at least six years prior to 1977 there had been no increase in the operating budget. Journalism

⁵⁰ Departmental records for this period have not been retained, so I must rely on memory to explain the budget challenges.

brought no operating money with it when it joined speech in 1973 to form the Department of Communication. The already inadequate budget had to be stretched further to cover the additional journalism costs. Marlon Nelson, the acting head, continued the practice of using salary for operating expenses.

When Harold Kinzer became acting head in 1977, he, with the support of faculty members, refused to use salary for operating costs. This created a crisis because the allocated budget could not cover actual operating costs. His argument to the Dean was that all salary money should be expended to pay higher salaries and to hire needed part-time instructors. He argued that a realistic operating budget should be created. The department publicly identified the actual costs of operating a technology intensive department, a tactic that created an ongoing contentious relationship with the college Dean. This was wearing for all involved and may have caused budget struggles to overshadow too much of department life.

Both operating and salary budgets were issues for most or all departments, so Communication did not struggle alone. The perspective here is the view from the departmental level without full understanding of total university budgets, but this period seems to be one in which instructional funding and departmental budgets expanded as a result of departmental campaigns. Budgets derived from tuition and state appropriated money were severely stretched by rapidly growing enrollments, by rising salary costs driven by efforts to offer more competitive salaries to improve faculty recruitment, by increased instructional technology costs, and by a need beginning in the 1980s of computerizing the campus. Now (2021), most departments are able to assess fees to cover some instructional costs. In the 1970s for only a handful of lab classes were fee assessments allowed. Now (2021), some departments can assess a tuition surcharge. In the 1970s requiring students to pay more of the instructional cost was not an option. Departments had to fight to create an instructional budget. Enrollments and costs always outpaced budget increases.

To understand this struggle, in 1977 the Department of Communication had a budget that paid the phone bill and basic instructional supplies. Nothing more. Journalism and broadcasting were technology programs. The department had a radio instructional lab built in the 1950s and taught television classes without cameras. Journalism newsrooms in a few years began to computerize, but there was no budget for a computerized journalism lab. Appointment and tenure now required extensive research productivity, but there was no money for convention travel or for research support. Although electric typewriters were in widespread use, there were none in the department. New faculty members, who routinely used photocopiers in their graduate programs, were surprised and unprepared for the department's duplicating technology. The department had a hand cranked spirit master duplicator, so new faculty were taught how to create spirit masters and how to correct them with a razor blade⁵¹. Other than the radio lab, the only things electric in the entire

⁵¹ It is unlikely the reader has spirit master duplicator experience. Each master produced 25-50 fuzzy purple-ink copies. Possibly, the smell of a fresh copy was the only high a USU student experienced (Or, at least this is what some chose to believe). The printing disappears over time when exposed to sunlight.

department were lights and the office clock. There was no budget for equipment or maintenance.

To sum up the budget struggle, in these seven years (1977-1984) there was some progress. The continuing, wearying campaign led to increased budgets, but never enough. The hand cranked duplicator was replaced by an electric spirit master duplicator which was replaced by a mimeograph duplicator⁵² which was finally replaced by a photocopy machine. In time, most members received an electric typewriter. When computers became available, the department acquired one which was shared by the entire department. Research support and convention travel support improved, but some years members received only \$100.

The broadcasting program finally acquired one camera, but had only very basic video editing equipment. In the broadcasting program only one student crew at a time could complete a radio or video assignment. There was no television studio. There was no computerized journalism lab. The department had negotiated some instructional access to KUED and Radio-Television Services equipment, but access was limited because department could not contribute to equipment maintenance. Journalism students who worked for The Statesman (student newspaper) gained computerized newspaper production experience. Some progress; serious deficits.

To make these budget struggles worse, departments essentially wasted dear funding because in the early 1980s, when computers became available, no one could predict which computer hardware and operating systems had a future. Some departments that invested heavily in an early computer system discovered within one to four years that their computers had to be replaced. Many early computers became toxic boat anchors. Microsoft Windows and Mac OS were not released until the mid-1980s and even then, it was not entirely clear these would emerge as the standards. Fortunately, during the early push to computerize, the Department of Communication could only afford one computer, which, of course, quickly became obsolete. It was shared by all in the department, but most found typewriters to be more convenient.⁵³

Budgets were further strained because technology was purchased at a time when budgets were very low and technology costs were very high. For the cost of a 1984 computer, today one can buy two MacBook Airs or four Windows computers. Professional-grade audio or video equipment are now relatively inexpensive and very compact. A video camera with features superior to the \$6,000 camera purchased in 1979 costs \$400 now. Prices for professional video cameras now begin at \$3,000. Budgets are higher now and costs are much less. In addition, departments can now assess student fees which were not allowed then.

⁵² The mimeograph was not a newer technology. The machine was more expensive so it took several budget cycles before the department could afford it. It produced a higher quality, relatively permanent copy.

⁵³ It used WordStar for word processing. One had to embed code in the text copy to format the document. The strangely formatted, poorly written manual made it difficult to learn.

While serious unmet needs in journalism and broadcast technology remained, the budget struggle produced a more realistic 1984-85 budget. The 1984-85 operating budget was multiples of the 1977 budget. In 1977 there was not enough money for one computer (had one been available). In 1984 the department purchased a MacIntosh computer for each faculty member. In 1977 there was no travel money, but by 1984 faculty members could be fully reimbursed for travel to at least one convention. In conclusion, growth in budget was both a success story and a story of demoralizing struggle. Lots of progress. Lots of unmet need.

Salary budget. In 1977 the candidate offered position as professor and head of the Department of Communication rejected the offer because the salary was too low. William F. Lye, who was serving his first year as Dean, learned that the department needed to offer better salaries. The Dean enhanced salaries for unfilled positions so the department could offer more competitive salaries. Salaries for new positions may not have been munificent, but were competitive so several excellent faculty members were hired. Three positions were even filled at the associate professor rank (Jay Black, journalism; Douglas Bock, speech communication; Nelson Wadsworth, journalism). Incumbents, however, did not benefit from salary increases. Salary compression—new faculty hired at salaries that are nearly as much or more than salaries of incumbent faculty—is a continuing problem at USU and other universities.

Proposed suspension of journalism. In 1977 both journalism professors had left for positions elsewhere so the journalism program was unstaffed. There was no operating budget to acquire needed journalism equipment. Continuation of the journalism program would be expensive. William F. Lye, the Dean, proposed suspension of the journalism program. The department faculty voted to shift salary money from an unfilled speech communication position to enhance journalism salaries. This permitted recruitment of Jay Black, associate professor, and David Cassidy, assistant professor, to preserve the journalism program.

Building remodel. Beginning in 1976 the Department of Communication was housed in the Animal Science Building. Faculty offices were plywood carrels. In 1977-78 the university remodeled the Animal Science Building to create faculty offices and some new classrooms. This was welcomed, but disruptive. Classes had to be relocated, sometimes to rooms that were not designed for classes. Because of enrollment growth, the university had a classroom shortage. The department office relocated to a third-floor conference room. Secretaries and department head worked from this room which was in the middle of noisy construction activity. There was a campus-wide office shortage, so most faculty members did not have offices for much of the year. They worked at home or in the Student Center.

Budget crisis. There are periodic budget reductions which the university administration often manages by adjusting expenditures at the university level, so departments are usually minimally affected. For two consecutive years the State of Utah experienced unexpected and severe revenue shortfalls which necessitated devastating mid-

year budget reductions⁵⁴. These mid-year cuts could not be fully absorbed at the university level, so departments were compelled to return money. The second year there were two mid-year cuts. The mid-year cuts were devastating because departments have little budget flexibility. Most of the budget is committed to salary. The year before the first mid-year budget cut, the university contracted for a digital phone system which tripled a department's phone expenses. Harold Kinzer, the department head, tried to remove telephones to meet part of the mid-year budget cut. This was disallowed because university had a contract for the telephones. Cuts had to be taken elsewhere. For these two years, faculty travel, most supplies, and part-time instructors were eliminated. There were no equipment purchases these two years. There were also no annual salary increments awarded.

Consequences of budget struggles. The struggle to build a viable operating budget compounded by two years of devastating budget cuts overshadowed too much of department life. Morale was affected. There was a perception that the university did not support the department and that university budgets were unreliable. This was a contributing reason, but in most cases not the crucial reason why some faculty members left for positions at other universities. Worn by years of budget struggle, journalism faculty members eagerly embraced a 1984 offer of nearly limitless support, even if it was at the expense of the speech communication program. (A development discussed in the next chapter.)

Department of Communication, 1984

So far, this chapter has focused on two themes: (1) development of a modern speech communication program and (2) the challenges—long search for a department head and lengthy struggle to build a realistic budget. There is, of course, more to the story than the what is revealed in the development of these two themes.

In 1973 two programs had been mashed together with members of each program feeling uncertain about the program. By 1984 a cohesive Department of Communication with programs in speech communication, journalism, and broadcasting had been created. In 1973 there was little communication between programs and no shared decision making. When Kinzer became acting head in 1977, department meetings were instituted in which members shared in all decisions about budgets and faculty recruitment. Not all program friction had been resolved, but members were working together.

Development of journalism and broadcasting have been deliberately ignored because comprehensive histories of these programs are beyond the scope of this history. Others must write a history of these programs. However, these programs deserve some attention because they are important to the newly created Department of Communication.

Because of shared decision making and a commitment to department rather than program, support for journalism and broadcasting increased. Journalism and broadcasting salaries were increased permitting recruitment of highly qualified faculty. Staffing in these

⁵⁴ These two years of mid-year budget cuts were the most severe in Kinzer's 33-year tenure at USU.

two programs became stable. Two in the journalism program were recruited at associate professor ranks. Both were promoted to professor. Journalism, which had been threatened with suspension in 1977, now had a faculty of senior, experienced professors. The program was stable and credible. Some modern broadcasting equipment had been acquired, but equipment limitations still plagued the program. Fortunately, innovativeness of broadcast professors overcame some of these limitations. Both journalism and broadcasting saw growth in number of students who declared majors in these programs.

Journalism and broadcasting programs enrolled more majors than speech communication, but speech communication graduated nearly as many as journalism and broadcasting combined. More speech communication majors remained in the program until graduation. General education requirements had been rewritten (again) which reduced speech communication enrollment attributable to general education. This was actually good for the program because it gave the program more control over teaching assignments and offered greater flexibility in program development. Speech communication still had large and growing enrollments because public speaking, interpersonal communication, and business communication were popular student electives. As a result, speech communication enrollment was larger than combined journalism and broadcasting enrollment.

