

A History of Speech at a Wisconsin Public University: The Latter 65 Years (1934-1998)

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Abstract

There is a rich and eventful history of speech at Wisconsin colleges and universities waiting to be revealed. This is the second installment of a two-part effort that covers the latter 65 years of the 130-year history of speech at what is now the University of Wisconsin - Whitewater. Speech is examined both as part of the formal curriculum and as an activity outside the classroom. History indicates the colorful and the routine as well as the high points and the low points in the role of speech in the life of the university.

INTRODUCTION

This project was undertaken to record a history of speech at the public university at Whitewater from the inception of the institution in 1868 through the succeeding 130 years until 1998. An article covering the first 65 years was previously published. The focus of the history addressed in this current effort is on speech and areas found under the heading of "speech" in the organizational structure at Whitewater. Such areas include, for example, radio and television as well as public relations. Subject areas associated with speech at one time or another throughout the history such as theatre, communicative disorders, and journalism are referred to periodically but do not receive emphasis in keeping with the main purpose of this history. The organization of the paper is structured according to decades (1930's, 1940's, etc.). Under each decade, speech is discussed as a course of study in the curriculum and as an activity outside the classroom.

1930's

Starting in 1934 and throughout the 30's, there was a continuation of speech as an activity outside the classroom as the primary focus of the study of speech on the campus. For example, a 1934 brochure titled "Student Speech Bureau" lists speakers and subjects available for civic organizations in the community. Seventeen

1940's

At the beginning of the 1940's, there were three forensic organizations active on campus. The Pythian Forum functioned to familiarize student members with forensics in general and to cultivate better speech habits. The Student Forum's purpose was to present to students practical views on social, political, and economic problems of the time. Well-known speakers were invited to campus to engage students in discussion. The Whitewater Forensic Association, the third organization, allowed students the opportunity to participate in intercollegiate speech. New members received silver keys at the end of their first year while graduating seniors received gold keys. Included in their activities were debate trips to Madison and St. Paul. Student members debated before the local high school service clubs and women's groups. The Fourth Annual Whitewater Tournament had over 100 contestants (Bulletin 1940-42, 30). C. W. Wallers continued to be associated with the college's debate activity as was noted that in 1941 he was in charge of local arrangements for the H.S. Forensic Association to be held on campus February 1, 1941 (Administrative Bulletin, January 10, 1941).

By the mid 1940's, the Student Forum had ceased to function as an organization. The Whitewater Forensic Association continued to be active and reported over one thousand debates had been held at the annual Whitewater Debate Tournament in the past nine years. The Wisconsin Epsilon Chapter of Pi Kappa Delta, honorary forensic association, was installed on campus in May 1943. Students participated in debate, extempore speaking, oratory or victory speaking and were eligible for various levels of advanced degrees in the organization (Bulletin 1944-46, 23 & 25).

By 1946, speech as an activity had again reached another low point at the college. The impact of the world war was certainly a major factor. Wellers, the teacher of speech courses and the person guiding the speech activity, had those areas removed from his responsibility. In 1945, Evans, a history teacher, was put in charge of teaching public speaking and debate. In 1948, President Williams assigned J. Von Treba, a history and economics instructor, the debate activity to supervise. Wynett Barnett, who later would become the first chair of the Speech Department, wrote in a memorandum that "when debate was re-established on this campus by President Robert C. Williams,

appointing Dr. Von Treba as "coach," it was a rather limited activity. A few debates were held with nearby schools. Four students participated" (Barnett memo to Brock, no date). Von Treba would "coach" the debate activity into the 1950's as well as advise Pi Kappa Delta.

The nature of the speech curriculum did not change appreciably from the 1930's until the mid 1940's. The 1944-46 Bulletin noted several major changes beginning at that time. For the first time, speech courses, though still under English in the Bulletin, were listed under the separate heading "Speech" rather than being listed among the English courses (78). Continuing as speech courses were Fundamentals of Speech (formerly Speech English), Public Speaking and Debating, Oratory and Extemporaneous Speaking, Debating, and Oral Interpretation. New speech courses added were Discussion and Debate (first listed in 1942) and Child Speech Training. The theatre courses, however, including Creative Dramatics, Play Production, and The Modern Play remained listed among the courses in English. Speech courses continued to count toward the English major and minor. Fundamentals of Speech was required for students in both the Commercial Teachers and Secondary Education curriculums (Bulletin 1944-46).

