A planned program for speech education in a secondary school

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Thesis
A PLANNED PROGRAM FOR SPEECH EDUCATION IN A
SECONDARY SCHOOL
BY
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by

First Reader

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Chapter One

Statement of the Problem

The basic theme of this thesis is that there is a place in the general education of all American youth for the study of speech. It is my earnest belief that a distinct need for speech training by the average American boy or girl has long been overlooked, seriously neglected, or completely ignored. It was with this thought in mind that I began an independent study to determine what the average high school was doing in speech training. The facts that were ascertained over a period of several months led me to believe that there was no standard practice or even general agreement as to what standard practice should be. The whole general picture in regard to speech education for high school youth in the area was practically non-existent, and where it did exist at all, it was handled, with a very few exceptions, in an ineffective manner.

The need for speech education for all American youth has become more apparent with the passing years, but either through lack of recognition, lack of funds, or plain refusal to adjust the outmoded conventional curriculum, speech has failed to reach its proper place in the field of American secondary education.

To give a proper balance to my positive statements re-
garding the need for speech education, I should like to support my view with statements by two persons who are not teachers of speech. Raphael Demos, Alford Professor of Philosophy at Harvard University, writing in "The Journal of Education" states:

"There can be no doubt of the signal importance of the art of communication in a free and democratic society. A totalitarian ruler can obtain consent by using threats; but a democracy must persuade, and persuasion is through speech, oral or other. Mr. Lowell defined democracy as government by public speaking and discussion. In a democracy, issues are aired, talked out of existence, or talked into solution. Failure of communication between government agencies and the public means a breakdown in the democratic process." 1/

And again we find this statement; "Yet rhetoric as a formal school subject has been losing ground; it is studied less by pupils and thought about less by scholars." 1/

Julian Elfenbein, Editorial Director of Haice Publishing Company in New York City, speaking of the machinery of modern communication makes a similar point:

"The historians describe these marvelous scientific machines as markers in the march of civilization, and at the same time they report internecine wars, race riots, bloody purges, pogroms, depressions, panics, revolutions, religious wars, booms and busts, unemployment, starvation, confusion. These are the end results of our much advertised, much lauded 'communications' systems, so called.....

The tools per se will no more produce real communication than a magician's wand will produce a live rabbit.

Communications, correctly defined, is commonality of understanding; the communal sharing of thoughts, ideas, techniques, and teaching; the reciprocal exchange of goods and services in the market places of a world commonwealth—exchange of ideas and know-how in the market place of the mind—mutual participation. That is real communication, nothing else is.

How is this done? By a labor of clarification, definition, and illumination and the use of common symbols. That is how to win the war for men's minds...." 1/

These statements support the basic idea that speech education should not be for just the talented or the defective; it must be group education for all.

Going on to examine the problem, we must realize that the teaching of speech is the teaching of a subject we know our students are going to use for a lifetime. I feel that there is no more gratifying experience, nor one more clearly related to the ideal experience curriculum, than high school classwork in speech.

This subject field is a very broad one. It involves many factors that seem unrelated to the actual course titles. For example, it teaches ethics, it cultivates and improves the student social activity, it develops ease, it increases the vocabulary, it aids the student in all fields by enabling him to improve articulations and general mechanics of speech. These are only a few of many facets of a speech education program.

As this whole problem began to reveal itself, it became increasingly evident that to cover all phases of it would be impossible. Therefore, one channel had to be selected. To help determine this, letters of inquiry were sent to various school systems and individuals requesting their view or opinions as to such a selection.

As replies to my letter of inquiry came back, I began to ask myself, "What is the problem of general speech education? Why has so poor a job been done?" The answers to these questions cannot be found quickly. In the replies to my letter one note seem to be mentioned frequently, namely, "We are interested, but where can we get a sample of a good secondary speech program for an average-sized school?" The excellent but expensive and diversified plans such as Newton and Brookline operate would be no answer to the question. Search as one will, basic plans are not to be found. I, therefore, decided that the most practical contribution I could make to the advancement of speech education in the secondary school would require concentrating upon the organization of a planned program for speech education in a secondary school of average size.

The material that follows will be an honest, sincere attempt to present the problems facing one who is trying to establish a speech program; the preliminary planning and development; the overall program; a detailed outline of the courses
offered; and recommendations for future expansion.

In establishing the aims and ideals of such a course, I have constantly reminded myself of two quotations which to me justify any efforts made toward a more adequate speech program for all American youth.

"We speak a hundred times for every once we write."
George Herbert Palmer.

"I can think of nothing that is more likely to add cubits to your stature than well-rounded training in public speaking, combined with plenty of practical experience." Lowell Thomas.
Chapter Two
Research and Methods

The subject of speech education has long been of paramount interest to me, and I am convinced of its desirability as part of the course of study for every high school student.

The project that is to be expounded in this thesis has been the result of considerable study before being placed on paper. Most of the material has been accumulated from such sources as (1) letters to communities with reputations for good speech-education courses (Brookline, Melrose, Newton, Northampton, and Weston); (2) talks and general discussions with students regarding their feelings toward speech education; (3) talks with people from all walks of life concerning their views on high school speech courses; and (4) articles, pamphlets, guides, texts, outlines, and general publications on the subject of speech training.

The field unfortunately is not overcrowded with good practical material. After sorting carefully the best I could find, I reached the conclusion that by integrating my ideas with some of the better material, the purpose of this paper would be more fully served. The results of this procedure make up the body of this thesis.

My next step was to investigate what has been done in speech education during the one-hundred-year history of
Winchester High School. After digging back into the rather old and musty records of years gone by, I consulted with our principal regarding the past twenty-five years. The net result was not unexpected. It can almost be summed up with a single word -- nothing. In all fairness, this statement should be qualified by noting that the English Department has assigned in the past few years one-fifth of the time to work in speech. However, by their own admission, the English teachers recognize that the assignment and the accomplishment of speech aims are not synonymous. So again one may say that Winchester High School has never had effective formal speech education.

The method of presentation used in the following pages was developed because of its practical value. The administration at Winchester has in mind two courses in speech for future inclusion in the school curriculum: one a required course in basic speech for all Sophomores, and the other an elective for Juniors and Seniors. The two proposed courses are presented in the following general pattern.

1. Basic Speech
   A. Master Outline of years course
   B. Unit outline
      1. Title
      2. Periods
      3. Format
      4. Aims
      5. Procedure
      6. Assignments
      7. General comments
The preceding pattern is based on actual trial and error. It is designed to meet the speech needs of beginners. The elective course, however, has not yet been put into operation; therefore it is not covered in comprehensive detail. The tentative schedule is the result of conversations and conferences with faculty, students, and administrators. The coverage of this course follows a more general pattern intended to give the reader an outline of material that could be included in a second-year course in speech. The underlying theory is that this course should offer a review, a survey of the speech field, some classroom practice, and the opportunity of practical application.

During the research on this problem, only one fact of significance came to light, and that came from the now locally famous Fowlkes Survey report on the schools of Winchester, which I quote as follows:

"Speech. In general, the speech of Winchester pupils is good. The course of study might well provide an elective speech course, and all teachers could give more attention to the speech habits of pupils in recitations and discussions."

Since this report, the need for, as well as the development of, speech has made it evident that all students should have at least one year of formal speech work. At it conclusion this paper hopes to present a comprehensive course in required speech as well as an elective one plus some recommendations for future expansion.

Chapter Three
Community Selected -- Winchester

The community selected for this project is Winchester, Massachusetts.

Immediately residents of Greater Boston will protest, contending that Winchester is a wealthy town and can "afford" this so-called luxury of a speech course. I grant the first point as to per capita income, but the problems regarding school expenditures are not any different from those of other communities.

I selected Winchester for two reasons: (1) I consider it nearly "average", (2) I am at present working in the system, in charge of the embryo speech work being undertaken there.

Some statistics should be given so that a clearer picture of the community may be had.

Winchester lies eight miles from Boston and is situated in Middlesex County. It is an extremely low area with an altitude of twenty-two feet. It has a town government (representative town meeting). The first settlement was in 1640, but it was not incorporated as a town until 1850, taking the name of Winchester from Colonel W. Winchester, a Watertown businessman, who left it a legacy for municipal works.

The population (1947 est.) is 15,420. This is spread over a land area 6.1 square miles, giving a density per
square mile of 2,527.9.

The people of Winchester are 85.84% native-born Whites; 12.78% foreign-born Whites; and 1.38% Negroes. This population, however, is diversified with sizable settlements of Irish and Italian stock balancing against the English descendant group. There is some social cleavage along racial lines, but not of a serious nature.

Winchester has two ponds, hills rising 320 feet above sea level, adequate bathing beaches, parks, and children's playgrounds. There are a seventy-two bed hospital and an excellent library with 44,797 volumes, plus extremely good periodical coverage.

There are eight public schools with approximately 109 teaching personnel. The enrollment is 2505. One grade eight parochial school has thirteen teachers and 391 children. The only other school in town is a private Catholic school - Marycliffe Academy for girls.

Winchester is chiefly a residential city with many fine residences. It does have several large manufacturing establishments in fields such as crushed stone, dial hands, gelatine, japanning, metal spinning, upper leather, and wool felt. It has an active retail center. Many times one hears Winchester referred to as "A typical New England Town." This is probably not quite correct, but with its good schools, fine churches, tidy homes, well-shaded streets, pleasant aura of comfort and
definite tinge of cautious conservatism, Winchester may well merit the appellation.
Chapter Four
Proposal of Speech Course -- Questionnaire and Tabulation

In the fall of 1948 several conferences were held with both the principal and the superintendent regarding the possibility of establishing some sort of speech program. After various ideas were discussed, it was decided to prepare an inquiry sheet to be filled out by all students in the four grades of Winchester High School.

This task was delegated to me, and after several weeks of careful preparation in conjunction with the English department and the administration, a questionnaire was prepared for the students.

This questionnaire was distributed through the English classes and returned for tabulation.

The results were most gratifying from the interest point of view. They conclusively proved what I had believed to be true, that there was a definite desire for some sort of speech education. The returns gave satisfactory proof to the administration, and as a result permission was granted to begin two "pilot", or experimental, divisions for the balance of the year, late February to June.

This introductory course proved to be of great value to the future plans for speech training at Winchester High School.

In order to give a clearer picture to the reader, a copy
or both the questionnaire and the breakdown of the tabulation are included in this thesis; these are noted as Figure #1 Questionnaire and Figure #2 Tabulation of Speech Inquiry.

A few significant facts should be pointed out in connection with both of these figures. First, Figure #1 is a rather comprehensive questionnaire designed to check general points of interest to the administration and to the English Department. We tried to keep it pointed and simple in makeup, in order to secure a more accurate picture of the situation in Winchester High School. This questionnaire was later shown to several people, those interested in speech and otherwise. In practically every instance it was received very favorably.

Figure #2 gives us a very positive view of student reaction to the proposal of speech education in Winchester.

The inquiry reached at least 75% of every class so that the sampling has a definite degree of validity.

The facts that stand out as impressive are as follows:

1. 81.8% indicated that they consider speech desirable.

