A Suggested Course of Study for the Teaching of Speech in the Junior & Senior High Schools of Kentucky

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A SUGGESTED COURSE OF STUDY
FOR THE TEACHING OF SPEECH
IN THE JUNIOR AND SENIOR HIGH SCHOOLS
OF KENTUCKY

BY
CHARLES A. LOUDERWILLK, JR.

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

WESTERN KENTUCKY STATE TEACHERS COLLEGE

JUNE, 1948
Approved:-

Major Professor
and
Department of Education

Minor Professor, English

Graduate Committee, Chairman
Preface

The author wishes to express his sincere appreciation for the valuable guidance and counsel, and especially for the constructive criticism of his sponsor, Dr. A. Gordon Wilson.

He also desires to express his gratitude to Dr. Lee Francis Jones for his cooperation and especially for his suggestions in the writing of various parts of this thesis.

A special debt of gratitude for much valuable information regarding the development of the course of study, and for many of the ideas for the writing of that chapter, is due Dr. Bert R. Smith, whose course, Education 354 "Secondary Curriculum," proved to be invaluable to the writer of this thesis.

For much timely counsel and for many helpful suggestions, the author wishes to thank Dr. Mary I. Cole.

Acknowledged, too, with sincere thanks and genuine gratitude, is the author's obligation to the schools answering the questionnaire.

Western Kentucky State Teachers College
Bolivar Green, Kentucky
May 12, 1948
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CHAPTER I

THE DEVELOPMENT OF SPEECH INSTRUCTION IN KENTUCKY

Public speaking is a communicative procedure, and in that capacity it is a tool, an instrument to inform, to entertain, to convince, and to persuade. There are few normal individuals who do not feel an inner urge at some time or other to use this tool effectively. On hearing a person perform brilliantly in conversation or eloquently on a rostrum, there is a natural yearning - expressed or unexpressed, by the hearers - to say, "I wish I could be as interesting or as engaging as that." There is little doubt that this desire is as old as civilized man. History is filled with incidents where men have tried to improve themselves in the use of this communicative tool. The classic story of the Greek orator Demosthenes and his use of pebbles while orating by the seaside is an ancient and useful example of man's desire and his effort for self-improvement in this art. Thus, the story of man's quest for speech instruction is a long one, and it is difficult to define or to trace.
In the United States books dealing with elocution and oral expression began to appear near the end of the eighteenth century. The oldest example examined in the course of this study was printed in 1797, by one William Scott, who entitled his small volume *Lessons In Elocution: Or A Selection Of Pieces In Prose And Verse For The Improvement Of Youth In Reading And Speaking: The Seventh American Edition*. The nature of speech instruction at this time is clearly indicated, as Scott’s accompanying title page legend continues: “To Which Are Prefixed, Elements Of Gesture: Illustrated By Four Elegant Copperplates And Rules For Expressing, With Propriety, The Various Passions And Emotions Of The Mind.”

During most of the nineteenth century the teaching of public speaking was confined, so history indicates, to training for the delivery of over-eloquent funeral orations, ornate memorials, or fiery political speeches which would prepare one for participation in the very heated debates of a yet young republic. Such controversies are prominently exemplified by the famous Lincoln - Douglas debates. This period, however, was not a lost one in the development of speech instruction; on the contrary, writers of books of instruction became more conscious of their task, and there is evidence of their diligence. Of the progress made in 1. the broadening of the subject matter field; 2. of
the added depth of philosophy; 3. of the apparently increased instructional value, contained in the books of this period, little need be said, once the complete title is given; as is evident in this example, which was printed in Louisville, Kentucky, in 1845: _Elocution; or, Mental and Vocal Philosophy: Involving The Principles Of Reading And Speaking; And Designed For The Development And Cultivation Of Both Body And Mind, In Accordance With The Nature, Uses, And Destiny Of Man; Illustrated By: Two Or Three Hundred Choice Anecdotes; Three Thousand Oratorical And Poetical Readings; Five Thousand Proverbs, Maxims And Laconics, And Several Hundred Elegant Engravings_. It is further interesting to note that the author of this volume was, one, C. P. Bronson, "A. M., M. D."

With the passing of the Victorian era, 1896, the need for such "nice" training in oral expression, too, seems to have disappeared. William Jennings Bryan is widely accredited with the ringing down of the curtain on this over-ornate type of public speaking with his delivery of his equally famous speech "The Cross Of Gold," in 1896.

With the beginning of the twentieth century a simple dignified mode of public address began to evolve. In the public schools debating was the principal means employed in teaching speech, at the turn of the century. This method of speech instruction continued in dominance until
1920. Then, the First World War and the subsequent depression stimulated a new national recognition of the values in effective oral expression, as the nation, literally and publicly, asked of itself "What's going on?" and attempted to answer its own query publicly.

In the decade (1920 - 1930) that followed numerous textbooks as such appeared for the teacher of speech, and courses in public speaking were added to high school curriculums in many states.

In Kentucky, in 1929, the State Department of Public Education advised and urged the high schools to add this course to their curriculum and to encourage all students to take it. Many of the high schools established separate departments for this course; others added it to their courses in English. Nearly all the Smith - Hughes High Schools, which were established in 1917, require training in public speaking.

Since direct world communication has been made possible by the advance of science, the need for training in the use of the spoken word is now a necessity for all peoples.

There is reason to believe that educators, in recognizing this need, have borne in mind a general objective of "Speech Education for all American Youth." Kentucky
schools have pursued this objective since 1929. Courses in this valuable training have been added to Kentucky high school curriculums, and encouragement has been given to the students who pursue them.
During the depression years, public speaking along with several other subjects in the curriculum received a great deal of attention. This interest has not abated; on the contrary it has increased, and at present the public has all but demanded that the schools give effective training along this line of communication.

The purpose of this thesis is, therefore, to learn that methods, activities, and techniques are being employed by instructors in the teaching of public speaking in Kentucky, and that encouragement and help the public is giving to aid in this service it asks of its schools.

In order to obtain this information, fourteen high schools, geographically located so they form a fair sampling of the state, were selected for this study, and the following questionnaire submitted to them.

Questionnaire on Public Speaking

1. (a) Does your school require a course in public speaking? 
   (b) If not, what number or percent (approximately) of the students enrolled in school take the course? 
   (c) Do more girls take the course than boys or is the number equal? 

2. In that year is the course taught? 

3. (a) How often does the speech class meet? 
   (b) What is the length of the course? 

4. What credit is given? 

5. (a) Approximately how many public speeches are required of each student during the course?
(b) Approximately how many formal and freelance speeches (material collected - no speech given) are required of each student during the course?

6. What textbook is used?

7. What other references are used?
   (1)
   (2)
   (3)
   (4)
   (5)
   (6)

8. What methods are used in teaching speech in your school?
   (1)
   (2)
   (3)
   (4)
   (5)

9. What are the minimum requirements of the course?
   (1)
   (2)
   (3)
   (4)
   (5)

   What per cent meet these requirements?