The year 1946 found a second faculty member joining Wellers with responsibilities in the speech course area. Wynett Barnett was hired to teach in speech and dramatics and with additional duties as Dean of Women (Catalog Supplement 1946). Barnett would accumulate several firsts in her years on the faculty. She was the first woman to join the faculty with a Ph.D. She was in the first group of faculty members to be granted full professorships. She was the first chair of the Department of Speech. She was the first woman president of the state organization, The Association of Wisconsin State College Faculties (A WSCF). She was the first assistant dean of the new College of the Arts (Warhawk Tawk, Spring 1964).

The Bulletin Summer Session 1946, however, continued to show Wellers involved in speech listing him as teaching an advanced speech course, Oratory and Extemporaneous Speaking. The person with primary responsibility in speech changes in the 1947 Bulletin when Barnett is listed as teaching three speech courses - Fundamentals of Speech, Interpretative Reading, and Child Speech Training. This latter course is listed as a required course in the Elementary Education

Curriculum. Fundamentals of Speech is required in the Elementary Education, Secondary Education, and Commercial Education curriculums (Bulletin Summer Session 1947).

At the close of the 1940's, speech courses continue to be elective courses under the English major and minor. Any changes in courses in the curriculum were in the form of name changes as, for example, Interpretative Reading becoming Interpretation and Discussion and Debate becoming Public Discussion. Katherine Stirwalt, holding a master's degree and specializing in drama and speech, joined Barnett at the end of the 1940's (Bulletin 1948-50).

1950's

In the 1950's, speech courses took on a far more prominent role in the life of the College. Von Treba continued to supervise the debate activity but it was a very minor part of his assigned responsibilities. The title of the course, Speaking and Debate, was changed to Debate by the 1950-52 Bulletin. At the same time, a course in extra-curricular speech activities (2cr.) was introduced primarily designed for teachers who directed high school speech activities. Von Treba would teach the debate course through the 1955-56 academic year. In 1956-57, there was no record of anyone assigned to debate. From 1957-59, a Mr. Brown, another history and social studies teacher, was assigned to supervise debate. The prospects for the debate and forensic activity began to look more optimistic by 1959 when Edna Sorber, holding a Ph.D. in speech, was hired and given major responsibilities in the area of speech activities.

John F. Pauley, Ph.D. in drama and speech, replaced Stirwalt in 1950. His assigned major responsibility, however, was in teaching drama courses. Jack Vrieze, also a Ph.D. in drama and speech, again with duties in drama except for speech fundamentals, replaced Pauley. Wynett Barnett remained the primary person for speech courses.

As the 1950's got underway, several curriculums of the College required speech courses for degrees. Commercial Education and Secondary Education required the beginning speech course. Elementary Education required both the beginning course and Child Speech Training. Rural Education required Child Speech Training but not the beginning course (Bulletin 1950-52). Two events described in 1952 college publications would have a further impact on the speech

curriculum. "Whitewater State College now offers work leading to the degrees of Bachelor of Science or Bachelor of Arts consisting of 128 cr. and requiring 6 credits in speech and dramatic art" (The Quaker Reporter, 1952). Furthermore, in the majors and minors offered by the College, speech for the first time was listed as a minor. The minor was a total of 15 credits with either Fundamentals of Speech or Advanced Public Speaking required. A student would choose the remaining credits from courses in one of five general areas - speech and drama, speech, drama, elementary and rural, and liberal arts (Bulletin 1952-54). While speech now offered a minor, speech courses continued to be listed in combination with courses in English. The year 1952 also saw the listing of the first three credit courses in speech - Group Discussion.

The beginnings of radio on campus were seen at least as early as 1952 when a radio education conference was held for those interested in its classroom use (Bohi, 199). A picture of students involved in campus radio appeared in the 1955 summer bulletin. The Speech and Dramatic Art Department operated a radio workshop with completed facilities for making high fidelity recordings presented each week as two or more 15-minute programs over WCLO Janesville and the State Radio Network (Bulletin 1956-58).

By the end of the 1950's, nine courses comprised the speech curriculum with approximately half offered each year. The courses would be characterized as traditional rhetoric and public address. In 1959, enrollment in speech courses for the entire year was 541 in speech fundamentals and 103 in other speech courses.