2. 89.9% of the Senior class stressed a desire to have a speech education. This fact is important because this group were finishing their high school career and were looking back over their curriculum.

3. 228 students indicated an immediate desire to take a course (pilot) in speech.
4. 350 thought two periods a week for a year was the best setup for speech classes.

5. A substantial number of students evinced a decided interest in every phase of speech training covered on the questionnaire.

Other facts can readily be drawn from this tabulation, and each additional fact adds weight to the statement that speech education should become an integral part of the Winchester High School curriculum.
Chapter Five

Basic Speech Course Required for all Sophomores

The unit that follows is the result of careful preparation and experimentation.

Long before any course was actually taught, tentative plans were discussed with members of the English department, the Head of the English Department, the Principal of the High School, and the Superintendent of Schools. Plans were then reworked and the foundation was laid for the two "pilot" divisions previously mentioned. These two divisions offered valuable proving grounds for our material. The results were studied with care and the following September our plans were coordinated into our present Basic Speech, or Speech 1. It should be stated that what follows is not necessarily the ultimate criteria for beginning speech work, but it is definitely serviceable and fits the aims, as well as the time available. Finally, it should be constantly kept in mind that speech work is not a static subject and that additions or subtractions should be made as they seem warranted. The subject is vitally alive, and it should be frequently evaluated to see that it remains alive.
Basic Speech

Unit I  General Introduction to Speech  
   A. Test on Speech Personality

Unit II  Physiology of Speech

Unit III  First Recording of Voice  
   A. Playback and criticism

Unit IV  Pantomime

Unit V  Voice  
   A. Respiration  
   B. Phonation  
   C. Resonation  
   D. Articulation

Unit VI  Techniques of Delivery  
   A. Poise  
      1. Nervousness  
      2. Stage fright  
   B. Posture  
   C. Gestures  
   D. Movement

Unit VII  Impromptu Speaking

Unit VIII  Second Voice Recording  
   A. Playback and criticism

Unit IX  Common Speech Situations  
   A. Conversation  
   B. Entertainment  
   C. Information  
   D. Persuasion  
   E. Conviction

Unit X  Group Speech Activities  
   A. Round Table  
   B. Open Forum  
   C. Panel  
   D. Symposium

Unit XI  Final Recording  
   A. Playback and criticism
Unit XII  
Oral Examination  
A. Analysis  
B. Summary of Accomplishment  
C. Recommendations  

Unit I  

Title: General Introduction to Speech  
Periods: 3  
Format: Lecture  

Aims:  
1. To acquaint the student with the overall pattern of speech.  
2. To inform the student of the importance of speech in everyday living.  
3. To focus the student's attention on his own speech problems and problems of others.  
4. To give the student a comprehensive idea of the material to be covered in Basic Speech Course.  

Procedure: This unit is to be organized as two lecture periods covering the points mentioned above. Notebooks are furnished each member of the class, and from time to time information will be dictated to be recorded in these notebooks. Material for these lectures is gleaned from several sources and delivered as a speech exercise as well. Critical evaluation is to be made by the class through a discussion period. The third day is to be devoted to taking a test.  

Personal - Social Adjustment Test by Laurence W. Miller and Elwood Murray. This is an adjustment test with special ref-
ference to speech situations. The results of this test have correlated extremely well with personal opinion of students by faculty. This validity has convinced me of its value in obtaining a profile of each student in the speech classes.

Class Assignment: None

Unit II

Title: Physiology of Speech

Periods: 3

Format: Lecture, discussion and use of chart (figure 3)

Aims: 1. To acquaint students with the basic mechanics of speech.
2. To familiarize students with the terminology of speech mechanics.

Procedure: I firmly believe each student should have a rudimentary knowledge of the mechanism we use in speech. Therefore, with the use of a simple outline chart these basic facts are brought to their attention. This chart is found as Figure 3. Special attention should be placed on:

1. Breathing and its relation to speaking
2. Pharynx
3. Larynx
4. Nasal cavity
5. Teeth, tongue and lips
6. Diaphragm

Each of the above list should be carefully identified as to location and use. Various exercises can be utilized to show the student how practice will aid voice refinement.
Sample exercises can be found in the following books:

1. Seely and Hacket, *Experiences in Speaking*, Scott Foresman and Company, 1940 Chapter VII.


Some of these exercises can and should be used as group and individual assignments.

Assignment: Read material listed as #1 and #4 above. Prepare 1½ minute speech on one phase of this topic.

General Comment: The speech assignment will be given on the last day and each student will receive a comment written on special form (figure #6) by at least one student. This will supplement instructor criticism. Major points for emphasis should be factors discussed in this unit.

Unit III

Title: First Recording of Voice
   a. Playback and criticism

Periods: 3

Format: Time schedule for each pupil, Recordio, microphone, and 6" paper base plastic coated records for cutting.
Aims: 1. To record voices of students before elements of speech education are discussed.

2. To have basic recording for future comparison.

3. To point out some of the major errors of speech the individual may possess.

4. To introduce the student to the value of critical listening from both the mechanical and material viewpoint.

Procedure: This unit must be carefully planned from a time element. A schedule should be arranged in advance, read to the classes and then posted. This procedure will eliminate one of the pitfalls of speech classes, that of consuming more time than planned. Recordings should include the following:

1. Having the machine set up, checked and ready for operation before the class begins.

2. Previously determining the order of each student's recording.

3. Taking the voice level of each student before cutting the disc.

4. Having each student fill in pertinent information on his own disc.

5. Completing all recordings before playing back any records.

Playback procedure:

1. Using same order as recording, playback all or part, depending upon factors contained in record, of each student's record.

2. Using check list to note speech errors. Check list should be done in duplicate retaining one copy for files and giving one to student. (See figure #6)
3. Conducting a strictly limited class discussion of student's errors. It is important to keep this strictly in hand from time and content elements.

Assignment: Prepare two units for recording:

1. 1½ minutes original speech, subject of your own choosing.

2. 1½ minutes of reading material, prose or poetry, from any sources desired.

General Comment: This unit is very valuable because it brings to each student a conscious awareness of his major short-comings in speech. It also provides the first opportunity for critical listening and class discussion. Finally, it gives a permanent record of the initial speech efforts of each student.

Unit IV

Title: Pantomime

Periods: 3

Format: 1. Lecture 2. Class discussion

Aims: 1. To develop some degree of ease and freedom to both mind and body.

2. To stimulate the student to exercise his imagination.

3. To use as a step toward the true speech situation.

4. To acquaint the student with the idea that speech is a complete bodily activity.

Procedure: Give some background to class regarding the art of pantomime through history, such as
1. Greek and Roman myths with masked actors.
2. Italian characters of Harlequin and Columbine.
3. French 17th century allegorical spectacles.
4. English types of folklore and popular tales.

Today pantomime includes life studies and silent relat-
of stories. 

Stress this form of expression as an art that increases
powers of observation and develops a sense of relaxation so
valuable to any student of speech.

Have some advanced students perform simple pantomimes
to illustrate, before assigning units to the class.

The suggested directions from "The Speech Arts" by
Craig, Chapter 11, are excellent guideposts for teaching
this unit.

Assignment: Each student should give two pantomimes.
One should be simple, such as occupation, common activity,
description, etc. The other should be somewhat more detailed
to encourage full exercise of the body and mind, such as a
literary, historical or dramatic incident.

General Comment: Each student should be encouraged to for-
get his inhibitions, to relax and project his personality into
these projects. The class should be carefully coached to
observe, so that critical comments can be offered when the
over-all discussion is made on this unit.

   pp. 148-149.
Two extremely helpful references on this unit are:


Unit V

Title: Voice

Periods: 10

Format: 1. Seashore Test  4. Class discussion
2. Lecture  5. Assigned reading

Aims: 1. To utilize a standard test for certain voice factors.
2. To acquaint students with basic weakness in the use of the voice.
3. To have students recognize desirable voice habits, and to offer methods whereby they may develop or improve them.

Procedure: This unit should begin with the Seashore Test for Musical Aptitude. This is basically a musical test, but it has several factors relating to speech that are particularly valuable when analyzing the individual. The students enjoy taking this test and I believe it to be worthwhile. I have noted a few of the uses to which it may be put:

1. To judge ear acuity for speech.
2. To enable student to realize shortcomings, in recognizing time as a speech element.
3. To find pitch weaknesses.
4. To acquaint student with timbre.
5. To determine basic rhythm patterns.
6. To bring to the student's attention shortcomings in speech mechanics.

After this test has been taken and analyzed, the following phases of voice are taken up individually:

1. Respiration
2. Phonation
3. Resonation
4. Articulation

First, each should be defined as definitely as possible. Second, the reasons for each being considered should be made plain. Third, suggested exercises for improvement should be recommended.

Care must be exercised in this unit to be sure that the material does not become too technical. The danger of becoming involved with the physics of speech is ever present and could readily destroy the value of this unit. After considerable reading in this phase it seemed wise to confine this unit to the four rather broad headings mentioned above. In a struggle to determine satisfactory definitions I tried several on my classes and by the process of elimination decided to use Seely and Hackett, *Experiences in Speaking*, Scott, Foresman and Company, 1940, page 147.

1. Respiration initiates the entire process and controls it at the outset.
2. **Phonation** makes noise out of a passing stream of air.

3. **Resonation** enlarges and enriches (gives quality to) the sound waves which are sent up by the organs of respiration and phonation.

4. **Articulation** forms the enlarged and enriched noise into recognizable letter sounds and connects those letter sounds as words.

The section on respiration should be illustrated by actual diaphragmatic breathing exercises so that each student understands what it means. Care should be taken that they understand the "happy medium", that area between too deep breathing (respiration 5 to 8 per minute) and too shallow breathing (respiration 18 to 20 per minute). Impress on each student the need for abdominal breathing, not only for speech but for general health as well.

Assignment: Read in *Experiences in Speaking*, pp. 148-154. Practice exercises and be prepared to illustrate to the class at least two methods of improving respiration.

Phonation is, first, a more detailed consideration of the material covered in Unit II. However, it proceeds from there to the discovery of several important factors. One is the determination of pitch. The use of the piano in this respect will enable the student to find his average pitch level. Each student should find his normal pitch and then should determine whether it is too high or too low, and immediate steps taken to correct it, if necessary. Pitch is vitally important because it is through its use that we are
able to convey fine shades of meaning. Stress also the point that pitch is easily affected by fear and nervousness, common elements in speech courses. Last, but most important, emphasize that one pitch alone leads to a weak factor in speech, a monotonous voice.

Assignment: Read in Experiences in Speaking pp. 154-168. Practice exercises given on these pages and be prepared to illustrate and explain at least two to the class.

Resonation includes the two most frequently mentioned qualities of voice production, volume and quality. Both of these factors, if used correctly, greatly enhance the voice. The old adage, "It's not what we say but how we say it", particularly stresses resonation. Basically, when we refer to volume, we are saying how loud or intense is the voice we hear. Volume is a vital factor in communication, but care must be exercised in distinguishing between a bellow and a clear forceful voice that is related to the area in which it is being used. Quality is the element that we usually associate with any given voice, the sound that predominates in our consciousness. This is the factor we are thinking of when we say "I like" or "I dislike his voice." Both of these items can be developed and controlled by careful practice. In this phase of our unit on voice we must first make sure that the student knows the areas to which we refer. These are primarily the mouth, nasal, and pharyngeal cavities. Each of
these can be discussed by reference to material in Unit II. The following chart lists some of the more common voice defects, their description, possible cause and suggestion for improvement. It is also wise to remind students as they examine this chart that there is a close relationship between good health and good speech.