10. What are the maximum requirements of the course?
    (1)
    (2)
    (3)
    (4)
    (5)

   Approximately what per cent of the students taking the course meet these requirements?

11. What are the main objectives of the course?
    (1)
    (2)
    (3)
    (4)
    (5)

12. What is being done in your school to improve debating, discussion, and speech composition?

13. (a) What encouragement is offered by your school to your students in the form of opportunities to speak publicly?
    (1)
    (2)
13. What encouragement is offered by your community to your students in the form of opportunities to speak publicly?

14. (a) What speech work is done in courses other than speech?
   (b) Approximately what speech work is done by your students in extra-curricular activities such as 4-H work?

15. What is your estimate of the value of the speech course offered in your school?

16. Remarks -- or points of interest you would care to make.
CHAPTER III
THE STATUS OF SPEECH INSTRUCTION IN KENTUCKY HIGH SCHOOLS

It was believed that many schools that engaged in speech activities and that even offered courses of speech did not require their students to take such courses in order to insure their graduation. This raised these questions:

1. Does your school require a course in public speaking?
2. If not, what number or percentage (approximately) of the students enrolled in school take the course?
3. Do more girls take the course than boys, or is the number equal?

The replies were received from fourteen schools. The information obtained is shown in Table I. It is interesting to note that though each school investigated engaged to some extent in speech activity, only one required its students to take the course in public speaking. It will also be noted that speech interest is rather high in the schools answering the second question, ranging from 27 per cent to 5 per cent of the enrollment in six of the schools with fairly large classes (50 - 20 students) in the other four. In the nine schools replying to the third question two reported more boys enrolled, whereas two reported more girls enrolled in their speech courses; five reported an equal number of boys and girls. Whether or not this is the situation in the other schools is not evident.

In answer to the question "In that year in the course taught?" the eight schools answering indicated the junior and senior high schools; two specified the eleventh and twelfth
grades only, whereas two included the tenth. This information is contained in Table I.

**TABLE I**

<table>
<thead>
<tr>
<th>Schools Requiring Speech Courses</th>
<th>Number and Per Cent of School Enrollment Taking Speech</th>
<th>Distribution of Speech Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>27%</td>
</tr>
<tr>
<td>No</td>
<td>56</td>
<td>35%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>5%</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Yes</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

According to information received from the fourteen schools studied the speech classes meet most frequently five days a week for a class period of one hour a day, which is the case with eight of the schools. For further information see Table II.

The longest course of speech discovered in this study was a curriculum of three years. One school studies speech for nine months, whereas five have one-semester courses; the others
contributed vague or ambiguous answers. Refer to Table II for further information.

### Table II

**GRADE PLACEMENT, TIME ALLOTMENT, AND ACCREDITATION OF SPEECH COURSES**

<table>
<thead>
<tr>
<th></th>
<th>Grade Placement of Speech in High School</th>
<th>Length of Course</th>
<th>Frequency of Meeting</th>
<th>Length of Class Period</th>
<th>Credit Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sr. H.S.; Jr. Admitted</td>
<td>1 sem.</td>
<td>Daily</td>
<td>1 hr.</td>
<td>1 cr.</td>
</tr>
<tr>
<td>2</td>
<td>10th, 11th, 12th Grades</td>
<td>3 yrs.</td>
<td>Twice a week</td>
<td>1 hr.</td>
<td>1¼ cr.</td>
</tr>
<tr>
<td>3</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>Every 2 weeks</td>
<td>Indefinite</td>
<td>No Ans.</td>
</tr>
<tr>
<td>4</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
</tr>
<tr>
<td>5</td>
<td>10th, 11th, 12th Grades</td>
<td>No Ans.</td>
<td>Daily</td>
<td>1 hr.</td>
<td>&quot;Fully accredited&quot;</td>
</tr>
<tr>
<td>6</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>1 hr.</td>
<td>No Ans.</td>
</tr>
<tr>
<td>7</td>
<td>Sr. H.S.</td>
<td>No Ans.</td>
<td>Daily</td>
<td>45 min. per class</td>
<td>1 cr.</td>
</tr>
<tr>
<td>8</td>
<td>11th and 12th Grades</td>
<td>2 sem.</td>
<td>Daily</td>
<td>1 hr.</td>
<td>2 cr.</td>
</tr>
<tr>
<td>9</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>Indefinite</td>
<td>No Ans.</td>
</tr>
<tr>
<td>10</td>
<td>Jr. and Sr. H.S.</td>
<td>1 sem.</td>
<td>Daily</td>
<td>1 hr.</td>
<td>½ cr.</td>
</tr>
<tr>
<td>11</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
</tr>
<tr>
<td>12</td>
<td>Sr. H.S.</td>
<td>1 sem.</td>
<td>Daily</td>
<td>1 hr.</td>
<td>1 cr.</td>
</tr>
<tr>
<td>13</td>
<td>11th and 12th Grades</td>
<td>1 sem.</td>
<td>Daily</td>
<td>45 min.</td>
<td>½ cr.</td>
</tr>
<tr>
<td>14</td>
<td>Jr. and Sr. H.S.</td>
<td>9 mos.</td>
<td>Daily</td>
<td>1 hr.</td>
<td>1 cr.</td>
</tr>
</tbody>
</table>
Accreditation. — Of the seven schools which answered the question "What credit is given?" three give one full credit per semester of speech; one gives two credits per year; another, one-half credit; another, one-half of a high school credit; and the seventh one and one-half units of credit for the course. Table II records this information.

Methods Used In Teaching Speech. — In answer to the question "How many public speeches are required of each student during the course?" six answers were received. The greatest number of speeches required of the students by any of the schools reporting was twenty; two classes reported fifteen public speeches or one a week for fifteen weeks, one school reported six, while another reported indefinitely four to seven until a school standard was reached; still another school required two "outside of class work," and one school reported "no fixed number." Eight schools did not answer the question.

