

A CRITICAL ANALYSIS OF THE ROLE OF SPEECH
IN GENERAL EDUCATION

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A CRITICAL ANALYSIS OF THE ROLE OF SPEECH
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CHAPTER I

INTRODUCTION

The Problem

The problem in this study is to determine the role of speech in general education and to make certain suggestions for teacher training in keeping with the aims of general education which seek to develop the democratic concepts.

Why This Problem Was Selected

Today there seems to be a need for mature consideration of the important factors affecting the social, economic, and political changes taking place in the world. Many speak and write of democratic principles that are superior to all other systems of government, and boast of an educational program that is the safeguard of those cherished principles. How much is education doing to preserve, develop, and safeguard the democratic idea? How much can speech help, as a part of general education, in the whole program?

The three main purposes for selecting this problem for research and study were:

- (1) A study of the real aims of general education was desired.
- (2) Speech being considered an important tool in education, this study was undertaken to determine to what extent

speech can be used as a means of assisting people in living the good life.

(3) Due to preliminary study and experience, the temporary conclusion was drawn that a practical, workable, and adaptable speech program could lend the tools of adjustment needed in a democratic society. This question was asked in the very beginning: "Can a program of speech activity be an important factor in preserving democracy in its development of a way of life?"

It seems that a careful consideration of the aims of education in a democracy, the trends of teacher education in a democracy, and the determination of the role speech can and should play will facilitate the development of a better integrated program for teacher training. After all, it is through oral expression that men and women reach understanding and put into action policies that affect the whole society. What part can speech, in a teacher training institution, play in assisting men and women in the preparation for intelligent and efficient participation in community life? The answer to this question is sought.

The Sources of Data

The sources of data were various educational and speech books, bulletins, and periodicals. Also reflected in this study will be experiences gained in work-shop supervision, work with curriculum adjustment groups, and participation in conferences on "Speech in General Education."

Plan of the Study

In Chapter I the problem is stated, reasons for its selection are given, sources of data are listed, and the plan of the study is described. In Chapter II consideration will be given to the changing factors in economic, social, and political life, and to the needed adjustment of education to meet those changes. The scope and aims of general education will be analyzed and defined. The trends in teacher education will be considered in order to determine the place speech can best serve as a tool of social integration. In Chapter III the role of speech in a teacher training institution will be analyzed. The needs of students desiring to fit themselves into a democratic society will be considered as means of determining how speech can best cooperate with the aims of general education. In Chapter IV criteria for the evaluation of subject matter will be listed and an analysis of the criteria will be given. Also, a set of criteria for evaluation of courses will be presented and an analysis given. Courses of selected colleges will be used in the analyzation. Chapter V will be a summary and recapitulation of the preceding chapters in order to crystallize the discoveries made and recommendations offered.

CHAPTER II

TEACHER EDUCATION IN VIEW OF DEMOCRATIC CONCEPTS

Our world, our nation, and our community are conditioned by the traditions and customs that have slowly developed the institutions in which we function as citizens. It is quite natural, in the course of human relations, that we become traditional in our behavior and our thinking. It is extremely difficult to understand that institutions are continuous in their growth and that traditional theories and ideas are but yesterday's errors and mistakes, triumphs and successes.

Walter Hale Hamilton, in discussing institutions, clarifies the meaning of institutional change in the following words:

In fact as an aspect of a continuous social process an institution has no origin apart from its development. It emerges from the impact of novel circumstances upon ancient custom; it is transformed into a different group of usages by cultural change. In institutional growth the usual may give way to the unusual so gradually as to be almost unnoticed. At any moment the familiar seems the obvious; the unfamiliar appears but a little revealed--an implication in a convention which is itself taken for granted, a potentiality slowly quickening into life.¹

Professional educators and laymen alike have thought of and dealt with general education as a fixed, fully exploited, and traditionally developed end. They have been

¹Walter Hale Hamilton, "Institutions," Encyclopedia of the Social Sciences, Vol. VIII (1932), pp. 84-89.

slow in realizing that making a living, getting along with people, gaining knowledge that can be applied to life situations, and being creative with leisure time are all a part of a process ever changing and reshaping.