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Possible Cause</th>
<th>Suggestion for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Too Soft</td>
<td>Light Voice</td>
<td>Faulty breathing</td>
<td>Diaphragmatic breathing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor phonation</td>
<td>Inflation exercises for improving pitch.</td>
</tr>
<tr>
<td>2. Too Loud</td>
<td>Heavy Voice</td>
<td>Defective hearing</td>
<td>Ear examination</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overbearing personality</td>
<td>Personality adjustment</td>
</tr>
<tr>
<td>3. Breathiness</td>
<td>Breathing sharply audible</td>
<td>Shallow or upper chest breathing</td>
<td>Breathing exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reduction of nervousness</td>
</tr>
<tr>
<td>4. Throatiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Pectoral</td>
<td>Hollow sound</td>
<td>Speaking in throat</td>
<td>Raise pitch</td>
</tr>
<tr>
<td>b. Guttural</td>
<td>Hoarseness</td>
<td>Poor tone placement</td>
<td>Raise pitch - Also throat examination is recommended</td>
</tr>
<tr>
<td>5. Nasality</td>
<td>Talking through nose</td>
<td>All sounds resonating in nose</td>
<td>Correction by imitation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To place sounds in proper resonating area - Also a physical examination is recommended.</td>
</tr>
<tr>
<td>6. Denasality</td>
<td>Talking with nose blocked</td>
<td>Failure to use nasal resonators</td>
<td>Humming</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical examination recommended.</td>
</tr>
</tbody>
</table>
Assignment: Read in *Experiences in Speaking*, pp. 168-178. Be prepared to read all or part of *The Bells* by Edgar Allan Poe.

Articulation is simply the putting of sounds into words. This is the proof positive that man has attained a higher degree of intelligence than any other living thing because only he has this power, intelligent word usage. The articulatory units are three: the tongue, teeth, and lips. The student must be made to see that although in general we all possess the same equipment there is a vast difference on how we employ it. This phase of voice work can be summed up by saying that the chief cause of poor articulation is mental laziness. Of course it is recognized that people with poor hearing, faulty equipment, (e.g. harelip, cleft palate) Those who are mentally deficient must be regarded separately. However, in the main, the bulk of poor articulation stems from lazy speech habits. Ask the students to listen and learn. This unit of work must not be confined to these few weeks only; it must be constantly a part of speech work.

Assignment: Read in *Experiences in Speaking* pp. 178-185. Practice the various exercises suggested. Prepare some of these for classroom use.

General Comment: This is a most important unit and far more time than assigned could be devoted to it. However, if the essentials contained herein are covered, the student will have
a relatively clear idea of voice and how to use it. Also in connection with this unit, albums of records of various types of voices are played to the class and afterwards discussed. Here again content as well as voice qualities are stressed, and in this fashion we hope to tie together with subtlety the two important aspects of speech: speaking and listening.

Unit VI

Title: Techniques of delivery

Periods: 12

Format: 1. Lecture 4. Motion pictures
2. Notes 5. Assignments
3. Classroom illustrations

Aims: 1. To give the student basic information on delivery.

2. To try to eliminate "stage fright."

3. To encourage the student to develop over-all poise.

4. To furnish the tools for successful speech in both the formal or informal situation.

Procedure: Techniques to be covered:

1. Poise
   a. Nervousness
   b. Stage fright

2. Posture

3. Gesture

4. Movement

5. Outline
It becomes immediately apparent that there are many more factors when one is considering the problem of delivery. However, this thesis is designed for practical use with a limited time imposed by a rigid curriculum; therefore, only the basically essential information is used. The first, and probably most important from any aspect of speech, is the development of self confidence or poise. This item in speech education is of prime concern to all teachers, and is developed with varying degrees of success. It is our hope that this limited approach to delivery will have the effect of fostering the advancement of this vital item so essential in all phases of living today. Poise can be expressed by a more common word and perhaps more readily grasped by students; that is, ease. As one approaches work on this unit, he recognizes that some students have a great deal of ease, others little or none, and yet in almost every case some improvement can be made.

The many divergent ideas on just how to control nervousness and stage fright make it rather confusing to know how to go about it. However, by process of experimentation in the classroom situation I have evolved a plan, which while not fool-proof, helps I believe, the majority of students beginning speech training. I like to call it "Ten Steps to Freedom." It is not the quickest or most sensational method, but it has been modestly successful and, therefore, is in-
corporated as part of this unit. It combines all the factors mentioned under the outline of techniques to be covered.

1. Create an informal, friendly attitude in the speech classroom. To do this is not as simple as it sounds, as many students approach speech with fear and trembling, dislike, or with a completely negative attitude. The instructor personality must project to the students in a warm, friendly manner. Humor must be stressed to help develop the relaxation so necessary to the speech situation.

2. Call on the class frequently for answers to various questions, but at first select only volunteers. In the beginning allow seat recitation; then after the tension has been lessened ask students to stand by their desks. At this stage begin to call occasionally on the timid ones. Soon the class as a whole begins to respond; then request longer, more formal answers to be delivered from the front of the room.

3. As the students enter this stage, begin to call their attention to the way they rise, how they come forward and the way they stand. Ask the class what impression they would get if the speaker were a stranger. From time to time have the speakers criticized by other members of the class. Ask the speaker to repeat his remarks with corrections given in the criticism. This phase must be handled carefully so that impressions are softly but firmly placed in each student's
mind. The results obtained this way have been excellent, although the instructor must at times have the patience of Job.

4. During the period covered by the preceding steps give each day a series of short talks on the various phases of speech delivery and personality. These include:

1. The Speaker Himself - to develop a healthy mental attitude.

2. Personal Mannerisms - those to cultivate, those to avoid.

3. The "Crutch" word Habit - the use of "well", "er", "uh", "and", etc.


5. Being one's Feet! - the advantage of grace in one's physical appearance, posture in general, how to sit, how to stand.

6. The Wonder of Words - value of vocabulary in reaching desired goals.

7. I See What you Mean - how gestures can be helpful if used correctly. Hand, arms, shoulders.

8. N.P. - Not Prepared - the value of preparation, source material, simple rules of study, preparation vs. nervousness, the value of an outline.

These are examples of how students are indoctrinated or saturated with speech without too formal an approach. Each capsule talk by the instructor is analyzed by the students as to its value as a speech, its material, its delivery and its instruction. Thus we have helped each student toward attaining poise.
5. At this point show a series of three speech films developed by Young America Films, Inc. These are excellent for classroom use, running about 10 to 12 minutes each. They cover various phases of speech, such as stage fright, platform conduct, movement and gesture. These films are followed by a discussion of what has been seen and heard.

6. Now bring records into use and let the students hear professional radio, dramatic and speech programs. Then play records of former speech students to show the progress made by students whom they know.

7. Cover thoroughly as a unit of work the speech outline and its use. This includes the topic outline, use of three-by-five file cards, writing out of quotations, the point of briefness and the idea of depending as little as possible on an outline in speech delivery.

8. Give the following base assignments:
   a. One-minute speech on any of the subjects covered by the instructor's short talks. No outline.
   b. Two-minute speech on "Nervousness and I." No outline.

9. Assign a speech of criticism on a fellow classmate's base assignment. Reference notes only.

10. Finally assign a speech of three to four minutes on subject of the student's own choosing, stressing poise, posture, gesture, and movement. A formal outline copy should be
handed to instructor before speech is given. At the conclu-
sion of speech the student should give a 30-second self-eval-
uation of his own speech and then ask for (30 seconds) com-
ments on his work from the audience.
Assignment: List above in points 8, 9, and 10.
General Comment: This unit is most interesting and, conducted
carefully, will bring some gratifying results. Several devices
are used here;

1. Each seat is numbered and a member of the class
draws a number from the instructor’s cards. The number
drawn is first for the given assignment, and the others fol-
low in sequence. This is popular and relaxing for the class.

2. A common cash bell is passed from student to student
while someone is speaking. A ring on this bell stops the
speaker, and the holder of the bell must make the correction
indicated when the bell was rung. This is an excellent de-
vice used frequently in speech classes.

3. Comment sheets are written on each speaker by at
least one student and the instructor.

4. Tape recordings are made on all or parts of each
speech, particularly valuable device for future playback
and criticism.

Unit VII

Title: Impromptu Speaking

Periods: 4
Format: 1. Definition 2. Method

Aims: 1. To develop confidence to speak on short notice.
2. To recognize the medium and remove fear element.
3. To give mental agility.

Procedure: A careful explanation of the meaning of impromptu speaking will help to remove the element of fear that attends this unit. The student should be made to realize that impromptu does not mean speaking without knowledge of the subject. The point that these talks are really the basis of living experiences should serve as a guidepost. The ability to choose effective words impromptu cannot be over-emphasized, and helpful illustrations of its value should be interspersed in the instructor's introduction. Before an assignment is made, try tossing topics at members of the class; give them two or three minutes to think; then let them address the class. Such a procedure is an excellent starting point and has a somewhat relaxing effect upon the class as a whole.

Keep constantly in mind that this type of training is both important and fascinating to the average student. A good unit on this subject is an excellent source of development for mental agility. A final point that should be emphasized is the fact that a good impromptu speaker is, in most cases, a good prepared speaker as well.

Two brief references might help in planning this unit.
Assignment: A set of cards listing many different topics is prepared. The subjects should be fairly general and relatively familiar.

These are placed face down on the teacher's desk. Students are called on to select two cards. One is chosen and one discarded. Three minutes only is allowed for preparation before the talk.

Following his speech, a student is selected at random to give an impromptu criticism of the talk. This gives each student at least two opportunities for impromptu work.

General Comment: This is an excellent unit for fun and relaxation, yet utilizing a fine medium of speech. Caution should be exercised in order to get the most out of it. It should also be noted that impromptu speeches need not be confined to this unit, but may be used occasionally throughout the year's work.

Unit VIII

Title: Second Voice Recording

Periods 3

Format: Same as Unit III

Aims: 1. To compare with recording #1.

2. To evaluate critically from units of speech studied since first recording.
3. To point out areas of improvement and areas for continued work.

4. To continue attempt to make students listen from both mechanical and material viewpoint.

Procedure: Same as Unit III

Assignment: Prepare 1½ to 2 minute speech on original topic. Rehearse carefully for recording.

General Comment: The same ideas are embodied here as in Unit III, but on a more advanced level because of units covered since the first recording. The same check list is used (figure #6), but in greater detail. The comparison of these two recordings is both interesting and popular for students and teachers alike.

Unit IX

Title: Common Speech Situations

Periods 15

Format: 1. Analysis of key points in each.

2. Notes.

3. Assignment of speech for each type.

Aims: 1. To offer practical experience in the common mediums of speech.

