A STUDY OF THE CURRICULUM OF STATE INSTITUTIONS
OF HIGHER LEARNING TO DETERMINE THE
EFFECTIVENESS OF TEACHER EDUCATION
IN THE FIELD OF SPEECH

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A STUDY OF THE CURRICULI OF STATE INSTITUTIONS
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THESIS

Presented to the Graduate Council of the North
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For the Degree of

MASTER OF ARTS

By

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CHAPTER I
INTRODUCTION

Statement of Problem

This was a study of the curricula of state institutions of higher learning to determine the effectiveness of teacher education in the field of speech.

Purpose of Study

The purpose of the study was to determine whether a person who was graduated from a state institution with the minimum requirements of that institution for a major in speech and who held a permanent high school certificate as prescribed by law, was qualified from the standpoint of subject matter knowledge to be a teacher of speech in the public schools. If he was not qualified changes in courses offered, requirements for graduation, or regulations concerning certification were needed. The fact that some changes were indicated did not mean that the entire program should be canceled.

Wise spending of money by the state has always been a problem. Money spent in training teachers, as money spent in any other field, should bring maximum results. If the teachers were graduated without sufficient training when merely a change of requirements under the present system would have produced better qualified teachers, then maximum results were not being achieved.
A majority of the students who attended our State Institutions of Higher Learning did so believing that they would receive proper instruction in various fields to prepare them to teach in our state schools. Ordinarily, the students accepted the institutions at face value and made no investigation beyond determining whether or not legal requirements for teachers' certificates were met. Students wanted to be assured of adequate training in any field in which a state institution of higher learning proposed to give training.

Students of our public schools had a right to adequately trained teachers who had time and energy to spend in preparing lessons based on the needs of each day. This was possible only if the teacher possessed both detailed knowledge and comprehensive understanding of the subject matter presented in the course. The question to be answered was whether or not the curricula of the colleges assured us that this was true in so far as knowledge of subject matter to be taught was concerned.

Delimitation of Problem

This study was confined to the following twelve state supported Institutions of Higher Learning: East Texas State Teachers College, North Texas State College, Sam Houston State Teachers College, Southwest Texas State Teachers College, Stephen F. Austin State Teachers College, Sul Ross State Teachers College, Texas Agricultural and Mechanical College, Texas College of Arts and Industries, Texas State College
for Women, Texas Technological College, Texas Western College, and West Texas State College.

No subject other than speech was treated in this report, but such a study should be of equal value in planning for each department concerned and for the state-wide educational program.

No specific study was made of courses required of students for a teaching minor in this field. Some conclusions were drawn from this study in conjunction with a study of the state laws governing certification and the variety of courses offered by various departments. Only persons qualifying for permanent high school certificates under Texas law were considered in this study.

Source of Data

The data for this report were gathered by the writer from four main sources. These were an examination of the State Adopted Course of Study for Speech in Texas High Schools, a study of the state adopted text-books, other frequent extra-curricular assignments, and the curricula offerings of state institutions of higher learning in the field of speech together with the requirements for a major in this field.

In addition to the above sources, use was made of previous studies that were related to the writer's subject.

Definition of Terms

In this report the term speech major was used to refer to a student who was preparing to teach speech. At no time was
it intended to be an all-inclusive term indicative of persons graduated with majors in speech, but with no other qualifications for teaching.

**Proposed Treatment**

The writer of this report proposed to examine, first, the subject matter which the teacher of speech actually was required to handle in teaching speech in an average high school in Texas. This was done by surveying the recently adopted course of study prepared by a committee of fourteen outstanding teachers of speech in Texas.

The course of study was used as a basis for compiling the various phases of speech which the teacher must comprehend.

Some schools did not follow the suggested course, but instead, taught courses that followed more nearly the outline of the state adopted textbooks. The writer, therefore, surveyed the five state adopted textbooks in a manner similar to that used in the examination of the state course of study. Any area of speech included in the state adopted textbooks not presented in the course of study was used in compilation of the knowledge of subject matter necessary for a person who desired to become an efficient teacher of speech in Texas High Schools. A student in college had no way of knowing which materials he would be expected to present, and therefore needed preparation for all phases.

The fact that teachers of speech spend much time on activities related to the field but not necessarily taught in the classroom was accepted. The ability to supervise these
activities was a prerequisite to obtaining and filling positions in many schools. Two of the commonly accepted assignments made the speech teacher, assemblies and interscholastic contests, were used in the compilation.

The above sources were used to determine the knowledge of subject matter required of teachers of speech in the state of Texas.

Finally, a survey of minimum requirements for graduation for persons planning to teach speech was made. This survey was based on the latest requirements and regulations for speech majors as set forth in the catalogs of thirteen Texas colleges and universities.

The study then compared and contrasted the subject matter requirements for teachers with the list of requirements for graduation from these state institutions of higher learning.

No margin was given for variation in personality or ability to acquire knowledge other than that given in the classroom; for the writer was concerned only with the factual material of minimum standards.

Related Studies

Many studies were available concerning laws governing certification in Texas. One such study was made by Frank Lowe, Jr., in preparing a thesis at North Texas State Teachers College in 1939.
In past years the state of Texas granted certificates of various types to people who had met the requirements set up by the state of Texas and institutions of higher learning. These people were then entitled to teach in the public schools of this state and drew state money for their work.

Issued by the state were two types of permanent certificates. They are known as a Permanent High School Certificate and a Permanent Elementary Certificate. The Elementary Certificate entitles the holder to teach in any elementary school, subject to additional regulations by the State Legislature, the State Department of Education, and the Local Board of Education. The other type of certificate has for many years met the requirements for teaching in either secondary or elementary schools.

The permanent high school certificates are granted to students who receive a degree for four years of college work in any first class institution of higher learning in Texas. This work must include four courses in education. One of these must bear upon high school teaching; another shall consist of the study of methods and observation of methods; while a third must include practice-teaching.1

Mr. Lowe further stated that, "the State Superintendent is given sole authority to issue teachers' certificates in Texas."2

Mr. Lowe found the following statutory regulations concerning the issuance of teachers' certificates in Texas:


2Ibid., p. 27.
1. Minimum age eighteen
2. Testimonials to moral character must be filed
3. Previous teaching experience must be recorded
4. Filing of necessary college credits
5. Satisfactory evidence of citizenship
6. Oath taken to defend the Constitution
7. Ability to speak and teach in English language
8. Requirement that an applicant must have secured college credit on the subjects of Federal and State Constitutions
9. Not more than fifty per cent of college credit may have been obtained by correspondence.

Mr. Lowe found the following regulations of the Department of Education concerning the necessity for teachers' certificates:

1. Teachers certificates are necessary for all persons employed as teachers, principals or supervisors unless valid exemption may be produced.
2. All teachers certificates must be registered with the County Superintendent of Schools of the county in which the teacher is employed.
3. Salaries are not to be paid to teachers unless satisfactory evidence is presented to show that the teacher is legally authorized to teach.
4. The responsibility for holding the proper certificate rests with the teacher.
5. Certificates must be registered in the present name of the teacher.

The above study was quoted to show that no requirements are placed by statutes concerning subject matter for teachers'.

Each college formulated its own requirements for speech majors.

In 1947, Imogene Jenkins, in preparing a thesis to be presented to North Texas State College for part of her work

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3ibid., p. 28.
4ibid., p. 28.
toward a Master's degree, made a study evaluating the aims and objectives of speech in public schools. As a result of that study a list of thirty four objectives was compiled. These objectives were:

1. Health
2. Worthy Home Membership
3. Command of Fundamentals
4. Preparation for Vocations
5. Worthy use of leisure time
6. Good Citizenship
7. Ethical Character
8. World mindedness
9. Social efficiency
10. Elimination of grammatical and rhetorical errors
11. Agreeable voice
12. Correction of habitual and organic defects
13. Intelligent interpretation of literature
14. Proficiency in dramatic technique
15. Clear Thinking
16. Efficiency in speech making
17. Bodily control
18. Self knowledge
19. Effective use of speech in buying and selling
20. Participation in school and community speaking
21. Parliamentary practice
22. Interviewing
23. Specialized knowledge of different types of discussion
24. Intelligent listening
25. Getting away from exhibitionism
26. Individual help
27. Personality improvement
28. A desire to search for facts
29. Increased vocabulary
30. Good diction
31. Co-ordination with other subjects
32. Elimination of stage fright
33. Poise and emotional control--spontaneity
34. Having something to say

Objectives, similar to the ones established by Jenkins, were used as a basis for evolving the course of study treated

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in this report on teacher training. A detailed study was not made at this time on the evaluation of objectives used in preparation of the texts and the course of study. The specific objectives varied, but in general they appeared to be the same.

The Jenkins study presented the following conclusions:

1. Speech educators are agreed that speech training should develop the personality of the student and make him a better social being.
2. The emphasis in speech education is on speech as a useful tool and not as a means of exhibitionism.
3. The teaching of speech has been re-aligned with the newer aims of education.
4. Speech teachers and psychologists are agreed in many areas as to the aims of education.
5. Speech teachers are agreed in many areas as to the proper methods of teaching.
6. The speech students of Odessa Junior High School made more progress in general education than the non-speech students.
7. The speech students made more relative progress in language arts than in mathematics, probably because language arts and speech are more closely related.6

This original study established the place of speech in our present system of public school education. The study on teacher preparation accepted that fact. An attempt was made to determine the capability of teachers to reach these objectives in so far as subject matter is concerned.

Letitia Raubicheck, using studies made by her graduate students, compiled a report published under the name of Teaching Speech in the Secondary Schools. The following list of requirements for the teacher of speech was evolved:

6Ibid., p. 87.
1. Knowledge
   a. A knowledge of the art, and the science, and the pathology of speech.
   b. A working knowledge of adolescent psychology and psychology of speech.
   c. A definite and well defined philosophy of high school education and the place of speech in it.
   d. A broad and general knowledge of English and American literature, especially in the fields of drama, poetry, and oration.
   e. A knowledge of the history of the language.
   f. A rudimentary knowledge of at least one other language.
   g. A knowledge of, and an interest in, some or all of the other fine arts.
   h. Information upon important aspects of the cultural and economic life of the times, and a recognition of their bearing upon education.

2. Personality
   a. Understanding
   b. Common sense
   c. A sense of proportion
   d. A genuine enthusiasm
   e. An ability to invite confidence and to reassure the timid
   f. Evident sincerity
   g. A clear understanding of the purpose and procedures of the work he directs.

3. Special Aptitudes
   a. A well-modulated voice to serve both as a teaching vehicle and as a model for the students.
   b. Speech that is free from foreign, vulgar, local or pedantic deviations from accepted usage.
   c. An ability to perform acceptably all of the speech arts and to excel in at least one of them.
   d. An acute discrimination between sounds of spoken language.
   e. An ability to diagnose symptoms of speech disorders and to ascribe them accurately to their courses.

4. Training
   a. A broad cultural background which leaves as its lasting heritage an interest in and an understanding of fields of human knowledge outside the field of specialization.
b. A knowledge of educational theory and practice particularly as it applies to the teaching of secondary school children.
c. A knowledge of educational psychology and of the application of its principles to speech education.
d. A thorough grounding in English phonetics, followed by a comparative study of other modern European languages.
e. A working knowledge of the vocal mechanism to insure an intelligent direction in voice and speech development and to facilitate diagnosis of speech and voice faults.
f. An understanding of the principles of all the speech arts, and their application to the high school situation.
g. A knowledge of the possible causes and of the accepted corrective procedures for the major speech disorders, and clinical practice in remedial speech work.\(^7\)

The above quoted study was much broader than the one treated in this report, and was based on ideal conditions. This study was limited to subject matter and was made in existing conditions with no assumptions that changes should or would be made in the present curriculum.