The six schools reporting on "the number of formal and free-lance speeches (material collected — no speech given) required of each student during the course" ranged in their answers from one to fifty, whereas one school reported "various numbers all depending on the amount necessary to learn to make effective outlines." The three remaining schools reported, respectively, 21, 6, and "4 or 5 per semester." For further information refer to Table III.
### TABLE III

**Speech Requirements of Courses**

**Percentage of Pupils Meeting Maximum and Minimum Requirements of Courses**

<table>
<thead>
<tr>
<th>School</th>
<th>Approx. No. of Public Speeches Required of Pupil In Course</th>
<th>Approx. No. of Free-lance Speeches Required of Pupil In Course</th>
<th>Per Cent Meeting Min. Req. of Course</th>
<th>Per Cent Meeting Max. Req. of Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;?&quot;</td>
<td>No Ans.</td>
<td>100</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2. 6</td>
<td>50</td>
<td>100</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>5. No Ans.</td>
<td>6</td>
<td>&quot;Almost 100 per cent&quot;</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7. &quot;Two outside class&quot;</td>
<td>21</td>
<td>&quot;All&quot;</td>
<td>No Ans.</td>
<td></td>
</tr>
<tr>
<td>8. &quot;No fixed number&quot;</td>
<td>&quot;Four - five per semester&quot;</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td></td>
</tr>
<tr>
<td>10. &quot;Fifteen or one per week&quot;</td>
<td>&quot;None; all in class&quot;</td>
<td>&quot;All&quot;</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>12. 15</td>
<td>1</td>
<td>95</td>
<td>No Ans.</td>
<td></td>
</tr>
<tr>
<td>13. &quot;Four to seven&quot;</td>
<td>Indefinite</td>
<td>100</td>
<td>No Ans.</td>
<td></td>
</tr>
<tr>
<td>14. 20</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td>No Ans.</td>
<td></td>
</tr>
</tbody>
</table>

1. Free-lance is defined as a speech of any type. Here it refers to the collecting and assembling of material for a speech though the speech is not delivered.
According to information received from the nine schools reporting in answer to the question "What textbook is used?" no standard speech textbook seems evident in Kentucky. Five different texts were reported, with one school reporting that speech was taught with no text. The text most frequently reported was *American Speech* by Hedde Brignacle, which is used by three schools. *Public Speaking* by Sarrett, Foster, and McBurney is used by two of the schools answering the inquiry, and Monroe's *Principles of Speech* and Font's *Speech for All* are used by one school each. Another school cited a text by Weaver and Borchers but did not give a complete reference. For other references in use see bibliography.

In direct answer to the direct inquiry "What methods are used in teaching speech in your school?" the following statements were received from nine schools:

1. a. "Current events are stressed, and general discussion is frequently required. Prepared talks on topics chosen or assigned are frequently required (extemporaneous talks, etc.) also."

b. Organized clubs for parliamentary law procedure.

c. "Life situations are maintained as much as possible. (Example: After-dinner speaking with class around a table. This is brought to a climax with banquet at hotel)."

d. "Announcements are made in different home rooms about real life situations and programs."

e. "Members of classes preside at chapel programs and introduce speakers."
f. "Two voice recordings are required each year of each speech student."

g. "Although our radio program is not as complete as we desire, we have twice appeared this year on local stations."

h. "If we do not actually broadcast, we use the public address system. (The class remains in one room and listens to a student as he speaks into the microphone in another room. Each student is required to make four such speeches)."

i. "We are organized into groups which form speech-making laboratories; each student has a partner for rehearsal and presentation."

j. "Charts, models of nose and throat, tuning forks and resonators, and amplifiers borrowed from the Biology and Physics Departments are of assistance in our work."

5. a. "Individual conference."

b. "Group instruction."

c. "Self-evaluation and group evaluation."

d. "Demonstrations by visiting authorities."

e. "Sotto: 'We learn by doing'."

4. a. "Chapel programs."

b. "Use of public address system."

c. "Mock trials."

d. "Parliamentary procedures through clubs, etc."

5. a. "Records and student recordings are used as examples and as measures of improvement."

b. "Readings and 'play backs' are utilized."

c. "Radio program planning."

6. a. "Individual coaching for readers, declaimers, and orators is provided."

b. "A debate team is coached." (This in a school that has no organized speech course).
7. a. "Discuss text; questions and answers."
   b. "Interviews are arranged with people in various fields to learn the importance of speech (in these fields)."
   c. "Guest speakers are invited to speak to us."
   d. "A critical analysis of guest speakers follows each such performance."
3. a. "Discussion."
   b. "Lecture."
   c. "The class participates in panel discussions."
   d. "Parliamentary law - a class club has been organized for purposes of study."
9. a. "Panels and symposiums (for purposes of studying thought organization)."
   b. "Reading (for interpretation and variety of voice)."
   c. "Records (for studying acceptable standards of interpretation and voice production)."
   d. "Records (for correction and as a measure of improvement)."
   e. "Speeches (for poise and experience)."
10. a. "The first semester is used in study of text and voice training (poise, etc.) in pronunciation and enunciation."
    b. "The second semester is used in making all types of speeches on all types of occasions. The students take over the class; the teacher evaluates the work."

Minimum Requirements.- In an effort to determine the amount of speech instruction actually attempted by the fourteen schools investigated, the following question was asked: "What are the minimum requirements of the course?" The following seven statements were received in answer to this inquiry.
1. a. "An average of 'E' on all work."
   b. "Designated chapters in the text must be mastered."
   c. "Class participation in discussion, debating, etc., is required."
   d. "One recording of a one-minute informal speech. (This is not a permanent recording but one used for self-criticism)."

2. a. "All chapters in the book must be mastered."
   b. "At least fifty speeches (many more are made and arranged) must be arranged and made."
   c. "Special references are studied - at least twenty chapters in three years (from at least eight sources) are required. A file box record is kept of this."
   d. "At least six public speeches must be made."
   e. "Magazine articles and references to speech activities are collected."

1. "At least one time during the course each pupil brings the instructor his file of speech materials. This includes materials for speeches, examples, jokes, references, illustrations, and any material that could be used in a speech. The pupils are required to have these filed by subjects. It is the purpose of the speech department to teach the pupils how to collect materials for speeches and how to file these materials for future reference."

6. "Participation in at least one public discussion and one debate or play is required."

h. "Seven recordings are required."

i. "Each pupil is required to tell two stories before the primary departments of his own Sunday School. The churches cooperate on the evaluation of the pupil's fulfillment of this requirement."

j. "Mastery of voice, diction, and the type of speech is required."

k. "Mastery of interview technique is required."

3. a. "Mastery of the minimum essentials of public speaking is required."
b. "Presentation of prepared and original selections is a requirement."

c. "Participation in debate is a requirement."

d. "Participation in panel discussion is a requirement."

e. "Ability to speak with a 'fair amount' of self-mastery is a desirable outcome."

4. a. "Set up as all other courses with minimum requirements being two public appearances."

b. "Average grade in class procedure, etc."

5. a. "One talk per week."

b. "A scrapbook on speech (clippings and pictures to illustrate speech - voice, gestures, diction, etc.)."


d. "Discussion and test on text."

6. a. "Left up to the instructor."

7. a. "Each student is required to make at least one 'outside talk' (formal talk before some club, church, etc.)."

8. a. "Improvement must be evident."

b. "Outstanding improvement is rewarded by roles in plays, etc."

In pursuit of the inquiry "What are the minimum requirements of the course?" this question was asked: "What per cent meet this requirement?" The seven answers received were: three "100%", one "almost 100%", two "all", and one "97%". See Table III for further information.

Maximun Requirements. - In an effort to determine the amount of achievement believed by the instructors to be possible in the field of speech within their various schools, the following inquiry was made of the fourteen speech instructors whose
courses were investigated; "What are the maximum requirements of the course?" Five answers were received, as follow:

1. a. "An average of 'A' on all work including that mentioned under 'minimum requirements' (Item 2; preceding paragraph) and acceptance of invitations to speak to P. T. A. and other groups."