Harvey W. Peck, in writing on institutional economics, says:

Institutions are often defined as widespread habits, customs, or arrangements. . . . According to Davenport, 'Institutions are a working consensus of human thought or habit, a generally established action.' These institutions are made by men or groups of men, and they can be modified and transformed by human forethought and purpose.²

Human thought activities are man's tool for change, and being naturally affected by relation with other men, institutions, which are man's creation, are ever being modified and/or wholly reconstructed. Educational theories and practices necessarily change. Some changes are brought about by trial-and-error, and others by natural change to fit grown needs. The traditionalists rationalize the "natural change" as a part of their conception of the "fundamentals." They remain critical to planned experimentation because of a "fundamental" lack of understanding of institutions and human control over the trends of change.

Aims of General Education

General education is, indeed, a very vague term and one over which there might be much controversy. No doubt the

²Harvey W. Peck, Economic Thought and Its Institutional Background, p. 291.

understanding of the term as used in this study should be defined, and the conception of the meaning of "general education" in relation to present-day problems should be briefly presented.

General education, as its aims are considered, should be regarded as the total field of educational effort: the organized school for foundational education, professional and vocational schools, and out-of-school or adult activity. If a program of general education is to be justified, it surely can be on the basis of a program recognizing that man is a social animal and that he must deal with other men in a society. The success measurement of the program should be found in the adult activity of the men evolved--total society.

In considering the aims of general education, one cannot be too specific and definite in the suggestions set out. However, it is possible to be rather clear and positive as to the purposes and objectives. At the outset an interesting comparison may be found between the results of two studies made of the needs of two different types of schools. Professor Charters studied the activities of adult women to discover the basis for setting up the Stephens College (Columbia, Missouri) curriculum.

As a result of this method eight common needs of young women were isolated. They consisted of the following:

1. A need for training in communication, specifically, speaking and writing
2. A need for appreciating the beautiful

3. A need for social adjustment
4. A need for maintaining physical health
5. A need for maintaining mental health
6. A need for becoming alert, aware, and intelligent about personal, family, and consumers' problems
7. A need for developing a philosophy of life
8. A need for a knowledge of science in terms of life problems³

The teachers of Santa Barbara City (California) cooperatively defined the scope of the curriculum for their schools as:

1. Developing and conserving human resources
2. Developing and conserving non-human resources
3. Producing, distributing, and consuming goods and services
4. Communicating
5. Transporting
6. Re-creating and playing
7. Expressing and satisfying spiritual and aesthetic needs
8. Organizing and governing⁴

In determining the needs of students, which should always define the aims of education, two different groups in two different types of schools and in two different geographic localities arrived at approximately the same conclusions. The explanation may be that both studies were based on the same desires, that is, to arrive at the true basis for preparation for adult life. Both studies reflect also the idea that in a democracy, when people think they think alike in general aims or purposes. Their ideas as to means may differ, but as to the ends, they agree.

³Paulus Lange, "Some Issues in General Education," The Phi Delta Kappan, (May, 1941), p. 315.

⁴Stanford University Education Faculty, The Challenge of Education, McGraw-Hill Series in Education, p. 90.

Has the program of general education recognized in its aims the factors essential to preserving in its development the democratic ideal? Was Charters right about the claim that adult women speak and write? Was the Santa Barbara faculty correct in that adult men and women produce, distribute, and consume goods and services? Can we ignore the fact that all men and women are grown-up boys and girls considerably conditioned by organized educational efforts? Have we a school program that is assisting boys and girls in accepting responsibility in a democratic society? Are we creating by the means of the school artificial situations that cannot adjust to life situations? Or is general education planning a program to assist in socially integrating men and women?

The answer to most of these questions is obvious. To many they will seem rather ridiculous in their simplicity. Probably many will criticize their inclusion in a discussion of this type. Yet, those who are realistic will know that although it is said, "Yes, men and women produce, distribute, and consume," we are continuing a hide-bound curriculum of musty "subjects" without attempting to relate them to any thing except grades, diplomas, degrees, and other artificialities.

Education in a Democracy

The democratic way of life can and should be preserved in its development of educational facilities. There have been volumes written on the democratic way of life. Much time and thought have been given to expressing the democratic ideal.

In the Constitution, the Bill of Rights, the historic development of the American Republic, and the state papers of governmental leaders there may be found, first, natural rights of man, second, equality of all men, third, the right of individual self-determination, and fourth, protection in the pursuits of happiness.