CHAPTER II

SUBJECT MATTER REQUIREMENTS OF HIGH SCHOOL SPEECH

State Course of Study

During the past year the Texas Speech Association appointed a committee of fourteen teachers of speech in the State of Texas to work out a recommended course of study for speech in the public schools. This committee was composed of secondary school teachers. The chairman of the committee was Wilhemina G. Hedde of the Dallas Public Schools. The course of study was written and submitted to the State Department of Education in March of this year with the recommendation that it be adopted as the official course of study for the State of Texas. It was adopted and is now in the hands of the printer and will be sent to the schools at an early date.

It was examined while still in manuscript form and used as a basis for the list of subject matter areas with which a teacher of speech must be conversant. Teaching methods or suggested projects were not considered except in cases where new subject matter knowledge was needed by the teacher in order to present suggested projects.

The subject matter of the course of study was divided into six separate courses. The courses were then outlined in detail. The titles of courses were as follows:
Speech I—Fundamentals of Speech
Speech II—Interpretation
Speech III—Dramatics
Speech IV—Radio
Speech V—Public Speaking
Speech VI—Debate and Parliamentary Law

These are the speech courses that were accredited in the Public Schools of the State of Texas.

An examination of the course of study showed the minimum requirements a teacher of speech should possess.

Speech I, the course entitled Fundamentals of Speech, covered the following units or areas of speech:

I. Adjustment to the Speaking Situation
   A. Getting Acquainted by Individual Introductions
   B. Contending with Stage Fright
   C. Conversation and Courtesy

II. Effective Communication by Bodily Expression
   A. Participation in Lecture-Form Discussion
   B. Ask Students to Analyze Their Own Carriage, Posture and Gesture
   C. Exercise for Correct Posture and Relaxation

III. Intensive Correlation in Speaking Situations
   A. Story Telling
   B. Interpretation of Literature
   C. Choral Speaking
   D. Platform Speaking
   E. Group Discussion
   F. Participating in Contests
   G. Organize a Permanent Society
   H. Dramatics

In Speech I, eleven separate areas of speech were to be presented by the teacher to children who have had little or no

instruction in speech. This covered the entire field of speech in a basic way. It was designed so that a child who desired no specialization would have a general knowledge of the field and an opportunity to develop fluent and effective speech.

Speech II, the course listed as Oral Interpretation, included the following units or areas of speech:

I. Orientation

II. Prose

A. Announcements
B. Minutes of a Meeting
C. Committee Reports
D. Reading Quotations
E. Reading Newscasts
F. Reading Editorials
G. Reading Scientific Articles
H. Reading Essays
I. Reading Narratives
J. Oratorical Declamation

III. Poetry and Choric Reading

A. Silent Reading for Comprehension
B. Reading Poetic Selection for Thought
C. Paraphrasing Various Selections
D. Analyzing for Interpretation
E. Participating in Unison Reading
F. Participating in Two Part Reading

IV. Drama

A. Analyze Types of Characters
B. Present Conventional Character in Pantomime
C. Present Character from Shakespeare in Monologue
D. Dialect Reading
E. Analyze One Act Play for Author's Meaning
F. Present Character Scenes from Plays

\(^2\text{Ibid.}, \text{pp. 35-53.}\)
Speech II was a course that required extensive knowledge of oral interpretation on the part of the teacher, as nine types of literature were studied. Rapid coverage of such materials demanded a thorough knowledge of the basic techniques of interpreting various forms of literature.

Speech III was a course in Dramatics which included the following Units:

I. History of Drama
   A. Greek Period
   B. Roman Period
   C. Miracle Plays
   D. Morality Plays
   E. Elizabethen Period
   F. Modern Drama

II. Types of Drama
   A. Tragedy
   B. Comedy
   C. Melodrama
   D. Fantasy, Farce and Thesis

III. Dramatic Interpretation
   A. Improving Voice Flexibility
   B. Pantomime Work
   C. Making Characters Seem Real
   D. Technique of Acting

IV. Dramatic Appreciation
   A. Reading Plays for Pleasure
   B. Recognizing the Play as the Author's Interpretation of Some Phase of Life
   C. Understanding the Structure of a Play
   D. Making a Prompt Book for a One Act Play
   E. Choosing Plays for Class Study for Public Production
   F. Analyzing a Professional Production

V. Dramatic Production
   A. Analysis of a Play
   B. Theatrical Terms and Rules of Acting
In order to teach the above course in dramatics, the instructor needed an understanding of the development of the theater and of dramatic literature. The production of a play required the ability to supervise the administrative, technical, acting, and directing phases of a production.

Speech IV, Radio, opened a vast, new field to the student. Phases covered in this course were as follows:

I. Development of Radio
   A. Mechanics
   B. Education
   C. Entertainment
   D. Writing

II. Radio Station
   A. Control Room
   B. Announcers
   C. Record Library
   D. Sales Department
   E. Organization
   F. Kinds of Stations
   G. Networks

III. Voice and Diction
   A. Pronunciation
   B. Announcements
   C. Exercises

IV. Newscasting and Announcing
   A. Local Announcing
   B. Teletype News
   C. Sight Reading News
   D. Writing News-casts

3Ibid., pp. 36-53.
V. Sound Effects
   A. Operation
   B. Demonstration

VI. Production of Radio Plays
   A. Choosing Play
   B. Reading Play
   C. Character Through Voice
   D. Direction

VII. Radio as a Career
   A. Interviews of Local Personnel
      1. Technician
      2. Script Writing
      3. Announcing
      4. Sales Departments
      5. Actors
      6. Radio Production
      7. Management
   B. Analysis of Jobs

The ability to guide the student in the study of at least seven phases of radio was necessary in order to present this course. It was noted that the last part of the study was an attempt to deglamorize a profession that has been accused of causing maladjustments in personalities of people entering the program. The authors of this course of study evidently fear that an understanding of the possibilities of employment and the duties entailed therein would eliminate the cause of many disappointments.

Speech V, Public Speaking, was intended to meet the needs of pupils who were interested in original speaking. The emphasis of the course was placed on composition and the act of

\[^4\text{Ibid., pp. 54-85.}\]
communication. The areas included in this course were as follows:

I. Basic Principles of Public Speaking
   A. Various Types of Public Speech
   B. Principles of Effective Speaking

II. Selecting the Subject and Materials
   A. Preparation a Continuous Process
   B. Suiting Subject to Audience
   C. Suiting Materials to Purpose

III. Developing Ideas
   A. Supporting Opinions with Facts
   B. Presenting Main Issues
   C. Supporting Main Issue with Testimony
   D. Supporting Main Issue with Illustration and Example
   E. Substantiating Ideas by Figures

IV. Planning the Speech
   A. Analyzing the Short Speech
   B. Assembling Ideas on a Subject
   C. Determining Main Issues and Arranging Materials
   D. Understanding Outlining

V. The Voice and Action in Public Speaking
   A. Understanding Elements of the Communicative Voice
   B. Avoiding Monotony
   C. Need for Action
   D. Essentials of Good Platform Behavior

VI. The Exttempore Speech
   A. Meaning
   B. Appropriate Subjects
   C. Use of Notes
   D. Need of Practice
   E. Listening
   F. Evaluating Others

VII. Public Discussion
   A. Types of Discussion
   B. Purpose of Discussion
C. Preparation
D. Structure of Discussion

VIII. Speech for Special Occasion
A. Correct Form for Outlines
B. Study of wording for brevity
C. Construction and presentation of twenty-five types of speeches

IX. Business Interviews
A. Effective methods of conducting interviews
B. Learning to take part in radio interviews

X. Contest Oration
A. Study of great orations and authors
B. Writing and delivery of original oration\(^5\)

A glance at the title of this course caused the average layman to think that anyone could have presented this subject with very little speech background. Examination of the outline proved this to be a misconception because more detailed information was covered here than in any course so far. This course is set up as an elective for students in grades ten, eleven, and twelve, and was restricted to students who had a background in fundamentals.

These advanced students who have indicated a desire for specific training of speech for public use were given instruction in about fifty occasions for public speaking. These special occasions called for selection of subjects, preparation, organization, and delivery of each of these types of

\(^5\)Ibid., pp. 36-105.
speeches. Added to this was an attempt to help evaluate the factual material of other speakers.

Speech VI, Debate and Parliamentary Law, stated that the outline for the course was based on the assumption that the teacher had experience in participation and was able to handle "detailed analysis of reasoning, cases, refutation, judging techniques and adopt them to class needs." In addition to these, the following areas of the subject were to be considered:

I. Parliamentary Procedure
   A. Methods of Organization
   B. Knowledge of Motions
   C. Subsidiary Motions
   D. Following Rules

II. Why Debate?
   A. Tool of Democratic Living
   B. Personal Growth

III. What is Debate
   A. Types of Debate
   B. Analysis of Proposition
   C. Stating Propositions
   D. Study of Actual Debates

IV. Preparation for Debating in General
   A. Extemporaneous Speaking
   B. Studying the Proposition
   C. Finding the Issues
   D. Terms of Debate
   E. Preparing the Brief

V. Preparation for Actual Debate
   A. Preparing Main Speech
   B. Giving the Main Speech

6 Ibid., p. 107.
C. Preparing Rebuttal
D. Giving Rebuttal

VI. Presenting Debate

A. Team Work
B. Analyzing Arguments
C. Serving as Judge

No attempt was made to hide the fact that this was a course for the mentally superior student who had acquired ease in speaking situations. Detecting propaganda and logical presentation of facts in a convincing manner were stressed here. This course was the contribution of the field of speech to meeting the needs of the superior student, just as some of the others were scaled to be presented to the student who was slower in adjusting to life situations. In presenting this course, the teacher needed not only a thorough knowledge of basic speech, but skill in the art of debate. A keen perception of news analysis was a requirement if the course was to present the challenge to the students proposed in this course of study outline.

State Adopted Text Books

*Your Speech and Mine* by Rhoda Watkins and Edna B. Frost was adopted in 1948 by the State of Texas as one of the books to be placed on the multiple choice list of textbooks for courses in speech in Texas high schools.

This book covers the following areas of subject matter:

I. Preparation
   A. Relaxation
   B. Breathing
   C. Voice
   D. Posture

II. The Spoken Word
   A. Pronunciation
   B. Enunciation
   C. The Vowels
   D. The Consonants
   E. Trouble Makers

III. Phonetics

IV. Choice of Words
   A. Building a Vocabulary
   B. Special Vocabularies
   C. Good Usage

V. Foundation Stones
   A. Precis
   B. Informal Talks
   C. The Art of Listening
   D. Suggestion for Clubs
   E. Organizing a Club
   F. Conversation
   G. Etiquette

VI. Class Criticism

VII. The Modern Narrator

VIII. Clear Explanations

IX. Word Pictures

X. Here's Why Reason
   A. Oral Argumentation
   B. Definition of Terms
   C. Getting at Truth Inductively
   D. Getting at Truth Deductively
   E. The Cause of an Effect
   F. Argument from an Example
   G. Analogies
   H. Fallacies
   I. Short Informal Arguments
J. The Round Table
K. The Open Forum
L. Speech of Appeal
M. Sales Talks

XI. Parliamentary Procedure

XII. Debating
   A. Formal Argument
   B. Preparation for Debate
   C. The Brief

XIII. Interpretative Speech

XIV. Choric Reading

XV. Dramatics
   A. Gesture and Pantomime
   B. Play Production
   C. Make-up
   D. The Stage Set
   E. Important Figures in Drama

XVI. Radio

XVII. Recordings
   A. Making of Recordings
   B. Record Albums
   C. Sound Films

Watkins and Frost suggested that more time be spent on
the mechanics of speech than did the course of study. The
first four areas listed were covered in detail, whereas they
were only incidental in the first case. A knowledge sufficient
to teach the International Phonetic Code was necessary in this
book. This was not found in the original study.