2. a. "Additional speeches."
   b. "Extra references."
   c. "Playwriting."
   d. "Notebooks (magazine articles and newspaper articles about speech)."
   e. "Committee work (corresponding secretary, properties for plays, library duty, etc.)."

3. a. "National Forensic membership."
   b. "Assembly performances."
   c. "Public performances."
   d. "Participation in district, state, and national speech events in chosen fields (Debate, Oratory, Interpretative, Poetry, Dramatics, and Radio)."

4. a. "No maximum setup."

5. a. "Participation in debates."
   b. "Participation in speech contests."
   c. "Membership in the National Forensic League."
   d. "Talks in assembly."
   e. "Local radio speeches (in behalf of the Community Chest, other such public service organizations, etc.)."

Following the inquiry "What are the maximum requirements of the course?" was this question: "What per cent meet this requirement?" Four answers were received: 50%, 25%, 10%, and 10%. The fifth school that set up maximum requirements refused.
either to answer or to comment upon the percentage of students meeting these requirements. The reason for this refusal is not apparent. For further information refer to Table III.

Objectives Of The Courses.-- In answer to the inquiry "What are the main objectives of the course?" the six following statements of objectives were received:

1. a. "To train individuals to pronounce words right."
   b. "To train students to use their voices correctly."
   c. "To train students to enter capably into such speech situations as oral reporting, entertaining, speaking publicly, debating, and the making of personal applications."

2. a. "To help the individual prepare for his place in our democracy."
   b. "To help the individual to see himself in relation to his social environment."
   c. "To develop in the individual personality, poise, self-confidence, ease in communication, and initiative.
   d. "To develop in the individual good mental habits."
   e. "To achieve facility in the individual in the mechanics of speech without making the mechanics of speech his main objective and purpose."

3. a. "Effective speech for all."
   b. "To provide ample opportunity for the gifted."
   c. "To provide opportunity for appreciation of good literature, speech, and drama."
   d. "To improve the individual's personality."
   e. "To provide opportunity for and to equip the individual for active, interested community participation."
   f. "Self-mastery."
4. a. "To enable the student to stand on his feet before a group and to think comprehensively."
   b. "To create self-confidence."
   c. "To acquaint the student with group organizational procedure."

5. a. "To provide opportunity for the student to attain the ability to speak well through practice."
   b. "To achieve poise and self-confidence in speaking, for each pupil."
   c. "To enable the individual to gain greater self-satisfaction through his ability to participate in any group discussion."
   d. "To enable the individual to enjoy literature through better understanding it."
   e. "To enable the individual to achieve greater success in future work through an added capacity to render effective service in the community."

6. a. "To enable the student to think clearly while standing on his feet before an audience and to express those thoughts in competent language."

7. a. "To improve the individual as an individual who must meet modern conditions of communication."

8. a. "Self-realization."
   b. "Human relationship."
   c. "Civic responsibility."
   d. "Economic efficiency."

In an effort to get an over-all picture of the work being done in speech in the fourteen schools that comprise this cross-section, the instructors were given an opportunity to evaluate their own courses by filling in two items on the questionnaire which were stated as follows:

1. What is your estimate of the value of the speech course offered in your school?

2. Remarks - or points of interest you would care to make.
The eight schools responding to the first question proffered the following information:

1. "It is helpful to a few but not available to enough pupils to provide a great general advantage even to all who want to take it. Our present schedule does not provide enough periods for all who desire to take speech."

2. "Allow me to quote some of my pupils, please. Sophomore football player, 'My speech course is teaching me how to listen to a speaker and how to express myself in public.' Senior girl, 'I feel that I am better prepared to appear on programs, lead discussions, and assist in church work.' I believe that our speech course is helping our boys and girls to live and take part in a democracy."

3. "The program is much too limited - understanding of the problems involved is almost wholly lacking here. However, our students, on the whole, have outstanding ability; keen interest and are most adaptable and teachable. They are deserving of the very best."

4. "Excellent course - creates a great amount of individualism, students enjoy the course."

5. "Excellent procedure. We don't do enough."

6. "A very practical course."

7. "We consider the classes of first importance."

8. "Invaluable."

Among the remarks received the following are of particular significance in relation to this study:

1. "For several years Speech as a separate class has received very little emphasis in our school; generally it has been assigned to the new teacher in the English department. After one semester, occasionally two semesters, another incoming teacher has been placed in charge of the speech class. This continual change in teachers probably accounts for the lack of definite standards in requirement.

"Although I have been teaching for twenty-one years, this is my first year in speech teaching, but I hope to remain in this field and to improve myself and the speech department in our high school."
2. "The field of speech is one of interest to me. It is my sincere belief that the American people are just beginning to realize the value of speech. There are new aspects of this subject forming every day. In the twenty-four years that I have taught speech in one form or another I have never seen a dull or uninteresting moment. It is 'thrilling' to see a shy and awkward boy or a lying and silly girl develop into a poised and purposeful speaker. What an opportunity we have! We must develop boys and girls for active participation in our democracy. They must know how to speak."

3. "We believe that for best results speech should be given a definite place in the schedule - separate and apart from the English department."

4. "We regret that we do not have more time for separate courses in speech, but we accomplish a good deal with what time we can take in our daily work, and out of daily work."

5. "As a teacher of English brought over into the field of speech I can honestly say it is the most soul-satisfying teaching I have ever done. To see a student who could not even make an announcement in assembly come out for oratory and become an orator is a gratifying experience indeed."

This chapter has dealt with the status of speech instruction within the high school itself. In summary, the status of speech instruction seems to be one of inadequacy in proportion to its importance as a tool subject, both 1. in the time that is allotted to it and 2. in the number and educational qualifications of the personnel that is placed in charge of it. It has also been noted, chiefly through the study of the objectives that are set up by speech instructors for their courses, that 1. much is expected of speech in the high school; 2. that student interest in speech instruction is very high. The latter statement seems to be indicated by: 1. the percentage of students that achieve both the minimum and the maximum objectives that have been set up for the speech courses; and 2. the extra amount
of work done to achieve the maximum objectives that has been reported by the high schools studied.

The following chapter will deal with the carry-over value of speech instruction, in an effort to establish the attitude of the community toward the value and desirability of speech as a subject to be taught in high school.
CHAPTER IV

THE CARRY-OVER OF SPEECH INSTRUCTION IN KENTUCKY

Part I

Carry-Over Of Speech Instruction Within The School

In an effort to establish the degree to which the speech instructor is aided in his task by other agencies within the school itself, this question was asked: "What speech work is done in courses other than speech?" Twelve answers were received; they were:

1. a. "Five oral reports or talks are required each semester in English classes; these talks are usually from one to five minutes in length."