With the transfer of oral interpretation to Theatre Arts in 1975, speech communication lost four faculty positions. With this loss there were only four speech communication faculty members. Yet, these four were able to accommodate growing enrollments and create a new undergraduate and graduate program.

The speech communication program had been transformed from a performance program to a program that sought to develop communication competencies required in a range of careers. Instruction was largely based on social science research. An organizational communication/communication studies major was offered. An internship was offered. Students were being prepared for careers and professions in which communication competency and knowledge of effective communication practices were valued. Public speaking was still taught because it is an essential competency. Courses in interpersonal communication, conflict management, leadership communication, communication theory, campaign communication, organizational communication, and training program management were created. Other courses were redesigned to create modern small group communication, persuasion, argumentation theory, and business communication classes. The graduate program now emphasized interpersonal communication theory and research. Speech communication faculty members were now productive social science and critical theory researchers.

It seems fair to conclude that the Department of Communication in 1984 was stronger than the newly created department in 1973. It had become a Department of Communication in which there was mutual support among the three programs. The operating budget, which had been an incidentals budget in 1973, had been significantly increased. In 1984 the budget was large enough to purchase computers for all in the department. Certainly, the budget was still not large enough for a technology department, but it was now possible going forward to acquire some of the equipment required for

modern journalism and broadcasting programs. Salaries had been increased for most positions enabling recruitment of highly qualified faculty members.

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Chapter 9

Suspension of Speech Communication Major 1984-1989

The suspension of the speech communication major begun in 1984 and completed in 1989 must be understood in a context of budget, leadership, and diverging departmental goals.

Budget lessons. University administrators drew several lessons from the mid-year budget cuts and continuing lean budgets described in the previous chapter. Two of these budget lessons propelled movement to program suspension.

1. Departments needed to proactively defend themselves from likely future lean budgets. Robert Hoover, who became HASS dean in 1984, had served as head of Political Science during the difficult budget years described in previous chapter. His experience as a department head during years when budgets were cut led him to conclude that enrollment-driven departments (i.e., those providing significant general education instruction) were most vulnerable and departments with national reputations and significant outside funding were most likely to receive support during lean budget years (Hoover, personal communication, 1985).
2. The legislature is unlikely to adequately fund all major university goals. Therefore, the university must find funding through internal budget reallocation to achieve critical goals. Peter Wagner, Provost, claimed that he had attempted during his 1984-89 tenure to “build a functionally smaller university [without losing students]” by “cutting substantially, cutting enough to change the university materially, and using the money saved to invest in such things as competitive pay, decent support for departments....” (USU Staff News, 1989, p. 1).

Therefore, as Dean, Hoover assigned development priority to programs with greatest potential for significant reputation and/or outside funding. If necessary, he was willing to shift resources and, as he attempted in 1987, terminate tenured faculty members to free faculty salaries for higher priority programs.

Leadership. Three key administrators— James Derry, Communication Head, Robert Hoover, HASS Dean, and Peter Wagner, Provost—all assumed their positions shortly before fall quarter 1984. Derry and Wagner came from other universities. Understandably, they sought to quickly make a difference in their new roles. Shortly after appointment and before fall quarter began these three new administrators decided (without department faculty member input) to change the mission of the Communication Department. Hoover and Wagner vigorously supported Derry’s effort to implement that decision. In fact, Provost Wagner remained involved in Communication Department changes and cited development of the journalism program as one of the accomplishments of his tenure as provost (USU Staff News, 1989).

Diverging goals. As in all communication departments housing both speech communication and journalism, there are shared goals and curriculum and divergent goals and curriculum. Journalism professors typically have had some industry experience and see preparation of professional journalists as the primary mission. Faculty appointment and promotion criteria for the two programs are different. As a result, there are academic cultural differences between journalism and speech communication faculties. When these differences cause faculty members to see their program as separate from and in competition with the other program, decisions can be made without concern for impact on the other program.

Change in Department Mission, 1984-85

Before classes begin each fall, university administrators attend an off-campus Department Heads Conference. At the 1984 conference three newly appointed administrators—James Derry, Communication Head, Robert Hoover, HASS Dean, and Peter Wagner, Provost—discussed the future of the Communication Department. Although likely a relatively brief discussion, the result was agreement to seek accreditation for the journalism program. The speech communication major would be eliminated to free resources for journalism expansion and accreditation (Department of Communication, 1985, p. 2; Derry, 1985). Journalism accreditation would be a concrete demonstration of program reputation which could be funded within the department through speech program elimination.

James O. Derry

At USU 1984-2001

BS U of North Dakota 1961
MS U of Wisconsin-Milwaukee 1969
PhD Purdue 1972

Assoc Prof & Head, Comm 1984-1990
Assoc Prof, Comm 1990-2001

Measurement Staff, Purdue 1971-1981
Assoc Prof Texas Christian U 1982-1984

Derry sought to implement this decision by offering eleven goals at a fall 1984 department meeting. Two goals were abolition of the speech communication major and of the public relations program (Department of Communication, 1984, p. 2). A third goal was journalism accreditation within three years. No vote was taken, so some understood that these proposed goals would be agenda items for future meetings. It appears that Derry understood that the eleven goals had been accepted.

Minutes of fall quarter 1984 meetings reveal that faculty members⁵⁵ were never asked to approve, by a formal vote, the decision made during the Department Heads Conference. There were some discussions of journalism accreditation, but no explicit decisions to seek accreditation and/or eliminate the speech communication major. Apparently, there was enough uncertainty about whether a decision had been made and whether challenges to the administrators' decision were possible that the department head

⁵⁵ Harold Kinzer was on sabbatical so never participated in any of the 1984-85 department meetings.

was able, through a series of unilateral decisions, to commit the department to elimination of the speech communication program.

Speech graduate program and courses eliminated. In the January 1985 department meeting Derry revealed that he had rewritten the graduate program requirements⁵⁶ to create a professional journalism graduate program and that the speech communication graduate program and graduate courses had been eliminated. Course deletions had been approved by the University Educational Policies Committee, so it was nearly impossible to challenge this decision. This, of course, was the first step in speech communication elimination.

Mission statement changed. In a February 1985 department meeting a new department mission statement was unveiled. Because the dean and provost had allegedly approved the mission statement, it was presented for faculty implementation rather than approval. Debate was forestalled by Derry's claim that "last September, in consultation with the University's administration, it was decided to change departmental policy, to build the journalism program and cut back on speech offerings" (Department of Communication, 1985, p. 2). No vote was taken.

The new mission statement committed the department to

1. Elimination of speech communication undergraduate major at an unspecified future date (graduate program had already been eliminated).
2. Demotion of speech communication to a university service program (public speaking, interpersonal, and business communication only).
3. Immediate deletion of speech classes not required for university service or necessary to enable enrolled speech majors to complete the degree. (Department of Communication, 1985, p. 3) Without faculty knowledge deletion of these classes had been approved by the University Educational Policies Committee.
4. Either retraining or dismissal of speech communication faculty members. Specifically,
 - a. James Derry⁵⁷ would teach media classes and an occasional speech class needed to ensure current speech majors could graduate.
 - b. Emil Bohn⁵⁸ would develop media management expertise during his upcoming sabbatical and would teach media management when he returned fall 1986.
 - c. Sara Newell⁵⁹, untenured assistant professor, and Randall Stutman⁶⁰, untenured instructor, would seek new positions.

⁵⁶ The Communication graduate program had been created by the Speech Department and it was not until after the 1973 merger of speech and journalism to create the Communication Department that there was a journalism graduate program.

⁵⁷ James Derry held a Ph.D. in speech communication, but had spent most of his career on a provost's staff so was nominally a speech faculty member

⁵⁸ Sidebar biography Chapter 8, p. 101.

⁵⁹ Sidebar biography Chapter 8, p. 102.

⁶⁰ Sidebar biography Chapter 8, p. 103. He had recently completed a Ph.D. at the University of Utah.

- d. When Harold Kinzer⁶¹ returned from sabbatical, he would teach speech classes needed to graduate current speech majors. When current majors had completed requirements, Kinzer would be encouraged either to seek a new position or retrain as a journalism professor.
- e. When the current speech majors had graduated, a lecturer rather than a tenured faculty member would teach the speech service classes.

Sara Newell and Randall Stutman, a married couple, were understandably upset that they had to seek new positions. It is always difficult to find two positions at the same university, and they were late entering the job market. Fortunately, they both had excellent teaching and research records, so Newell was hired at the University of Wisconsin-Milwaukee and Stutman at the University of Illinois. The following year (1986) they were reunited when Newell was hired at the University of Illinois. In 1991 they moved to Philadelphia where she accepted a position at West Chester University and he at Temple University. Stutman later left Temple University for an organizational communication consulting career.

In addition to eventual elimination of the speech major, the February 5, 1985, mission statement directed that (Department of Communication, 1985, pp. 2,4,7)

1. Journalism would seek accreditation review in three years. If successful, USU would join University of Utah and Brigham Young University as the only universities in Utah with an accredited journalism program.
2. Broadcast, print, and photo journalism courses were combined into a single curriculum.
3. Journalism curriculum and public service activities would emphasize rural and community journalism. The intent was to achieve national reputation for community journalism research and support activities.
4. The department would acquire the *Cache Citizen*, a weekly free distribution newspaper. The department would become one of three journalism programs operating a commercial newspaper. Again, this would contribute to a national reputation.
5. Department would seek outside funding to expand the journalism program. Potential sources included subscription and/or advertising revenue from the *Cache Citizen*, groups and government agencies interested in information dissemination in rural areas (community journalism emphasis), and an unnamed funding source interested in creating a \$2-3 million journalism institute.

Media management/community journalism as department mission. A media management major was central to the new community journalism mission. The argument was that no journalism department specifically prepares graduates for success as journalists and managers of small market newspapers. The typical small market paper was supposedly struggling because staff knew how to report news, but did not know how to successfully

⁶¹ Sidebar biography Chapter 8, p. 100.

run a small business. If the owner/editor could become both a competent journalist and a skilled business manager, the newspaper would thrive. The department would develop a national reputation by meeting this need. Program graduates would be sought by small newspaper employers.