In addition to this, other new information noted included
a knowledge of the precis, conversations, etiquette, oral

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8 Rhoda Watkins and Edna B. Frost, Your Speech and Mine, pp. 1-351.
description, exposition, the making of recordings, and a study of sound films. Thus, this book added eight phases of subject matter requirements to the original list.

The authors of the above book provided much material for which the average student had no need.

American Speech by Wilhemina G. Hedde and William Norwood Brigance was written with the idea in mind that barriers of distance no longer existed. The authors said that the book was based on the following three tenets:

1. As society becomes more complex, its speech patterns likewise become more complex, and speech training, therefore, becomes increasingly important.
2. Speech training in high school should not be merely for the talented few, but for all who in life must face speech situations in any form.
3. This training should aim at making efficient future citizens of the masses now in school, so they will be prepared for living in a democratic way of life.9

The following areas of speech were included in this text book:

I. Everyday Speech in a Democracy
   A. The Place of Speech in a Democracy
   B. Everyday Conversation
   C. Special Types of Conversation
   D. Group Discussion
   E. Parliamentary Procedure

II. Communicating Thought
   A. Talking with the Body
   B. Using the Voice
   C. Our American Pronunciation
   D. Listening

9Wilhemina G. Hedde and W. M. Brigance, American Speech, p. 4.
III. Original Speaking

A. Preparing the Speech
B. Special Types of Speeches
C. Ways of Delivering the Speech
D. Debate
E. Radio Speaking

IV. Interpretation

A. Reading with Meaning
B. Interpreting Types of Material
C. Reading and Speaking in Chorus
D. Story-Telling
E. Declaiming

V. Dramatics

A. Appreciating Drama
B. Acting
C. Preparing the Play
D. Staging the Play
E. Play Writing
F. Puppets

Two additional areas presented in this book that have not appeared in the other listings so far are playwriting and puppets.

These areas are presented last in the book and are given in language that is understandable to people who have a knowledge of drama.

The third book on the state-adopted list that was surveyed was Speech by Lew Sarett, William Trufant Foster and James H. McBurney. The following areas of subject matter were covered in this book:

I. First Principles
   1. Effective Speech

\[\text{Tbid.}, \text{ pp. 1-589}.\]
II. Speech Composition

1. What to Talk About
2. How to Find and Use Ideas
3. How to Organize Ideas in Speech
4. How to Develop Ideas in Speech
5. How to Develop Ideas in Speech—Argumentation
6. How to Think Straight in Speech

III. Public Speech

1. Discussion and Conversation
2. Public Discussion
3. Debate
4. Clubs and Meetings
5. Other Forms of Public Address

IV. Interpretative Speech

1. How to Grasp the Meaning of the Printed Page
2. How to Develop Good Expression
3. Types of Interpretative Speech
4. Choric Speech
5. Dramatics
6. Speaking Over the Radio

Sarett, Foster, and McBurney covered fewer areas of speech than either of the first two books discussed. Your Speech and Mine contained eighteen major divisions while Speech treated only four. These four divisions were subdivided and explained in detail. An average of one hundred and ten pages was devoted to each section. The style in which the book was written as well as its detail made it usable as a text for students who

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were older and had some background in the field of speech. This probably accounted for the fact that it has been chosen by Naomi Davis Norton, Guy Bizzell and Chase Winfrey as the text book for use in the senior high school speech classes in Austin, Texas.

In the same system the junior school speech teachers unanimously rejected it as being too specialized, not broad enough in coverage, and too advanced for students in grades seven, eight, and nine.

This book added no additional areas to the list compiled for use in this study. The fourth state adopted text book examined was Living Speech by Gladys Louise Borchers. This book was a revised edition of an earlier book and was recommended by the author as "a beginning text in speech."12

The following areas of speech were presented in Living Speech:

I. What is speech

   A. Kinds of Speech
   B. Reading the Behavior of Others
   C. A Variety of Uses for Speech
   D. Behavior that Makes a Good Impression
   E. Additional Activities

II. Making Muscles Talk

   A. Speech without Words
   B. Actions Speak Louder than Words
   C. Action, an Important Element in Speech
   D. Posture
   E. Movement and Gesture
   F. Making the Audience do What You Do

12 Gladys Louise Borchers, Living Speech, xpv.
G. Additional Activities

III. A Voice That Makes People Like You

A. The Human Voice
B. Your Ability in the Use of Vocal Variety
C. Your Best Voice
D. The Teacher's Record
E. Hearing Yourself
F. Becoming Acquainted
G. Changing Poor Voice Habits for Good Ones
H. Speaking Meaningfully
I. Letting the Dictionary Help You
J. Reading Poetry for Voice Improvement
K. Choric Verse Speaking

IV. Conversation and Interviews

A. Everyday Speech
B. Private Versus Public Speech
C. Have Something to Say
D. Know Human Nature
E. Have an Expressive Body and an Expressive Voice
F. Be a Good Listener
G. Be Courteous
H. Reviewing Qualities of Good Conversation
I. Telephone Conversation
J. The Interview

V. Speaking in Class and Assembly

A. Some Causes for Low Grades
B. Subject Matter and Delivery
C. The Speech Manuscript
D. Arrangement of Material
E. Beginning the Speech
F. Holding Attention
G. The Conclusion
H. Applying Rules for Classroom Speaking
I. Measuring Success for Classroom Speaking
J. The Announcement
K. The Introduction
L. The Speech of Nomination
M. Testing your Knowledge
N. An Original Speech of Nomination
O. Further Testing
P. Installation Speeches
Q. Original Occasion Speeches

VI. Better Listening

A. How to Become a Good Listener
B. Fifteen Important Helps in Listening

VII. New and Better Clubs

A. Running a Club
B. A New Club
C. Additional Rules for Conducting a Meeting
D. Voting
E. Minutes
F. Constitution

VIII. Reading Aloud

A. An Interesting Poem
B. Getting Full Meaning
C. Analyzing Literature of your Own Selection

IX. Group Discussion

A. Solving Student Problems
B. Group Discussion Defined
C. Steps in Successful Group Discussion
D. Kinds of Discussion
E. How to Prepare for a Symposium
F. How to Prepare for an Open Forum
G. Planning Discussions
H. Evaluating Discussions

X. Storytelling

A. Folk Stories
B. Rating Storytellers
C. Myths
D. Anecdotes
E. Bible Stories
F. Storytelling Before an Audience
G. Fables
H. Miscellaneous Stories

XI. Informal Dramatics

A. A Favorite Book
B. A New Book
C. Dramatizing a Scene
D. Dramatizing a Book
E. Original Programs

XII. Radio and Television

A. Equipment
B. Interesting Programs

This book made a wider coverage of the field of speech than any book discussed thus far with the exception of Your Speech and Mine. In Living Speech the emphasis was on the minimum background needed by the student.

The most detailed coverage was given the areas of Parliamentary Procedure and Creative Drama. No new areas of speech were introduced with the exception of Television. This was merely mentioned.

Atkinson and Nelson in Personality Through Speech covered the following areas of Speech:

I. Purpose of Speech
   A. Various Forms of Speech
   B. Objectives of a Course in Public Speaking

II. Conversation
   A. What a Conversation is
   B. Starting the Conversation
   C. Telephone Conversation

III. Social Graces
   A. School Courtesy
   B. Making Introductions
   C. Polite Expressions
   D. Showing Appreciation and Accepting Compliments

IV. Posture and Poise
   A. Mental Aspect of Good Posture
   B. Physical Aspect of Good Posture
   C. What Poise is

V. Group Discussions

\[13\text{Ibid.}, \text{pp. 1-304.}\]
A. Conversation and Group Discussion
B. Occasions for Group Discussion
C. Purpose of Group Discussion
D. Types of Group Discussion
E. Taking Part in Group Discussion

VI. Pantomime and Gesture

A. Purpose of Pantomime
B. Procedure to Be Followed in Giving Pantomimes in Class
C. Gesture
D. Kinds of Gestures

VII. Mechanism of Voice

A. Relationship Between Personality and Voice
B. The Vocal Apparatus
C. How Voice is Produced
D. Giving Color to Voice

VIII. The Speaker's Tools

A. Need for a More Adequate Vocabulary
B. How Our Language Develops
C. How Our Language Originates

IX. Sharpening the Tools of Speech

A. Correct Diction
B. Overcoming Common Errors in Diction

X. Preparing the Speech

A. Selecting a General Subject
B. Narrow Your Subject
C. Adapting Your Speech to the Audience
D. Consider Purpose
E. Consider Time
F. Preparing Your Speech

XI. Types of Material

XII. Types of Speeches

A. Each Type of Speech Needs Special Treatment
B. The Speech of Welcome
C. Speech of Introduction
D. Presentation Speech
E. Acceptance Speech
F. Speeches for Special Occasions
G. After Dinner Speech
XIII. Oral Reading

A. Learning to Read
B. Oral Reading & Speaking Compared
C. Getting Word Meaning
D. Getting Sentence Meaning
E. Techniques of Oral Reading
F. Description of a Good Oral Reader

XIV. Debating

A. Discussion and Debate Compared
B. Rules Governing Debate
C. What to Debate
D. The Issues
E. Affirmative and Negative Positions
F. Proving the Contentions
G. Preparing Debate Cases
H. Preparing a Brief
I. Refutation and Rebuttal
J. Refuting a Point

XV. Parliamentary Procedure

A. Need for Parliamentary Law
B. Presenting and Completing Motions
C. Kinds of Motions
D. Organizing a Club or Society
E. Nature of a Constitution
F. The By-Laws

XVI. Radio Speech

A. General Suggestions for Effective Radio Programs
B. Effective Radio Broadcasting
C. Projects for Practice in Broadcasting

This book added no new areas of speech to the list that was compiled. It required that a teacher possess a knowledge of Parliamentary Procedure and Debating.

The last of the high school textbooks used in compiling the areas of speech to be taught by a teacher in the public

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The book was designed for use in a course dealing with play production or drama appreciation. The following general areas were covered:

I. The Student and the Drama
II. The Play and Its Structure
III. The Types of the Drama
IV. The History of the Drama
V. Dramatic Criticisms
VI. Pantomime
VII. Voice and Diction
VIII. Characterization
IX. Acting
X. Platform Reading of Plays
XI. Directing the Play
XII. Stage Settings
XIII. Costuming
XIV. Make-Up
XV. The Performance
XVI. The Student Playwright
XVII. Shakespeare's Life and Work
XVIII. Shakespeare in the Dramatics Class

This text book added no new areas of speech to the list compiled. A much more comprehensive study of dramatics and drama was given in this book than in any other. History of drama, directing, acting and dramatic literature were stressed.

Extra Duty Assignments

Anyone who was employed by the Texas Public Schools realized the services expected of teachers extended far beyond the classroom. This was especially true of the so-called special teachers. In most schools the teacher of speech was

listed in that category. Many activities were considered by administrators to be the property of the teacher of Speech.

Heading the list of these duties was the coaching of activities sponsored by the Texas Interscholastic League. The foundation of success in this field was the fostering of a sound competitive spirit and the knowledge of how to produce good teams that resulted in at least occasional high rating for the school. If the school did not engage in the state contests, in many cases they used intramural contests of the same nature.

This work included contests in declamation, extemporaneous speech, debate, one act plays, oratory and after-dinner speaking. In order to justify the time spent on these the teacher worked with a large group of students rather than with a few talented ones.