2. a. "English courses have units of speech work."
   b. "Social science courses have discussion work."
   c. "All classes have oral reports."

3. a. "We give each year a senior play."

4. a. "Cannot say."

5. a. "Drama club."

6. a. "We have oral reports in English and social science."

7. a. "To emphasize speech in our daily work and drill by means of floor talks, unison or choral reading, and with extemporaneous talks, as well as with prepared speeches on the lives of authors, etc."

8. a. "None that I know about except units in conversation in English texts."

9. a. "Drama class."

10. a. "Only informal reading and oral reports in various courses."
11. a. "Nothing beyond that done in any class to promote clarity of discussion."

12. a. "No formal work."

In an endeavor to find out what the school as a whole is doing to improve public speaking the following inquiry was made: "What is being done in your school to improve debating, discussion, and speech composition?" The thirteen answers received are:

1. a. "Very little except in the English classes and in the club activities of the school."

2. a. "The English teachers stress all forms of composition. They assist and cooperate in every way possible with the speech department."

3. A school whose chief agency for speech instruction is a Dramatic Club reports as follows:

   a. "The first semester was devoted to intramural debates, discussion and extemporaneous speeches, radio reading and poetry reading. The second semester will be devoted to the selection and production of a senior play."

4. a. "Classroom debates, panel discussions, etc., encourage better speech; English and social science classes emphasize it."

5. a. "The course is in its second year and handicapped by an inadequate set up. The time element has received no consideration. The speech teacher's load is much too heavy."

6. a. "Attempt is being made to teach speech through inter-class debate competition."

7. a. "Not a great deal."

8. a. "We have no special course in public speaking in our school. I fill in, as speech teacher, with that time I have from my regular teaching."

9. a. "Active participation in debating."

   b. "Panel discussions in assembly for Courtesy Week, Little Study Week, etc."
10. a. "The course of study provides for a variety of
types of speeches in connection with the litera-
ture and other phases of English work."

11. a. "There is a debate club and debate team."
   b. "Panels are held at various times throughout the
      school and school year."
   c. "My class studies speech composition."

12. a. "There is a class in debating. We arrange speak-
ing engagements for it, etc. The class works in
discussions on panels and symposiums. There is a
great deal of formal preparation of outlines for
all extemporaneous speeches."

13. a. "No debate interest. Discussion and speeches
      only in speech classes."

Information was sought regarding "What encouragement is
offered by your school to your students in the form of opportuni-
ties to speak publicly?" The thirteen answers received follow:

1. a. "Appearances on assembly programs."
   b. "Appearances on club programs (school clubs)."
   c. "Pupils are excused from school to appear on
      civic programs."

2. a. "Assembly programs."
   b. "School clubs."
   c. "Announcements."
   d. "Class debates."
   e. "Specified programs for individual teachers."

3. a. "Senior play."

4. a. "Home room programs."
   b. "Assembly programs."
   c. "P. T. A. programs."

5. a. "All assembly time needed for speeches is pro-
      vided."
   b. "Study hall people audit debates (in order to
      assure the debaters of a critical and interested
      audience)."
c. "School sponsored radio programs."
d. "Public panels."
e. "The whole school is the speech class laboratory."

6. a. "The Parent-Teacher-Association provides our students with a willing audience and a ready opportunity to speak publicly."

7. a. "We have a student government organization."
b. "Students conduct all 'pec' chapels."

8. a. "Forensic clubs."
b. "Participation in speech festivals."
c. "Four-H Club meetings."

9. a. "Activity point system."
b. "National Forensic League Awards."
c. "Letters are awarded anyone winning 50 or more points in debate."
d. "School sponsors trips to national contests for state speech festival winners."

10. a. "Assembly programs."

11. a. "Chapel programs."
b. "Chapel announcements."
c. "Oral reports in history and English classes."
d. "Participation on radio programs (at least 20 during the past year)."

12. a. "High school radio program once each week."
b. "Emphasis is on winning debate teams; good school spirit in this precinct."
c. "Chapel requests for pupil speakers."
d. "Plays."
e. "We encourage students to appear on civic programs."

13. a. "Announcements over public address system."
b. "School clubs and civic clubs."

In an effort to find the extra-curricular activities of the speech students in the schools investigated the following question was asked: "Approximately what speech work is done by your students in extra-curricular activities such as the F. F. A. and 4-H work?" Answers were received from eight schools; they were:

1. a. "Calls from junior high school organizations and other civic groups, for speakers, are accepted."

2. a. "P. T. A. pageant and devotions."
   b. "Assembly programs."
   c. "Radio programs."
   d. "Story telling."
   e. "Civic clubs."

3. a. "Our speech club - 'The Spoken Word' - has a maximum membership of forty and always has a waiting list. It is the most active club in school. Almost all of our speech work resolves itself into extra-curricular work, as personal excellence obviates personal attention."

   b. "In the Red Cross Club students read formally."
   c. "Other community activities."

5. a. "Our students appear at 4-H Club meetings and at civic club meetings often. We use student speakers at our various school banquets."
   b. "Hi-y."
   c. "Y-Teens."
   d. "Student Council."
   e. "Senior play."
   e. "Other clubs."
An attempt was made to discover to what extent the school as a unit represented itself in the field of speech. This question was asked "To what extent does your school participate in local and state oratorical and declamatory contests?" The twelve answers received were:

1. a. "Does not."
2. a. "We are not active in these contests at present, although we have participated in years gone by."
3. a. "We are planning to participate in the State Speech Festival."
4. a. "During the war we did not participate in the state speech events."
5. a. "To the fullest possible extent in all public speaking field."
6. a. "Do not."
7. a. "Until this year in everything but debates. Not in any of it this year."
8. a. "We usually have an entrant in each of the state's ten speech events. -- Our present president of our speech club won a local radio contest this year."
9. a. "We participate annually in the state's speech events - orator., discussion, debate, interpretative reading, dramatic reading, extemporaneous speaking, radio speaking, and poetry reading."
10. a. "100%.
11. a. "Enter all state and local contests in all branches of speech."
12. a. "We encourage pupils to enter all divisions, not only members of speech class but the entire student body."
b. "We send entrants to regional speech contests, and if they win in the regionals, we send them to the state contests."

In learning to what extent achievement in speech is recognized and rewarded within the schools that were investigated the following question was asked: "What honors, personal, intramural and otherwise, have your school and your students won or participated in?" Ten answers to this inquiry were received. They are:

1. a. "Have participated in none for several years."

2. a. "We have won the district championship seven times in debate. We were runners-up in the Kentucky State Debate Tournament one year. We lost in the semi-finals in the state tournament twice. We won the district championship for the highest number of points in the speech festival. Our pupils have won individual honors in oratory, the Bankers Contest, public discussion, and radio speaking."

3. a. "Our dramatic club is alive, and we are planning to participate in the state speech festival. I coach individual participants after school."