Media management institute. The department would create an institute offering media management in-service training. When it became known that USU graduates and mid-career professionals trained in the institute were turning struggling papers into financially successful businesses, large newspapers also would begin sending their managers to the USU institute to learn newspaper management.

An unidentified funding source would give the department \$2-3 million to create the institute. Contracts and grants from the media industry were expected. Institute revenues and *Cache Citizen* revenues would make the department immune to lean legislative budgets. Department and institute faculty and staff were expected to total 20-40 members. Institute growth would mean that the department would occupy not just the third floor, but all three floors of the Animal Sciences Building. The building would be renamed. Opportunity to name a building would attract a large donation.

The creation of an institute and the anticipated expansion of journalism faculty never happened because the expected funding never materialized. If a request for millions from this unidentified funding source was ever made, the millions were never awarded. Expected institute revenue never materialized because there was no institute. It is unclear whether contracts and grants from the media industry were sought, but none were ever awarded. The *Cache Citizen* lost instead of made money and was closed in 1993.

Argument for survival of speech. Harold Kinzer was on sabbatical so was unable to challenge the change in department mission, but when he returned the fall of 1985, he attempted to argue for survival of speech major. He cited data that speech compared to journalism had (1) higher total enrollments, (2) steeper growth in number of majors, (3) graduation rate double that of journalism, and (4) better placement record for graduates. The Dean conceded that his data were accurate, but the arguments were irrelevant because the journalism discipline offered accreditation, but speech communication discipline did not. Accreditation is a clear means of demonstrating program quality. In addition, *Cache Citizen* revenues and opportunities for media industry funding would fund journalism program expansion and would enable journalism to achieve a major reputation (Hoover, Personal Communication, 1985).

Elimination of speech service role. In January, 1986, a revised mission statement (Department of Communication, 1986), again issued without a faculty vote, eliminated the speech communication service role. In response, the faculty voted to rescind the decision to hire a speech communication lecturer who was to teach service courses. The vote to eliminate this position was the first faculty vote on the future of the speech communication program. Earlier decisions to eliminate the speech major and the service role had occurred without faculty votes. Kinzer would continue as the sole speech faculty member until the remaining speech majors had completed. His role was uncertain after that.

Loss of Emil Bohn. Emil Bohn's role changed from organizational communication (speech communication) to media management. He was to develop media management expertise during a 1985-86 sabbatical so he could develop media management classes and a media management major. As noted above, media management was central to the new community journalism mission.

The College of Business objected to a management program housed in another college. The claim was that this threatened business accreditation. The Department of Communication agreed to a jointly administered media management degree. Paul Buller from the College of Business and Emil Bohn were assigned to create the new program. The result was a proposed major requiring basic accounting, finance, and management classes taught by the College of Business and newly developed media management classes taught by Communication. The intent was to offer a program that would enable a student to both manage a rural newspaper as a successful small business and to prepare the student to report and edit the news.

However, when they presented the proposed media management major winter quarter 1987, it was quickly rejected by the journalism faculty because it did not support the department's business model. The department operated the *Cache Citizen* as a lab paper and revenue source to fund development of the journalism program. The paper required a student staff to sell advertising and subscriptions. The department intended students to learn media management by selling. This on-the-job training would provide an unpaid staff of students for the *Cache Citizen*. Without an unpaid staff, the newspaper was not viable. Emil Bohn contended that an apprenticeship-only approach focused on sales was too limited to successfully prepare graduates to manage rural newspapers. He unsuccessfully argued for a small business development and management curriculum coupled with specific newspaper management courses.

Because of this disagreement, he requested and was granted an unpaid leave for the 1987-88 year. During his sabbatical the previous year (1985-86), Emil Bohn and William (Bill) Adams, a recent speech communication graduate, co-founded MaxComm Associates, a successful organizational communication consulting company. Bohn used the unpaid leave (1987-88) to further develop his company. Emil Bohn never returned to the department when his leave ended in 1988, but the Communication Department and now the Journalism and Communication Department continue to list him as an adjunct faculty member.

Emil Bohn left his consulting business in 2003 to become Executive Director of Organizational Effectiveness for Kaiser Permanente, a major California health care system. In 2008 he joined Blue Shield of California as Senior Director of Organizational Capability. His career demonstrates what one can do with an organizational communication background.

Speech Communication Survives and Grows, 1985-89

The 1985 mission statement eliminated the speech major so apparently beginning winter quarter, 1985, no new speech majors were to be admitted. Speech graduate classes and some undergraduate classes had been eliminated. Remaining speech classes were to be eliminated following graduation of current majors. The 1986 mission statement immediately terminated the speech communication service role, but the service classes were not eliminated. In spite of the mission statements, the department continued to enroll new speech majors until Kinzer requested suspension in 1989. Speech service classes continued to be taught and no further speech classes were eliminated until the 1989 program suspension. The only concrete actions to wind down the speech program were reductions in speech faculty positions, transfer of James Derry and Emil Bohn to journalism, elimination in 1985 of a number of speech classes, and the closing of the speech graduate program.

Although the speech major had been eliminated in 1985 and the speech service role in 1986, Kinzer enrolled several hundred students each quarter from 1986-1989. Each year his enrollments were 60% of department total. In 1987 Derry, apparently forgetting that major and service role had been eliminated, recommended hiring a lecturer for winter and spring quarters, 1988, to help Kinzer with these large enrollments (Department of Communication, 1987). The search for a lecturer was quickly abandoned because "... budget deficit and other expenses have made this position impossible to fund" (Department of Communication, 1987). The *Cache Citizen* which was to fund department expansion had experienced a significant loss.

It was a strange, uncertain time that offered just a hint of opportunity. Was the failure to implement decisions to eliminate the speech major and the speech service program simply inattention or unexpressed second thoughts about wisdom of decisions? Would continuing growth and success of the speech major lead to reconsideration? Or, was the more likely scenario that someone would remember that the speech program should have been closed? It was never clear why these decisions were never implemented.

Possibly, the dean and journalism faculty members were too focused on preparing the department for journalism accreditation. When Kinzer returned from sabbatical in 1985, he made it clear he would neither leave nor retrain to teach journalism. As a result, he was never invited to the frequent department meetings devoted to accreditation. Other than he would never willingly give up his salaried position to fund journalism, his existence was neither a threat to nor relevant for accreditation. He and his program were on the outside and ignored. He was not invisible because he served on all tenure committees and actively mentored new faculty members. He was neither an irritant nor relevant, so it was easy to ignore him while accreditation preparation demanded so much attention.

Kinzer's refusal to retrain or leave may have posed a challenge that the department head and dean postponed until all the demanding work of accreditation preparation had been completed. Until they had the time and energy to deal with this, they were willing to allow Kinzer to continue as before.

During this four-year period (1985-89) Kinzer alone each year produced 60% (Department of Languages and Philosophy, 1993) of total Communication Department SCHs (student credit hours) so it may have been cost-effective to temporarily ignore earlier decision to eliminate the speech program. These enrollments and the number of speech graduates kept the department from being classified as one of the smallest and most expensive departments in the college.

From 1985-1989 speech communication existed and, surprisingly, thrived as a one plus faculty member program. When Kinzer returned from sabbatical in 1985, Bohn was on sabbatical. Kinzer taught all the speech classes except for the one or two taught by Derry. When Bohn returned from sabbatical in 1986, he taught one or two classes, but Derry ceased teaching speech classes. In 1986 Nancy Birch⁶² was employed as an adjunct to teach interpersonal communication. Soon she taught as many as two interpersonal classes a quarter⁶³. Beginning in 1987 Kinzer and Birch were the only speech communication teachers.

Continued development of speech communication major, 1985-89

Harold Kinzer sought to build and communicate speech communication program success to win support for the program. He emphasized academic and career advisement, internships, and concrete career application of speech communication instruction. He negotiated to have College of Business internship office supervise speech communication internships. This office provided some referrals, but students often had to find their own internships. Kinzer joined the American Society for Training and Development (ASTD) and attended monthly Utah ASTD meetings to develop relationships with Utah businesses to develop internship and career placements for graduates. In addition to internships, students participated in some consulting and training projects with regional businesses and organizations.

Training and Development Certificate. Working with College of Business and College of Education faculty, Kinzer and Bohn in 1986 created a Training and Development Certificate. A certificate is an expanded minor and is listed on a student's official transcript. The certificate expanded career opportunities for students in the three colleges (HASS, Business, and Education) and increased enrollment in speech classes. Until final speech major suspension in 1989, Kinzer chaired the certificate supervisory committee. Kinzer explored creating a student chapter of ASTD, but instead formed a Training and Development student club as a more practical alternative.

Success of speech communication students. Because of these advisement/career development efforts, nearly all speech majors enrolled from 1985 to 1991 graduated. Although journalism each year had 2-3 times as many majors, speech each year except one

⁶² Nancy Birch changed her name to Tobler in 1994.

⁶³ Because she held a low pay part-time position, Birch for many years also taught high school classes in the Logan and Cache County school districts.

during this period had as many or more graduates than journalism (Department of Languages and Philosophy, 1993). Possibly, speech had one of the higher graduation rates in the university, but this is impossible to determine because graduation rates were not calculated. The annual placement survey demonstrated that significantly more speech than journalism graduates found jobs within three months of graduation. Kinzer argued that completion and placement rates demonstrated program quality.

Speech communication graduates from this period found careers in corporate training and development, corporate consulting, university student services, corporate communication, marketing, management, and high school and university instruction. Unfortunately, some had difficulties launching careers.

For his advisement efforts, Harold Kinzer received the 1987 Robbins Award as USU faculty adviser of the year.

Each year from 1985-89, Kinzer alone produced more than half of the Department of Communication's enrollments (student credit hours). During this period, speech communication each year had the highest student/faculty ratio in the College of HASS. During the same period, journalism had the lowest ratio (Department of Languages and Philosophy, 1993). Graduation rates, success of graduates, total enrollments, and student/faculty ratios never generated additional support for the speech communication program other than for continued adjunct funding of Nancy Birch. The program remained under the threat of elimination.

The 1986 mission statement also eliminated the speech communication general education role. As a result of revisions in university general education, only interpersonal communication remained as a general education distribution option, so the 1986 decision had little effect. However, the intent of the change of mission was to eliminate speech classes that served other programs. Several departments required either public speaking, interpersonal communication, or business/professional communication. Although the department intended to eliminate these classes, it never did.