In the past year more schools than ever before participated in these speech contests. According to the Inter-scholastic League the number of schools entering each event was as follows:

<table>
<thead>
<tr>
<th>Event</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Act Play</td>
<td>59</td>
</tr>
<tr>
<td>Declamation</td>
<td>1150</td>
</tr>
<tr>
<td>Debate</td>
<td>500</td>
</tr>
<tr>
<td>Extemporaneous Speech</td>
<td>608</td>
</tr>
</tbody>
</table>

The declamation contests included recitation of poetry and prose. It was further divided into original work and the memorization of standard selections. The ability to compose or, rather ideally, to inspire the composition of a good declamation appeared to be a must for a good speech teacher.
Equally high on this list was the need for helping the student to understand and present intelligently a selected piece of literature.

Extemporaneous speech topics were taken from current news and included both national and international governmental topics. The ability to read and interpret these articles was required in order to interest the student in further study of the subject.

The organization of material into logical sequences was listed as a goal of this contest. Also a critical analysis was needed before information was used. Guiding the would-be extempore speaker into this channel was the responsibility of the coach of this activity.

Debating followed this same line of survey except that it was concentrated upon one subject. The techniques of research and evaluation of the materials found were essential for debators. Correct methods of presentation and organization as well as the knowledge of good debating principles were taught students.

Many schools depended on this activity to stimulate the exceptionally bright students. In some schools it was the only provision made for these students.

The selection of a good wholesome play has been classed as one of the most exacting tasks that a teacher of speech faces. So many factors were listed for consideration if the maximum possibilities were to be gained. These included plays
that build character by indirect means; plays that take care of as many students as possible; plays that fit the situation; plays that were of value to those who sit them as well as those who participated in the production.

The ability to work with a large group of students and the technical knowledge required to direct a successful dramatic production were musts for a teacher of speech.

These same ideas were applied to the other speech contests. Any teacher who was unprepared to coach any of these activities was handicapped. Even though the curriculum of the school included only one or two courses in speech, the teacher was not assured that he would not need knowledge that ordinarily belongs in another course for contest participation.

Another activity high on the list of private property of the teacher as speech is assembly programs. This activity was the most far-reaching one of the school as all students were required to attend regularly. What should an assembly program do? E. K. Fretwell listed forty possibilities of the assembly program.

1. Can aid in forming intelligent, public opinion.

2. Can explore curricular and extra-curricular activities.

3. Can integrate, unify, emotionally and intellectually, the work and whole life of the school.

4. Can aid in creating new interests and widening and deepening existing interests.
5. Can increase appreciation of fine human action and of all fields of art.

6. Can make courtesy more desired, and attainable in varying degrees.

7. Can promote the understanding on which such activities as home-rooms, class organizations, student councils, and clubs are based.

8. Can increase the effectiveness of pupil officers and pupil cooperation by public installation of all officers elected by the whole school.

9. Can serve as an administrative device but this phase of assembly must not be overworked.

10. Can serve as a means of analyzing failures and celebrating successes.

11. Can celebrate anniversaries so as to promote happiness and intelligent understanding.

12. Can serve as a means of aiding the pupil in budgeting his time, the school in budgeting the time devoted to assembly.

13. Can aid in promoting an intelligent budgeting of all extra-curricular finances.


15. Can serve as one means of welcoming newcomers—pupils and faculty.

16. Can aid the work of the home-room in helping newcomers orient themselves quickly.

17. Can dignify "Moving-up Day" for all classes.

18. Can serve as a place for real devotion.

19. Can provide wholesome entertainment and, more or less unconsciously, set standards of taste in entertainment and humor.

20. Can provide a favorable opportunity for the sharing of interesting experiences.

21. Can aid in establishing an understanding contact of the individuals of the school and of the whole school, and the community.
22. Can furnish practice with satisfying results in audience behavior.

23. Can provide in some degree for the individual to express himself and for the school as a whole to express itself.

24. Can aid in promoting the production and appreciation of good music.

25. Can aid in promoting fair play and good sportsmanship.

26. Can aid in setting up and administering traffic regulations.

27. Can aid in developing the attitude that makes for regularity and prompt attendance.

28. Can aid in understanding, and thus promoting, elementary health habits.

29. Can promote safety—prevent accidents.

30. Can aid in developing the spirit and some of the techniques of living in a clean building.

31. Can promote intelligent use of the cafeteria or luncheonroom.

32. Can focus public approval by awarding all school honors, or individual, group, or whole successes, so as to promote further effort by an increasing number of pupils.

33. Can provide a favorable opportunity for contact between the school and its alumni without stifling the school by its glorious past.

34. Can furnish an ideal of procedure by which pupils can be guided in organizing other meetings now and in later life.

35. Can furnish guidance for class assemblies when questions of interest to a particular class are to be considered.

36. Can serve as a means of preserving and further developing worthy school traditions.
37. Can serve as one means of inaugurating new enterprises such as a board of publications to coordinate and guide all school publications.

38. Can serve as a means for discussing questions affecting the real life of the school.

39. Can promote the mental and emotional attitude of whole school, group, and individual service to one's associates, to one's family, to the school, and to the community.

40. Can promote a feeling of belonging, of success, of pride in the school.

The assembly program was an important step and required special knowledge. It was time-consuming and only by special training or years of trial and many errors were methods found to answer a given situation. Usually the speech teacher was in charge of this planning and production.

"Do you believe that teacher-training institutions should give more emphasis than they do to training teachers to present assembly programs?"17 This question was included in a questionnaire sent out by Secondary School Principals Association in making a study of assemblies. The answers were "86 per cent yes."18

A composite list of the subject matter a teacher of speech must present according to the study reported in this chapter

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18 Ibid., p. 45.
was prepared. The list included the following areas of Speech:

I. Fundamentals of Speech
II. Voice and Diction
III. Storytelling
IV. Choral Speaking
V. Platform Speaking
VI. Interpretation of Literature
VII. Group Discussion
VIII. Parliamentary Law
IX. Dramatics
X. History of Drama
XI. Radio Speech
XII. Radio Program Production
XIII. Extempore Speech
XIV. Speeches for Special Occasions
XV. Orations
XVI. Phonetics
XVII. Pantomime
XVIII. Conversation
XIX. Play writing
XX. Puppetry
XXI. Assembly Programs
XXII. Interscholastic Contests
XXIII. Debating
XXIV. Informal speaking
Chapter IV used this list in determining whether or not the institutions had prepared teachers of speech for Texas schools in so far as the subject matter to be presented was concerned.
CHAPTER III

MINIMUM REQUIREMENTS FOR GRADUATION WITH

A MAJOR IN SPEECH

Each of the institutions included in this study placed its own set of requirements of courses for persons who desired to prepare themselves to teach speech in the public schools. The study of the curricula of the colleges presented in this chapter showed that these varied in every instance. Estimates indicated that the number of courses offered in this field doubled in the past ten years as new phases were introduced by the institutions of higher learning.

In determining what requirements existed, the catalogue or bulletin of each institution was examined. A record of courses offered and required in each of the institutions studied was compiled.

Institution No. 1 added ten new courses in speech between 1941 and 1949. The table appearing below was prepared after the examination of the 1949 catalogue. The courses shown here were offered during that year. The study of this department showed that twenty-one semester courses in speech were offered. Two of these courses, Drama 361 and 362, were given in conjunction with the English Department and credit was given in either department.
### TABLE 1

**COURSES OFFERED IN SPEECH BY INSTITUTION NO. 1**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Courses Offered</th>
<th>Hours of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>161</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>163</td>
<td>Argumentation</td>
<td>3</td>
</tr>
<tr>
<td>263</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>266</td>
<td>One Act Plays</td>
<td>3</td>
</tr>
<tr>
<td>281</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>282</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>283</td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td>285</td>
<td>Speech in Business</td>
<td>3</td>
</tr>
<tr>
<td>360</td>
<td>Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>361</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>362</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>363</td>
<td>Radio Speech</td>
<td>3</td>
</tr>
<tr>
<td>365</td>
<td>Story Telling</td>
<td>3</td>
</tr>
<tr>
<td>366</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>367</td>
<td>Speech Composition and Oratory</td>
<td>3</td>
</tr>
<tr>
<td>383</td>
<td>Principles and Types of Discussion</td>
<td>3</td>
</tr>
<tr>
<td>389</td>
<td>Problems of Speech Training</td>
<td>3</td>
</tr>
<tr>
<td>461</td>
<td>Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>462</td>
<td>Radio</td>
<td>3</td>
</tr>
<tr>
<td>463</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>465</td>
<td>Classroom Speech</td>
<td>3</td>
</tr>
</tbody>
</table>

One course was offered in the same manner by the speech and education departments. This was the course entitled Story-telling.

Fundamentals of speaking, according to the catalogue, covered four phases of speech. They were, "conversation, voice, control, informal speaking and oral reading."¹

¹*Annual Catalogue of Institution No. 1, 1949, p. 159.*
course was a prerequisite to all other speech courses.

Argumentation was described as a course "defining and analyzing questions, preparing briefs, extempore argument and finished debate."²

Oral interpretation included "a study of selections from the great classics and present literature in an effort to develop an appreciation and use of the best that has been written."³

One act plays was presented as a course designed "to give a study of the one act play as an art."⁴

Course number 281, Public Speaking, included studies of "enunciation, pronunciation, phrasing, extempore speech, and prepared speech."⁵

Public Speaking, 282, included, "public discussion, direction of forum work, parliamentary law, and occasional speaking."⁶

Debate was designed as a course in public debate. Special emphasis was placed on "intercollegiate debate and club participation."⁷

Speech in Business was not open to speech majors as it was designed for "students who expect to enter a vocation other than teaching."⁸ The list of semester courses was thus cut to twenty.

Dramatics included "practical work in play production; staging of plays; selecting; and directing of one-act plays. Some attention was given to problems of directing interscholastic league plays."\(^9\)

Radio Speech was "a study of methods used in preparing and broadcasting scripts in various fields."\(^10\)

Play Production was presented as an "introduction to different phases of play selection, casting, lighting, costuming, and construction of scenery."\(^11\) One Act Plays was a prerequisite for this course.

Speech Composition and Oratory covered the study of orations old and new. No hint was given in the bulletin as to what approach was taken to this study.

Principles and Types of Discussion included the following types of discussion: "panels, forums and round tables."\(^12\)

Problems of Speech Training was a course designed for teachers of speech. It included "coaching interscholastic league activities and selection of material."\(^13\)

Speech Correction included "an analysis of the nature and causes and defects in speech; treatment of speech disorders such as stuttering, lisping, and difficulties in articulation."\(^14\)

\(^12\)Ibid., p. 160. \(^13\)Ibid., p. 161. \(^14\)Ibid., p. 161.
Radio was treated in 462 as a commercial subject and therefore the list of semester courses was cut to nineteen.

Oral Interpretation, 463, presented "methods of reviewing books and dramas."15

Classroom Speech was designed to meet the needs of teachers "other than teachers of speech."16 The semester course list was therefore cut to eighteen.

The courses required by the Speech Department of Institution No. 1 for a major were: Fundamentals of Speech, either Argumentation or Public Speaking 231, Oral Interpretation 263, and Speech Correction. Twelve other hours were required to meet the demands of the school for a major in this subject. These were left to the discretion of the student. No advice was given except that nine of these hours were to be courses considered "advanced." Courses numbered 300 meet the "advanced" stipulation.

The courses required by this school covered the following areas of speech: conversation, voice control, informal speaking, oral reading, debating, oral interpretation, speech correction, and interscholastic contests. The number of courses offered in each phase necessitated that a student study two others in order to present the additional twelve hours for a major in the department. At least ten phases of speech were required by this college before a student could be graduated. If the right courses were selected as electives,

15 Ibid., p. 161. 16 Ibid., p. 161
it is entirely possible that as many as twenty-one could be studied. There is no assurance that this was accomplished through guidance.

Institution No. 2 added six courses to the department of speech between the years 1947 and 1949, according to the records compiled from the catalogues of those two years.

Table 2 was based on the information found in the catalogues of the institution for the year 1949.