4. a. "Four of our students received top rating in our district speech tournament in 1947."

   b. "Three of our students received top rating at the state speech tournament in 1947."

   c. "Two of our students went to the national - one student scored one point under the national winner."

5. a. "State winner in Oratorical Section in 1940 and 1946."

   b. "Second place in discussion in 1940."

6. a. "Our present club president won first place, in November, in a local radio contest sponsored by our Junior Chamber of Commerce."

   b. "Our local club president was elected state president of the state speech tournament year before last."
c. "We are members of the National Forensic League, and two of our members have won degrees of honor."

7. a. "National Oratorical Winner, 1932."
b. "Five district winners, 1947."
c. "Three state winners, 1947 (Oratory - Poetry - Prose)."
d. "District Debate Winners, 1947."
e. "We sent our State winner in oratory to the National Tournament in St. Louis in 1947."

8. a. "Numerous prizes for radio talks."
b. "Numerous awards in the state contests."

9. a. "We were winners of the district debate 18 times in 26 years."
b. "We were winners of the State Tournament Debate Division for two years straight, 1946-1947."

10. a. "We have won 'superior' at state in Dramatic Interpretation, Poetry Reading, and 'excellent' in Radio Dramatic Monologue."

Part II

Carry-Over Of Speech Instruction Within The Community

To determine the extent to which speech instruction is subscribed to by the communities of which the schools investigated in this study are a part, the following question was asked: "What encouragement is offered by your community to your students in the form of opportunities to speak publicly?" Eleven replies were received. They were:

1. a. "Speaking or participating in discussion groups at P. T. A. meetings and other programs."
2. a. "Sunday School classes."
b. "Young people's programs."
c. "Civic Clubs."
d. "Social clubs of the students themselves."
e. "Business concerns."

3. a. "Guest speakers are frequently asked to speak at civic organizations."
b. "Churches have programs for young people."

4. a. "Radio station is very generous of time."
b. "Civic clubs entertain speakers."
c. "Community drives invite student participation."
d. "Students are frequently invited to present programs at meetings of churches and at churches. (Wonderful interest and cooperation)."

5. a. "A contest is sponsored by 'The Key Club'."
b. "Invitations to speak are frequent from the Kiwanis Club."

6. a. "Civic clubs have student members."
b. "Students appear on radio programs."
c. "Students make many appearances for church organizations and clubs."

7. a. "Our Forensic Club is a member of the National Forensic League and has 35 members."
b. "Frequently, local radio contests are sponsored by the Junior Chamber of Commerce."
c. "Personal benefactors and patrons, frequently, sponsor speech contests."
d. "We have a local Bankers Contest."

8. a. "Community Chest sponsors a youth speakers bureau."
b. "Civic luncheon clubs frequently invite high school speakers."
c. "We have four local radio stations that consistently encourage student participation."
9. a. "Church (one of my public speaking students is a minister)."
   b. "Clubs - program participation."
   c. "Radio - program participation."

10. a. "We have a high school radio program once each week."
    b. "We receive various requests from civic organizations for speakers and readers."

11. a. "Radio only."

The foregoing account is the status of speech instruction as I found it at the date of the writing of this thesis. Suggestions for improvement are contained in the suggested course of study that follows. This course of study is based upon the information received from the high schools answering the foregoing questionnaire and the textbooks that are available for study in this field.
CHAPTER V
A SUGGESTED COURSE OF STUDY FOR SPEECH
FOR THE JUNIOR AND SENIOR HIGH SCHOOL
Part I
Introduction

I. Point Of View.

This course of study is constructed on the theory that the school should provide opportunity for the insurance of individual development in the pupil, to the extent that he may be a productive member of society. Though the emphasis is, therefore, on socialization, the course in speech provides for the vocational, avocational, aesthetic, and intellectual development of the pupil. Experiences are provided to enable him to meet the problems of his own immediate environment.

In developing in the individual pupil his particular ability for meeting his own communicative requirements more completely and satisfactorily, speech education has its own particular contribution to make to the purposes of education. The fuller development of one's ability to meet these communicative situations in his home, in his school, and in his community in an effective manner brings about better social adjustment, which is one of the primary aims of modern education.

II. General Objectives.

It is the function of the school to make the student increasingly effective in meeting the situations with which he is and will be confronted.

Speech education offers specific training for the development of the following objectives:
A. To develop effective communication as a means of social adjustment,

B. To establish good speech habits,

C. To improve reading skill and understanding, thereby increasing the pupil's enjoyment of both oral and silent reading.

D. To establish habits of logical thinking and of sharing those thoughts effectively with an audience,

E. To develop character, initiative, and creative thinking,

F. To teach self-control and respect for the opinions of others,

G. To enrich the emotional experience,

H. To gain maximum effectiveness of voice and body,

I. To prepare the pupil for happy, useful adult living.

III. Basic Principles.

A. To be an effective speaker one must be, first, an effective individual.

B. The primary purpose of speech is for communication.

C. Speech education offers opportunity for self-development.

C. Content should be socially justifiable and related to the experience of the pupil, extending and more effectively integrating his present experience.

D. Speech training should provide specialized training which is socially justifiable.

E. Speech education recognizes that living, learning, and growing are inter-related.

IV. Grade Placement.

A. The grade placement of the courses presented in this course of study is based upon the primary theory that a
physically and mentally competent individual of high school age (here defined as thirteen to eighteen years of age) is sufficiently mature to receive the maximum benefits to be derived from pursuing this course of study for speech instruction.

P. In an effort to establish the grade placement of the speech courses to be offered in this course of study, the following factors peculiar to speech education have been considered:

1. The ability to communicate is inherent to some degree in all individuals.

2. Speech instruction can only develop that ability to communicate that is inherent to some degree in all individuals. All speech instruction must ultimately result in one's improved ability to communicate better.

3. Ability may be developed when it is known to exist. Efficient development of one's ability must, in part, depend upon one's maturity.

C. In order to achieve the most for the students taking the following courses in speech the following grade placement is desirable, though the specific grade placement will depend upon each specific school and administrative situation, and upon each individual student's program of study at the time he proposes to study speech:

1. All speech courses may be taught in senior high school, only (the ninth, tenth, eleventh, and twelfth grades).

2. Speech I, Fundamentals, Speech III A, Dramatics I, Speech V, Public Speaking, and Speech VII, Speech Improvement, may be taught in junior high school (the seventh and eighth grades).
V. **Time Allotment.**

A. Two speech courses are offered each year, one each semester, except Speech VII, which is offered each year each semester.

VI. **Accreditation.**

A. The plan of accreditation of the courses of speech, herein suggested, is established on consideration of 1. the afore-stated factors (see grade placement) pertaining to speech as a subject of study; 2. the present criteria used and the present practices in operation in Kentucky evolving from that use regarding the accreditation of speech courses in the curriculums of the high schools as those courses and those criteria have been established in the course of this study; 3. the various statements of theory pertaining to the accreditation of speech courses in the high school curriculum that a. have been available for consideration during the course of this study and b. that have been found to deal with factors considered pertinent to the purposes of this course of study and to the courses to be placed in this course of study.