2. To acquaint the student with the important points of consideration in each type.

3. To train the student to evaluate not only how he hears but what he hears.

Procedure: The following types of speech situations are to be covered in this unit.
1. General conversation
2. Relating personal experience
3. Providing entertainment
4. Giving information
5. Seeking persuasion
6. Seeking conviction

Each of these will be taken up separately in this thesis.

The same basic procedure would be used for each in the classroom.

1. 15-minute talk on the specific situation.
2. Notes on the important points.
3. Class discussion.
4. Each student prepares a three minute speech on the topic. These are to be tape recorded.
5. Playback and criticism.

Conversation is not actually a unit in itself; it underlies all mediums of speech, but it should be discussed separately in order that this point be made clear. The purpose of conversation is to give or receive ideas and experiences, and afterwards to clarify and expand them. Many people today refer to conversation as lost art, but this is not true, as everyday listening will soon convince one. However, certain factors should be stressed throughout the speech work that will help to improve the conversational art.

Stress the following:
1. Fundamentals of voice, gesture, posture, movement, etc., are vital.

2. Vocabulary and diction enhance conversation.

3. Reading, studying, and observing increase one's knowledge in all fields. They are essential to becoming an effective conversationalist.

4. A good listener does not try to "hog" any conversation.

5. One should examine carefully what he has to say before saying it. If it is not worthwhile it should be discarded.

6. One should develop an even temper. Losing one's temper turns conversation into a senseless argument.

7. Attending varied public functions such as concerts, lectures, plays, exhibitions and discussions is useful.

8. One should become a critical listener to radio and a listener and viewer of television.

9. One must talk; he cannot hope to improve if he is a "social mummy."

Assignment: Develop the conversational situation in the classroom. Each student should choose, introduce, and lead a conversation for five minutes.

An exercise to include - (1) Use of the telephone (2) making introductions (3) giving directions (4) engaging in table talk.

Personal experience is the subject of a very common speech situation. This medium is used in some fashion by practically everyone everyday. Of course it becomes immediately evident that this is also conversation with much the same rules applying. However the following suggestions
should be followed by the students:

1. Use a normal conversational tone.
2. Make your contributions interesting by color and shading.
3. Speak with conviction.
4. Use an attention-getting opening sentence.
5. Form a definite sequence of presentation.

Assignment: A 3 or 4-minute speech dealing with a personal experience. The speech shall be carefully organized and given without notes. An outline shall be submitted.

Entertainment is one of the most popular forms of speech, but caution must be observed because, although it appears easy, it can be most difficult. A speech of this nature has only one purpose—to give enjoyment of some kind. It frequently is void of ideas and possesses little lasting value. Success in this type can obviously be turned into profit in the field of entertainment. One must remember, however, that everyone is not capable of delivering this type of speech; therefore, if humor is not one's forte, he should avoid it. However, everyone should acquaint himself with this type of speech. These points should be made:

1. Keep it light.
2. Try to start with an attention-getter.
3. Don't drag humor in by the heels.
4. Don't explain the point—a practice painful to any audience.
5. Avoid stale stories.
6. Keep it in good taste.

Assignment: 1 to 2-minute story to entertain. A carefully chosen story developed in accordance with points listed above and given without notes.

Giving information is another common speech situation, and is frequently badly handled by high school students. In the speech of information certain rigid ideas must be considered. These should be dictated and drummed home to each class.

1. Keep the speech impersonal.
2. Select material with care.
3. Don't include too much; such practice only leads to confusion.
4. Be clear at all times.
5. Use mental pictures, actual pictures, diagrams, illustrative material, etc.
6. Keep your material in language your audience can easily understand.

Assignment: Develop an information speech on a subject that the class would not be too familiar with. Before delivery turn in a carefully prepared outline and a list of source material. A duplicate outline may and probably should be used while speaking.

Persuasion can be most effective a weapon in the hands of the user. We all use it, but are not too familiar with its organization. This medium is sometimes called action-pur-
pose speech, a name which accurately explains its use. Authorities in the field of speech seem to be in agreement as to the four basic ideas to develop any unit of persuasion.

1. Establishing direct contact with the listener.
2. Careful conveyance of ideas one by one so that each makes its impression.
3. Creating in the listener the desire to act.
4. Gently but firmly forcing an early decision.

This speech situation is the guiding force behind selling, politics, drives, public appeals, and similar activities. The instructor should take special pains to see that the form of speech is clearly understood. Illustrations of its various uses will help to impress students.

Assignments: 1. Two or three-minute speech of persuasion based on selling an article.
2. Two or three-minute speech of persuasion based on a public appeal.
3. Outline of both for instructor.
4. Outline may be used.

Conviction is frequently confused with persuasion, but there is a vital difference that should be clearly pointed out. When seeking to convince, one is not bombarding his listener with an avalanche of material to persuade him, instead, he is approaching his mind with clear, concise, factual views designed to replace deep-seated ideas. This is a difficult job and must be viewed at long range. Conviction does not always indicate action either; it is predominantly a
mental change. The following points should be kept in mind when developing a speech of conviction.

1. The idea must be logical.
2. The evidence must be factual and clearly substantiated.
3. One must be prepared to answer all questions raised.
4. One should keep emotional material at a minimum.
5. One should summarize with a repetition of his strongest points.

Assignment: Select a viewpoint that you firmly believe in and prepare a speech to convince your audience. Three to four minutes in length. Outline for instructor. Notes may be used.

General Comment: This unit can be, and frequently is, one of the most interesting and valuable in a basic speech course. It offers many avenues of approach, and in practically every instance the student finds at least one topic that stimulates him. This work also materially increases the student's knowledge, opens new areas of information, suggests new phases of activity, develops the talent of listening, increases the poise, and helps to knit the class into a cohesive friendly group.

During the time spent on this unit the following things are accomplished.

1. Tape recordings are made.
2. Comment sheets are filled out.
3. Short periods of class criticism on the speaker, their material and the unit in general are held.
4. A cash bell is used to keep speakers on their toes.

5. Outline technique is developed.

6. A constant check is made of all phases of speech previously covered.

Unit X

Title: Group Speech Activities

Periods: 10

Format: 1. Lecture on the four common forms.
        2. Notes on each.
        3. Practical application by classroom assignments.

Aims: 1. To acquaint student with the commonly accepted forms of discussion.
        2. To stimulate their interest in the exchanging of ideas through this medium.
        3. To give them the opportunity to participate actively in at least one of these forms.
        4. To improve their ability to evaluate critically material transmitted through discussions.

Procedure: Certainly fundamental facts about each of the following forms of discussion should be clearly pointed out to students.

The four forms are:

1. Round-table
2. Panel
3. Open Forum
4. Symposium

The Round-table

1. Chairman leads discussion
   a. adequate preparation necessary
2. Members of group (no standard number)
   a. length of talk usually limited
   b. All members should be allowed to express
      views before anyone has a second chance.

Panel

1. Several different ideas are advanced on conducting
   a panel.

2. Usually a general subject is chosen.
   a. divided into topics in question form
   b. each panel member speaks on one question
      of the topic

3. Chairman, or coordinator, opens question period
   by panel.

4. Chairman opens panel to questions from the audience.

5. Chairman closes panel by a summary, or evaluation.

6. Panel has no set number, but the common figure is
   from four to six, plus a chairman.

7. Panel does not have a winning side, as does a
   debate; it is more a medium for exchanging ideas.

8. In a formal panel, the chairman sits in the center
   and both chairman and members stand when speaking.

9. In an informal panel, the chairman sits in the
   center and no one stands.

10. Excellent method and becoming quite popular.

Open Forum

1. Informal method

2. Pre-determined subject announced in advance.

3. Chairman calls meeting to order, question or topic
   for day is moved, and then anyone may request the
   floor and give his views.

4. On some occasions a formal speaker is heard first
   and then questions may be asked of him.
5. This method requires quick thinking, active participation and an excellent chairman.

Symposium

1. Formal

2. Four to six persons assigned talks on different phases of the subject.

3. Sometimes audience participation follows.

After these points have been stressed, sample runs should be made on each so that the class may practice what has been preached. When each type has been handled in this fashion, a list of chairmen is read. These chairmen select four members of their discussion group, choose their topic, decide which method they will use, and prepare to complete this assignment in class.

Assignment: Discussion groups in the various medium. Each group to be allowed twelve minutes.

General Comment: This unit often proves to be one of the most popular. The instructor must be careful in handling it on at least three counts: (1) be sure everyone is either a chairman or a discussion member, (2) be careful that subjects do not get out of hand. (3) keep to time schedule.

One thing that can be very valuable in this unit is the opportunity to have the class analyze what they hear. This practice develops a very desirable attribute, namely, that of being able to absorb what one hears, or, more bluntly, the ability to listen. Discussion always teaches one valu-
able lesson- "If you don't have anything to say, don't say it!"

Unit XI

Title: Final recording

Periods: 3

Format: Same as Unit III

Aims: 1. To compare with previous recordings.

2. To give final critical evaluation of recorded voices.

3. To make suggestions for future speech work.

Procedure: Same as Unit III

Assignment: Prepare a 1½ to 2-minute speech on carefully chosen original topic. Turn in an outline of the main points of development. Rehearse carefully before recording.

General Comment: This should be very carefully handled, and pointed evaluation should be given to each student by the instructor. The class should also be consulted as to pertinent comments on each playback. Each comment period should close with a summary of

1. Improvement noted

2. Unsatisfactory areas

3. Recommendations for future speech work.

All three records should then become the property of the student unless a particularly fine record has been made, and then it could be held, on request, for future classes to hear.
Unit XII

Title: Oral Examination

Periods: 5

Format: Five minute speech and ten-minute conference.

Aims: 1. To see results of year's work in a formal situation.

2. To judge what should be the student's best work for final grading.

3. To make final individual summary of student's work.

Procedure: An examination schedule should be made as to date and time for each pupil's speech and conference. This should be carefully worked out and posted at least three weeks in advance of the first oral. Opportunity should be given in class for a question period on the final examination. The schedule should be rigidly followed in order to insure each student the same amount of time for delivery and conference.

General Comment: The formal examination has a decided place in the program, because it enables each student to have an opportunity to utilize the lessons of the year. It imparts a certain flavor of formality, and closes with what should be a conference beneficial to both the student and the instructor.
Chapter Six

Suggested Program for Intermediate Speech Course
Elective for Juniors and Seniors

The suggestions that follow this introduction are not, unfortunately, the results of actual classroom use. The reason is that to date, in our new speech program, only basic speech has been offered. However, a serious attempt has been made to discuss these items with three groups: (1) students, (2) faculty, and (3) administrators. The results have been to obtain a fairly accurate idea of some of the things desirable in a second-year speech course.

It must be emphasized that frequently upon actual use changes become necessary, as was discovered when basic speech was first offered. Another factor to consider is that the students in this course having had one year of speech are likely to be more malleable. Caution should be exercised to keep this program somewhat elastic in order to adapt it to the changing needs of the individual student.

A keen edge should be kept on this course in order to create a high interest level. Much of the work can and should be directed, under guidance, by the student. Such direction should prove to be an excellent medium for speech development, plus a fine learning device.