**TABLE 2**

COURSES OFFERED IN SPEECH BY INSTITUTION NO. 2

<table>
<thead>
<tr>
<th>Course number</th>
<th>Course name</th>
<th>Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Fundamentals of Speech</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Public Speaking</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Fundamentals of Oral Reading</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Stagecraft</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Public Discussion and Debate</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Public Discussion and Debate</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Acting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>117</td>
<td>Voice and Phonetics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>119</td>
<td>Speech Correction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>137</td>
<td>Play Production</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>143</td>
<td>Types of World Drama</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>147</td>
<td>Interpretative Reading</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>187</td>
<td>Speech for Teachers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>213</td>
<td>Teaching of Speech</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>223</td>
<td>American Oratory</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>233</td>
<td>Development of Theatre</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>243</td>
<td>Speech Clinic I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>245</td>
<td>Speech Clinic II</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Table 2 showed that eighteen semester courses were offered in the Department of Speech. One of these, Types of World
Drama, was offered as either a course in speech or English.

Fundamentals of Speech is a course designed for self-improvement. It is a prerequisite to all other courses in speech. "Opportunities for voice and speech improvement are available to students in this course."17

Public Speaking covered composition and delivery of "various types of speeches for formal and informal occasions."18

Fundamentals of Oral Reading was presented as "an analysis and study of the fundamentals of oral reading."19 Attention was given to dramatic literature for the stage.

Stagecraft is often called by various names. This was a course for prospective directors of school plays. It presented the technical side of the production. The catalog stated that "consideration is given to scenic design and construction, scene-painting, stage-lighting, sound effects and properties."20

Both courses called Public Discussion were "devoted to fundamental techniques of debate and public discussion with emphasis upon the application of the principles in parliamentary situations."21 The second course, 68, is a continuation of the first, 67.

Acting was a course designed to develop skill in this course. Most departments of drama felt it is a necessity

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18 Ibid.
19 Ibid.
20 Ibid.
21 Ibid.
for a successful director. The description of the course was "a study of principles involved in forming a workable theory of acting." ²²

Voice and Phonetics was described as "a course to explain the physical, physiological and phonetic bases of speech with emphasis upon the International Phonetic Alphabet as a tool for recording and transcribing speech." ²³

The above course was a prerequisite for Speech Correction. This course was presented as "a study of the diagnosis and treatment of speech disorders." ²⁴

Interpretative Reading was listed as "an advanced study of the techniques of oral interpretation." ²⁵ It is presumed that practice as well as theory was given in this study as the students were eligible for intercollegiate competition.

Speech for Teachers was designed for "all teachers." ²⁶ This was interpreted to include teachers of speech, but it was not included on the list of suggested studies for a major.

Teaching of Speech was a course designed especially for teachers of speech in the public schools. Emphasis was "placed on a well-developed speech program for the grades and high school; consideration of methods and materials for diagnosing and improving of speech, faults of voice production and organic and functional difficulties of speech." ²⁷

American Oratory was described as a course for the study of "representative speeches of great figures in American Oratory."\textsuperscript{28}

The Development of the Theatre was listed in the catalogue as "an historical survey of the theatre from classic Greek civilization to the present."\textsuperscript{29}

Speech Clinic I was listed as a "course devoted to actual supervised work in the speech clinic with speech handicapped persons."\textsuperscript{30} It was interpreted to mean that each student had charge of one or more clinical cases.

Speech Clinic II was presumably a continuation of Speech Clinic I as no further description was given.

The courses required by Institution No. 2 for a major in Speech were: Fundamentals of Speech, Public Speaking, Fundamentals of Oral Reading and Dramatic Interpretation, Stagecraft, Public Discussion and Debate, Voice and Phonetics, Play Production, Speech Correction and Teaching of Speech.

Only twenty-four hours were required for a person to major in the field if he did not desire to teach. Twenty-six hours of work were specified in the catalogue for a person who desired to teach. The statement was made that he would select as electives all courses in the phase of speech in which he desired to specialize. These required courses represent

\textsuperscript{28}Ibid., p. 99. \hspace{1cm} \textsuperscript{29}Ibid., p. 99. \hspace{1cm} \textsuperscript{30}Ibid., p. 100.
the following areas of speech: Fundamentals of Speech, Speeches for special occasions, Informal Speech, Oral Reading, Technical Side of Dramatics, Group Discussion, Debate, Platform Speaking, Dramatics, Voice, Extempore Speech, Pantomime and Phonetics. Twelve phases of speech were required. If the catalogue recommendations were followed, two or three more would be studied by the student before he graduated.

Table 3 was compiled from the latest available bulletin of Institution No. 3. It shows the courses in speech that were required at that time—1948.

**TABLE 3**

COURSES OFFERED IN SPEECH BY INSTITUTION NO. 3
BASED ON THE CATALOGUE OF 1948

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Courses Offered</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>Problems in Reading Aloud</td>
<td>3</td>
</tr>
<tr>
<td>112</td>
<td>The Speaking Voice</td>
<td>3</td>
</tr>
<tr>
<td>115</td>
<td>Radio Speaking</td>
<td>3</td>
</tr>
<tr>
<td>214</td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td>215</td>
<td>Business and Professional Speech</td>
<td>3</td>
</tr>
<tr>
<td>216</td>
<td>Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>303</td>
<td>Problems in the Teaching of Speech</td>
<td>3</td>
</tr>
<tr>
<td>314</td>
<td>Debating</td>
<td>3</td>
</tr>
<tr>
<td>315</td>
<td>Public Discussion</td>
<td>3</td>
</tr>
<tr>
<td>316</td>
<td>Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>317</td>
<td>Speech Re-education</td>
<td>3</td>
</tr>
<tr>
<td>318</td>
<td>The Teacher's Speech</td>
<td>3</td>
</tr>
<tr>
<td>411</td>
<td>Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>413</td>
<td>Coaching of Speech Activities</td>
<td>3</td>
</tr>
<tr>
<td>414</td>
<td>Speech in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>417</td>
<td>Special Problems in Speech Re-education</td>
<td>3</td>
</tr>
</tbody>
</table>
The first course shown in Table 3 included these areas: "oral reading and pronunciation."\textsuperscript{31} This course was required of all speech students who wished to major in the field.

The Speaking Voice presented "a study of types of public address."\textsuperscript{32} This was interpreted to cover speeches for special occasions.

Radio Speaking had no prerequisite. It was a general radio course and added the area of radio to list of subject matter areas compiled for Institution No. 3.

Debate was listed as giving "practice in round-table and panel discussions as well as formal debates."\textsuperscript{33}

Business and Professional Speech was open to all "students of sophomore standing in speech or English."\textsuperscript{34} It covered the area of speeches for special occasions.

Dramatics was presented as "a study of the technique of drama with special emphasis placed on one-act plays."\textsuperscript{35} Since one-act plays was one of the interscholastic contests, this was interpreted to partially cover the area of interscholastic contests.

Problems in Teaching of Speech included a unit on the use of the International Phonetic Code."\textsuperscript{36} This was one of the areas of speech added to the list for this institution.

\textsuperscript{32}Ibid., p. 161. \textsuperscript{33}Ibid., p. 162. \textsuperscript{34}Ibid.
\textsuperscript{35}Ibid. \textsuperscript{36}Ibid., p. 162.
Debating added no new area to the list. This was an advanced course open to a few students who had previous experience in debate work.

Public Discussion was "organized as a Student Legislature to give opportunity for a discussion of present day problems in accordance with correct parliamentary procedure." Public discussion was previously put on the list for this school but this course added the area of parliamentary procedure.

Creative Drama appeared in this bulletin for the first time in this study as a separate course. It was given as a laboratory course with actual practice.

Speech Re-education, listed by most schools as Speech Clinic or Speech Correction, was presented as "a course designed to equip the prospective teacher, who has not had previous training in speech as a science, with the basic principles underlying speech improvement." The course was suggested but not required for speech majors.

The Teacher's Speech was designed for any teacher. "Special emphasis is given to the problems of voice and pronunciation." It was recommended for people who could find time for only one course in speech.

Interpretation was listed as "a study of literary material with a view to its use in the presentation of

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Ibid., p. 162.  
Ibid., p. 163.  
Ibid., p. 163.
programs. Practice in the planning and presenting of programs was included.

Coaching of Speech Activities was designed to meet the needs of the teachers in out of class activities. The catalogue stated that consideration was given "to the gathering and presentation of material in debate, declamation and drama." 

Speech in the Elementary Schools did not cover materials for those preparing for work in the high schools.

Special Problems in Speech Re-education was described as a course "to provide advanced knowledge, speech defects and to give practical experience in the treatment of speech problems." It added no areas to the list compiled for Institution No. 3.

According to the 1948 catalogue of Institution No. 3, only two courses were specified for its speech majors. These were Reading Aloud and The Speaking Voice. These two courses cover two areas of speech-voice and diction, and oral interpretation.

The bulletin suggested that the student who was preparing to teach include the following courses: Problems in the teaching of Speech, Dramatics, Speech Re-education, The Teacher's Speech, Interpretation, Coaching of Speech Activities, Speech in the Elementary School.

Ibid., p. 163.
If the above suggestions were followed, the student would study twelve areas of speech. Thirty hours were required for graduation but only six were specified positively.

Institution No. 4, according to the catalogue of 1949-50, required thirty hours of speech for a major in this field. Courses listed for the student to select from were examined and the following table was compiled.

TABLE 4

COURSES IN SPEECH OFFERED BY INSTITUTION NO. 4
BASED ON THE CATALOG OF 1949

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Courses Offered</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>105</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>110</td>
<td>Business Speech</td>
<td>3</td>
</tr>
<tr>
<td>115</td>
<td>Oral Interpretation and Story Telling</td>
<td>3</td>
</tr>
<tr>
<td>125</td>
<td>Oral Interpretation and Declamation</td>
<td>3</td>
</tr>
<tr>
<td>205</td>
<td>Auditorium Activities</td>
<td>3</td>
</tr>
<tr>
<td>211</td>
<td>Play Producing and Acting</td>
<td>3</td>
</tr>
<tr>
<td>212</td>
<td>Play Writing</td>
<td>3</td>
</tr>
<tr>
<td>213</td>
<td>Stage Craftsmanship</td>
<td>3</td>
</tr>
<tr>
<td>215</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>225</td>
<td>Principles of Debate</td>
<td>3</td>
</tr>
<tr>
<td>230</td>
<td>Debating and Coaching of Debates</td>
<td>3</td>
</tr>
<tr>
<td>305</td>
<td>Correction of Minor Speech Defects</td>
<td>3</td>
</tr>
<tr>
<td>306</td>
<td>Correction of major Speech Defects</td>
<td>3</td>
</tr>
<tr>
<td>310</td>
<td>Advanced Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>315</td>
<td>Advanced Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>325</td>
<td>Radio Speaking</td>
<td>3</td>
</tr>
<tr>
<td>330</td>
<td>Production and Direction of Radio and Television Programs</td>
<td>3</td>
</tr>
<tr>
<td>405</td>
<td>Applied Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>415</td>
<td>Choral Speaking</td>
<td>3</td>
</tr>
<tr>
<td>420</td>
<td>Methods in Teaching Speech</td>
<td>3</td>
</tr>
<tr>
<td>425</td>
<td>Reading of Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>430</td>
<td>Radio Continuity Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
Included in the thirty hours of speech required at this institution must be course 105—Fundamentals of Speech and 420—Methods in Teaching Speech. A total of twenty-three semester courses were offered. No credit was given in any other department for any course with the exception of Methods in Teaching Speech. This was given as a course in education if the student desired.

Fundamentals of Speech presented the following areas of speech: "mechanism of speech, vocabulary building, phonetics, and correction of speech defects."43 This course was required of all speech majors.