I. All speech courses (except Speech VII, Speech Improvement, which is a speech corrective course and is not to be accredited in either junior or senior high school for that reason) carry a maximum of $\frac{1}{2}$ a high school credit per semester. A maximum of two courses in speech is all that a student may receive credit for toward graduation. This enables a student to earn $\frac{1}{2}$ of a high school credit per school year by taking two of the seven courses in speech that are offered to him by this course of study. If a student desires to continue his speech education, he must do so on an elective non-credit basis.
VII. Description Of The Program.

A. The course of study for speech education is built around the needs of the student as he participates in his group, in his home, his school, and his community. Speech training should make him a more effective member of his group, and it should make him increasingly effective in coping with the situation with which he is and will be faced. It provides for better use of his leisure time and should make him a happier and a more useful individual.

B. Speech I is a prerequisite to all other speech courses with the exception of the course in speech improvement. Having completed Speech I, the pupil may elect any other speech course or courses. He may receive one-half credit in any of the other courses, but he may not receive less than one-half credit in Dramatics, which is a minor course. It is advisable that the pupil take Speech V, Advanced Public Speaking, before taking the courses in debate. He must follow the sequence of courses in Dramatics to receive credit therein; that is, Dramatics I, Speech III A, must be completed before the pupil may take Dramatics II, Speech III B, etc. Speech VI A, Debate, must be completed before the pupil may receive credit for Speech VI B; however, the pupil may elect only VI A if he so desires.


1. Speech I is offered in junior and senior high school.
2. Suggested units for the courses are:
   a. Unit I, Informal Speech Situations,
   b. Unit II, Oral Interpretation,
   c. Unit III, Dramatics,
d. Unit IV, Group Discussions,
e. Unit V, Voice and Diction,
f. Unit VI, Good English in Speech,
g. Unit VII, Radio Speech.

3. Speech I, Fundamentals, is a one-semester course arranged as a survey of the field, carrying one-fourth credit. While it serves as an exploratory course, the primary objective is to establish good voice and speech habits in the pupil, thus preparing him for further study of more specialized courses in speech education. For this reason Speech I is a prerequisite to all other speech courses with the exception of Speech Improvement and may be taught in junior high school.

D. Speech II, Oral Interpretation.
   1. Speech II is offered in senior high school.
   2. Suggested units for the course are:
      a. Unit I, The Reading of Prose,
      b. Unit II, The Reading of Poetry,
      c. Unit III, The Reading of Drama,
      d. Unit IV, Choral Speaking.

3. Speech II, Oral Interpretation, is a one-semester course, carrying one-fourth credit. The primary aim is to develop appreciation of good literature. The course includes a study of prose, poetry, and the drama and should be especially valuable to the student of dramatics. Prerequisite — Speech I.

E. Speech III A, Dramatics I.
   1. Speech III A is offered in junior and senior high school.
   2. Suggested units for the course are:
      a. Unit I, Pantomime,
b. Unit II, Characterization,
c. Unit III, Technique of Acting,
d. Unit IV, Make-Up,
e. Unit V, Structure of the Play,
f. Unit VI, Play Production.

F. Speech III E, Dramatics II.
   1. Speech III E is offered in senior high school only.
      a. Unit I, Types of Drama,
      b. Unit II, History of the Drama,
      c. Unit III, Stage Settings,
      d. Unit IV, Advanced Make-Up,
      e. Unit V, Costuming,
      f. Unit VI, Dramatic Criticism and Review,
   g. Unit VII, Play Production.

G. Speech III C and III D, Dramatics III and IV.
   Dramatics is arranged in four one-semester courses, carrying one-fourth credit each. A pupil may receive one-half credit in dramatics, but one-fourth credit will not be given. Specifically, a pupil must complete III E to receive credit in III A. Furthermore, these courses must be taken in the order listed. Speech III A may be taught in the junior high school. Prerequisite - Speech I.

H. Speech IV, Radio.
   1. Speech IV is offered in senior high school only.
   2. Suggested units for the course are:
      a. Unit I, Radio as a Public Service,
      b. Unit II, The Broadcasting Station,
      c. Unit III, The Story of Radio Development,
d. Unit IV, Writing,
e. Unit V, Announcing,
f. Unit VI, Acting and Speech Making.

3. **Speech IV, Radio**, is a one-semester course, carrying one-fourth credit. It offers a survey of the field of radio and gives specific training in radio writing, announcing, and acting. Prerequisite, Speech I.

I. **Speech V, Public Speaking**.

1. Speech V is offered in junior and senior high school.

2. Suggested units for the course are:
   a. Unit I, Speeches for Special Occasions,
   b. Unit II, Speech Composition,
   c. Unit III, Impromptu Speeches,
   d. Unit IV, Formal Speeches,
   e. Unit V, Introduction to Parliamentary Law,
   f. Unit VI, Public Discussion.

3. **Speech V, Public Speaking**, is a one-semester course, carrying one-fourth credit. The purpose is to improve the pupil's voice and speech through participation in actual speech situations. It includes also an introduction to parliamentary law. Speech V may be taught in junior high school. Prerequisite, Speech I.

J. **Speech VI A and F, Discussion and Debate**.

1. Speech VI A and F are offered in senior high school only.

2. Suggested units for the courses are:
   a. Unit I, Discussion,
   b. Unit II, Debate.

3. **Speech VI A and F, Discussion and Debate**, is arranged in
two one-semester courses, carrying one-fourth credit each.

Training is offered in public discussion and debate. Speech VI A must be completed before the pupil may receive credit in VI B; however, the pupil may elect only VI A if he so desires. Speech V is suggested as a preliminary to this course. Prerequisite, Speech I.

K. Speech VII. Speech Improvement.

1. Speech VII is offered in junior and senior high school.

2. Suggested units for the course are:
   a. Unit I, Group Reading,
   b. Unit II, Speech Games,
   c. Unit III, Voice Production and Phonetics,
   d. Unit IV, Dramatics,
   e. Unit V, Public Discussion,
   f. Unit VI, Radio Speech.

3. Speech VII, Speech Improvement, is a one-semester course, carrying one-fourth credit. It is designed for the pupil who needs speech correction. Every student with abnormal speech should take this course so that his general efficiency as a pupil and as an individual may be improved. The course includes individual and group work built around real speech situations. It is not intended for the pupil with normal speech, and has no prerequisite.

VIII. Teaching Materials.

The following materials should be available for speech work:

A. Books:


11. ROBINSON, Frederick P. *Effective Public Speaking.* Chicago: LaSalle Extension University, 1938.


E. Magazines:

1. AFRICAN OBSERVER.

2. ATLANTIC MONTHLY.

3. CORonet.

4. CURRENT HISTORY.
5. FACTS.
6. LIFE.
7. NEWSWEEK.
8. PAGEANT.
9. READER'S DIGEST.
10. SATURDAY EVENING POST.
11. SENIOR-SCHOLASTIC.
12. TIME.