Termination of oral interpretation program

In 1975-76 the four oral interpretation faculty members in the Department of Communication transferred to a more compatible home in Theatre Arts. Three of the four remained on the Theatre Arts faculty in 1987. In 1987 Robert Hoover, the HASS dean, informed these three faculty members that oral interpretation was defined as a program independent of Theatre Arts and that the program was to be eliminated. Because the entire program was to be eliminated, their tenure could and would be revoked and they would be terminated. The dean intended to use the position money elsewhere in the college.

Because the Theatre Arts Department's efforts to defend these three faculty positions did not appear to be succeeding, Harold Kinzer met with the three to see if they would be willing to accept redesigned faculty roles. Clearly the dean was unwilling to continue funding an oral interpretation program, but he might be persuaded to retain the

three professors if it could be shown that they could assume other valuable roles. With their permission, Kinzer proposed two successive proposals to prevent their dismissal.

First, Kinzer proposed that the Communication Department request transfer of these threatened faculty members. If journalism growth was to be as explosive as planned, the department would need professors to develop on-camera talent. Communication faculty members accepted the proposal. The department's request for these people was a long shot because their experience did not fully prepare them for their proposed new roles and the dean had publicly committed to their dismissal. The dean rejected this request.

Second, Kinzer developed a proposal to return speech communication instruction to a central position in university general education. The proposal was based on the 1981 and 1987 Carnegie Foundation for the Advancement of Teaching reports on college general education (Boyer E. L., 1981; Boyer E. L., 1987) which were frequently cited by the dean, Robert Hoover. These "Boyer reports" argued that "the foundation for a successful undergraduate experience is proficiency in the written and spoken word" (Boyer E. L., 1987, p. 73). Significantly, speech should receive more attention because, as Boyer concluded, "it should be remembered that we speak more than we write. Throughout our lives we judge others, and we ourselves are judged, by what we say and how we speak. The information age raises to new levels of urgency the need for all students to be proficient in the use of the spoken as well as the written word" (Boyer E. L., 1987, p. 81).

There were two parts to the proposal. First, increase the number of public speaking classes so that all entering students could take the class during the first year. Second, establish a tutoring center. All departments would be encouraged to require speaking assignments in upper-division classes. Tutoring center would assist students in preparation of these assignments. The "Boyer reports" argued for integration of spoken and written instruction into all academic programs (Boyer E. L., 1987, p. 91). The three threatened oral interpretation professors would help staff the additional courses and would help supervise the tutoring center. Advanced speech communication students would be trained to provide the tutoring. Kinzer cited a speech tutoring center he had established for the School of Accountancy in the early 1980s as a model.

Hoover liked the proposal and encouraged Kinzer to develop it into a grant proposal. Hoover, however, would not accept the oral interpretation professors as part of this proposed program. Kinzer did not submit a grant proposal because it seemed unlikely that the university would continue project funding after the grant funding expired. Possibly, Kinzer made a mistake.

The final disposition of the Dean's effort to terminate tenured faculty is not in the public record. It appears that Barbara Hales took early retirement. Arthur Y. Smith retained his position in Theatre Arts. Farrell Black, unfortunately, became seriously ill, took long term disability, and never returned to university teaching.

The Dean's willingness to rescind tenure was a clear threat to Harold Kinzer if, and when, the speech communication program was eliminated.

Kinzer requests suspension of speech program

For four years Harold Kinzer had worked to ensure the survival of the speech communication program. By the fall of 1988 a series of events and conditions led him to conclude that his efforts were futile and the size of the speech communication program was unsustainable. First, it is difficult for one professor and a part-time adjunct to offer the number and variety of courses to sustain a program with 80 or more student majors. Second, students deserve to work with several professors to profit from their different specializations and differing disciplinary perspectives.

Third and most concerning, the program could be terminated at any moment putting students at risk. All decisions reinforced commitment to a journalism-only department. All decisions affecting speech communication—loss of faculty members, elimination of the speech communication graduate program, planned discontinuation of the major, elimination of the service role—pointed to one inescapable outcome. Soon, either the department would carry out the planned discontinuation of the major or a financial crisis would force discontinuation of major.

Closure of major appears likely. Because department faculty members had never voted to close the major, doubt remained about department's intentions. All doubt was removed when on September 22, 1988, faculty members voted to terminate the speech communication major (Department of Communication, 1988). Journalism financial and program difficulties apparently prompted the decision.

As noted earlier, the media management institute was never created so there were no institute revenues. Grants and contracts were never awarded. The *Cache Citizen* was losing money which would force its closure. Media management instruction was limited to *Cache Citizen* work experience, so an innovative media management major offering small business development expertise never materialized. Fall, 1988, the department sought and failed to receive journalism accreditation. Only those in journalism saw the reviewer's report, but it is likely that lack of resources was major reason for failure. There was a real risk that the department would immediately seize speech communication resources to sustain journalism. It was time for speech communication to sever ties to journalism.

Suspension negotiation. Immediately after the vote, Kinzer proposed to the dean, Robert Hoover, the transfer of speech communication to another department within the college. Kinzer suggested that enrollment in the major be suspended temporarily until the program regained faculty resources to offer a speech communication major. Hoover accepted the proposal, but insisted that the major be formally suspended.

Kinzer had hoped for an informal suspension, an understanding that the program would not enroll students in the major until the program had regained sufficient faculty members. An informal suspension would allow speech communication faculty members to decide when to lift the suspension. A formal suspension meant that the dean and

Educational Policy Committee must approve lifting the suspension. Formal suspension delayed program reinstatement by several years.

Hoover offered either Theatre Arts or English as the new home. Hoover had earlier terminated the Oral Interpretation program within Theatre Arts because the program did not contribute enough to the department's core mission. Speech would become another ancillary program and would be vulnerable in Theatre Arts. English was in the midst of program review and development that eventually led to a Ph.D. graduate program. Speech seemed to have no role there. Kinzer proposed that the program join Languages and Philosophy. In this department members of largely unrelated programs co-existed in reasonable harmony. Here, speech communication could operate independently and have some chance of growth. Hoover reluctantly accepted this request.

Kent Robson, head of Languages and Philosophy, without consulting the department faculty members, enthusiastically accepted this transfer. James Derry, head of Communication, argued for transfer of the organizational communication class to journalism. Derry also insisted the department should not incur any loss—salary, furniture, equipment, office space—in the transfer. Hoover ruled that speech would retain organizational communication and that Kinzer's salary plus another \$10,000 for operating budget be transferred from Communication to Languages & Philosophy. Most of the operating budget would be used to employ Nancy Birch as an adjunct instructor. No office space was available in Old Main (Languages & Philosophy location) so Kinzer retained his office and furniture in Animal Science building. The dean provided money to replace a computer and for some instructional equipment.

Suspension protocol. Hoover and Kinzer completed the sorting of curriculum and other transfer protocol. Speech would retain a speech communication minor and a speech teaching minor. Speech retained these classes: public speaking, interpersonal communication, business communication, organizational communication, small group communication, communication education theory, teaching methods, and practicum. Training program management class was transferred to Business College. Remaining speech communication classes were deleted from curriculum.

Only the students who, within two years, could complete speech major requirements would be allowed to complete the major. By spring quarter 1989 they had to complete all speech classes scheduled for deletion. These students would postpone other courses required for graduation so they could take a full schedule of speech communication classes. Of the seventy-nine active majors, sixty-two were allowed to complete the major. The other 17 were early-stage majors so were required to transfer to another major. Another 13 not currently enrolled did not respond to a letter about program suspension. Of the 62 eligible to complete the major, 60 graduated.

At the time of suspension, speech had four graduate students. Two completed in 1989 and the other two in 1990⁶⁴. Kinzer supervised all four.

Kinzer created course schedules for the 62 majors who could finish. He convened an evening meeting of all majors. He explained the suspension decision, handed out course schedules to those who would finish, and met individually with the 17 students forced to transfer to help them identify and declare new majors. Obviously, there were some emotional students.

The Communication Department had for four years discussed changing the department's name to reflect the journalism emphasis, but could never agree on a name. Until the department could agree on a name change, journalism would remain "communication"⁶⁵ so speech communication was left with the name "speech" in the Catalog and in the Schedule Bulletin.

EPC and Faculty Senate Debate. A formal suspension meant that the University Educational Policy Committee and the Faculty Senate must approve the suspension. At the University Educational Policies Committee meeting, Hoover introduced the proposed suspension by joking "While Harold was on sabbatical, we eliminated his program". At the meeting it was discovered that the Faculty Code had no procedure for program suspension. Committee members agreed to the suspension, but ordered the development of suspension procedures for the faculty code.

At a lively Faculty Senate meeting some senators expressed concern about establishing a precedent for suspension of enrollment in a program. Others were concerned that the Faculty Code provided no guidance. "Much of the debate centered on whether the senate, and the Educational Policies Committee (EPC), had been presented with a 'de facto' suspension which they had no choice but to rubber stamp..." (Senate discusses suspension of programs, 1989, p. 1). Barrie Gilbert (College of Natural Resources) suggested that 80 majors did not warrant suspension and said that "'the cynical point of view, which might be taken by students, is that the department decided to change directions without consulting students'. Caryn Beck-Dudley [College of Business] said, 'we need procedures to follow. Otherwise, we could go on vacation two days and have no job when we get back.'" (Senate discusses suspension of programs, 1989, p. 1). After debate, suspension was approved.

Faculty Code Amendment. The Faculty Code was amended to cover suspension of enrollment in a program. One provision of the amended code required the permanent termination of a suspended program if enrollment suspension was not lifted within three years (Utah State University, 2011, 406.3.2.3). It took 11 years to lift the suspension of speech communication, so Kinzer never sought clarification about whether the amended code retroactively applied to speech communication.

⁶⁴ Two of these four were admitted after the 1985 suspension of the speech graduate program, revealing again the department's inconsistent implementation of decisions.

⁶⁵ In 1999 the Department of Communication changed its name to Journalism and Communication.

Transfer to Languages and Philosophy was completed before end of winter quarter, 1989. Enrollment in upper-division speech communication classes winter and spring, 1989, by necessity were larger than optimal.