Business Speech was not open to speech majors; therefore the list of semester courses for the students to select from was cut to twenty-two.

Oral Interpretation and Story Telling, according to the name, combined two of the main phases of speech. The description in the catalogue stated that it included also "creative drama, choral speaking and interscholastic league rules for story telling contests."44

Oral Interpretations and Declamations included fundamentals in the two phases of speech mentioned and "contest speaking, coaching and judging."45

Auditorium Activities was designed for elementary teachers. This removed one more course from the list a speech

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43Bulletin of Institution No. 4, 1949, p. 168.
44Ibid., p. 168.
major preparing for secondary work could choose from. The list then had twenty-one semester courses left.

Play Producing and Acting combines directing and acting. The catalogue did not state that a student would participate in an actual production.

This school was the first of those studied which gave Playwriting. It was described as "the writing, producing and directing of original one-act plays."\textsuperscript{46}

Stage Craftsmanship presented "stage design, scenery construction, stage lighting, costume and make-up; history of the stage and theatrical costuming."\textsuperscript{47}

Public Speaking was confined to formal platform speaking and radio speaking. It included "radio speeches on current questions."\textsuperscript{48}

Principles of Debate was described as giving in addition to the basis for formal debating also "the analysis and the principles of persuasion and group discussion."\textsuperscript{49}

Debating and the Coaching of Debates listed "parliamentary practice, high school coaching and judging, open forum; types of debate including radio,"\textsuperscript{50} as areas studied.

Correction of Minor Speech Defects presented no new areas of speech. The above was also true of the Correction of Major Speech Defects.

\textsuperscript{46}Ibid., p. 169. \textsuperscript{47}Ibid. \textsuperscript{48}Ibid. \textsuperscript{49}Ibid. \textsuperscript{50}Ibid.
Advanced Dramatics included actual work on all phases given in Play Producing. In addition, "practical work in play production," was listed.

Advanced Interpretation added one new area of speech to the list of those presented by this department. This area was "choral reading."

Radio Speaking appeared for the first time in the catalogue of the schools studied. This course included no area of speech other than radio. Various phases of radio were presented.

Another first was discovered in the examination of this catalogue when television appeared in the course, The Production and Direction of Radio and Television Programs. This course then presented three areas as it included the production of radio programs.

Applied Phonetics was listed as a course to assist in the correction of dialects. It added no new area to the list compiled as phonetics were also studied in the first course examined.

Choral Speaking presented a detailed study of this area that had already been listed in one of the interpretation courses.

Methods in the Teaching of Speech presented for the first time "programs of related activities." This was interpreted to include assemblies.

51Ibid., p. 170. 52Ibid., p. 170. 53Ibid.
The Reading of Shakespeare and Radio Continuity Writing did not add any new areas to the list compiled for this school.

The areas of speech required by this school included phonetics and program of related activities. The department suggested a course of study for the students that included eight of the ten courses to be studied by the student. This suggested list included Fundamentals of Speech, Oral Interpretation, Storytelling, Creative Drama, Interscholastic Contests, Play Production, Voice, Debate, Group Discussion, Phonetics, Choral Speaking and Related Activities, Radio and Platform Speaking. The student then selected two other courses. The largest number of courses offered in any one field was three.

Institution No. 5 introduced no new courses during the past year. The most rapid growth in that department occurred three years ago when a new building made possible considerable expansion.

In 1919 Institution No. 5 offered twenty-seven courses in speech. Only two of these courses were required of speech majors but others were "expected" or suggested.

Table 5 was prepared from a study of the catalogue from Institution No. 5. The courses that were offered in 1919 were listed in order to find what areas of speech were covered.

Ten of these courses were centered around dramatics and four around radio. Requirements of the school did not prevent a student from taking all courses from a few areas.
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Courses Offered</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>102</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>201</td>
<td>Business and Professional Speaking (not open to majors)</td>
<td>3</td>
</tr>
<tr>
<td>211</td>
<td>Parliamentary Usage</td>
<td>1</td>
</tr>
<tr>
<td>221</td>
<td>Acting</td>
<td>6</td>
</tr>
<tr>
<td>222</td>
<td>Interpretation</td>
<td>6</td>
</tr>
<tr>
<td>231</td>
<td>Introduction to Radio</td>
<td>3</td>
</tr>
<tr>
<td>232</td>
<td>Radio Speech</td>
<td>3</td>
</tr>
<tr>
<td>301</td>
<td>Advanced Acting</td>
<td>3</td>
</tr>
<tr>
<td>302</td>
<td>Advanced Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>311</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>312</td>
<td>Advanced Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>320</td>
<td>Speech for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>322</td>
<td>Radio Production</td>
<td>3</td>
</tr>
<tr>
<td>332</td>
<td>Radio Drama</td>
<td>3</td>
</tr>
<tr>
<td>341</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>342</td>
<td>Voice and Speech Personality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>411</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>412</td>
<td>Play Direction</td>
<td>3</td>
</tr>
<tr>
<td>420</td>
<td>Teaching of Speech and Coaching of Speech Activities</td>
<td>3</td>
</tr>
<tr>
<td>431</td>
<td>Stage Design</td>
<td>3</td>
</tr>
<tr>
<td>432</td>
<td>Problems in Technical Production</td>
<td>3</td>
</tr>
<tr>
<td>441</td>
<td>Discussion Methods</td>
<td>3</td>
</tr>
<tr>
<td>442</td>
<td>Contemporary American Speeches</td>
<td>3</td>
</tr>
<tr>
<td>461</td>
<td>History of American Drama</td>
<td>3</td>
</tr>
<tr>
<td>462</td>
<td>Modern Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>

The first course listed in Table 5 included the areas of conversation and platform speaking. According to the description given in the catalogue, the "emphasis was upon
development of poise, self-confidence, clear thinking, and effectiveness in speaking.\textsuperscript{54}

The second course listed was given the same name, Fundamentals of Speech, and was a continuation of the first. Three additional areas of speech were covered in this course. They were voice and dictation, parliamentary procedure, and special occasion speeches.

Business and Professional Speaking, listed as the third course in Table 5, was not open to majors.

Parliamentary Usage, a one-hour credit course, was "especially recommended for prospective teachers, pre-professional and business students."\textsuperscript{55} This course was a study and practice of correct practices in conducting meetings.

Acting was designed for the purpose of developing "skill in the basic techniques of acting and offers study of the principles of acting as an art."\textsuperscript{56} Included in this course was another area of speech which appeared for the first time on the list areas of subject matter for Institution No. 5. This was pantomime.

Interpretation followed the same line that was found in most other courses by that name in this study. It added the area of oral reading or oral interpretation and declamation. It was described in the bulletin as "a fundamentals

\textsuperscript{54}Catalogue of Institution No. 5, 1948, p. 175.
\textsuperscript{55}Ibid., p. 175.  
\textsuperscript{56}Ibid., p. 176.
course in reading aloud and oral presentation of material from a printed page."57

Introduction to Radio included such topics as history of radio, types of programs and radio terminology.58 This course and the one following it in Table 5, Radio Speech, added two new areas to the list that was compiled. These were Radio Speech and Production of Radio Programs.

Advanced Acting was a continuation of the first course in Acting. Intensive work was outlined for "the technique of creative acting."59

Advanced Interpretation was open to students who had a background in acting and interpretation. Special emphasis was placed on "character delineation."60

Stagecraft and Advanced Stagecraft presented the technical part of staging a play. The following divisions were listed in the catalog as part of these two courses: "make-up, scenic design and construction, lighting and costuming."61

Speech for the Classroom Teacher was designed for either elementary or high school teachers. It was intended to be a course for self-improvement and added no new areas to the list of areas of subject matter compiled for Institution No. 5.

Radio Production was an advanced course in radio. It was more detailed but added no new areas to the list. The

57Ibid.  58Ibid., p. 176.  59Ibid.
60Ibid.  61Ibid., p. 177.
same was true of the next course given in Table 5, Radio Drama.

Advanced Public Speaking was presented as "practice in organizing and delivering longer forms of speeches." This area was already included in the list for Institution No. 5.

Voice and Personality Improvement was a course organized to help a student develop a more pleasing voice. This area was not presented for the first time in this course.

Classroom Techniques in Speech Correction was described in this manner: "A course designed to meet the needs of public school teachers who face the problem of dealing with children who have defective speech."63

Classroom Practice in Speech Correction was a continuation of the course giving techniques.

Play Production was the third course listed giving the techniques of phonetic presentations. This was considered an advanced course but added no new areas to the list compiled for this school.

Play Direction added no areas not already covered in some manner.

The Teaching of Speech and Coaching of Speech Activities covered rather thoroughly the area of Interscholastic contests. The bulletin stated that it gave "methods of coaching speech activities as: debate, dramatics, declamation, oratory, verse-speaking choirs and radio."64

62 Ibid., p. 177.  63 Ibid., p. 178.  64 Ibid., p. 179.
Stage Design was the seventh course listed dealing with a phase of dramatics or play production. Problems in Technical Production was the eighth. Neither of these courses added new areas to the list of those covered by this department.

Discussion Methods was listed as "a course in critical thinking involving the collection, evaluation, and presentation of evidence on current issues." The various types of group discussions were presented.

Contemporary American Speeches presented a detailed study of great speakers of modern times.

History of American Drama was confined to "the development of American Drama since the Civil War."

The Modern Theatre was the tenth course of drama or dramatics listed in this catalogue.

Each student who desired to major in this department was required to take the speech courses listed as fundamentals, Speech for the Classroom Teacher, and The Teaching of Speech and the Coaching of Speech Activities. These required courses covered the areas of conversation, voice and diction, platform speaking, parliamentary procedure and interscholastic contest work.

After that, a student was free to choose from the catalogue the other eighteen of his thirty hours required for a
major in the field. The courses were so arranged that he may "choose courses according to his chief interest, it being possible to specialize in dramatics, radio, interpretation, public discussion or preparation to teach speech." 67

It was possible for a student to be graduated having completed work in seven areas of speech.

The course in speech at Institution No. 6 were presented by the Department of English as were the courses in Journalism. No major is given in the field of speech.

Twenty-seven hours of work was offered for the students to select from. Table 6 was compiled from this list.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Courses Offered</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>121</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>139</td>
<td>Fundamentals of Debate and Argument</td>
<td>3</td>
</tr>
<tr>
<td>221</td>
<td>Auditorium and Assembly</td>
<td>3</td>
</tr>
<tr>
<td>223</td>
<td>Amateur Play Production</td>
<td>3</td>
</tr>
<tr>
<td>313</td>
<td>Practical Speech Problems</td>
<td>3</td>
</tr>
<tr>
<td>317</td>
<td>Problems of Acting</td>
<td>3</td>
</tr>
<tr>
<td>321</td>
<td>Advanced Public Speaking and Debate</td>
<td>3</td>
</tr>
<tr>
<td>325</td>
<td>Advanced Dramatic Production</td>
<td>3</td>
</tr>
<tr>
<td>329</td>
<td>Advanced Interpretation</td>
<td>3</td>
</tr>
</tbody>
</table>

67 Ibid., p. 173.
These courses represented five phases of speech. It was presumed that a student could minor in this subject for a teaching field.

Table 7 was prepared after the examination of the 1949-50 catalogue of Institution No. 7. The courses listed by the Speech Department were studied and the following table was compiled.