From every platform and over every radio network we hear the ways of life contrasted:

<u>Totalitarian</u>	<u>Democratic</u>
force	law and reasoning
materialistic	spiritualistic
deifies the state	God above state
immorality	morality
race prejudice	brotherhood
war is noble	war is waste
complete subservience	representative government
no property rights	private property
censorship	freedom of expression
state-dictated school curriculum	cooperatively developed curriculum
government prepared and dictated propaganda	unbiased presentation of information

In considering the problems in our communities, conflicts may be seen between special interest and the common interest, religious quackery and sincere religion, immorality and the

church, distrust of public officials and confidence, government cure-alls, panaceas, and thoughtful government, unequal distribution of wealth and proper taxes and governmental aid, foreign "isms" and democratic ideals, and educational traditionalism and adjustments-to-meet-needs.

Then what is democratic ideology? What are the processes so essential to the continuation of the democratic ideals? What are the things so essential to the continuation of the democratic processes?

Democracy is a philosophy of life that is based on free relation of man to man in a cooperative spirit. It is a philosophy which includes toleration, understanding, confidence, sincerity, and equality under the rules which are cooperatively established.

Democracy will continue as long as men can compromise without surrendering, can be tolerant without abandoning beliefs, can recognize needs and necessary changes without despairing of the existing system, and can intelligently understand processes of development without becoming dictatorial and impatient.

It seems well worth repeating that the successful measurement of the program should be found in the adult activity of the men involved--total society. Can it be said that the above test would establish that the present system and purpose of general education would adequately meet the need-situation?

By way of summarizing the real nature of democracy we quote Arthur D. Hollingshead. In Guidance in Democratic Living he lists in the manner of a political platform what he considers a reasonable interpretation of the principles of democracy:

1. Democracy regards the individual as of inestimable value and his development as the sole object of society.

2. Democracy guarantees an equality of rights to all individuals.

3. Democracy insures freedom to all individuals.

4. Democracy places the relations of all individuals upon the plane of fraternity.

5. Democracy regards individual and group welfare as interdependent.

6. Democracy places its confidence in the experimental methods of science as a means of intelligently directing the course of its development.

7. Democracy achieves its common goals through the cooperative efforts of its members.

8. Government in a democracy is "of the people, by the people, and for the people." . . . Democracy recognizes that forms of government and laws can never solve the problems of human associations unless these human relationships are governed by a spirit of mutual interest and mutual service.

9. Democracy depends upon education as a means of perpetuating and improving itself.⁵

Democracy being a philosophy of living, a way of life, and a living organism, then the development of ideas, attitudes, and abilities to participate intelligently in life becomes the responsibility of the educational program.

A system is not democratic simply because it is made available to everybody or because it is administered without distinction of persons.

To be truly democratic education must treat the individual himself as the end and set itself

⁵Arthur D. Hollingshead, Guidance in Democratic Living, pp. 11-23.

the task of preparing him for that intellectual and emotional sharing in the life and affairs of men which embodies the spirit of the Golden Rule.⁶

A major objective of education is that of group development. However, the attitudes and abilities of the individual are of importance. The individual becomes the group when it is made possible for him to cooperate with other individuals. Arthur D. Hollingshead, in Guidance in Democratic Living, presented the following summary of the real demand on education by the democratic principles:

That of the group:

1. Possess a strong feeling of group consciousness which is based upon a mutual recognition of common purposes.
2. Concentrate all of its efforts upon creating opportunities for the fullest personality development of its members
3. Realize its goals through cooperative endeavors of its members.
4. Develop an understanding of group welfare and its implications.
5. Possess some form of organization which facilitates their cooperative effort.
6. Possess a leadership that functions as a guide and not as a master.

That of the individual:

1. Possess a strong feeling of membership in the group.
2. Have a respect for personality.
3. Have consideration for the rights and feelings of others.
4. Have a strong sense of personal responsibility for the welfare of the group.
5. Possess the ability and willingness to participate actively in group enterprises.
6. Possess the ability and willingness to direct himself in terms of the best interests of the group.
7. Possess a strong feeling of individuality, of self-respect, and of security in the group relation.⁷

⁶Boyd E. Bode, Fundamentals of Education, pp. 61-62.