1960's

At the beginning of the 1960's, there was significant expansion in both the speech curriculum and in the speech activity program. The curriculum continued to be dominated by traditional rhetoric and public address courses but the beginnings of "other" approaches to speech were becoming evident. During the 60's, six radio and television courses were introduced as well as four behaviorally oriented speech courses reflected in such titles as Psychology of Speech and Communication Theories.

The Wisconsin Board of Regents gave approval for a major in speech in January 1960. Drs. Wynett Barnett, Edna Sorber, and Jack Vrieze constituted the faculty offering the major (Warhawk Tawk, Fall

1960, 3). The first official publication of the major was in the 1960-62 College Bulletin. The major consisted of four required courses for all students preparing to become teachers - Fundamentals of Speech, Voice and Articulation, Methods of Teaching Speech, and Directed Teaching. The major prescribed only the fundamentals course for students not preparing to teach. All students completed the credits for the major by selecting additional courses from one of three areas of specialization - Interpretation and Speaking, Drama, or Rhetoric and Public Address (Bulletin 1960-62). In the same Bulletin, it showed that nine new courses had been added to the offerings. The new courses included the second three-credit course in the speech curriculum, Debate. Also included was a course in oral interpretation making a total of three undergraduate and one graduate course in that subject area.

When Whitewater moved into graduate speech offerings in the summer of 1960, Speech and Theatre participated in the cooperative Master of Science in Teaching degree with the University of Wisconsin - Madison. Under the category of Language and Literature, a student was to select 35 credits from the fields of English, speech, and/or foreign languages.

In 1961, the Department of Speech was established, composed of three areas: speech, speech correction, and theatre with Barnett as its first chair. The 1961 Summer Session Bulletin showed speech courses in a separate listing and not as previously combined with English courses. One of the courses was a graduate course, Foundations of Oral Communication, taught by Edna Sorber. This was the first graduate course offered under the cooperative MST degree.

The School of Arts and Sciences was created in September 1962 with Speech as one of eleven departments. 80% of the Speech faculty held a Ph.D., the highest percentage of any department in the new school. The number of students in the Liberal Arts ranged from 41 in math to 2 in music. Speech had a total of 9 (Annual Report Administrative Offices, 1962-63). The 1962-64 Bulletin presented six new courses, four of which were three credits each, for a total of 27 courses in the speech curriculum compared to 9 just three years earlier. Among the new courses was the first listing of a course involving television, Radio and Television Writing, and the first senior level courses in rhetoric - Classical Rhetoric and Modern Rhetoric. Students in the major could now select from one of four areas with the creation

of radio as a specialization.

Radio broadcasting started on the campus in April 1962 as a carrier-current (closed circuit) service to several dormitories. During most of 1962, the radio area also produced programs that were carried rather irregularly over commercial radio stations in the area. In November 1962, several stations including WCLO Janesville and WFAW Fort Atkinson requested a weekly half-hour program from the College. A weekly series called "Dateline: Whitewater State College" was produced which featured excerpts from speeches delivered on campus, faculty interviews, and students and faculty music recitals. This program in 1963 was distributed to six commercial stations in the area (Carroll, McLeRoy, Ostermeier Memorandum, March 1, 1976). As noted by Bohi (227), on January 5, 1965, Whitewater's low-watt FM radio station, the second among the State Universities, began broadcasting, "A 50-hour marathon by student announcer Richard Lubenow of Milwaukee ushered in WSUW's new ten-watt radio station the weekend of January 8. The whole campus was studying for exams and "Skip" decided to provide "music to study by" in his preliminary testing (of the airwaves). Requests came in so steadily through the night that he promised to stay on as long as they came. . . The most unifying campus experience we've had, one student commented" (Warhawk Tawk, Winter 1965, 5).

In June 1968, the University was granted authorization by the FCC to increase the power of WSUW-FM from 10 to 250 watts. At this time, it was decided that, since the station would be broadcasting to a large population beyond the campus, its "home" should not be a sole department. Effective September 1, 1969, in a decision by President William Carter, the radio station became an area under the Office of Summer Sessions and Extension Services with the College's Radio Advisory Committee to continue to recommend policies for the operation of the station (Carter-Greenhill Memorandum, January 21, 1969).