**TABLE 7**

**COURSES OFFERED IN SPEECH BY INSTITUTION NO. 7**

**BASED ON THE ANNUAL CATALOGUE 1949**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Hours credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>131-132</td>
<td>Fundamentals of Speech</td>
<td>6</td>
</tr>
<tr>
<td>135-136</td>
<td>Speech for the Spanish-Speaking Student</td>
<td>6</td>
</tr>
<tr>
<td>233</td>
<td>Voice and Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>234</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>235</td>
<td>Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>331</td>
<td>Extempore Speech</td>
<td>3</td>
</tr>
<tr>
<td>332</td>
<td>Debate</td>
<td>3</td>
</tr>
<tr>
<td>333</td>
<td>History of the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>334-335</td>
<td>Dramatic Production</td>
<td>6</td>
</tr>
<tr>
<td>336</td>
<td>Speech for the Classroom Teacher</td>
<td>3</td>
</tr>
<tr>
<td>337</td>
<td>Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>339</td>
<td>Public Discussion</td>
<td>3</td>
</tr>
<tr>
<td>430</td>
<td>Speech Education</td>
<td>3</td>
</tr>
<tr>
<td>433</td>
<td>Advanced Phonetics and Diction</td>
<td>3</td>
</tr>
</tbody>
</table>

The courses listed in Table 7 which gave six hours of credit were two-semester courses. Those giving three hours of credit were one-semester courses.

Fundamentals of Speech, a two-semester course, is required of all people who wish to major in this field. It is
a course in speech improvement. The areas of voice, conversation, and informal speaking are covered.

Voice and Phonetics, the third course listed in Table 7, presented the area of phonetics, as the title indicates.

The next course, Oral Interpretation, was also a detailed study of one area, interpretation. Emphasis was placed, according to the catalogue, "on the selection, preparation and presentation of materials." 

Business and Professional Speaking, a course not ordinarily open to majors in the field, was not listed as closed in this catalogue. It was not on the list of prescribed courses for students who decided to major in Speech.

Extempore Speech and Debate were listed together as one year's work in one phase in the catalogue. Extempore Speech covered the areas of platform speaking and speeches for special occasions in addition to the area given in the title. Debate was an intensive study of this field including "principles of argumentation, analysis, evidence, forms of outlining, brief drawing and composition." 

History of the Theatre was a specialized course in that area of the study of drama. It appeared on the list of areas needed by a person who was to teach speech in the public schools.

---

69 Ibid., p. 139.
The purpose of Dramatic Production, another two-semester course, was listed as being "to train students to direct dramatic activities at the elementary and high school level."\textsuperscript{70}

Speech for the Classroom Teacher was designed for the teacher in any field. The area of "story telling, choral reading, and creative dramatics"\textsuperscript{71} were presented.

Speech Correction was a lecture course in the pathology and therapy of speech.

Public Discussion covered the area of speech named in the title. "Extensive practice"\textsuperscript{72} was provided for.

Speech Education was listed as either a Speech or an Education course. It was described as a "course for the consideration of objectives, programs and methods of Speech Education."\textsuperscript{73}

Advanced Phonetics and Diction was open only to majors in this field. This course added no new areas to the list that was compiled for Institution No. 7.

Twenty-four of the thirty hours required by this department for a major were definitely prescribed in the college catalogue. The required courses were: Fundamentals of Speech, Voice and Phonetics, Oral Interpretation, Extempore Speech, Debate and Dramatic Production.

\textsuperscript{70}\textit{Ibid.}, p. 139. \textsuperscript{71}\textit{Ibid.}, p. 139. \textsuperscript{72}\textit{Ibid.}, p. 140. \textsuperscript{73}\textit{Ibid.}, p. 140.
The required courses covered ten areas of speech. The areas included were: conversation, voice development, informal speaking, phonetics, oral reading or interpretation, platform speaking, extempore speaking, speeches for special occasions, debate and dramatic production. The courses of this department were so arranged that the student in selecting six more semester hours' work would automatically add at least two more areas of speech to the list. This would make a total of thirteen.

Institution No. 8 required thirty-six hours of credit before speech could be listed as a major. The other schools studied before this time had required either twenty-four or thirty hours of credit.

Table 8 was compiled after the examination of the 1949 bulletin of the college. Each course offered in the department was listed in the table. The hours of credit given in each course were also included in the table.

The first course listed in Table 8 was Fundamentals of Speech. This course was described as being presented "with emphasis upon original speech." In the light of further discussion, this was interpreted to include the areas of platform speaking, extempore speech, and orations.

74 Annual Catalogue of Institution No. 8, 1949, p. 208.
TABLE 8

COURSES OFFERED IN THE SPEECH DEPARTMENT OF INSTITUTION NO. 8, BASED ON THE 1949 CATALOGUE

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
<td>Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>132</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>231</td>
<td>Principles of Acting</td>
<td>3</td>
</tr>
<tr>
<td>232</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>233</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>235</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>236</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>335</td>
<td>Radio Speech</td>
<td>3</td>
</tr>
<tr>
<td>336</td>
<td>Radio Program Production</td>
<td>3</td>
</tr>
<tr>
<td>338</td>
<td>Business and Professional Speech</td>
<td>3</td>
</tr>
<tr>
<td>423</td>
<td>Advanced Stage Directing</td>
<td>3</td>
</tr>
<tr>
<td>432</td>
<td>Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>433</td>
<td>Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>434</td>
<td>Speech Seminar</td>
<td>3</td>
</tr>
<tr>
<td>435</td>
<td>Interpretative Reading</td>
<td>3</td>
</tr>
<tr>
<td>436</td>
<td>Radio Program Planning, Production and Direction</td>
<td>3</td>
</tr>
<tr>
<td>437</td>
<td>The Teaching of Speech</td>
<td>3</td>
</tr>
</tbody>
</table>

The second course, Public Speaking, was a continuation of the first. The area of speeches for special occasions was added by this course.

Principles of Acting included history of the theatre and pantomime. The second half of the year in which the student took this course he was expected to take Play Production.

Voice and Diction added not only that area to the list for this department but also included the area of phonetics.

Argumentation and Debate added only the area listed in the title of the course. This course was a prerequisite to
the next course which had the same name. The second of the
courses added the area of Group Discussion to the list of
areas of subject matter compiled for the Department of Speech
in Institution No. 8.

Radio Speech and Radio Program Production included only
the areas named in the titles of the courses. The first of
the courses mentioned was a prerequisite of the second.

Business and Professional speech was not included in
the list of courses suggested for students who desired to
major in this field. It was primarily for majors in the
fields of "Agriculture, Business Administration, Home Eco-

noma, and Engineering." 75

The two courses called Speech Correction were required
of majors. They included the area of phonetics that was
previously listed for this school.

Speech Seminar, an advanced course, was a course in
"sources and methods of finding material, and evaluating and
assimilation, and organization of material." 76

Interpretative Reading was required of majors in this
department. It was an advanced course which gave a detailed
study of the area mentioned in the title.

Radio Program Planning, Direction and Production was a
more detailed study of areas already listed.

75 Ibid., p. 209.  76 Ibid., p. 209.
The Teaching of Speech was a "review of all phases of speech." These phases were not listed but the catalogue indicated that a survey of the speech texts was included in the course.

The Department of Speech of Institution No. 8 required persons majoring in speech include the courses: Fundamentals of Speech, Principles of Acting, Play Production, Argumentation and Debate, Voice and Diction, Speech Correction, Interpretative Reading, and The Teaching of Speech. In addition, the student was to select six hours in courses numbered three hundred or above. Following that instruction the student was forced, by the limited number of courses meeting that requirement, to select at least one radio course.

The required courses for a student in this department included the areas of platform speaking, extempore speech, orations, history of the theatre, fundamentals, pantomime, dramatic production, voice and diction, phonetics, debate, group discussion, oral reading, informal speaking, radio, and survey of text books.

Institution No. 9 made no specific requirements as to what courses must be studied by a student who desired to major in speech. A table of these courses offered was prepared after an examination of the courses offered. It was noted that the courses offered in debate and dramatics

77Ibid., p. 209.
outnumbered those in all other phases of speech. Even though many phases of speech were represented in the courses shown in Table 9, none was required. It was found to be possible to get the number of hours required for a major from one field as only twenty-four hours were required for a major.

TABLE 9
COURSES IN SPEECH OFFERED BY INSTITUTION 9
BASED ON THE 1949 CATALOGUE

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Courses Offered</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>102</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>103</td>
<td>Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>104</td>
<td>Training in the Speaking Voice</td>
<td>3</td>
</tr>
<tr>
<td>105</td>
<td>Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>106</td>
<td>Parliamentary Law</td>
<td>1</td>
</tr>
<tr>
<td>201</td>
<td>Principles of Discussion</td>
<td>3</td>
</tr>
<tr>
<td>202</td>
<td>Radio Speaking</td>
<td>3</td>
</tr>
<tr>
<td>204</td>
<td>Principles of Argumentation &amp; Debate</td>
<td>3</td>
</tr>
<tr>
<td>206</td>
<td>Dramatic Activities</td>
<td>3</td>
</tr>
<tr>
<td>207</td>
<td>Forensic Activities</td>
<td>3</td>
</tr>
<tr>
<td>208</td>
<td>Acting</td>
<td>3</td>
</tr>
<tr>
<td>209</td>
<td>Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>301</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>302</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>303</td>
<td>Business, Professional and Technical Speech</td>
<td>3</td>
</tr>
<tr>
<td>304</td>
<td>Advanced Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>305</td>
<td>Principles of Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>306</td>
<td>Methods in Speech Education</td>
<td>3</td>
</tr>
<tr>
<td>307</td>
<td>Speech for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>401</td>
<td>History of Rhetoric and Oratory</td>
<td>3</td>
</tr>
<tr>
<td>402</td>
<td>History of the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>403</td>
<td>Radio Dramatics</td>
<td>3</td>
</tr>
<tr>
<td>404</td>
<td>Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>405</td>
<td>Radio Production</td>
<td>3</td>
</tr>
<tr>
<td>406</td>
<td>Studies in Theatre Practice</td>
<td>3</td>
</tr>
<tr>
<td>407</td>
<td>Studies in Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 10 was compiled after an examination of the annual catalogue of Institution No. 10, published in 1949.

**TABLE 10**

**SPEECH COURSES OFFERED BY INSTITUTION 10, BASED ON THE 1949 CATALOGUE**

<table>
<thead>
<tr>
<th>Courses Offered</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech 101 Choral Reading</td>
<td>4</td>
</tr>
<tr>
<td>Speech 110 Speech Improvement</td>
<td>1</td>
</tr>
<tr>
<td>Speech 111 Group Discussion</td>
<td>1</td>
</tr>
<tr>
<td>Speech 115 Parliamentary Practices</td>
<td>1</td>
</tr>
<tr>
<td>Speech 116 Rehearsal and Performance</td>
<td>1</td>
</tr>
<tr>
<td>Speech 131 Fundamentals of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Speech 132 Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>Speech 138 Classroom Speech Activities</td>
<td>3</td>
</tr>
<tr>
<td>Speech 216 Stage Makeup</td>
<td>1</td>
</tr>
<tr>
<td>Speech 231 Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Speech 232 Story Telling</td>
<td>3</td>
</tr>
<tr>
<td>Speech 233 Discussion and Debate</td>
<td>3</td>
</tr>
<tr>
<td>Speech 235 Acting</td>
<td>3</td>
</tr>
<tr>
<td>Radio 235 Production I</td>
<td>3</td>
</tr>
<tr>
<td>Speech 237 Stagecraft</td>
<td>3</td>
</tr>
<tr>
<td>Speech 325 Rehearsal and Performance</td>
<td>2</td>
</tr>
<tr>
<td>Speech 326 Rehearsal and Performance</td>
<td>2</td>
</tr>
<tr>
<td>Speech 327 Rehearsal and Performance</td>
<td>2</td>
</tr>
<tr>
<td>Speech 339 Teaching Speech in High School</td>
<td>3</td>
</tr>
<tr>
<td>Speech 441 Student Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Speech 328 Playwriting</td>
<td>3</td>
</tr>
<tr>
<td>Speech 330 Psychology of Speech</td>
<td>3</td>
</tr>
<tr>
<td>Speech 331 Advanced Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Speech 332 Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Speech 335 Production II</td>
<td>3</td>
</tr>
<tr>
<td>Speech 336 Group Discussion and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Speech 338 Correction of Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Speech 339a The Theatre and Its Drama since 1800</td>
<td>3</td>
</tr>
<tr>
<td>Speech 339b The Theatre and Its Drama before 1800</td>
<td>3</td>
</tr>
<tr>
<td>Speech 441 412 - 413 Speech Clinic</td>
<td>1</td>
</tr>
<tr>
<td>Speech 434 Play Directing</td>
<td>3</td>
</tr>
<tr>
<td>Speech 431 Advanced Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Speech 435 American Pronunciation</td>
<td>3</td>
</tr>
<tr>
<td>Radio 435 Workshop</td>
<td>3</td>
</tr>
<tr>
<td>Speech 437 Scenery and Lighting</td>
<td>3</td>
</tr>
<tr>
<td>Speech 438 Advanced Speech Correction</td>
<td>3</td>
</tr>
<tr>
<td>Radio 438 Radio Writing</td>
<td>3</td>
</tr>
</tbody>
</table>
This school listed four areas of speech in which a student could specialize. These were drama interpretation, radio, public speaking, and speech education.