⁷Hollingshead, op. cit., pp. 29-30.

Abraham Lefkowitz, in "The Challenge to Educators," lists as the purposes of education the following:

1. Guide, rather than dictate, to develop self-discipline.
2. Emphasize understanding rather than fact mastery.
3. Stress growth in social habits and in power, through self-direction and through guided school, home, and social living.
4. Stress ability to go on despite failure; to master even the unpleasant and the hard; and the necessity to obey orders.
5. Emphasize acceptance and fulfillment of civic responsibility in school and in life.
6. Develop a scientific attitude
 - (a) So that conclusions reached are tentative and subject to critical evaluation.
 - (b) So that opposing views may not only be tolerated but also welcomed as a basis for bringing about a continuous reorganization of outlook and broaden understanding.
7. Provide educational adventuring; educational success rather than failure; and an outlet to such talents that make for creative expression and beauty--the goal of all art.
8. Put emotional adjustment upon a par with academic achievements as the quality of human relation that is vital to success.
9. Provide work discipline and work comradeship so that democracy may grow and extend to all areas of living. Democracy is not, as Dewey says, relying on external might, but a growing, living force in the mind and heart of man.⁸

The conclusions of Hollingshead and Lefkowitz certainly justify our position that in our society the ever-changing behavior patterns must be considered in understanding the real aims of education. Individuals change as needs arise.

Groups change because cooperative growth demands adjustments. Institutions are the products of man, and man must intelligently with purpose plan the trends of the changes taking place.

⁸Abraham Lefkowitz, "The Challenge to Educators," High Points, XXII (April, 1940), 7.

Teacher Education

The issues and aims laid down in the preceding pages should be considered in the training of teachers. After all, the teachers are the architects of the school program and the custodians of the democratic idea. There will need to be optimism in the thinking concerning teacher training. Programs that have been proven successful in the past have been those that were slowly, painstakingly, and cautiously worked out in the light of experimentation and full experience.

Teacher education must be directed to the whole field of education. Probably no more disconcerting problem is faced by an institution dedicated to training teachers than that of over-coming the growing feeling that the liberal education courses are not an integral part of the professional preparation of a teacher. Clearly related to this as a major problem, however, is the development in teachers colleges of the attitude of those engaged in the so-called professional education courses that they and they alone are responsible for the professional preparation of a teacher.⁹ Unless the administration of a teacher training institution understands the real aims of general education and the real needs of the students, it will be difficult for that institution to find its proper role in educational responsibility. Unless

⁹F. E. Englemen and J. C. Matthews, Progress Report on Seven Teachers Colleges Participating in the Cooperative Study of Teacher Education, p. 23.

individual teachers realize the role they must play in modern society the products of teacher training institutions will continue to retard progressive changes necessary in a democratic scheme of life.

"It took years to develop subject matter specialists for the present courses and it may take much more than infrequent committee meetings at the close of the school day to develop teachers in general education."¹⁰

In other words, we need not only clear thinkers and willing workers, but patience and alert administrators and teachers. Many teachers have built walls of specialized subject matter around themselves and either because of mental laziness or lack of community interest refuse to see the problem facing general education and the urgent need of the whole society. There seems to be a similarity between such teachers and the man who couldn't make sense out of a picture because of the brush marks, the paint and the frame, or the man who couldn't see the forest for the trees. Paint, brushes, frames, and trees are important to a picture or a forest, but their real importance is their relationship to one another in a completed sense. The combination of all the factors must make sense.

In speaking of the problem of traditional teachers, subject matter idolaters, and conservative administrators, it seems well to face the major problems before outlining

¹⁰Ibid., p. 10.

the direction which teacher training must take to justify its function in a democratic society. Some teacher training institutions have been giving mature study to the necessary trends in teacher education. A very few institutions have attempted to do something about it. However, when an institution is found that is alert to the situation, it is found to be handicapped by institution-institution relations. There are certain standards, rules about credit transferring, institutional accrediting, etc. It seems reasonable, however, to expect some institutions to continue their studies and to become more aggressive as they feel justified in their own experiences. One institution was found to be considering the following:

The following questions, as understood by the visitors, were to serve as the touchstone to a successful professional curriculum:

- (1) What is the modern world like?
- (2) What is the function of school and education in the modern world?
- (3) What experience must the teachers college provide in order to insure this understanding?¹¹

If an institution will seriously undertake to answer the above questions and then adjust its program to the conclusions drawn, there can be little doubt as to the future of that institution as an agency for developing leaders and workers who can function in a democratic society.