The Summer Session Bulletin for 1963 indicates the first listing of a speech graduate course other than the foundations course, Oral Interpretation (2-3 cr.), taught by Barnett. According to the 1964-66 Bulletin, fourteen new courses were added including eight in theatre, two in radio/television, and two in speech. One of the two in speech was the first senior graduate course in debate and forensics -

Directing Debate. The Speech major now listed five core courses - Fundamentals of Speech, Voice and Articulation, Introduction to Theatre, Classical Rhetoric, and Psychology of Speech. Students in the Liberal Arts Speech major numbered 30. For the first time, it was described how a student could be waived from speech fundamentals through a written plus oral proficiency exam. In September 1965, reflecting the increasing presence of theatre, the name of the department was changed to Speech and Theatre. In the Annual Report of Administrative Offices for 1964-65, it was reported "the Speech and Theatre Department lists among its new dimensions for the year the opening of the Speech Clinic to serve university students who have speech defects, the licensing of radio station WSUW-FM, and the Summer Tent Theatre."

The Bulletin 1966-67 showed Public Speaking becoming a three-credit course and the creation of the course, Communication Theories. Courses were listed under appropriate areas of emphasis-General, Speech Correction, Interpretation, Radio, Rhetoric and Public Address, and Theatre. A total of 40 courses were listed taught by nine faculty. Among faculty listed for the first time were Fannie Hicklin and John Cease. Hicklin would make extensive contributions to the program in oral interpretation both in the teaching of courses and as an activity. She would also play a major role in theatre. Cease would be both an active forensic/debate coach and the only supervisor of the department's secondary education program. The Annual Report of Administrative Offices for 1966-67 notes "majors in Theatre and Speech Correction have been approved by the Board of Regents and the Coordinating Committee for Higher Education."

Debate and forensics were once again thriving on campus under the leadership of Edna Sorber. In the 1964-65 Departmental Report to Dean C. Graham, Wynett Barnett, department chair, indicated that Whitewater students participated in 482 rounds of debate meeting 180 colleges from 32 states and Canada. On campus, the program hosted the Pre Christmas Tourney, which brought back to campus thirteen alumni as volunteer judges, the Keynoter Tournament with 16 schools from 7 states. The Round Robin Novice Tournament for beginning debaters, and the Oxford Debate, which attracted a large audience, were also noted.

The extent of departmental participation in the forensics and

debate activity was seen in the involvement of no fewer than seven faculty as coaches and traveling judges (Departmental Report to the Dean for 1966-67). The most notable evidence of the high regard for the program occurred when approximately 900 Pi Kappa Delta members from 170 colleges in 40 states attended the National Convention of the organization on the WSUW campus in March 1967. Among new undergraduate chapters granted was that of the Whitewater Alumni group, the Robert C. Williams Chapter, the first alumni chapter for the national organization (Warhawk Alumni News, Spring 1967, 8). As part of the campus' instructional routines, "the Whitewater Forum and the open forum speakers, symposiums, and debates filled the special space (in the class day) once taken by President Salisbury's morning talks" (Bohi, 228). As the 60's drew to a close, the forensic and debate activity was indeed thriving. In fact, the program was even in its own separate facility, a frame house adjoining the campus.

The School of Graduate Studies Bulletin for 1967-69 showed an MAT as well as an MST degree and both were listed under the heading of Language, Literature, and Speech and not as in previous listings where Speech was not included in the title. Sixteen graduate courses were listed with seven graduate students enrolled in the program.

At the beginning of the 60's, the department had a faculty of three but by the end of the 60's there were sixteen full-time and one part-time faculty. Wynett Barnett retired as department chair in 1968 to be followed by Terry Ostermeier, Ph.D. from Michigan State in Communication Theory and Rhetoric and Public Address. Ostermeier would remain as chair for the next 20 years during which there would be major changes in the structure, mission, and curriculum of the Department and in the area of speech.

In 1969, the Speech major in Liberal Arts was revised to consist of two emphases - Rhetoric/Public Address and Radio/Television. The Speech major in Secondary Education was restructured under the emphases of Public Speaking (including interpretation) and Radio/Television. Of the 83 students majoring in Speech, 43 were in Liberal Arts. At the close of the 60's, enrollment in speech courses for the entire year was 2027 in Fundamentals of Speech (4 times ten years previously) and 288 in 18 "other" speech courses (nearly 3 times ten years previously). The most significant changes in

the 1960's were in increases in the number of faculty and in the number and variety of courses added to the speech curriculum.