It must be remembered that this group is electing speech and, therefore, apparently has a decided interest in what
transpires in the classroom. The more creative the work can be, the more valuable will be the end results. The course should be subject to constant careful examination and adjustments wherever change is evidently needed and desirable. It should be kept up to date and should maintain a high degree of practical application.

To meet the needs mentioned above, and following suggestions made by the various groups consulted, a tentative plan for Intermediate Speech is outlined. This is followed by a further breakdown of suggestions and procedures.

Intermediate Speech

Unit I  Review of Basic Speech Requirements
A. Voice
B. Techniques of Delivery

Unit II  First Recording of Voice
A. Playback and criticism

Unit III  The Speech Outline
A. Mechanical setup
B. Practical use

Unit IV  Analysis of Speech Areas
A. Radio and Television
B. Dramatics
C. Salesmanship
D. Teaching
E. Discussion
F. Debate
G. Parliamentary procedure
H. Oral interpretation
I. Clinical speech

Unit V  Second Recording of Voice
A. Playback and criticism
Unit VI  Practical Experience in Speech Situations through Assembly Programs

A. Presentation of Discussion  
B. " " Debate  
C. " " Radio Program  
D. " " Oral Interpretations  
E. " " Choral Speaking  
F. " " Play  

Unit VII  Oral Examination

A. Analysis  
B. Summary of accomplishment  
C. Recommendations  

Unit I  

Title: Review of Basic Speech Requirements  

Periods: 6  

Note: Procedure and material essentially the same as that found in Basic Speech Unit V pp. 23 through 29, and Unit VI pp. 29 through 34. Suggested source material for more detailed study by second year students.  


Unit II  

Title: First Recording of Voice  

Periods: 3
Note: Format, aims and procedure for recording are the same as those for Basic Speech. The only difference is that the critical analysis is more detailed for the advanced level of the student.

Unit III

Title: The Speech Outline

Periods: 4

Format: 1. Lecture on value
2. Illustration of basic forms.

Aims: 1. To show value of outline.
2. To acquaint student with methods.
3. To indicate use by actual practice.

Procedure: It is interesting to observe that the art of outlining is apparently a lost one among high school students. This fact immediately indicates a careful approach to this vital item, so closely allied to speech.

The introductory lecture should, as a practical example, follow an outline placed on the blackboard so that all may follow it. This practice is an excellent way to bring home in graphic fashion the use of an outline. Its indispensability to a speaker should be hammered home.

The student should be impressed with the fact that without an outline a speech is usually a rambling one, and the speaker, as a rule, lacks poise and confidence. Furthermore, these defects are quickly noted by an audience, and generally the effectiveness of the speech is lost.
Accepted forms of outlines generally used:

1. The general tabulation
   
   I. __________________
   
   II. __________________
       A. ____________
   
   III. __________________
       A. ____________
       B. ____________
       C. ____________

   This form covers the main topics with a few closely related sub-topics.

2. The basic speech outline
   
   Introduction
   
   I. ____________
   
   II. ____________

   Body
   
   I. ____________
   
   II. ____________
   A. ____________
       1. __________
       2. __________
   
   III. ____________
       A. __________
       B. __________
       1. __________
Conclusion

I. ______________

II. ______________

This arrangement breaks the outline down into three phases of speaking, with various topics and sub-divisions under each.

2. Advance Speech Outline

   Title: Date:
   Aim:
   Opening Sentence:
   Introduction:
   Body:
   Conclusion:
   Closing Sentence:

An outline of this type includes all the basic factors, and adds several details. It requires more work and, most important, forces the speaker to state clearly the aim of his speech. The form should be used in all advanced speech work.

After all forms have been carefully explained and illustrated, it is wise to work out two or three outlines on the blackboard from subjects selected by the class. This is a time-consumer; therefore make sure to use time judiciously.

Assignment: Develop three speeches using all three outline forms. Turn in copy before giving assignment in class. Use only outline when speaking. Speeches to be based on problems: (1) school, (2) community, (3) personal.
General Comment: This unit should be handled so that each student has a clear idea of how to construct and use an outline. A few outlines should be selected for classroom analysis to show their strength or weakness.

Unit IV

Title: Analysis of Speech Areas

Periods 24


Aims: 1. To examine several fields in which speech plays a very important part.
2. To stimulate students toward further study.
3. To give opportunity for research and report.
4. To offer guidance for students who wish to pursue a field of interest.

Procedure: A unit with as widely divergent kind of information as this one involves cannot be completely planned without actual experimentation. The amount of time that our course can allow necessarily precludes covering any one kind in detail. However, the unit should serve to broaden the speech horizon and to acquaint students with the wide field which is open to them. This result, plus the research, report, and practice, should help to round out their understanding of speech and its many uses.

Each of the nine sections to be covered will follow a rather standard pattern. This pattern should be as follows:
1. Instructor's lecture on major points with special attention to speech problems peculiar to each field.

2. Assigned reading and oral reports on various phases of each topic.

3. Field trips, if possible, to view the practical side.

4. Outside speakers or groups connected with each of these divisions.

5. Practical assignments in order that each student may experience the type of speech activity in these nine areas.

6. Brief summary of each section by instructor.

These six points are relatively ambitious for the time that can be allotted, but if need be they may be modified or tailored to fit without losing the essential balance.

In order to clarify further, how this unit might work, each section is being listed with more detailed suggestions.

A. Radio and Television

1. Material on these fields can be obtained free of charge through the various networks; U.S. Office of Education, Division of Radio, some commercial publications, and excellent texts.

2. Visits can be made to commercial and education stations, such as WCRB, WTAO, WHDH, WBZ-TV, WBZ, WNAC-TV, and WNAC and the educational FM stations of Emerson College and Boston University.

3. Programs may be produced over some of the above stations.

4. Invitation to address speech classes may be made to radio and television people.

5. Material may be produced in class, assembly, and actually over the air.
References:


B. Dramatics

1. Use of professional recordings to give students the idea may be obtained from commercial sources, U.S. Office of Education, Massachusetts Office of Education and various radio stations, to mention a few.

2. Cuttings, playlets, or originals may be cast and presented by class members. These may be recorded for greater value.

3. Visits may be made to professional performances through theatre parties, also to various college productions; excellent cooperation in this from Emerson, Tufts, Bishop-Lee, Boston Conservatory Drama Dept. and Leland Powers.

References:


Weaver and Borchers *Speech*, Harcourt, Brace and Company, 1946, Chapter 12.


C. Salesmanship

1. Outside speakers in the field.

3. Assignments based on selling a school activity or service. Use group for homeroom pleas in this fashion.

References:


D. Teaching

1. A phase which students consider familiar, but which they frequently see only through student-eyes. Have them analyze various teachers from an objective speech angle. Results are sometimes revealing.

2. Assignment of teaching units to various members of the class; judge critically.

3. Discussion of teachers and the speech personality.

E. Discussion

1. More detail and advanced work on material begun in Basic Speech.

2. Attendance at public discussion when possible.

3. Radio and Television excellent medium for this work.

References can be found under Discussion in any good speech text.

F. Debate

1. Use in class, but encourage a debating team or club as extra-curricular, sponsored by the speech department and led by interested speech students.

2. Impress students with the difference between debate and discussion.

3. Utilize "capsule" debates for practical classroom exercises, to give all a chance to participate.

4. Arrange trips to hear debates of the New England
Forensic League (college).

References:


G. Parliamentary procedure

1. Try to make students see the need for rules and regulations to control discussions by organized groups.


3. Recommend observation of conduct at town meetings.

References:


H. Oral interpretation

1. Analysis of its meaning.

2. Emphasis upon the ability to understand and to interpret to others both the written and spoken word.

3. Demonstration of the specific relation of the analyzing process to given selections.

4. The use of aids such as the dictionary, encyclopedia, source material, thesaurus, etc.

5. Assignment of practice selections for class members to read aloud and interpret.
6. Use of Chapter 11 in *Speech*, by Weaver and Borchers, as an excellent guide for this section.

I. Clinical speech

1. This section should not be regarded as a study of the clinical method, but merely as a means of acquainting students with this little-known phase of speech work.

2. Instructor should outline the section and perhaps cover briefly a few important aspects.

3. A few of the better students could be assigned to related topics for research and report.

Reference:


Unit V

Title: Second Recording of Voice

Periods: 3

Note: Format, aims and procedure for recording are the same as those for Basic Speech. The only difference is that the critical analysis is more detailed for the advanced level of the student.

Unit VI

Title: Practical Experience in Speech Situations Through Assembly Programs

Periods: 24

Format: 1. Selection of material

2. Choosing participants

3. Direction and guidance

4. Production
Aims: 1. To work in actual speech situations for an audience.

2. To give students a chance to improve their speech possibilities by participation.

3. To provide the school with tangible evidence of the progress in the speech program.

4. To offer a greater opportunity for a larger number to take part in school-related activities.

Procedure: This unit of the course will naturally vary from year to year according to the programs to be presented. There can be no hard and fast rule of procedure, because the various mediums vary in several ways. In order to give some idea of how each is conducted, an attempt will be made to show how problems peculiar to each are considered.

First, several general factors should be mentioned.

1. Programs should be spread throughout the year for two reasons:
   a. So that the school will not be bored with constant student-operated assemblies.
   b. In order that sufficient time will be allowed for each.

2. Material should be selected carefully by the instructor and two or three students working together.

3. Some time must be given outside of school hours as well as in the classroom.

4. Groups should be selected on the basis of interest if possible.

5. All should participate if humanly possible to include them. This rule must be tempered by time, personalities, and type of productions.
6. Critical evaluation should be sought from the students and faculty alike.

7. Students should be allowed to share responsibilities as much as possible.

The order in which these factors are listed does not necessarily indicate the order of their presentation. They may be readily juggled to suit the given circumstances. Let us examine each factor.

A. Discussion

1. Selection of a topic of current school interest.
2. Selection of three panels of four members plus a moderator each.
3. Operation of each panel as an independent unit preparing its information.
4. Presentation by panels.
5. Judgment and criticism by fellow students.
6. Selection of best panel for assembly program.

B. Debate

1. Volunteers are requested.
2. Each student prepares a speech on a phase of a pre-selected topic.
3. Each student delivers speech in class.
4. Class rates speakers.
5. Class-rating is the basis for selection of four students for debate team. (2 negative and 2 positive)
6. Instructor acts as coach.
7. For actual program judges are selected from among the faculty.
8. Judges evaluate the program.

C. Radio Program

1. Material can be found in texts, playbooks, U.S. Office of Education, and originals.
2. Cast selection by voice test.
3. Rehearsals in and out of class.
4. Production under actual conditions as nearly as is possible.
5. Seeking of student and faculty judgment on results.

D. Oral Interpretations

1. This is a highly developed art and only proficient student should be used.
2. Selection by the instructor.
3. Provision of ample opportunity for in-class practice with requested reaction by students.
4. Individual drill with each participant is exceedingly desirable.
5. Variation in a program of this type with humor, drama, description, etc.
6. Request for members of the English department to evaluate both program and individuals.

E. Choral Speaking

1. New type of choral speaking scripts are available, and extremely useful for preparing an assembly program.
2. Group should include about 20 to 25 boys and girls with an assortment of light and dark voices.
3. Rehearsals should be about thirty minutes in length covering short passages.
4. Rhythm and ease should be developed as practice progresses.
5. An important factor in choral speaking should be an emphasis on mobile faces.