What we need more than anything else is thoughtful and intelligent understanding of actual living conditions.

¹¹Ibid., p. 24.

Teachers and administrators are needed who are willing to meet problems squarely, analyze them in view of actual needs, and incorporate the results in curriculum revision. Understanding of life situations and the needs of students in fitting those situations must be had before much progress can be made in general education. It must be remembered that present teachers and administrators are products of the present training program.

What readjustments must be made? What can be done about the problem?

Out of the thinking of leaders in various educational centers certain more or less common agreements seem to be arising as to readjustments which should be made in Higher Education.

1. The student should be prepared for mature living in all areas of relationship.
2. Opportunity should be provided for a broad general education as well as for specialization.
3. There is a need for individualization of instruction.
4. The students should gain skill in self-direction and self-appraisal.
5. The student should become proficient in the skills essential to participation in group action.
6. There is a need for an increase in the efficiency of learning.
7. There is need for an integration of instruction which will increase the effectiveness of a faculty of specialists.
8. There is need for such Changes in the Curriculum as will eventuate in changes of behavior.¹²

The summary of the objectives listed by Heaton and Koofman are rather brief and in some instances probably need

¹²Kenneth L. Heaton and G. Robert Koopman, A College Curriculum Based on Fundamental Needs of Students, pp. 21-22.

elaboration for clarity. However, for the sake of brevity, lengthy quotations from their discussion are not included in this discussion. For purposes of comparison and evaluation, the following material from another study is quoted:

The following suggestions are offered as preliminary formulations of goals which should guide in the selection, education, and graduation of teachers. Individual and social well-being are inseparably linked in each objective.

1. Health. The modern teachers college should contribute toward: (a) the health of its staff members and students; (b) the ability of its graduates to guide pupils toward more healthful living; and (c) social changes which will make the world a healthful place for everyone.

2. Mental Health. The teachers college should contribute toward: (a) better mental health, saner outlook, and more attractive personality of the staff and students; (b) ability of its graduates to guide pupils to more wholesome emotional adjustment; and (c) social changes which will be conducive to greater security and less frustration, strain and distortion of personality.

3. Work. The teachers college should contribute toward: (a) better understanding and mastery of techniques in the teaching profession; (b) the ability of graduates to guide their pupils toward work which is personally satisfying and socially useful; and (c) a modification of our economic order that will put to work more of our human and material resources.

4. Knowledge. The teachers college should further the pursuit of knowledge, not only for its instrumental value in connection with other objectives, but also for its intrinsic contribution toward understanding. . . .

5. Artistic value. The teachers college should contribute toward: (a) greater appreciation of the arts, more creative skill in the arts, and more artistic living on the part of its staff, its students, and the pupils in the school; (b) changes in our culture and our social institutions which will facilitate the creation of enjoyment of beauty.

6. Recreation. The teachers college should contribute (a) toward enjoyment of life for its students; (b) toward their ability and inclination to make life happier for their future pupils, and (c) toward a society in which leisure brings greater satisfaction to all.

7. Integrity. The students and staff should speak, write, teach, and act as free and responsible persons. We should strive to modify society in such ways as to reduce intimidation, hypocrisy, helplessness, dependence, and blind conformity.

8. Cooperation. The teachers college should exemplify genuine cooperation of many different workers toward common ends

9. Growth. The teachers college should contribute toward continuous growth and flexibility of adjustment to changing personal and social needs on the part of its staff and student body.

There are many other, more specific, objectives which teachers college faculties should hold for themselves and their students, because they contribute as means to some of the above ends.

1. The social frame of reference, growing out of extensive, careful, and active study of our society and the forces which move within.

2. Thorough understanding of the growth and development of individuals.

3. Mastery of a field of subject matter (not necessarily defined according to the conventional divisions).

4. Skill in relationships with other people; techniques adequate for good adjustment in social situations.

5. A high degree of skill in reading, writing, and speaking.

6. Skill in discovering and using the resources of a community: organizations, institutions, traditions, personalities, etc.