1970's

Traditional rhetoric and public address with a total of seventeen courses continued to occupy the largest part of the speech curriculum. Curriculum expansion included senior-graduate courses such as British Public Address and Neo-Classical Rhetoric. Additional advanced courses in debate and forensics were instituted, namely Directing Debate, Directing Forensics, and Experimental Forms of Debate. Traditional courses, however, were also being eliminated and courses with different approaches to speech were increasingly being created. Voice and Diction and the second and third courses in oral interpretation were among courses dropped from the curriculum. The "behavioral" area of speech increased to seven courses with such new offerings as Listening Behavior, Nonverbal Communication, and Interpersonal Communication. Radio/television courses, nine in number, were noted by the entry of separate courses devoted solely to television or film. The increased attention to television was also shown in the utilization of the Television Studio in Anderson Library for teaching the class in television production. The first signs of courses in public relations appeared in the late 70's.

With the creation of the College of the Arts, theatre was separated from speech and joined art, music, and dance. The name of the Department of Speech and Theatre was changed to Speech Communication. The number of emphases in the Speech major was reduced to two, Rhetoric/Public Address and Radio/Television. The major had a core of five courses - Fundamentals of Speech, Psychology of Speech, Oral Interpretation, Introduction to Theatre, and Classical Rhetoric. Beyond these required courses, the two emphases had different specified course requirements (Bulletin 1971- 72).

The early 70's also saw developments with the speech fundamentals course. The Department adopted the Xerox Program Learning Approach to Listening as a requirement in the course. A classroom was modified into a listening lab with John Cease in charge (Departmental Minutes, October 1972). The Speech and Hearing Clinic initiated a hearing test for all students enrolled in the course (Departmental Minutes, March 9, 1972). The Department adopted an

honors section of speech fundamentals (Departmental Minutes, February 24, 1972).

The graduate program in speech at the start of the 1970's consisted of the MAT and MST degrees with the graduate curriculum comprised of two foundation courses and fourteen senior-graduate or graduate level courses. In 1975, students in the undergraduate Speech major in Secondary Education could choose among three emphases - Speech-Interpersonal Communication, Radio/Television, or Theatre (prior to theatre moving to the new college). The Radio/Television emphasis in the Liberal Arts Curriculum was revised to include film in the title. For the first time the 1975-77 Bulletin showed courses in the Department listed under separate groupings and prefix numbers for speech and communicative disorders. Furthermore, the speech courses were listed under four core areas - speech, communication theory and research, media/management, and social, historical, aesthetic.

The structure of the Department experienced a second major change in the 1970's. "UW Central Administration has given approval of the merger of the speech and journalism departments at UWW making the change effective next fall... The new Department will be called the Department of Communication and will have three areas of emphasis: Communicative Disorders, Speech Communication, and Mass Communication, which will include broadcasting (radio/tv/film) and journalism (Royal Purple, March 16,1977, 3). The same year UWW System in December granted approval to replace the MAT and MST in Speech with an MS degree in Communication with options in communicative disorders, speech communication, and mass communication (Polk Letter to Connor, 1977). The MS Communication degree, option in Speech Communication, consisted of 18-24 credits including Communication Theory, Classical Rhetoric, and Introduction to Graduate Studies plus a 2-3 credit research course (English or Education), and 3-9 credits of electives in speech or theatre (Bulletin 1978-80, #392).

The merger of speech and journalism into one department resulted in modifications of courses in both areas to avoid duplication. For example, the speech course, Introduction to Radio and Television, and the journalism course, Introduction to Mass Communication, were merged into one course (Departmental Minutes, January 18, 1979). As a prelude to the development of a new emphasis in public relations

under the Speech major, special studies courses were offered in the late 1970's. For example, Special Studies in Public Relations was offered for the first time Spring 1978- 79. George Wolpert, a public relations professional from Milwaukee, was the instructor the first two times the special course was offered (Mass Communication Program Minutes September?, 1978).