F. Play

1. Perhaps the most difficult of these six types is the dramatic production, which must be handled with extreme care.

2. The play must be chosen carefully. (catalogues with brief descriptions of play offered can be easily obtained from many different publishers) A reading committee of students should be selected to assist. A play of literary value, technically sound and containing basically good ideas should be chosen.

3. The players may also be chosen by both the instructor and a student committee. Consideration should be given to:

   1. voice  
   3. personal bearing
   2. appearance  4. basic intelligence to understand role.

4. Rehearsals will have to be scheduled after the regular school sessions.

5. An evaluating committee should be chosen from the faculty and from senior dramatic club members.

The many speech values that accrue from these assembly programs are immediately evident, and have been pointed out throughout this thesis. A few bear repeating, such as voice improvement, particularly volume and diction; techniques of voice usage, interpretation, breathing, posture; gesture and movement; projection; development of poise; and increasing self-confidence.

In addition to these speech aspects, several other real values are inculcated in an indirect fashion to each parti-
cipant. These factors help to broaden and deepen the student, giving him a sense of social responsibility, teaching the spirit of cooperation and enthusiasm, helping to establish a sense of values, recognizing the need for high standards, providing a wider outlet for youthful vitality, opening new sources of information, and developing over-all character.

Certainly, this is a splendid recommendation for a unit such as this. It is a richly rewarding experience for instructor and student alike.

Unit VII

Title: Oral examination

Periods: 8

Format: Three speech assignments and individual conference.

Aims: 1. To see results of the year's work in a formal situation.

2. To judge the student's best work for final grading.

3. To use the individual conference for evaluating work and suggesting future work.

Procedure: A schedule should be made out at least three weeks in advance of the first examination. Particular care should be taken in preparing for this period of speech work. A rigid procedure should be maintained in order to see that each student has equal time allotment for speeches and conference. This means three speakers each period for 15 minutes each, with a five-minute conference period. In the average class of twenty this can be readily accomplished in seven
periods. An eighth is allocated to permit an open forum on the examination work.

Each student's examination shall consist of three five-minute assignments. First, a formal speech on one aspect of speech covered during the year. An outline must be furnished the instructor and only this outline may be used by student in presenting his speech. Second, a type of presentation involving description, narration, story telling, or straight entertainment. This also should be five minutes in length and delivered without notes. Last, a five-minute unit based on one of the areas of speech covered in Unit IV. Suggestions for this might include:

1. Selling a product
2. Monologue (could be a learned script)
3. Teaching unit
4. A debating speech
5. Oral interpretation
6. Dramatic or radio script.

These are only a few, but they give an idea of the type of material that could be used. These also are to be done without notes. Students should be warned to stay within the time assigned.

This final examination may appear to be rather difficult, but second year students should be capable of handling it satisfactorily. It should also be prepared long range, there-
by reducing the heavy preparation that would be attendant up-
on piling all this into a few weeks at the end of school.

This assignment also could be used, partially at least, for speech contest work. It would be an excellent plan to use if a high school speech contest were to become part of the program in the future. The student would be able to satisfy two requirements in one. The individual conferences should be very pointed toward evaluation of the examination and suggested recommendations for future work.

General Comment: This assignment can be a meaningful one if handled carefully. The oral examination has a positive place in the course of study and should be a goal toward which the student's energy is directed throughout the year. These speeches and conferences can be a rewarding experience for both student and instructor.
Chapter Seven

Recommendations of Areas for Future Consideration in the Expansion of the Speech Program

The following pages contain several recommended areas for future expansion of any speech program. They all have their place, but at the outset it must be recognized that two factors offer major obstacles to their accomplishment; namely, the element of time, and the all-important item of money, both of which are needed to attain truly satisfactory results. Before inclusion each of these areas was carefully considered and investigated as to its desirability. They have had successful operation in various school systems, and, in the long run, seem to be feasible for the average high school program.

The suggestion made under each heading indicates how each could be made to serve as a component part of an over-all speech program. These ideas are given merely in skeleton form and could be modified or expanded to suit a given situation.

They are made with the Winchester program in mind, but are by no means setup in a hard and fast fashion. However, they do possess certain attributes that would make them distinct and valuable features of any system.

They are presented with the idea that they should at least be considered in any long-range plan for the advancement of the speech program.
Speech for the Non-College Student

One of the most important phases of consideration in American education today is planning for the non-college student. The general scope of this problem is indeed vast, and of course cannot be considered in detail here. However, one area can be discussed briefly and that is the service that speech education can offer in this planning.

The non-college student is in most instances terminating his formal education when he receives his high school diploma. The world of work will shortly absorb him, and his cycle of independent economic living will begin. Unfortunately, we do not equip him properly, and one of the most neglected areas that he will use the most is speech. This clearly indicates that some careful thought should be given to the matter.

This is a thesis problem of its own and obviously cannot be solved in the space allotted to a recommendation. However, a few ideas can be advanced that might serve as a guide for further study.

The program for the non-college student could take one of two forms: first, a separate course meeting two periods a week for a year; second, one or two periods a week taken as part of the English course, in other words, two periods of Speech and three periods of formal English a week. As to course content, it should be designed to be of both current and permanent value.
It should be made interesting and vital. Suggested units that could be part of such a program are implied in the following list of topics:

1. Why take speech?
2. Use of speech in everyday living.
3. How to listen.
4. Simple mechanics of better speech habits.
5. Practice perfects.
7. Appreciation of motion pictures, television, radio, and theatre.
8. How to meet people.
9. The interview.
10. The salesman.
11. Contributions of the speech personality to successful living.

These items should give food for thought and a possible beginning for the planning of a program for the non-college student.

Advanced Course in Speech for Students Planning on Some Phase of Speech as a Career

This activity is rather a combination of three things: advanced speech, guidance, and vocational training. Only students, probably Seniors, with a definite aim and with approval by the English, Speech and Guidance Departments, should be admitted.

The course should be extremely flexible, providing some group work in advanced speech, but primarily allowing the individual to pursue his major interest under careful supervision of the instructor.
In all probability the group would never exceed one small division, but to those interested it would be extremely valuable. It would enable them to examine carefully their chosen field, and to acquire a fundamental grasp of what faces them.

We do a great deal of general college preparation primarily designed for entrance. This course would add an infinitely more desirable unit in a sort of apprenticeship training.

The Over-all Speech Program for the Entire Winchester School System-Grades 1 thru 12

There is not too much that can be stated here about a definite program, but mention should be made for future consideration.

The need for an over-all program is almost self-evident, but the establishment must come about through a careful long-range plan. This should be handled by representatives of the elementary, junior high, and secondary schools, along with administrative officials. The seed for a program of this nature has already been sown, but its development probably will and perhaps should be a slow process.

A plan such as this would be most beneficial to all students and would serve to improve speech habits, correct difficulties, improve social development, and co-ordinate speech activities over the entire public school educational span. These points are extremely desirable and any future development in the schools of Winchester should work toward this de-
Dramatics

Dramatics has a very definite place as a related activity in the field of speech education. Often relegated to the place of a secondary extra-curricular activity, the basic values of dramatic arts are seriously neglected. This subject should rightfully assume a place in the regular school program, but in most cases this action is next to impossible, hence the best bet is to include it as part of the over-all speech program.

The following quotation clearly states the case for dramatics in the secondary school.

"Almost universally acclaimed outcomes of student participation in dramatic activities were the development toward maturity through social co-operation; an understanding of human emotions and relationships through the interpretation of life situations; the sublimination of erotic impulses and anti-social tendencies; and the inculcation of ideals of life and conduct."

This phase can be handled through several channels, such as

1. Speech classes
2. Dramatic club
3. National Thespian Society
4. Massachusetts Drama Festival
5. Assembly plays
6. Senior-Junior play

7. Radio dramatics
8. Intramural play competition
9. Childrens' theatre
10. Exchange plays with other schools.

Each of the above offers excellent opportunities for participation by any interested students. Certainly each serves to enrich the school program. They all serve as rewarding sources of practical experience, and grant at least a measure of public recognition for the time and effort expended.

Wholehearted endorsement should be given to this area of activity. The end-results are most gratifying to both school and community. The development of poise and personality by the participating students can and does have a far-reaching effect on their future.

Radio

Radio as a part of the educational setup is still comparatively new; and its new counterpart, television, has hardly been discussed in school circles.

This fact is most unfortunate, because as a result an important medium of education has been sadly neglected. Radio and television have certainly become prominent factors in our daily living, and, therefore, should not be neglected in our schools. They both relate to speech and it is logical to assume their connection to any speech program.

It is true that the number of pupils that actually intend to enter these fields is small; therefore, the major aim is
not vocational. However, practically one hundred per cent will become listeners and viewers. It is to this group that our chief responsibility lies. This educational process can serve to develop trained, alert, intelligent viewers and listeners, a most desirable aim in light of present programs. Radio can be handled through various methods, such as

1. Radio workshop
2. Local radio stations
3. Radio writing
4. Radio production
5. Radio dramatics
6. Radio discussion groups
7. Critical listening and viewing.

A more ambitious aim would be the establishment of a local 10 watt F.M. educational station. This is a project that Winchester is now working on as a school and community venture. Such a station would prove an enriching experience in numerous ways.

Over-all radio and television can act in a public relation capacity; as a wholesome recreational medium; toward advancement of communication-arts and educational development; in building of discriminating listeners and viewers; and in stimulating the desire for improvement in the offerings of these fields.

Speech Clinic

In any given school system there are students who have some positive speech difficulty, which is decidedly a devia-
tion from what we consider normal. It is for this small but important group that clinical work is a definite necessity.

The establishment of a clinic in the average medium-sized school system is a serious problem, largely from the standpoint of cost. However, the satisfactory adjustment of the child with a speech defect is of prime concern to the child, the parent, and the school. It is so frequently neglected that as a result many children become badly adjusted socially.

It is not the purpose of this paper to attempt to offer a solution to this problem. The suggestion must be made that attention should be focused on this phase of speech education.

One positive idea can be advanced—the establishment of a speech clinician serving three to four communities, and jointly financed by them.

In this fashion reasonably good results could be obtained for the speech-handicapped. This may not be an ideal situation, but it would certainly be a step in the right direction.

Debating

The figures from the speech inquiry indicate a strong interest in debating. The figure was 21%. This is proof positive that debating should be offered in some form by the school department.

There are many desirable ends served by a debating society, and with the amount of interest indicated it seems
proper to find a place for it. Two suggestions can be offered. First, it should be included as a unit in Intermediate Speech. Second, it could be sponsored by a faculty member as an extracurricular activity. The opportunity for interscholastic competition might well develop. After establishment of such a course membership could be sought in both the New England and National Forensic Leagues.

Further support for the debating activity is the fact the debaters are likely to be considerably above average in intellectual ability and scholarship. Their experiences are extremely valuable in later life, because they tend to develop critical thinking ability.