7. Skill in using libraries, references, bibliographies, indices and other sources of additional information.

8. Capacity to interpret and to criticize research; ability to contribute some research.¹³

In considering the summaries of objectives and proposals quoted above, we find that emphasis is being placed on (1) total environment, (2) cooperative effort, (3) mental and physical health, and (4) total interests.

Stated briefly, the function of a teacher therefore becomes: (1) to create within the parts of the environment under her control the conditions most conducive

¹³ Goodwin Watson, Donald P. Cottrell, and Sether M. Lloyd-Jones, Redirecting Teacher Education, pp. 5-8.

to growth; (2) in the other areas, to enlist and guide the efforts of her pupils in a cooperative venture to create an environment that stimulates and sustains the growth of all concerned.¹⁴

Considering the summary and the objectives quoted above, teacher training begins to make sense. Teacher training education, in other words, cannot be just one course after another; those courses must be related to something. It cannot be based on unilateral relationships; there must be a cooperative effort. It cannot ignore environmental relations, because life is something from which one cannot withdraw.

In a panel discussion at the University of Denver in February, 1941 on the subject of "What Are the Learning Activities and Experiences for Speech Training in General Education?" one teacher, who was a high school supervisor of English, said that for years she had taught the paragraph as containing a topic sentence and a number of related sentences until she suddenly realized that the whole thing ought to be related to something. In teacher training can we see the whole picture? Should paragraphs be related to experiences and real life situations or should we just have paragraphs for paragraphs' sake?

Opportunities for participation will eliminate much of the artificiality that grows up in the musty atmosphere of the corridors of traditionalism. They will give prospective teachers practice in the very things they will need in the

¹⁴Arthur D. Hollingshead, Guidance in Democratic Living, pp. 116-117.

working-field after graduation. They will assist them in seeing the relationship of all the areas and instill in them the desire to guide their students into citizenship participation.

The training of a teacher should include a careful and persistent presentation of the professional character of his chosen work. He should be made aware of the ideals and obligations exemplified in the work of the best teachers, and of the opportunities and satisfactions open to the teacher who is successful and devoted. An exposition of 'the philosophy of education' should be concerned with more than the conflicting theories of human nature, of mind, or of learning. For the system of education is a part of the provision which society makes for the perpetuation of established values and the creation of new values, and the function of education must be seen in the light of the total good of society. The preparation of a teacher, therefore, must be a preparation not alone in knowledge but in active attitudes, in capacity for responsibility, in devotion to duty.¹⁵

Throughout this discussion of teacher education great emphasis has been placed, through citations of thoughts and studies of others and personal experiences in the field, on social understanding and the understanding of student environment. Much attention has been given to the need for participation experience, a greater integration of such experience with life situations, and a larger degree of responsibility being placed on the student in planning his own education. The trend of the type of teacher training which has been pointed out will make instruction much more functional, for when knowledge has been made available in response to need,

¹⁵ Edmund E. Day and others, The Education of a Teacher, Committee on Teacher Education, Ass'n. of Colleges and Universities of the State of New York, 1939, pp. 5-6.

then teaching is more effective. In other words, the relation of information to action must be developed.

The problem here is, "How can speech fit into the program of general education?" What is the role of speech in view of the aims of general education and the needs of students who are preparing to function in a democracy?

It is felt that speech is an important tool in bringing that relation about in general education. Speech may be a force for integration in all fields of learning. Speech may be more than the exchange of ideas and feelings by vocal and body symbols. It may serve as the chief medium of human relationships and social integration. If its true purpose is to bring persons into cooperative action as regards the facts and realities affecting their lives, then speech is a part of general education. Dr. Elwood Murray, in announcing the Speech in Education Conference of February, 1941 included this statement in his bulletin:

Speech in General Education will be the unifying center in this program. 'General Education refers to that education which everyone must have to live in a modern community.' (Charles H. Judd). "General Education is education for everybody--an education which consists of cultivation of the intellectual virtues.' (Robert M. Hutchins). 'General Education enables and encourages individuals to cooperate in using for the welfare of all the knowledges and skills they acquire individually. . . . It continues the integration of students, the development of social-minded, socially active individuals.' (Department of Secondary School Principles).¹⁶

¹⁶Dr. Elwood Murray, editor, Announcement of "Speech in Education" Conference, Rocky Mountains Speech Conference, 1941.