Extensive activity was seen in the debate and forensic program. Not only was there the usual tournament participation but involvement spread into other venues. The British debaters were brought to campus to engage UWW debaters in Oxford Union Style Debate (Departmental Minutes, September 1971). Individual Events Nights were held in which UWW forensic participants staged programs of oratory, oral interpretation, and humorous speaking for university and community audiences (Departmental Minutes, October 1971). "A Junior High School Forensic Tournament, coordinated by Edna Sorber and Richard Haven, brought 100 visitors to campus. The Southern Lakes Invitational High School Debate Tourney, coordinated by John Cease, was attended by 360" (UWW Faculty Reporter, December 1973-January 1974, 2).

Student involvement in organized speech activities other than debate and forensics also was prevalent. In the mid 1970's, a chapter of Zeta Phi Eta, national professional fraternity for women in communication, was formed. In addition, a chapter of the National Association of Parliamentarians was established on campus. The first substantial monetary donation by an alum for the use of Speech and Theatre occurred. "A \$10,000 donation was made by Gladys Borchers to the UWW Foundation to bring guest speakers in speech or theatre to campus" (Departmental Minutes, October 11, 1979). The University instituted its Recent Alumnus Award in 1972. Alums receiving the honor included William Seiler, class of 1965 (Speech/Theatre Newsletter, May 1975) and Harriet Alien, who had the honor of being named Ambassador of Letters for the State of Tennessee (Speech/Theatre Newsletter, May 1977). Faculty also received honors with Fannie Hicklin receiving the University-wide Roseman Excellence in Teaching Award in 1970.

At the end of the 1970's, enrollment in the speech fundamentals course for the entire year was 1572 (500 fewer than ten years previously). Enrollment in the other twenty speech courses,

however had risen to 546, double the number compared to the beginning of the 70's. The changes in enrollment were caused by State budget problems resulting in effects on staffing as well as by the shifting of staff responsibilities due to the increasingly heavy demand for courses beyond the basic course. While there was virtually no change in the total number of students majoring in speech in the decade (80) the choice of curriculum showed a dramatic change. In 1970, approximately 50% of the student speech majors were in the Liberal Arts; however, by 1979 86% had chosen Liberal Arts as opposed to Secondary Education.

1980's

The 1980's saw a major shift away from the traditional rhetoric and public address courses to the extent that less than one-third of the total number of courses remained in that area. Courses in the area that had been introduced in the 1970's including Directing Debate, Directing Forensics, Experimental Forms of Debate, Neo-Classical Rhetoric, British Public Address, and Speech of North American Indians were all dropped from the curriculum. During the same time, additional courses were added in radio and television in such subjects as television practicums and programming as well as remote television production.

The new Public Relations Emphasis under the Speech major and the courses Principles of Public Relations and Publicity Media and Campaigns received approval (Departmental Minutes, December 4, 1980). The Public Relations Emphasis would become the dominant focus of students majoring in the Department in the 1980's and 1990's. At one point in the mid 80's, in fact, 84% of all Speech majors were declared in public relations. By the late 1990's, the UWW public relations program would become the fifth largest in the country. In the 1980's, two courses were introduced in organizational communication, an area that would eventually become an emphasis under the Speech major and the source of the second highest number of student majors in the Department.

The following events in the 1980's illustrate factors that affected the nature of the Department during that time period. Channel 6 TV began broadcasting from the UWW campus in March 1981. The station and the academic program in television under the leadership of Peter Conover would be recognized for its expansion and

accomplishments in succeeding years. The Listening Lab functioned until 1983 when a Communication Performance Lab with a primary purpose to utilize video recording and playback for speech performance courses replaced it. In 1987, the Department adopted a 2.25 minimum grade point average required of majors in speech, the highest average for any liberal arts major in the University.

In 1988, the Department initiated an automatic drop policy in which students who did not attend at least one of the first two sessions of a class were automatically dropped from the course. The entire University subsequently adopted this policy. In 1988, Terry Ostermeier left the position of chair after serving for 20 years to return to full-time teaching. Pat Townsend became chair and would serve until 1993 when she would become Associate Dean and then Acting Dean of the College of the Arts.

Active student organizations associated with the Department included Pi Kappa Delta, Zeta Phi Eta, and the Public Relations Organization. The latter started in 1981 with fifteen members and by 1989 its membership had grown to ninety, the largest nationally affiliated on-campus organization at the University (Public Relations Then and Now).