As the university was celebrating its centennial in 1989—also a celebration of 100 years of speech instruction—it was closing the speech communication major. In a hundred years speech instruction had grown from a single course to department status with a graduate program. Now, speech communication was essentially starting over.

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Chapter 10

Long Road to Restoration of Major 1989-2000

Following 1989 suspension of major and transfer of program to Languages and Philosophy Department, attention turned to rebuilding the program with a goal of restoring the major. These seemed like Sisyphean years. Repeatedly, restoration was near, only to have the restoration work slip away and roll back to the starting point.

During the first four years following program suspension (1989-93) only Harold Kinzer⁶⁶ (full-time) and Nancy (Birch) Tobler (part-time) taught speech communication classes.

Enrollments were now entirely elective because speech communication had no university general education role and had no majors. A program dependent on elective enrollments can have difficulty competing, but speech communication enrollments were large and continued to grow. Many students elected either public speaking or interpersonal communication so most enrollments were in these classes. After a good experience in either of these classes, some students elected to complete an organizational communication minor, thus filling the three upper-division classes: organizational communication, small group communication, and communication education theory. One to four students each year completed a speech teaching minor.

Enrollments, 1989-1992. Although all enrollments were elective, Tobler and Kinzer could not meet the enrollment demand, but attempted to enroll as many as possible to bolster the argument for a new faculty member. A new faculty member would make a request for restoration of major possible. Each of the first two years speech enrolled more than 600 students, more than several departments. The next two years, when Kinzer implemented a new public speaking class format, enrollments rose to 800-1,000 a year.

Nancy Tobler taught all of the interpersonal communication sections (usually three or four a year). She was an excellent instructor so her classes were very popular. Every

Nancy Tobler

FKA Nancy Birch



At USU 1987-2000

B.S. Utah State University 1982
M.S. Utah State University 1988
Ph.D. University of Utah 2008

Adjunct, then instructor USU 1987-2000
Adjunct USU 2005-2008
Lecturer Utah Valley University 2009-2011
Asst. professor Utah Valley University 2011-

Research: interactions with technology, teaching methods, and listening

⁶⁶ Sidebar biography Chapter 8, p. 101.

quarter enrollment demand could have filled four sections, but usually only one could be offered. Additional sections could not be offered because there was no budget. Tobler also taught at Logan High School and later at Mountain Crest High School.

Harold Kinzer taught public speaking and the upper-division classes. In response to enrollment demands and to demonstrate need for additional faculty positions, Harold Kinzer taught excessive loads. During the 1989-90 year he taught 486 students in 19 sections (51 credits). During the 1990-91 year he taught 542 students in 17 sections (48 credits). Depending on the department and one's role, a typical quarter-system teaching load was 12-27 credits a year, so his teaching assignment was two to four times larger than a normal assignment.

Development of large enrollment public speaking.

Each of first two post-suspension years Kinzer taught 11 sections of public speaking, but each year the enrollment demand could not be met. To meet the enrollment demand and to reduce his teaching load to a more manageable level, Kinzer redeveloped public speaking into a large lecture class with small lab sections in which students presented speeches. Students attended two lectures and, depending on the week, one or two lab sessions each week. Undergraduate teaching assistants, after they had completed a 10-week training class, were employed to teach most of the lab sessions. Lab fees paid the TA salaries. Kinzer taught some of the lab sessions so he could monitor student progress. He tried to hear every student speak at least once. For each speaking assignment, students attended three lab sessions. The first session was a practice session in which the teaching assistant helped the student revise, improve the speech. This session was designed to reinforce full preparation and the importance of revision. During the next two sessions the student either presented the speech for a grade or served as an audience member and critic. Some weeks students attended one lab session plus two lectures; other weeks they attended two labs plus two lectures. This variable schedule enabled the scheduling of more speaking assignments, but it was a complex schedule to manage.

After Kinzer's 2008 retirement the large-enrollment public speaking continued, but students enrolled for a specific lab time making it easier to manage. This fixed lab section ensured closer interaction with and assistance of lab TA, but did not allow as many speaking assignments.

Enrollment increases. This redesigned class format introduced in 1991 allowed public speaking enrollment to increase from 337 in the traditional class format to 570 in the first year of the lecture-lab format (1991-92) and to 791 in the second year (1992-93).

During each of the first four post-suspension years, the one plus faculty members in speech communication (Kinzer and Tobler) had higher total enrollments than five university departments.

The Dean recognized that excessive teaching loads and large enrollments warranted an additional faculty position, but initially cited Kinzer's class innovation as evidence that the program could meet enrollment demand without additional assistance.

First effort to return speech communication to journalism department

Large speech enrollments attracted the attention of Scott Chisholm, the new journalism department head. He sought to return speech communication to journalism. Addition of speech enrollments would more than double the department's enrollments.

The department's community (small-market) newspaper management emphasis to be funded by a training institute and *The Cache Citizen* newspaper was failing. The institute was never created and the newspaper was operating at a loss and was closed in 1993. The department abandoned the small newspaper emphasis and pivoted a full 180 degrees to an international media emphasis.

In the two brief reintegration meetings, Chisholm made it clear that a speech communication major would not be restored. Instead, speech communication would function only as a department support program, providing needed larger enrollment. Chisholm hoped that Kinzer could contribute to the new international media emphasis. This offer, of course, was unacceptable.

A second, later, effort to return speech communication (communication studies) to journalism delayed development of the program for an additional six years. (Discussed below.)

Reinvestment in speech communication

In 1993, four years after suspension, speech communication was awarded a tenure track assistant professor position. The position was awarded late spring so it was impossible to recruit an assistant professor that late in year. Instead, Eden Foord was hired as an instructor with a one-year appointment. He taught interpersonal communication and business and professional communication during the 1993-94 year.

John Seiter. In 1994 John S. Seiter was appointed as the first speech communication tenure-track assistant professor since 1982. Seiter significantly enhanced the credibility of a small, struggling program through teaching excellence and prolific scholarship. He immediately displayed commitment to teaching excellence and to program growth. That first semester, when only three students enrolled in a new course he created, Seiter made fliers and recruited students in the student center to populate the course. Quickly, his classes and teaching gained such a campus reputation that advertising was no longer necessary. Years later, that same course was offered in multiple sections with lengthy enrollment waiting lists. His appointment and immediate success made the eventual restoration of the major and subsequent recruitment of exceptional faculty members possible.

Eden Foord

At USU 1993-94

M.A. California State University, Chico

Instructor 1993-94

After USU, earned Theology graduate degree and served in Catholic campus ministry positions. Currently, Executive Director of a Catholic retreat center in Wisconsin. Author of (with wife, Katherine, and others) several books on Catholic spirituality.

Speech communication in the mid-1970s and early 1980s had begun to develop a reputation for research, but this reputation expired with the loss of faculty in the move to program suspension. Beginning with Seiter and with the significant contributions of subsequent faculty appointments, speech communication (now Communication Studies) has earned a reputation for research productivity.

Seiter's research is significant, prolific, and has continued unabated. He has been recognized for mentoring undergraduate researchers. He has received various research awards and in 2018, for his research, was awarded the rank of Distinguished Professor by the college. He is the first in Communications Studies and in the Languages, Philosophy, and Communication Studies Department to be awarded this rank. In 2020 he received the USU Cazier Lifetime Achievement Award, the first in Communication Studies to receive this award.

Seiter also immediately established a reputation for teaching excellence. In 2004 he received the Eldon J. Gardner/Robbins Awards as University Teacher of the Year. He is the third in the Languages, Philosophy, and Communication Studies Department to receive the Robbins Award as University Teacher of the Year. In 2004, the year Seiter received the award, the Robbins was renamed the Eldon J. Gardner Award. He is the first in Communication Studies to receive either the Robbins or Gardner University Teacher Award.

It was expected that with Seiter's reputation for teaching and research and with the large program enrollments, restoration of the major would be possible within a year or two. However, a second attempt to return the program to journalism delayed restoration for six years.

Appointment of Seiter was fortuitous because he put down community roots, committed to the speech communication program, and persevered during these difficult six

John S. Seiter



At USU 1994-present

B.A. California State University, Fullerton
1986

M.A. California State University,
Fullerton 1989

Ph.D. University of Southern California,
1993

Asst. Professor 1994-2000

Assoc. Professor 2000-2006

Professor 2006-2018

Distinguished Professor 2018-present

Selected Research (2020)

- *Persuasion, Social Influence, and Compliance Gaining*, 6th ed. Best-selling persuasion text in nation.
- *Nonverbal Communication in Political Debates*
- *Arguing, Reasoning, & Thinking Well*
- *Perspectives on Persuasion, Social Influence, and Compliance Gaining*
- *Communication in the Classroom*
- 22 book chapters
- 53 research articles in communication, psychology, and marketing journals.
- Frequently mentors undergraduate research students with many either publishing or presenting at conferences.

Selected Awards

- University Professor of Year (Eldon J Gardner/ Robbins Award) 2004
- Cazier Lifetime Achievement Award, USU 2020
- Distinguished Professor 2018-
- Twice college nominee for University Career Research Award (D. Wayne Thorne Award)

years. With his teaching and research record, he could easily have relocated to another more supportive university.

Second attempt to return speech to journalism

The same year (1994) that Seiter was appointed, Edward “Ted” Pease from the Freedom Forum Media Studies Center was appointed as head of the Journalism Department. His wife, Brenda Cooper, was given a joint appointment in journalism and in speech communication. The addition of another half-position should have enhanced speech’s restoration prospects, but the college dean, Brian Pitcher, saw the joint appointment as an opportunity to reintegrate the two programs. Restoration of the speech major probably would have been approved during the 1994-95 year, but this new entanglement with journalism delayed approval for another six years.

To hasten this reintegration, the dean, Brian Pitcher, ruled that the journalism department controlled the speech communication curriculum. That is, any course approvals, curriculum changes, or request to restore the major must be approved by journalism. Given the history of journalism’s lack of support for speech communication this was worrisome.

Normally, both departments participate in supervision and evaluation of a joint faculty position, but in this case, the Languages and Philosophy Department had no supervisory role regarding Brenda Cooper. No member of the Languages and Philosophy Department, including Harold Kinzer, could serve on her tenure committee. Languages and Philosophy could, until the return of speech communication to journalism, manage the tenure review of John Seiter.