C. Newspapers:
1. ATLANTA CONSTITUTION.
2. CHICAGO TRIBUNE.
3. CINCINNATI INQUIRER.
4. COMMERCIAL APPEAL.
5. COURIER - JOURNAL.
6. KANSAS CITY STAR.
7. NASHVILLE TENNESSEAN.
8. NEW YORK TIMES.
9. PADUCAH NEWS.
10. ST. LOUIS POST DISPATCH.

D. The instructor should constantly be looking for new and special books on any phases of his work in speech to improve his own classroom library. The general recommended material above is only offered as a nucleus; each instructor should make his own local additions.

E. Technical Aids:
1. A public address system.
2. A recording machine.
3. A mirrorphone.
4. Records should be collected as the instructor and his class see fit.

5. A model of the voice and speech mechanism.

6. Charts of organs used in speech.

IX. Evaluation.

A. Initial and periodic recordings of the pupil's voice should be used as an objective check on the establishment of good speech habits.

B. Administration of diagnostic reading tests followed by tests at regular intervals may be designed to measure his reading skill.

C. A cumulative file should be kept by the teacher as a check on each pupil's progress in the selection, organization, and presentation of ideas.

D. Periodic checks should be made to determine the carry-over of speech education into the pupil's other classes.

E. The use of a definite set of objectives for criticism is a valuable check for teacher and pupil.

F. Frequent written and oral examinations should be given.

G. The evaluation of this suggested course of study is the individual responsibility of each teacher; in such a way the course can undergo improvement through revision as the work progresses.

Part II
Speech V
Public Speaking

Unit II, Speech Composition.

Unit III, Impromptu Speeches.
Unit IV, Formal Speeches.
Unit V, Introduction to Parliamentary Law.
Unit VI, Public Discussion.

Unit I, Speeches for Special Occasions.
Offered in junior and senior high school.
Grade placement: optional.
Time allotment: optional.

Speech V
Public Speaking
Unit II
Speech Composition

I. Objectives.
A. To develop appreciation of a well-constructed speech.
B. To develop habits of clear thinking through the following:
   1. An adequate speech vocabulary,
   2. Effective sentence structure,
   3. Well-arranged paragraphs.
C. To help the pupil form correct habits in the use of grammar.
D. To encourage logical habits of organization through the study of outlining.
E. To provide the pupil with means of adapting his speech to the needs of an audience.
F. To develop the ability to express ideas effectively.

II. Overview.
This unit should give training in the use of spoken English. The pupil should recognize the difference between sentence structure designed to be read silently and that which is to be heard.
He should learn how to do research work and how to organize his material for presentation. Stress is placed upon the use of correct, effective English.

III. Suggested Assimilative Materials.
   A. Choosing a subject.
   F. Collecting material.
   C. Outlining.
   D. Organizing and delivering.

IV. Suggested Activities.
   A. Approach and Orientation.
      1. Discuss the value of an outline to a speaker.
      2. Illustrate the proper way to take notes.
      3. Discuss the style of delivery of various speakers.
      4. Discuss the use of personal experiences in speeches.
      5. Discuss the value of a thesaurus to a speaker.
      6. Interview several local speakers on their methods of speech preparation.
      7. Discuss subject matter appeal and methods of determining and analyzing it.
      8. Discuss means of determining authoritative information and weighing the comparative worth of materials.
      9. Arrange a visit to the school library to demonstrate the use of the card catalogue, Reader's Guide, and other source materials.
     10. Read aloud and have your students read aloud many interesting addresses, to the class, which illustrate the uses that can be made of good English; have them define "good English."

B. Development.
1. Study and outline the structure of an interesting address.

2. Discuss the need for variety in sentence structure and the use of graphic words in making a speech.

3. From your reading bring to class good examples of description, mood or atmosphere, originality of expression, action, and simplicity.

4. Discuss the need for good beginning and closing sentences.

5. Bring consistently to class and have your students do likewise good opening and concluding paragraphs, insuring, thereby, a vast supply of examples of such.

6. Have your students select interesting subjects and have them prepare good opening and closing sentences for speeches on their selections.

7. Develop the opening and closing sentences into good paragraphs. Have your class read them aloud and criticize them.

8. Have your class discuss the use of notes while speaking.

9. Have your class choose one idea or thought and develop as many different ways of expressing it as they are able to do.

C. Summarization.

1. Have each member of the class select a speech subject of particular interest to him.

2. Have him submit a tentative outline for criticism after he has completed research on the subject.

3. Have each member of your class prepare and deliver a speech on the subject chosen. Have him turn in an outline and bibliography.
4. Compare his finished outline with his previous ones.

V. Selected References.

A. Books:


CHAPTER VI
SUMMARY AND CONCLUSION

A study of the data presented in this thesis seems to indicate the following conclusions:

1. Speech should be a state required course if for no other reason than to eliminate the alibi in later life: "I know it but I can't tell it."

2. There does not seem to be enough time devoted to the teaching of speech, even in the schools where a course in speech is taught.

3. There is evidence to indicate that speech should be taught as a separate course in the English department or in a speech department and not just as a part of an English course for freshmen or some other English course.

4. More use might well be made of students accomplished in speech in the form of publicity for the community and the school.

5. There is evidence that seems to warrant the conclusion that the public speaking course is a tool course which aids the student to recite better in all other courses in high school and gives him a confidence as well as encouragement that may serve him well in college as well as in his later professional and vocational life.

6. The conclusion seems indicated that speech enriches the lives of its students and that it makes them more aware of their civic duties and opportunities.

7. Speech increases the student's self-respect by further enabling him to gain the respect of others.
8. Present evidence seems to define speech as a training that the student will need, no matter what profession he chooses; as a tool subject that he may use, no matter what curriculum he pursues.

9. As a final conclusion, it seems that the writers of the textbooks examined and the instructors answering the questionnaire are agreed on three fundamental principles or methods for the successful teaching of speech. These are:

   a. The student should have a knowledge of his fellowman gained from current publications and news. It is necessary for the student to have an all-around knowledge of people in general, especially of the men in the street, with his prejudices to overcome, his rights to be defended, and his wrongs to be rectified. The student must be taught to get in touch with his audience. He must understand his audience before they will understand him.

   b. The student should be encouraged to read extensively. Books should always be available to him; they will furnish him with facts, ideas, and illustrations for any subject on which he may care to talk. A full knowledge of any subject gives added confidence to the student and greater interest and pleasure to his audience.

   c. As language is the chief means of conveying thought, it is necessary to possess a ready command of words. The student must be encouraged to enlarge his vocabulary by every means possible.
I. Periodicals.


II. Books.


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English (Senior High School Grades 10, 11, and 12), Course of Study Monograph No. 10 (Second revised Edition). Denver: Public Schools, Denver, Colorado, 1931.

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