Edna Sorber retired from the University and from directing forensics and debate in 1981. While students continued to participate in tournament activity, there was a gradual scaling down of the scope of the program throughout the 80's.

Speech was becoming increasingly recognized for the quality of its students and faculty. The UWW Reporter (April 5, 1989) noted that the Communication Department leads the University with eight of its graduates winning the Recent Alumni Award since the recognition was first given. In 1989, a speech alumnus, William Seller, received the University Distinguished Alumnus Award. In 1986, Pat Townsend received the Wisconsin Communication Association's Andrew T. Weaver Award, a state award of recognition for outstanding university teaching.

A capsule picture of student enrollment in speech in the 1980's revealed that the number of graduate students enrolled under the MS Communication degree fluctuated between 6 and 13. The number of undergraduate Speech majors increased from 80 in 1980 to 435 in 1989. Of the 435, all of whom were in liberal arts, 82% were in public

relations, 15% in radio/television, and 3% in rhetoric/public address. At the end of the 80's, enrollment in speech courses for the entire year was 1729 in speech fundamentals and 2568 in 29 other speech courses (nearly 5 times the enrollment of 10 years previously for other speech courses).

1990's

On September 13, 1990, the faculty of the Department voted to drop the Speech major in Secondary Education (Departmental Minutes, September 1990). This action eliminated the first major created during the beginning years of the Department in the 1960's. Both a decrease in demand for high school speech teachers and a significant increase in demand for liberal arts majors in public relations and organizational communication were major causes for the decision.

At the same time, in the early 1990's, the Department made the decision to no longer staff the forensic and debate program with faculty load reduction from departmental resources. Jeanine Fassl, an academic staff member in the Department, continued to serve as adviser but the program was not only financed but also administered as well from student government fees. Again, the heavy enrollment demand for courses in the Speech major made it necessary to reassign faculty resources.

In 1991, the Speech major in liberal arts was revised and increased to four emphases - electronic media, organizational communication, public communication, and public relations. In 1993, Richard Haven replaced Pat Townsend as departmental chair and would serve until 1998 when Barbara Monfils would follow. At that time, Haven would become Associate Dean of the College of Arts and Communication. During Haven's tenure as chair, the Department took major strides in implementing technology into the teaching of most speech classes. There were significant renovations of existing labs and classrooms and construction of new labs to incorporate a variety of new technologies including overheads, video recordings, projection systems, and computers.

The Department received indications of recognition in 1993. UWW received the first collegiate chapter of the National Association of Parliamentarians. Barren's Magazine noted Speech as a featured program in the University requiring a higher grade point average for

admission and listed UWW as one of the best buys in college education. In the area of curriculum, a far-reaching change occurred when the basic speech courses required of all students in the University was increased from two to three credits. A major action affecting the administrative structure of the Department also took place when Communication left the College of Letters and Sciences and joined the College of the Arts.

At the same time, Communicative Disorders left its association with speech and became a separate department in the College of Education. In 1994, the name of the College of the Arts was changed to the College of Arts and Communication giving further prominence to the speech program. The same year Communication was selected by the University to be one of a few programs to be highlighted as a featured program among the offerings of the University.

The radio station, WSUW-FM, facility was moved from Hyer Hall to Anderson Library to be located next to Cable 6 TV. This move was clearly beneficial to the electronic media emphasis. In 1995, the emphasis was revised to include four core required courses in foundations, audio and video production, and a senior media project. In another action, the Department adopted a three-year program for specified emphases in speech, which was open to entering students in the top 40% of their high school classes or those having an ACT verbal score of 22 or higher. As reported in the Departmental Minutes of January 27, 1994, a policy of a graduation requirement of a 2.24 g. p.a. in one's major was adopted for Speech.

In the 1990's, Speech alumni continued to be recognized for outstanding work by the University. Single individuals in 1994 and 1995 and two alumni in 1998 were recipients of the University's Outstanding Recent Alumni Award. Speech faculty received campus recognition as well. Recipients of the following university and/or college awards in the 1990's were: Outstanding Service Award - Jeanine Fassl (1996) and Peter Conover (1998); Outstanding Teaching Award - John Stone and William Johnson (1995); Outstanding Research Award - Steven Shields (1996) and Terry Ostermeier (1998); Dean's Award- Darrell Mullins (1994) and Terry Ostermeier (1997). Beyond the campus, William Johnson was awarded a Fulbright for study in Brazil. John Luecke received the Dorothy Thomas Black

Award in public relations. Steven Shields and Terry Ostermeier were recipients of the Andrew T. Weaver Award.