Journalism and speech communication were to negotiate a merger. The dean had given journalism power over speech communication so negotiation when there is a significant power imbalance is difficult. Basically, journalism had two negotiation options: coercion or courtship. Courtship could have involved some demonstration that journalism supported development of the speech communication program and some demonstration that journalism sought to nurture and protect speech communication faculty positions. Journalism chose coercion. No course approvals or curriculum changes would be considered until speech communication was part of journalism. Either have the major restored by joining journalism or remain independent and never have a major. It might not have been helpful that Ted Pease referred to himself as the communication czar during these negotiations.

Journalism was again seeking accreditation so would need more resources to succeed. This was concerning because the first accreditation campaign forced the loss of speech faculty positions and suspension of the major⁶⁷.

Speech communication’s efforts to codify protections for the major and for faculty members were non-starters. Because codified protections were not in the offering, speech

⁶⁷ The second journalism accreditation campaign did not succeed. Journalism appears to have abandoned efforts to achieve accreditation.

communication sought indicators that the environment within journalism had changed. Assurances of commitment to a speech communication program were offered, but Harold Kinzer did not perceive sufficient change. John Seiter, who was a new faculty member without the history, was placed in a difficult position. The dean expected the merger to be completed fall quarter, 1994, but discussions continued for two years.

Until speech communication agreed to the merger, journalism would not authorize speech curriculum changes. John Seiter developed intercultural communication, persuasion, and communication theory courses, but they were offered as independent study classes because journalism would not allow submission to the Educational Policies Committee for approval as new courses. Journalism would not allow Seiter's course to be called "persuasion" so it was offered as "Social Influence". John Seiter was writing what became the nation's best-selling persuasion text, but journalism would not authorize him to teach an official persuasion course. Neither the organizational communication nor the speech teaching minor requirements could be rewritten to incorporate the new classes. And, of course, restoration of the major was never on the table.

Brenda Cooper

At USU 1994-2010

B.A. Wright State University 1986

M.A. University of Dayton 1988

Ph.D. Ohio University 1991

Asst. professor speech & journalism
1994-1996

Asst. professor journalism 1996-2000

Assoc. professor journalism 2000-2010

Important contributions to development
of women's and gender studies at USU.
Twice directed the program.

Brenda Cooper (journalism-speech joint appointment) taught interpersonal communication for the speech communication program. Her research and teaching interests were gender studies, especially media constructions of women's roles, so she was committed to developing this emphasis within journalism. As spokesperson for journalism, she exercised the journalism veto in speech communication meetings. She was in a difficult position and was clearly more interested in journalism development so during her second year at USU the Languages and Philosophy Department surrendered her role in the speech communication program.

In 1996 members of the speech communication program capitulated by agreeing to join journalism without any preconditions. Brian Pitcher, the dean, who had sought the merger, surprised everyone at the meeting by rejecting the merger because he feared it would endanger speech communication.

Harold Kinzer understood in this meeting that speech communication now could control its curriculum so sought approval for the three courses that John Seiter had developed. He misunderstood. Brian Pitcher, the dean, responded with a formal letter of reprimand. To underscore the severity of Kinzer's violation of procedure, he took the unusual step of distributing the letter to all departments in the college so it was a public pillorying. Then, the dean conceded that he had restored curriculum control to the speech program so he allowed the course approvals to proceed. He did not withdraw the letter of reprimand.

After 1996 speech communication could control its curriculum, but still could not seek restoration of the major without journalism's approval. Journalism opposed restoration until a new dean rejected their objections four years later.

Restoration of debate program

Intercollegiate debate, which began in 1905 and was discontinued in 1983 due to budget problems and changes in department priorities, was restored in 1997. Restoration was possible only because Thomas Worthen, owner of a local publishing company, offered to coach debate without compensation.

Semester system

In 1998 Utah State University switched from a quarter to a semester system. All courses had to be rewritten and renumbered. Representatives of all departments of the colleges and universities in the Utah System of Higher Education met to develop a uniform course numbering system to facilitate student transfer of credits among institutions in the system. John Seiter represented speech communication in these meetings. Semester system meant that professors taught fewer classes each year and annual headcount enrollments in departments were lower. With adoption of semester system, public speaking enrollments declined to 225-275 per year. Similar headcount declines were seen in other classes and in all departments. Although headcount enrollments had declined, speech communication enrollments remained comparatively large.

Restoration of the major

The 1999-2000 year was pivotal. John Seiter became the first since 1985 to earn tenure and promotion to associate professor. Jennifer Peeples was hired as an assistant professor, the first new position since 1994. Her appointment meant that Fall, 2000, there were three full-time and one part-time professors, a major expansion. With this faculty strength, the program was ready to offer a major.

Jennifer A. Peeples



At USU 2000-present

B.A U of Colorado 1993
M.A. Northern Illinois U 1996
Ph.D. U of Washington 2000

Asst. Prof Comm Studies 2000-2006
Assoc Prof Comm Studies 2006-2015
Professor Comm Studies 2015-
Director, Comm Studies grad program
2018-2020
Head, Dept. of Communication Studies
& Philosophy 2021-

Selected Research (2020)

- *Voice and Environmental Communication*
- *Under Pressure: Coal Industry Rhetoric and Neoliberalism*
- *Communication in the Classroom*
- 15 articles
- 8 book chapters
- 4 articles reprinted in books

Selected Awards (2020)

- National Communication Assn Golden Anniversary Monograph Award 2003
- Christine L. Oravec Research Award in Environmental Communication, awarded twice: 2012 & 2014
- Environmental Communication Book of the Year, 2016
- Distinguished (2018-2019) & Outstanding (2019-2020) Professor of Honors & Honors Last Lecture (2019)

Spring semester, 2000, Diane P. Michelfelder, head of Languages and Philosophy, successfully petitioned Stan L. Albrecht, the new Dean of the College of Humanities, Arts & Social Sciences, to restore the speech communication major. Albrecht overrode journalism objections to restoration of the major. Restoration was effective Fall Semester 2000. After eleven years Utah State University once again offered a speech communication major. Later, this program was renamed Communication Studies.

The restored Speech Communication/Communication Studies major

When the major was restored in 2000, there were three faculty members—John Seiter, Jennifer Peeples, and Harold Kinzer. Nancy Tobler taught classes part-time, but soon left for graduate study. John Seiter and Jennifer Peeples immediately established teaching and research records that attracted both students and recognition across campus and beyond.

Some of Seiter's research and teaching accomplishments have been described earlier. His intercultural communication, persuasion, and communication theory instruction and research provided direction for the new Communication Studies major.

Jennifer Peeples' environmental communication instruction and research interests were a natural fit in a university with strong environmental studies, science, and sociology programs. She quickly earned national research awards for environmental communication research and campus recognition for teaching excellence. She introduced conflict management, social justice and the environment, and visual rhetoric into the curriculum. Environmental communication and environmental justice are major 21st Century concerns. Her research and instruction sought to help people understand how our communication about the environment and our use of visual images shapes our understanding of environmental issues.

The restored major, renamed Communication Studies within a few years, focused on critical 21st Century concerns—communication in large organizations, communication among cultural groups, persuasion and social influence in society, management of conflict, communication about environmental issues, social justice, and use of visual images in society. Faculty additions after 2008 introduced instruction and research on other critical societal concerns—family communication, health communication, and gender.

In addition to Communication Studies, John Seiter conceptualized and with Bradford Hall, and Felix Tweraser, German program, designed and marshalled approval of a Global Communication major. This multidisciplinary major focuses on language, cultural knowledge, and intercultural communication to prepare graduates for global careers.

These two majors—Communication Studies and Global Communication—which develop communication competencies applied to critical modern concerns and applications, have opened career and graduate study opportunities for students.

Chapter 11

Communication Studies Department

This history effectively ended with the 2000 restoration of the major. This chapter is an epilogue which describes some of the results of the 2000 restoration of the major. This is not a full history of the years since restoration.

Students responded immediately to the program restoration in 2000. It was a three-person program—Harold Kinzer, John Seiter and Jennifer Peeples—so faculty size limited the number of majors who could be accommodated. To manage enrollment demand, an admission limit was imposed, requiring students to apply for admission to the major. The admission ceiling ensured that students would have access to upper-division classes, so they could graduate without delay.

Jennifer Peeples, who began her USU career in 2000 added environmental communication and conflict management to the curriculum. As faculty size grew and the program developed, Peeples created a two-level communication and conflict course series, a negotiation course, visual rhetoric, and communication criticism to the curriculum.

The major sought to develop communication and cultural competencies and applications required for success in organizations and in the public sphere. The major incorporated Seiter's interest in social influence, intercultural communication, and communication theory, Peeples' interest in environmental communication, conflict, communication criticism, and social/environmental justice, and Kinzer's interest in organizational communication and basic communication competency development.

A fourth member joined the faculty in 2006 when Bradford Hall, who had been the head of the Communication Department at the University of New Mexico, became the Head of the Languages, Philosophy, and Speech Communication Department at USU. As head of a large, complex

Bradford "J" Hall



At USU 2006-present

BA Brigham Young University 1982
MA Arizona State University 1986
PhD University of Washington 1989

Asst Prof U of Wisconsin-Milwaukee
1989-1993

Asst Prof U of New Mexico 1993-1996

Assoc Prof U of New Mexico 1996-
2002

Dept Chair U of New Mexico 2000-
2005

Professor U of New Mexico 2002-2006
Prof & Head, Languages, Philosophy &
Comm Studies, USU 2006-2021

Selected Research (2020)

- *Among Cultures: The Challenge of Communication*, 3rd ed.
- 14 book chapters
- 24 journal articles

Selected Awards

- Outstanding Teacher of Year, U of New Mexico, 1999
- Best Article, Intercultural Div., Speech Comm Assn 1993
- Outstanding Research Award, Org Comm Div., Speech Comm Assn 1992

USU department, he had limited opportunity to teach speech communication classes, but he added to the intercultural communication and symbolic processes instruction.

In 2008, after 33 years at the university, Harold Kinzer retired. For the last 20 years, to build a case for program restoration, he had taught an excessive number of classes and large enrollments. It was necessary to create two positions to replace him. This was the beginning of what became a rapid expansion of faculty size. The major was restored in 2000 with three faculty members. Now in 2021, there are 13 faculty members, a post-doctoral position, and several part-time members. One holds the rank of distinguished professor, another three are professors, one is an associate professor, five are assistant professors, and three are lecturers.