**Choral Speaking**

This is a form of group speech activity which many people regard as new. This viewpoint is not entirely sound, as one could readily ascertain by historical references to choric speaking. However, to most localities it is rather unfamiliar; but the reaction upon hearing a "speaking choir" for the first time, is usually one of pleasant surprise.

It is tied in to the speech program slightly through Intermediate Speech, but could serve a much more valuable purpose as an extracurricular activity. It is very elastic, involving anywhere from ten to one hundred or more boys and girls.
It has many values, among them the development of the speaking voice, appreciation of material, and participation in a group activity.

This group could service both the school, from an assembly viewpoint, and the community, as a school-sponsored activity offered to various organizations.

Speakers' Bureau

The Speakers' Bureau is an idea developed by various schools and found in current use in Brookline and Newton.

The outstanding speech students are members and they are available for any related activity. For example, they might introduce speakers or other talent at assemblies; be available for Rotary programs or as announcers at previews, class plays, vaudeville, etc.; act as speakers at Red Cross and Community Fund drives; be on call for any community organization that needed a good, dependable speaker.

This is a fine activity giving recognition for outstanding work. It would naturally be coordinated closely with formal speech work in the classroom and would be largely an in-school venture.

Speech Contests

A small group in any speech class are usually interested in turning their training into practical and public experience. It is to this group that speech contests particularly appeal.
Speech contests are a very desirable activity in the overall speech work, because they offer a valuable outlet to superior students; many offer not only recognition but financial reward as well; and, perhaps most important, they focus attention on the speech program through the medium of public appearances. This last point could almost be classified as advertising, and we all agree that advertising helps.

There are many of these contests open to high school students throughout the year. A few might be mentioned, such as

American Legion
National Forensic League
Hearst
Knights of Pythias
Leland Powers School
Voice of Democracy
Suffolk University

All of this group offer keen competition and excellent awards in either money or scholarships.

A second phase of this activity would be the establishing of an annual school contest, an excellent training ground for outside contests and a fine medium for building "friends of speech education" through community relations.

Plans for this activity in Winchester are already underway and it is strongly recommended for any speech program.

Adult Program

This recommendation does not carry any direct relation-
ship to the school program, but I believe it is worth mentioning in connection with these related activities. It has been mentioned that a possible night school course in speech might be offered for the townspeople. This suggestion is made as the result of several inquiries as to the possibility of offering such a program. The desire of adults to take such work is quite evident, and therefore worthy of careful consideration. Such a course could prove to be a most interesting project from many angles. First, valuable contacts could be made among the town's citizens. Second, it would give added strength to any recommendation for expansion of our speech work. Third, it would be an excellent offering in adult education.

In connection with such work a Toastmasters' International Chapter might be started in the community. This organization could be a powerful influence in helping speech education in the schools.

Adult speech work is definitely a desirable aim and should be considered in the light of the over-all plans.
Chapter Eight
Summary and Recommendations

Summary

It has been the aim of this thesis to examine carefully the general question of speech in the secondary school. The problem has been aimed primarily at one community, but the findings, subsequent results, planning, course of study, and recommendations for future expansion are by no means limited to Winchester. The hope that this paper may be of service to others finding themselves faced with a similar problem is strong indeed.

The recognition that speech has reached its majority in the eyes of student, teacher, and administrator is strongly emphasized. It is an encouraging sign that progress in the field of speech appears to be increasingly evident. The survey referred to in this thesis gives substantial proof to all concerned.

The proposal of the speech course, questionnaire, and tabulation, gives an interesting picture of methods used and students' reactions to direct questions regarding a speech program. This system of attacking the initial aspects of planning any speech program should prove relatively successful in the average secondary school. The results of the questionnaire gave speech education in Winchester a decided
boost, and this type of early approach is strongly recommended.

The actual techniques and materials to be used in teaching courses in speech cannot be found in books alone. This fact became increasingly clear as the "pilot" course progressed. A very important lesson to learn early in this field is that speech is a peculiar subject, and that the best course is the "tried" course. Even during the first full year of Basic Speech it became apparent that adjustments would be necessary to draw the course into proper perspective. The course should be elastic; and, perhaps just as important, the instructor should also be "elastic". Another helpful hint is that Speech should be fun. The classes should be conducted in an informal manner, except where formality is demanded by the unit being studied. This procedure helps the student to relax, a very important speech factor. The instructor should also be able to seize upon any created speech-situation and sacrifice his planned work in order to take advantage of it. This type of conversational exchange, or spontaneous speech, is a high spot in the work.

Again it should be mentioned that the Basic Speech program discussed in this thesis is a result of trial and error. It now has a relatively sound foundation for continued use, but should still be constantly re-examined in order to keep it an alive, full bodied unit. The material is elastic enough so that it may be used under varying conditions in other school
On the other hand, the unit on Intermediate Speech is still untried except for a few items. It is the result of conferences, suggestions and opinions from many sources. It still may serve as an excellent guide for setting up a course for more advanced students. The practical aspects are particularly intriguing and should prove to be very valuable if handled carefully. The use of this phase as a public relation medium must not be overlooked.

The chapter on various recommendations for possible future expansion presents what seems to be, at first glance, an extremely ambitious program. If it were attempted all at once, this would be true; but a cautious approach can be successful in gradually adding these features as they seem desirable. It should be emphasized that all of these are worthwhile for inclusion in a well-rounded speech program. Each phase should be constantly kept in mind so that when the opportunity arises the alert instructor will be ready to take advantage of it.

All of the material contained herein, while designed to serve a rather specific purpose, can and should be extremely valuable to all who may be faced with a similar speech situation.

Recommendations

Specific recommendations have been covered in some detail elsewhere in this paper, but a few closing general points are
in order.

1. Speech covers physical, mental and emotional aspects, and these points must be kept constantly in mind.

2. Speech is for all pupils, not for the gifted student only.

3. Every attempt should be made to correlate speech with all subject fields.

4. Expansion of any program can be hastened by development of school-community related work. Students can be the best public relations medium.

5. The instructor must offer his services to community organizations, thereby acquainting influential people and groups with the work being done.

6. Administrators should keep in touch with the progress of speech education.

7. Affiliations should be sought with organizations advancing speech or related fields.

8. Work should be evaluated in order that it may be kept up to date.

9. Helpful devices for speech work should be acquired.

10. The speech instructor should not become discouraged, should meet disappointment squarely, should have patience, and finally should remember that slow progress is better than no progress.

The following quotation is a fitting conclusion to support this final statement that speech education is for all American youth.

"Speech is a means to an end. It must be cultivated as a means for bringing stability in human relations and as a tool for helping to secure peace in our time. This will not be done either by English teachers or speech teachers who emphasize only the accuracies of language or logic of conclusions. It must be done by people who recognize the psychological, sociological, and political implications of talk. The belief that anyone can teach oral communica-"
tions is part of the cause of the failure of social relations. Until the schools give more attention to the development of social competence than has ever been given in the history of our country, there can be little hope for finding those personal disciplines that are necessary for co-operative behavior in an industrial society, a democratic nation, and a world order." 1/

Winchester High School is planning to introduce a division in Speech Education this coming fall. This new unit will offer courses as part of the regular curriculum and each course, as part of the regular school work, will carry credit for graduation.

Two "pilot" or experimental courses will be instituted during the last half of this school year. The full program will begin operation in September, 1949 if interest on the part of the students warrants.

The regular program will consist of the following:
1. Required course for all Sophomores.
2. Elective course for Juniors with emphasis on formal speech, debate, discussion, dramatics and radio.
3. Advanced course (elective with approval) for Seniors with some special-iziation in one of the three phases of the program
   (a) Speech  (b) Dramatics (c) Radio

The "pilot" courses for February are:
1. A Sophomore division of 15 students meeting 2 periods a week and granting 1 point credit. This will be a course in general fundamentals of speech.
2. A Junior-Senior division of 15 students meeting 2 periods a week and granting 1 point credit. This course is designed for those interested students who are scholastically secure and have available time. This course will include many different phases of speech and its related fields, such as dramatics and radio.

The following questions should be read and answered carefully. Your cooperation will materially help in formulating final plans.

Name ___________________________ Home Room __________ Grade _________

I. General information:
1. Do you consider a speech division a desirable addition to the present curriculum?
   Yes ____________  No ____________

2. Would you prefer - (check one)
   a. 3 periods a week for 20 weeks ______
   b. 2 periods a week for full year ______

3. In the space provided indicate your degree of preference for these items that are directly or indirectly associated with this new program.

Mark with a 1 if you have a decided interest
   " 2 " " 3 " " 0 " " an average interest
   " 3 " " a fair interest
   " 0 " " no interest

______ Basic speech (voice, poise, diction, mechanics, etc.)
______ Advance speech (types of speech, organization, presentation, etc.)
Dramatics  Acting  Writing  Producing  Stage crew

Makeup  Others (write in here)

Radio  Acting  Writing  Producing  Sound effects

Music  Technical  Others (write in)

Debating

Prize Speaking

Forums

Oral readings and interpretations  Prose  Poetry

Corrective speech (Study and aid for those with basic speech difficulties)

Others (write in here)

II. Questions regarding the February courses-
   Note: This information is not binding on either party, the school or the student. It will be a definite aid in working out a satisfactory experimental program.

1. If you are interested in the Sophomore course check here
   " " " " " " Junior-Senior course check here

2. Indicate below the periods you have available for the courses you checked in question #1.
   Monday
   Tuesday
   Wednesday
   Thursday
   Friday

3. Please answer if you are a Senior or Junior with a schedule that makes the election of a course in speech impossible at this time.
   Would you, if circumstances permitted, be interested in an advanced course (elective) in Speech, Radio and Dramatics to be offered on the Junior and Senior level?