By the 1980's, evidence of satisfaction of current undergraduate students within the speech program was shown in several forms. A survey compiled by the UWW Office of Institutional Research found 95% of the Speech majors indicated a high level of satisfaction with courses in their major. Data from students who graduated in 1998 indicated the students rated the Department's overall effectiveness at nearly 6 on a scale of 1- 7, with 7 being the highest possible rating. The Communication Department was the first on campus to conduct exit interviews with all graduating seniors (Annual Report of the College of Arts and Communication, 1998-99).

Under the master's degree program with emphases in speech communication or mass communication, the average annual enrollment was 21 students from 1990 to 1995. Under the revised master's degree, M.S. Communication, with emphases in either corporate-public communication or mass communication, annual graduate enrollment increased to an average of 24 between 1995 and 1998. While numbers of faculty had a hand in the evolvement of graduate study in speech into a significant program, Pat Townsend and Steven Shields in particular played leadership roles in this effort.

The number of undergraduates majoring in Speech increased from 435 in 1989 to 549 in 1998-99. Of the 549, 52% were in public relations, 29% in organizational communication, 14% in electronic media, and 5% in public communication. According to the Annual Report of the College of Arts and Communication, 1995-96, the Speech major was the second largest in the University. The calendar year of 1997 represented the first year in which Speech ranked as the number one producer of degrees for the entire University at 149 (Annual Report of the College of Arts and Communication, 1998-99, 11). In 1998, enrollment in speech courses for the entire year was 1550 in speech fundamentals and 2443 in all other speech courses.

CONCLUSION

One approach to an examination of the history of speech at an institution such as a public university is to view it from the perspective of speech as an activity outside the classroom and speech in the form of formal courses.

Speech at what is now the University of Wisconsin . White water took on a variety of forms from 1934 to 1998. It functioned as a student speakers bureau, a literary society, various honorary and professional societies, intercollegiate debate and forensic contests, Oxford debates with British debaters, individual events nights on campus, a campus radio station, a campus television station, a broadcasting society, a parliamentary society, and even an alumni society. The activity gradually increased in importance from the mid 1930's to the mid 1940's when it began to diminish in its presence. It did not begin to reach importance again until the 1960's and then remained significant until the early 1980's. The speech activity program gradually reduced in scope in the 1980's and eventually in the early 1990's was dropped from any formal association with the Department and its academic courses.

Speech as an academic course of study dramatically changed from a few public speaking/debate courses with few students enrolled in 1934 to a multitude of speech and related courses primarily of a professional nature with enrollments numbering nearly 4,000 in 1998. Speech existed as a limited number of elective courses until the early 1950's. At that time, the College instituted a liberal arts program with speech as one of the required subjects. At the same time, a minor in speech was created. In 1960, speech received approval as an undergraduate major in education and as part of the cooperative masters in teaching degree on the graduate level. In 1961, the Department of Speech was created and, in 1962, was included in the newly formed School of Arts and Sciences with the ability to offer a liberal arts major. Speech had twenty-seven courses which was triple the number of ten years previously.

The nature of the curriculum changed in the 1970's from one almost exclusively dominated by rhetoric and public address to the development of numerous courses in the behavioral approach to speech as well as an increase in courses in radio, television, and film. The 1980's saw the professional programs such as public relations quickly rise to become the major element in the academic study of speech. Public relations and organizational communication continue to be the overwhelming focus of enrollment in speech courses in the 1990's.

Viewing the 130-year history of speech at the public university in Whitewater reveals periodic changes in the forms and

emphases of both speech as an activity and as academic courses. In its beginning in 1868 until the 1950's speech existed primarily in the form of speaking performances on campus by members of organizations with a limited number of formal courses. At the close of the 130 years in 1998, speech as an activity exists in a limited role outside the Department. Speech is currently viewed in the form of speech courses primarily oriented to professional curricula with the Speech major being the second largest in enrollment and the number one producer of degrees in the entire university.

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