John Seiter and Felix Tweraser, German program, conceptualized and with Bradford Hall designed and marshalled approval of a Global Communication major. This multidisciplinary major focuses on language, cultural knowledge, and intercultural communication to prepare graduates for global careers.

The Speech Communication program was renamed Communication Studies. As faculty size grew, courses in family communication, health communication, and gender were added to the curriculum. The major and minor are designed to develop essential communication competencies and critical thinking and research competencies. Conflict management, cultural understanding, and ethics are stressed. By learning how communication sustains social groups and organizations, by developing communication competencies specific to various organizations, and by developing influence and leadership competencies, students are prepared for a variety of communication-intensive careers.

The speech teaching minor, which prepares students for high school teaching careers, has been offered for decades (including the program suspension years). It continues to be offered.

In 2018 a Communication Studies graduate program, admitting six students a year, was approved. Jennifer Peeples served as the first graduate program director.

The pandemic has depressed enrollments, so about 180 majors in Communication Studies plus an undetermined number of majors in Global Communication are expected Fall Semester 2021. As enrollments recover, the number of students in the two majors could exceed 300. In recent years 50-60 students graduate each year in Communication Studies (Brad Hall, personal communication, 26 January 2021). Headcount enrollment Fall 2021 will be at least 1,300. Fall semester, public speaking enrollment is 220, interpersonal communication is 300 (12 sections), intercultural communication is 100 (4 sections), and conflict is 75 (3 sections). There are 12 graduate students.

Women experienced early limited participation opportunities in communication activities (see Chapter 2). Now, enrollment of women in the major often exceed the enrollment of men and women are fully engaged in program activities and research opportunities.

Although women faculty members largely developed the early speech instruction and moved the program to department status, when speech became a department, women largely disappeared from the faculty (see Chapter 2). Jennifer Peeples in 2015 became the first woman promoted to professor in any of the USU communication-related programs. It took 125 years for a woman to reach professor rank. In 2021 Peeples became the first woman to head the Speech Communication/Communication Studies department. Five of the 13 faculty members are now women, so there has been some progress in gender equity. It has, however, come very late in program history. There is also some cultural/ethnic diversity in the current faculty. Progress has been made, but gender equity and ethnic/cultural diversity remain challenges.

The Languages, Philosophy, and Communication Studies Department grew from 27 faculty members in 2006 to 53 members in 2020. In enrollment and faculty size the department became larger than one of the university colleges. In 2021 this large, complex department was divided into two independent departments—World Languages & Culture and Communication Studies & Philosophy. Brad Hall had been head of the Languages, Philosophy and Communication Studies Department for 15 years before division of the department. Jennifer Peeples was named Head of the newly formed Communication Studies & Philosophy Department, which offers the communication studies major and minor, the communication studies graduate program, the global communication major and minor, the speech teaching minor, and philosophy major and minor. With philosophy, there are 18 faculty members in the new department.

It began with elocution which produced both women's physical education and speech programs. Development of communication competencies has always remained a central purpose of speech/communication studies. For decades speech offered a vibrant theater program to the college and community and stressed debate, argumentation, and other forms of platform communication. As speech communication developed into an independent department, it created theater and speech correction programs, which became independent departments. Later, it developed the early broadcasting program. In the 1970s the emphasis moved from public performance to development of communication competencies and knowledge required for careers in large organizations. With the Communication Studies program, the emphasis is now communication competencies applied to global concerns—persuasion and social influence in society, intercultural communication, communication in large organizations, conflict management, environmental communication, visual images and symbols, social justice, gender, and family and health communication. Those who began the program in 1890 could never have anticipated the growth of the program and its application to these critical 21st Century needs.

Appendix A

History of Barn Used by Speech, 1994-2007

The horse barn constructed in 1919 to replace an older horse barn has been known in its 96 years of existence as the Horse Barn, the Barn, the Art Barn, and PSYAL (Psychology Animal Lab). Although speech communication was the last to use the Barn and was its primary occupant for 13 years, it was never known as the Speech Barn.



Undated photo courtesy of USU Special Collections

This photo of the barn complex on the north side of campus was probably taken in the 1930s because the photo includes the Veterinary Science Building, built in 1930, (far right). Over the years all of the barns in this photo, except the Horse Barn (on right, labeled), were razed to make way for other buildings and parking lots. The Horse Barn stood decades after the other barns had been razed, but was finally razed in 2015 to make way for the USU Welcome Center completed in 2016.

A 2019 photo of this area would reveal that all the barns to the left of the horse barn and the left side of the field have been replaced by the Military Science Building, Parking Garage, and the Taggart Student Center. A parking lot is now in front of Barn. The Welcome Center now sits on Barn site. The University Inn would be visible in right lower corner. Today 700 North passes behind the Horse Barn and Veterinary Science building.



Barn circa 1962. Photo courtesy of USU Special Collections

Barn surrounded by parking when it was transformed into a classroom building first by Art Department in 1959, then by Psychology Department, and in 1994 by Speech Communication.

Art Barn, 1959-1970s

The Barn remained after the other barns in the barn complex had been razed and farming operations had been moved away from the central campus. Apparently, it continued to stable horses until 1959 because there was one horse in the Barn when the Art Department moved into the Barn in spring of 1959⁶⁸.

In the spring of 1959, an Art Department kiln in Old Main burned. This prompted relocation of the kiln to a safer location. The Barn apparently was underutilized so the kiln was relocated to a small structure attached to north side of building. After some basic remodeling the Art Department used the Barn for studio space and offices.

Basic remodeling. Minimal remodeling created some studio and office space. Remodeling in 1959 introduced plumbing to create two bathrooms. These bathrooms, similar to rustic bathrooms in Boy Scout camps, were never subsequently modernized. An outside stairway to second floor on west side was added. Two offices with fiberboard walls were constructed. Fiberboard and a soft friable composition board were used to finish walls. Neither plaster nor drywall were used in these early renovations. It is unclear when joists and plywood flooring were installed to create a third floor. Full length windows were installed on the north wall of the second and third floor to offer north lighting for studios. South side second floor windows (visible in 1962 photo) were installed by Art Department. Later, the third-floor diamond windows (south side) were replaced with rectangular windows. At some point a garage used for storage was added to east side of building. It is likely that these remodels were as inexpensive and temporary as possible because Barn was likely to be razed. Remodeling may or may not have complied with current codes.

When the Chase Fine Arts Building was opened in 1967, the Art Department personnel with offices and studio space in Old Main, Family Life, and the Barn were able

⁶⁸ Bonnie Pitblado, USU Anthropology Professor and Director of the USU Anthropology Museum created the USU Barn Blog (<http://usubarn.blogspot.com/>) in her efforts to raise money to transform the Barn into an Anthropology Museum and USU Welcome Center. Graduate students Jason Neil and Jon Alfred with the assistance of Robert Parson of USU Special Collections collected historical documents and interviews for this blog. Jeanine Huenemann, Emily Wheeler and others from a USU Barn Research group assisted with the interviews and research. I gratefully rely on some of the documents they collected for this history.

to join together in suitable office and studio spaces in this new building, but some continued to use studios in the Barn for some time after 1967.

Barn tenants 1970s-1994

As the Barn began to be perceived as less critical space for the Art Department, other departments and colleges began bidding for Barn space. It appears that Art tried to retain the Barn as long as possible. Although the Barn space was never optimal, it was now a valuable central campus location. The university was growing faster than facilities could be constructed so any space was in contention.

Over the years, College of Natural Resources obtained offices on third floor for researchers and graduate students. A microbiology research lab was built on the second floor. It is not clear when Psychology was given much of the Barn to house chickens and rats used in conditioning research. Psychology also set up labs for human research and for instruction. Even after Art left the Barn, many knew the barn as the Art Barn. Later campus maps identified the building as either the Barn or PSYAL (Psychology Animal Lab). PSYAL never seemed to catch on.

Speech occupies Barn 1994-2007

As part of the journalism-speech communication separation agreement of 1989, speech communication retained two offices within journalism's suite of offices in the Animal Science building. One was occupied by Gordon Steinhoff (Philosophy), the other by Harold Kinzer. Initially, Nancy Tobler had an office in the old Computer Science building, but she turned it over to Eden Ford when he was hired as a speech communication lecturer 1993-94. Kinzer then shared his office with Tobler and eight undergraduate public speaking TAs.

Journalism expected to grow so sought return of these two offices. The Dean offered speech communication space in the Barn and a \$20,000 remodeling budget. Kinzer moved to the Barn January, 1994. Tobler did not have an office winter and spring quarters, 1994, because the Barn was too unpleasant for her to make the move.

Kinzer drew up remodeling plans for the first and second floors of the Barn. Psychology agreed to give up the space if their abandoned equipment and furniture on the first and second floors would be cleaned and moved into a storage room to be created as part of the remodeling. Remodeling was completed during the summer of 1994. Remodeling created four offices and a conference room for speech communication use and a large storage room for Psychology on the first floor. A wall and door at the top of the stairs created a classroom on the second floor.

Classrooms in the Barn used by Speech Communication were not ADA compliant so were never in the university classroom database. It was never a secret that the Barn was used for classes, but from 1994-2007 there was no official documentation of this use.

Possibly, critical campus officials (Fire Marshal, etc.) did not know that several hundred students a year used the Barn. Or, it was tolerated because of campus space shortage.

Because of structural problems and fire safety, the Barn was closed to student use in 2007. Building was closed to student use in 2007 due to multiple code violations, but a couple of “expendable” faculty members from the Languages, Philosophy, and Speech Communication Department were allowed to retain offices on the first floor for another year or two.

In 2015 the Barn was razed to make way for construction of a University Welcome Center, which also houses offices for Alumni Relations and a branch of the Goldenwest/USU Credit Union.

USU Barn Blog⁶⁹ history⁷⁰ of speech communication’s use of the Barn by Harold Kinzer

The reasons for program realignment are not relevant for this Barn history, but by 1988 I was the only surviving speech communication faculty member within the Department of Communication. In 1989 I transferred the speech communication program to the Languages and Philosophy Department and began rebuilding the program.