Under the existing laws of certification in Texas a student who majored in either of these phases was eligible to teach in the schools. A survey was not made of the areas covered by all of the courses in this department as so many were in three areas.

A student who specialized in the area called speech education was given a specific list of courses that were required in order for him to be graduated. This list included the following courses: "Parliamentary Law, Oral Interpretation, Discussion and Debate, Acting, Stagecraft, Advanced Interpretation, Production, Play Directing, Radio Writing and Speech Clinic."  

The list of required courses included the following areas of speech: Parliamentery law, voice and diction, oral interpretation, group discussion, debate, play production, play writing, phonetics, and pantomime. A student who elected this major was required at least nine phases of speech while the majors in other areas of the subject were required only one.

Institution No. 11 offered majors in two areas of speech. These were "Radio and Speech and Dramatics." In  

\[78\] Annual Catalogue of Institution No. 10, 1949, p. 201.  
\[79\] Annual Catalog of Institution No. 11, 1949, pp. 76-77.
this institution radio was a separate department from speech. Radio was, in the main, more closely allied with journalism than with speech. For that reason no examination was made of the courses offered in radio as only two phases of radio were included in the list of subject matter areas needed by a teacher of Speech in the public schools.

TABLE 11

COURSES OFFERED BY THE DEPARTMENT OF SPEECH IN INSTITUTION NO. 11, BASED ON THE 1949 CATALOG

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name of Course</th>
<th>Hours Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Basic Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>303</td>
<td>Voice and Diction</td>
<td>3</td>
</tr>
<tr>
<td>305</td>
<td>Basic Principles of Speech</td>
<td>3</td>
</tr>
<tr>
<td>307</td>
<td>Speech for Foreign Language Students</td>
<td>3</td>
</tr>
<tr>
<td>310</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>311</td>
<td>Argumentation and Debate</td>
<td>3</td>
</tr>
<tr>
<td>312</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>312</td>
<td>Play Production</td>
<td>3</td>
</tr>
<tr>
<td>319</td>
<td>Business and Professional Speaking</td>
<td>3</td>
</tr>
<tr>
<td>320</td>
<td>Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>322</td>
<td>Radio Drama</td>
<td>3</td>
</tr>
<tr>
<td>323</td>
<td>Technique of Public Discussion</td>
<td>3</td>
</tr>
<tr>
<td>327</td>
<td>Development of the Early Theatre</td>
<td>3</td>
</tr>
<tr>
<td>330</td>
<td>Advanced Acting</td>
<td>3</td>
</tr>
<tr>
<td>331</td>
<td>Advanced Directing</td>
<td>3</td>
</tr>
<tr>
<td>356</td>
<td>Disorders of Speech</td>
<td>3</td>
</tr>
<tr>
<td>357</td>
<td>Clinic in Speech Correction</td>
<td>3</td>
</tr>
</tbody>
</table>

The courses offered from which a student majoring in Dramatics and Speech was to choose were examined. Table 11 was compiled. Eighteen courses were included in the Table. Only one of the courses listed in the table is specialized as a requirement for majors in this department. That is the
second course shown in the table, Voice and Diction. It
covers the area of speech listed in the title.

It was entirely possible for a student to be graduated
from Institution No. 11 having courses in only two areas.
These areas were play production and voice development. Since
this was true, no further survey of areas of speech covered
in the courses listed was made. The catalogue did not con-
tain a suggested outline of study for majors.

Institution No. 12 did not have a department of speech.
No major was given in this field. The speech courses given
were listed as English courses. One such course, Speaking
for Professional Men, was required of all students who majored
in English. Five areas of speech were covered in the Depart-
ment of English. Since no major was given in Speech it was
eliminated from the study of Institution No. 12 and no ref-
erece has been made to it in any other part of this report.

In the original delimitation of this problem it was
emphasized that only the areas of speech required by the var-
ious institutions were to be considered in the evaluation of
the departments. The study showed the possibilities of the
department to be much greater than the requirements. No
attempt was made to discover how frequently the counselors
were able to guide the students into channels where maximum
possibilities were realized.

The comparison that was made was based entirely
upon the requirements made by the college and the maximum
list of subject matter areas needed by a teacher of speech in the public schools. Table 12 was prepared in order to show in a composite form this comparison.

Twenty four areas of speech were listed in Chapter II as necessary preparation for a teacher in the public schools. They were fundamentals of speech, voice and diction, story telling, choral reading, platform speaking, interpretation, group discussion, parliamentary law, dramatics, history of drama, radio speech, radio program production, extempore speech, special occasion speaking, orations, phonetics, pantomime, conversation, play writing, puppetry, assembly programs, interscholastic contests, debating, and informal speaking.

In Table 12 the numbers one to twenty four were given the areas in the order they were listed above. These numbers appear in the left hand column of the chart. Under the number of each institution an "X" was placed by the number of each area required by the institution.

Institutions 6 and 12 were not listed in the table as they do not offer majors in Speech. Of the ten schools listed none required all of the areas listed according to the catalogs. None of the areas listed were required by all the institutions studied.

Area 2, voice and diction, was required by eighty percent of the institutions. This was the highest percentage of requirement of any one area.
TABLE 12
AREAS OF SPEECH REQUIRED IN THE SPEECH DEPARTMENT OF EACH INSTITUTION STUDIED

<table>
<thead>
<tr>
<th>Area</th>
<th>Institution's Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>3</td>
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<td>23</td>
<td></td>
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<tr>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

Areas 6 and 23, Interpretation and debating, were required by sixty percent of the institutions.

Areas 9, 16, and 18 were required by fifty percent of the institutions represented in Table 12.

The six areas, voice and diction, interpretation, debating, dramatics, phonetics, and conversation were the only areas required by fifty percent of the schools.
CHAPTER IV

A COMPARISON OF PERSERVICE REQUIREMENTS WITH PUBLIC SCHOOL ASSIGNMENTS

The comparison presented in this chapter was based on a study of the material in the second and third chapter in this report. It was based on the minimum requirement for graduation and the maximum requirements for subject matter areas in teaching.

If the catalog of Institution No. 1 represented the work that was presented in the school, then thirty-three and one-third percent of the subject matter areas needed by a speech teacher in the public schools were required. A system of guidance existed in the department but the effectiveness of the system was not measured. It was possible for a student to obtain all but three of the areas listed in the department of Institution No. 1 as twenty one courses were offered.

Table 12 showed the areas not required as well as those that were required by the school.

Fifty percent of the subject matter areas found in the survey of areas needed by a public school teacher were required by Institution No. 2. They offered eighteen courses in the department. This was the next to the highest requirements placed by any institution that was studied. Three of the areas required by Institution No. 1 were not required by Institution No. 2.
No. 2. Every area required by Institution No. 2 was required by at least two others studied.

It was considered possible that some areas not listed in the catalogues of the schools were covered in many cases. It was on the other hand noted that they could have been listed yet not presented. The comparison was based on those that were listed.

Institution No. 3 required only two of the twenty four areas of speech on the list. They offered sixteen courses in the department. Only one institution had fewer requirements than this one. One of the areas required, voice and diction, was basic while the other, interpretation, was a specialized skill.

Specific guidance was not listed in the catalogue. The requirements were eight percent of the total list of areas.

Institution No. 4 required three of the areas. The percentage of the required areas was twelve. Twenty three courses were offered in the department.

Voice and diction, which was required by all but two of the schools studied was not required by this institution. This was the only school requiring a specific study of assembly program production.

Institution No. 5 required five of the twenty four areas listed. Twenty six courses were offered in this department. Interscholastic contest work was required only by this
institution and two others. Extempore speech was required by this institution and one other.

Institution No. 6 did not offer a major in speech. It required two areas of any student who took a course in speech. These were conversation and voice and diction.

Institution No. 7 required ten of the twenty four areas. Seventeen courses were offered in this department. This institution ranked in the upper half although it required only forty percent of the areas listed. It was one of the two institutions requiring the area of speeches for special occasions.

Institution No. 8 required sixty percent, or fourteen of the areas listed. Seventeen courses were offered by this department. The requirements were the highest of all institutions in so far as subject matter areas were concerned. This was the only department requiring history of drama and radio speech.

If the course offered which surveyed the text books was thorough the school prepared the students in all phases. No list was given of the books surveyed so this was discounted in making this comparison.

Institution No. 9 made no specific requirements. This fact was presented in Table 12. The offering of the school were such that a student could be graduated having studied only one of the areas listed. Twenty seven courses were listed in this department. No other school offered a major in the field without placing some requirements.
Institution No. 10 required nine of the areas prescribed in Chapter II. Thirty seven courses were offered in this department. This was the only institution requiring work in playwriting. Only one other school required the area of parliamentary practice.

Institution No. 11 required only two of the twenty-four areas. These were voice and diction and dramatics. Seventeen courses were offered in this department.

The institutions studied were ranked according to the number of areas required. Table 13 was prepared to show the rank of the school according to the number of areas and the number of courses offered in the department of speech.

**TABLE 13**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Rank</th>
<th>No. of Courses offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution No. 8</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Institution No. 2</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Institution No. 7</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Institution No. 10</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>Institution No. 1</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>Institution No. 5</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Institution No. 4</td>
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<td>23</td>
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<tr>
<td>Institution No. 3</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Institution No. 11</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Institution No. 9</td>
<td>9</td>
<td>27</td>
</tr>
</tbody>
</table>

The institution that had the highest number of required areas presented the next to the fewest number of courses. The institution with the fewest requirements offered the next to
the largest number of courses. The institution which offered
the largest number of courses ranked fourth in the number of
areas required.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

These conclusions were drawn from the study and depend upon the accuracy of the study for their validity. If the method of determining the areas of speech required by the public schools was accurate and the catalogue requirements and descriptions were correct then these conclusions were justified. The conclusions were:

1. That the requirements upon teachers of the public school was much broader than preservice education requirements.

2. That the institutions permitted specialization before a broad background of the field obtained.

3. That there was no relationship between the size of the department and the requirements of the department.

4. That a small department with more requirements was preferable to a large department allowing too much specialization.

5. That a better program of teacher education was possible without changing the courses offered.

6. That some departments did not offer enough of the areas presented in the required list.
Recommendations

The recommendations of this study based on the conclusions drawn were:

1. That more attention be given to the subject matter requirements of speech teachers in planning the required courses in the institutions studied.

2. That specialization be permitted only after the entire field of speech was covered.

3. That both large and small departments broaden their requirements of subject matter areas for graduation.

4. That more attention be given the coverage of the field than the number of courses offered.

5. That some departments increase the number of courses offered in order to increase the number of areas required.
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