III. The space below is provided for any individual comments you care to make. Please do not hesitate to offer any sincere suggestions as the cooperative exchange of ideas between students and faculty can be extremely helpful. Use additional sheet of paper if necessary.
### Figure 2

**Figures from Speech Inquiry**

<table>
<thead>
<tr>
<th>Class</th>
<th>Yes</th>
<th>No</th>
<th>Blanks</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>160</td>
<td>44</td>
<td>4</td>
<td>78.4</td>
</tr>
<tr>
<td>Sophomore</td>
<td>113</td>
<td>16</td>
<td>5</td>
<td>87.6</td>
</tr>
<tr>
<td>Junior</td>
<td>101</td>
<td>23</td>
<td>3</td>
<td>81.4</td>
</tr>
<tr>
<td>Senior</td>
<td>107</td>
<td>12</td>
<td>0</td>
<td>89.9</td>
</tr>
<tr>
<td>Total</td>
<td>481</td>
<td>95</td>
<td>12</td>
<td>81.8</td>
</tr>
</tbody>
</table>

168 Sophomores indicated desire to take "Pilot" course

160 Juniors & Seniors indicated desire to take "Pilot" course

---

**The Following Indicate the Number of Students with a Decided Interest**

<table>
<thead>
<tr>
<th>Class</th>
<th>Basic Speech</th>
<th>Advance Speech</th>
<th>Botany</th>
<th>Biology</th>
<th>Chemistry</th>
<th>Physics</th>
<th>English</th>
<th>Geometry</th>
<th>Speech Group</th>
<th>Oral Radio</th>
<th>Business</th>
<th>General Business</th>
<th>Speech Course</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>70</td>
<td>32</td>
<td>60</td>
<td>67</td>
<td>34</td>
<td>12</td>
<td>31</td>
<td>17</td>
<td>7</td>
<td>17</td>
<td>12</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>76</td>
<td>45</td>
<td>31</td>
<td>45</td>
<td>30</td>
<td>6</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>76</td>
<td>43</td>
<td>40</td>
<td>43</td>
<td>25</td>
<td>8</td>
<td>8</td>
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<td>7</td>
<td>7</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>67</td>
<td>26</td>
<td>78</td>
<td>55</td>
<td>35</td>
<td>11</td>
<td>19</td>
<td>15</td>
<td>16</td>
<td>16</td>
<td>16</td>
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</tr>
<tr>
<td>Total</td>
<td>249</td>
<td>106</td>
<td>199</td>
<td>181</td>
<td>124</td>
<td>37</td>
<td>65</td>
<td>75</td>
<td>45</td>
<td>56</td>
<td>56</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>Percent</td>
<td>42.8</td>
<td>18.6</td>
<td>33.1</td>
<td>37.3</td>
<td>39.7</td>
<td>21.6</td>
<td>16.7</td>
<td>19.1</td>
<td>24.4</td>
<td>26.9</td>
<td>26.9</td>
<td>5.9</td>
<td></td>
<td>4.9</td>
</tr>
</tbody>
</table>

**Interested**

**Fair Interest**

**No Interest or Blank**
SPEECH MECHANISM - NO. 1

- Nasal Cavity
- Hard Palate
- Soft Palate
- Uvula
- Pharynx
- Epiglottis
- Esophagus
- Spinal Column
- Abdominal Wall
- Diaphragm
- Lungs
- Trachea
- Larynx
- Vocal Cords
- Tongue
- Lip
- Teeth

FIGURE 3.
Speech Mechanism - No. 2

Figure 4
Figure 5

Desirable Aids for the Speech Teacher

1. Record player - 3 speeds (33 1/3 - 45 - 78 RPM)
2. Radio (AM & FM)
3. Record cutter - 2 speeds (33 1/3 - 78 RPM)
4. Plastic coated paper base records for recording student's voices.
5. Tape recorder and spare tapes
6. A good microphone
7. A collection of records for classroom use
8. At least one good scientific chart showing speech mechanism.
9. Motion pictures and film strips that illustrate desirable speech habits or techniques.
10. A reference shelf of better books in the field of speech.
11. A constant lookout for new devices that could be utilized for speech.
12. The development of original ideas and devices.
**Figure 6**

**SPEECH CRITICISM FORM 1/**

<table>
<thead>
<tr>
<th>Speech Content and Form</th>
<th>1 2 3 4 Add. Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of Subject</td>
<td></td>
</tr>
<tr>
<td>Development of Subject</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Use of Language</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td></td>
</tr>
<tr>
<td>Bodily Activity</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td></td>
</tr>
<tr>
<td>Gesture</td>
<td></td>
</tr>
<tr>
<td>Movement</td>
<td></td>
</tr>
<tr>
<td>Personal Appearance</td>
<td></td>
</tr>
<tr>
<td>Voice</td>
<td></td>
</tr>
<tr>
<td>Pitch</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Force</td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td></td>
</tr>
<tr>
<td>Communication with</td>
<td></td>
</tr>
<tr>
<td>the Audience</td>
<td></td>
</tr>
</tbody>
</table>

**Improvement Shown:**

**You Need to Concentrate on:**

**Note:** Numbers indicate: (1) Very good, (2) Good, (3) Fair, (4) Unsatisfactory.

SPEECH CLASS SPEAKERS RATING CARD

Speaker_________________________________ Subject________________________
Date________________

The listener should be fair and honest in ranking each speaker. He should make only such comments which he feels will help the speaker the most. This criticism card should be unsigned (unless requested otherwise) and given to the speaker at the end of the class hour. (Place a circle around the proper number: 1-poor; 2-fair; 3-adequate; 4-good; 5-very good; 6-excellent.)

1 - Choice of subject 1 2 3 4 5 6
2 - Preparation 1 2 3 4 5 6
3 - Support of main points 1 2 3 4 5 6
4 - Effective organization 1 2 3 4 5 6
5 - Language expression 1 2 3 4 5 6
6 - Communicative spirit 1 2 3 4 5 6
7 - Posture 1 2 3 4 5 6
8 - Lively, animated delivery 1 2 3 4 5 6
9 - Vocal life and color 1 2 3 4 5 6
10 - Thought progression 1 2 3 4 5 6
11 - Originality & invention 1 2 3 4 5 6
12 - Enthusiasm 1 2 3 4 5 6
13 - Of interest to audience 1 2 3 4 5 6
14 - Sincerity 1 2 3 4 5 6
15 - Personality projection 1 2 3 4 5 6

Main Virtue:

Main Defect:

The student listener should conscientiously complete this form, and hand it to the instructor to study before he gives it to the speaker.

SPEAKER_________________ SUBJEC T_________________

Date ____________________

1. Introduction 
2. Clarity of purpose 
3. Choice of words 
4. Bodily act. - gest. - posture 
5. Eye-contact & facial express. 
6. Vocal expression 
7. Desire to be understood 
8. Poise and self-control 
9. Adapting material to aud. 
10. Organization of material 
11. Conclusion 

Numbers indicate:

1. Poor 4. Fair 7. Very good
2. Very weak 5. Adequate 8. Excellent

Note: In a normal printed sheet space would be provided after each of the above to write comments.

1/ Carlile, Clark, S., 38 Basic Speech Experiences, Idaho State College Bookstore, 1948
WINCHESTER HIGH SCHOOL

PROGRAM OF STUDIES

1950

Note: The Speech III course mentioned in this program
is not taught at present. This is in reality
the course referred to in Chapter Seven, page 70.
**COLLEGE PREPARATORY COURSE**

<table>
<thead>
<tr>
<th>First Year Subjects</th>
<th>Periods</th>
<th>Second Year Subjects</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>5</td>
<td>English II</td>
<td>5</td>
</tr>
<tr>
<td>Algebra</td>
<td>5</td>
<td>Geometry</td>
<td>5</td>
</tr>
<tr>
<td>Ancient History or Civics</td>
<td>5</td>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Speech I</td>
<td>2</td>
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<tr>
<td>Electives on page 5</td>
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<table>
<thead>
<tr>
<th>Third Year Subjects</th>
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<th>Fourth Year Subjects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English III</td>
<td>5</td>
<td>English IV</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>American History and Civics</td>
<td>5</td>
</tr>
<tr>
<td>Electives on page 5</td>
<td></td>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
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**BUSINESS COURSE**

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<th>Periods</th>
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</thead>
<tbody>
<tr>
<td>English I</td>
<td>5</td>
<td>English II</td>
<td>5</td>
</tr>
<tr>
<td>Business Arithmetic</td>
<td>5</td>
<td>Stenography I</td>
<td>5</td>
</tr>
<tr>
<td>General Science</td>
<td>5</td>
<td>Typewriting I</td>
<td>5</td>
</tr>
<tr>
<td>Civics</td>
<td>5</td>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Speech I</td>
<td>2</td>
</tr>
<tr>
<td>Electives on page 5</td>
<td></td>
<td>Electives on page 5</td>
<td></td>
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<tr>
<th>Third Year Subjects</th>
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<th>Fourth Year Subjects</th>
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</tr>
</thead>
<tbody>
<tr>
<td>English III</td>
<td>5</td>
<td>English IV</td>
<td>5</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>5</td>
<td>Office Practice</td>
<td>5</td>
</tr>
<tr>
<td>Typewriting II</td>
<td>5</td>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Electives on page 5</td>
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</tr>
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**GENERAL COURSE**

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</thead>
<tbody>
<tr>
<td>English I</td>
<td>5</td>
<td>English II</td>
<td>5</td>
</tr>
<tr>
<td>General Science</td>
<td>5</td>
<td>Modern European History</td>
<td>5</td>
</tr>
<tr>
<td>Civics</td>
<td>5</td>
<td>Physical Education</td>
<td>2</td>
</tr>
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<td>2</td>
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<tbody>
<tr>
<td>English III</td>
<td>5</td>
<td>English IV</td>
<td>5</td>
</tr>
<tr>
<td>American History and Civics</td>
<td>5</td>
<td>Problems of Democracy</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives on page 5</td>
<td></td>
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### Elective Subjects

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<td>9</td>
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<td>French I</td>
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<td>French II</td>
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</tr>
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<td>Spanish I</td>
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<td>10</td>
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<tr>
<td>Spanish II</td>
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<td>9</td>
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<td>Biology</td>
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<td>10</td>
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<td>Aeronautical Science</td>
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<td>Algebra</td>
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<td>Geometry</td>
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<td>Secretarial Training</td>
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<td>Band</td>
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<td>Orchestra</td>
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<tr>
<td>General Chorus</td>
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<td>9, 10, 11, 12</td>
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<td>Glee Club (boys, girls, mixed)</td>
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<td>Mechanical Drawing</td>
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<td>Printing</td>
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<tr>
<td>Speech III</td>
<td>2</td>
<td>12</td>
</tr>
</tbody>
</table>

Each pupil should elect enough periods of work from the above list of subjects to make up a program of a minimum of 20 periods a week and a maximum of 25 periods a week. Only the superior pupil can successfully and satisfactorily handle more than 25 periods of work each week.
"We speak a hundred times for every once we write." — George Herbert Palmer

It is becoming increasingly evident that there is a place in the general education of all American youth for the study of speech. The recently concluded struggle of world powers has emphasized the importance of the art of communication in a free and democratic society. The recognition of this serious responsibility has led to the formation of a speech division as a unit of the English Department. It is the aim of this division to offer three courses which will meet the needs of all of the students. High School students need these basic skills and they should stand them in good stead throughout their lives.

In addition to the formal classes listed and described below, work in extracurricular activities closely allied with speech will be even more carefully correlated. These are (1) The Dramatics Club, (2) The Radio Workshop. It is also hoped that a debating society and prize speaking exhibition may be added soon.

SPEECH I (required for all Sophomores)

This course deals with the basic elements of speech such as breathing, posture, diction, voice control, and the general rules of good speech. It is designed to develop the student's confidence in his own ability which in turn helps to increase poise and broaden personality. The course content is considered essential for all students and it also furnishes the necessary foundation for continued work in the Speech Arts.

SPEECH II (elective for Juniors)

The students in this course approach speech from an advanced viewpoint. The preparation, organization, substance and delivery of various types of speeches are covered in detail. These include speeches of introduction, demonstration, presentation, information, explanation, and persuasion. This unit also has brief units of special speech skills such as discussion groups, debate, parliamentary procedure, drama, and radio.

SPEECH III (elective, with approval of both English and Speech instructors, for Seniors)

This is definitely an advanced course. The course seeks to develop further ability in a selected group of students. These students should have a sincere interest in this field with a specific aim in mind. Each individual should choose an area for special attention, such as radio, formal public speaking, discussion, or the theatre. All students will receive work of an advanced nature in the various fields of speech with special attention given to each in the area they select for concentration.
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