By 1993 the program had grown to two faculty members—Nancy Birch Tobler, a fulltime lecturer, and me (Harold Kinzer). Nancy, eight undergraduate teaching assistants, and I shared a small office in Animal Science. We were hiring a third person, a tenure track assistant professor. We needed more room! When it was discovered that Psychology was under-utilizing the Barn, we accepted the offer of that space for our new home.

Barn before renovation

As I understand it, the Barn had been used by the Psychology Department to house its animal research labs. Until sometime before 1993 it had housed chickens and rats used in behavioral research. By 1993 Psychology used only the north end of the third floor for tutoring. The animals had been moved elsewhere. The first and second floors were used for unorganized storage of abandoned research and office equipment.

In exchange for most of the first and second floors, I agreed to preserve, clean, organize, and store Psychology’s equipment abandoned in the Barn. Equipment scattered about the two floors included animal cages, bookcases, boxes of books, PET and similar first-generation desktop computers, office furniture, and various unidentifiable apparatus used for research. Everything was dust-covered so obviously there had been no custodial services for some time. Chickens confined to cages leave behind a strong smell.

⁶⁹ Bonnie Pitblado, USU Anthropology Professor and Director of the USU Anthropology Museum created the USU Barn Blog (<http://usubarn.blogspot.com/>) in her efforts to raise money to transform the Barn into an Anthropology Museum and USU Welcome Center.

⁷⁰ Harold Kinzer, “Speech Communication in the Barn, 1994-2007”. A history created to supplement Jeanine Huenemann’s USU Barn Blog interview, 2010.

During Christmas break 1993 I moved everything I could lift to the first floor. I swept and mopped the floors and washed dirt from surfaces. I moved into the office constructed by the Art Department on the second floor. The office walls were constructed of fiberboard, which is no longer sold. I suspect that fiberboard contains asbestos. In my new office I built bookshelves between the 2 x 6 sloping roof joists. For many years the office was unheated. The rest of the two floors was open space—literally a barn. Physical Plant brought in 30 desks to create a second-floor classroom.

Winter and spring quarters 1994, Nancy (Birch) Tobler did not have an office. Until the renovations were completed fall 1994, the Barn was simply too unpleasant.

An explanation of my public speaking class will help one understand our use of the Barn. I created a large enrollment format that I used from 1987-2008. I lectured twice a week in a lecture hall. In break-out (lab) sessions of no more than eight students, students prepared and presented speeches. I trained undergraduate students to grade speeches in these sessions. Until we moved into the Barn, these lab sessions were scheduled in classrooms in multiple buildings, a logistical challenge. To reinforce our need for the Barn, beginning Winter Quarter 1994 I moved all lab sessions to the second floor of the Barn.

Student reactions before renovation of Barn

Every quarter I served pizza during our initial TA meeting. That first meeting winter, 1994, one TA was unable to eat pizza because of the smell in the Barn. With airing and fresh paint during renovation, the smell dissipated.

Winter and spring quarters 1994 (before the renovation), the Barn was a little scary for some students. One walked through the south door into a deserted, poorly lighted, cavernous barn strewn with piles of dusty abandoned equipment. Initially, a number of students thought that they had misunderstood my directions about how to reach my office and the public speaking lab room. It was hard to believe that I was using a deserted building.

One female student expressed unease about coming into an isolated, deserted building to visit me during office hours. She made a good point.

Most students had a hoot presenting speeches in an actual barn haymow. While waiting for class to begin some students would explore the abandoned equipment I had piled on the first floor. None had seen electronic equipment with tubes. Yes, radios once had big glowing tubes!

A place to hide embarrassing professors

During the 14 years that I was in the Barn, I began each term by joking that the Barn is where the university hid embarrassing professors. Possibly some students, after working with me, thought that this was a truthful statement. While I was out, an unknown

student taped a vinyl clown to my office door. I took this as a compliment and kept it there until my retirement. Of course, I might have misunderstood the student's intent.

Barn renovation, summer, 1994

We received about \$20,000 to renovate the Barn during the summer of 1994. We constructed four offices and a conference room for speech communication use and a large storage room for Psychology on the first floor. We carpeted the offices, conference room, and hallway on the first floor and my office on the second floor. Lighting and modern heating were installed in the new construction. Heating system was not modernized on the second floor. Heating worked in the second-floor classroom, but for many years did not work in my office. We also built a wall and doorway to complete the classroom on the second floor.

Years later we were able to carpet the second-floor classroom using leftover carpet tiles from a number of university projects. The result was an interesting haphazard patchwork pattern in the classroom.

The offices and conference room on the first floor and the office and classroom on the second floor were our domain. Psychology owned the first-floor storage room and the lean-to on the north side of the building and the classroom on the north end of the third floor. We had offices for the three speech communication faculty members—Nancy Tobler, John Seiter (newly hired), and I. Philosophy colleagues Gordon Steinhoff and Charles (Charlie) Huenemann occupied the other two offices. Later Language, Philosophy, and Speech Communication residents included Jennifer Peebles (speech communication), Felix Tweraser (German), and Kevin Krogh (Spanish).

Elegant cleaning crew

In exchange for the Barn space, I had agreed to clean and organize all of Psychology's equipment that I had moved to the newly created storeroom. When renovations had been completed, John Seiter, our newly hired speech communication assistant professor, and I donned dust masks and began cleaning and organizing the material in the storeroom. Dean Brian Pitcher came to inspect our new quarters and was dismayed to see how much material we were attempting to clean. He agreed to hire a cleaning crew to complete the work.

Two of the Dean's administrative assistants offered to clean and organize the material for extra pay. I am embarrassed that I no longer remember their names because they deserve credit for literally doing the dirty work. What is surprising about their offer is that both were among the most elegantly dressed on campus. For two weeks at the end of their work day they changed into blue jeans, covered their coiffures with bandanas, and donned dust masks. The summer of 1994 Utah had had deaths from Hantavirus contracted from mouse droppings. This did not deter these women.

They cleaned and boxed material, created lanes so one could move through the storeroom, put books on bookshelves, and created alcoves for desks. I hope they had been paid by the hour rather than for the job because it was more work than anyone had expected. Although some of the stacks were precariously high, the material was accessible.

In the following fourteen years I saw little of this material used. I am sure all of the material carefully cleaned and stacked will go to the landfill during the planned museum and welcome center construction⁷¹.

Fourteen years in the Barn

The renovated Barn gave us space in which we could rebuild the speech communication program. The classroom and the seminar room were not in the university classroom database so we had complete control over their use. For most of these fourteen years speech communication and our colleagues in Languages and Philosophy were the primary tenants of the Barn. Psychology occasionally used the third-floor classroom for tutoring. An office or two on the third floor were used by graduate students in various departments. For several years there was a microbiology research lab on the north end of the second floor. Psychology used the storeroom and the lean-to on the first floor for storage. Geology stored rock samples in the garage on the east side. Two or three psychology graduate students were assigned desks in the storeroom, but understandably they usually studied elsewhere.

For many years I enrolled 700-800 students annually in public speaking so literally thousands of public speaking students over the years pounded up the steep stairs to our classroom. We also used the classroom and seminar room for other classes, but because there were so many public speaking lab sessions (break-out rooms) these rooms were used nearly every hour of the day for public speaking.

Day-to-day, Language, Philosophy and Speech Communication faculty and students and the two microbiology researchers were the only people in the Barn. Although for 14 years the primary Barn use was speech communication instruction, the Barn continued to be known either as the “Art Barn” or “PSYAL” (psychology animal lab). Our student activity probably rivaled that of the Art Department when it was the Art Barn. In fact, university officials seemed surprised that it was heavily used by students when they closed the upper floors in 2007. Had they known, we might have lost the Barn earlier.

Problems with the Barn

Although we were grateful for the Barn space, it was not ideal space. The first floor was not air conditioned so one had to open windows during warm weather. Charlie Huenemann’s, Gordon Steinhoff’s, and John Seiter’s office windows opened to the student parking lot. Students drove their cars within inches of their open windows as they waited

⁷¹ Although an Anthropology museum had been planned for the proposed remodel of the Barn, the Barn was razed in 2015. A Welcome Center and Credit Union was constructed on the site. The Anthropology museum remained in Old Main.

to pay their parking lot fees. The boom, boom, boom of rap music interrupted their deep thinking and exhaust fumes wafted through the open windows. Gordon Steinhoff got a fan so he could keep his window closed.

The Barn was not accessible so lab sessions for students with disabilities were scheduled in other buildings. The stairway to the second floor was steep and narrow. Once, we called 911 when a student collapsed in the classroom. It was difficult for EMS to maneuver the stretcher down this stairway.

The restrooms reminded one of restrooms in the local Boy Scout and Girl's camps. Although I didn't always have heat in my second-floor office, I had air conditioning. Unfortunately, I could neither control the AC nor close the vent. I taped a black garbage bag over the end of the AC duct in my office. When the AC came on the bag inflated, distracting students visiting my office.

Nancy Tobler was annoyed that people assumed that a female in the office nearest the door was, naturally, the secretary.

Library BARN confusion

The new library included a section where bound periodicals and infrequently used books were stored. I don't know what the acronym stands for, but this section was called the BARN. The web portal search would instruct the students to go to the BARN to retrieve the desired volume. Many students came to our Barn in search of these books.

The Barn crew

Because of the isolation and the enforced togetherness, the original inhabitants and the second wave inhabitants self-identified as the Barn crew. For many years the Barn crew hosted parties in their homes. These parties were known for camaraderie, food, strange games, and talent contests. Although less frequent, these parties continue.

Closing of the Barn

Although the agreement stipulated that animals were not to be housed again in the Barn, lab rats were quietly reintroduced to the lean-to on the north end in 2006. The imperious grad student in charge of the rats objected to the large number of students using the Barn classroom daily. She tried to enforce absolute silence outside of the classroom. For thousands of years rats have learned to live and thrive amidst human activity, but maybe pink-eye lab rats are different.

As better office space opened elsewhere, most moved out of the Barn. Jennifer Peeples (speech communication), Kevin Krogh (Spanish), and I were the last to have Barn offices. I believe Kevin Krogh was the last to leave.

In the spring of 2007, the university decided that the Barn was too structurally unsound for students to use. The second and third floors were sealed. Jennifer Peebles and I moved to Old Main. Kevin Krogh remained for another year. Possibly, Psychology has housed graduate students in the offices we built on the first floor, but I don't know. I suspect that after we left, the Barn once again became a nearly deserted building until it was torn down in 2015.