That certainly shows an understanding on the part of the Western Association of Speech Teachers of the general education program and a desire to integrate speech in the program. It seems that speech teachers as a group are swinging around to the idea that speech is a tool and not an object of perfection.

Therefore, in Chapter III the role of speech in teacher training institutions will be considered.

CHAPTER III

THE ROLE OF SPEECH IN TEACHER TRAINING

The teacher training institutions of the United States are primarily, but not wholly, devoted to the function of training teachers. Most of the institutions admit and plan for liberal arts students, pre-professional students, and students seeking one- or two-year orientation to determine future training. The attention of this study will be directed primarily to the problems of students who are preparing for teaching positions, but the other types of students found in teacher training institutions will not be neglected. Although many colleges and universities include speech programs of one sort or another in their curriculums, there are many teachers colleges that, as yet, fail to recognize the need for curricular speech activity. Few teachers colleges which offer courses in speech offer speech majors.

The attitude of the teachers colleges may be partly justified. School administrators have had the idea that because anyone can speak, specialized work in speech is unnecessary. Therefore the calls on the teacher placement offices for speech majors have been few. Further, it may be that the speech artificiality manifested by some of the teachers of speech may have prevented school administrators from recognizing the educational value of speech activities.

Those teachers who have engaged in curriculum revision have come largely from the professional education field that is always experimentally in advance of adopted practices. The teachers of speech have been slow to assume a role in general education and to accept their responsibility; therefore, curriculum revisionists have not been able to see speech as a part of teacher training. Teachers of speech have been unable to agree on their function in education.

In order to emphasize the real challenge to teachers of speech, a statement of W. A. Cable regarding the challenge is summarized and quoted in part:

Challenge to speech teachers:

1. A working definition of speech training
 - a. objective
 - b. character
 - c. scope
2. Need for re-alignment of main objectives of speech work with fundamental aims of education
3. Should there be more emphasis on a set of primary objectives for speech training?
 - a. thought
 - b. emotion
 - c. understanding and sympathy
4. Formulate a more uniform conception of teaching of speech.
5. Agreements on terminology
6. Recognition of unity of all phases of the field
7. Academic standards
8. Desirability from a professional viewpoint
9. Quality of teachers employed
10. Time for extra-curricular activities should be allowed from the regular load of teaching
11. Curriculum committees should be educated to a favorable point of view toward speech. Note: This can be done if the speech program is revised to fit needs of students.
12. Convince society of the cultural and economic values of speech. Note: This can be realized when speech renders the service to society. It can and should.

13. Basic nature of speech--required course for freshmen. Note: No course should be required, but through cooperation with other areas and through development of an efficient clinic the 'basic nature of speech' should be adequately taken care of.

14. A system of speech training should be instituted in the grades and high schools.¹

The following quotations are taken from an article in the Southern Speech Bulletin, published by the Southern Association of Teachers of Speech in order to clarify the position of a large number of the teachers of speech. Elizabeth D. McDowell expresses well certain views of the scope, place, and need for speech education in general education.

A majority of the states of this Union have committees now at work on programs based on long-time educational planning to appraise the curriculum and reconstruct it in terms of present and future needs. Up to this time the services which speech education can render in such programs now evolving have not been actively presented to the policy-forming committees in any of these states. The personnel of these groups as they are now constituted are in no sense opposed to speech education, but are under the impression that necessary speech services are now being rendered as effectively as may be expected by the "departments" of English and social studies. For this reason we cannot expect the services which speech offers to be much advanced in the curriculum as they will evolve unless more definite clarification of the functions of speech is brought to these committees by the responsible and competent teachers of speech.

There is a growing feeling that the increasing complexity of our social order is demanding certain definite changes in the existing educational program. The life of today calls upon the schools to serve newer and wider purposes. The needs of youth between the ages of 16 and 21, thrust into an economic world ill-prepared to offer them opportunities for earning

¹W. E. Cable, Cultural and Scientific Speech Education Today, pp. 3-18.

a livelihood, has brought the necessity for extending mass education beyond the secondary school into junior colleges and adult education activities. The proposals for such activities now being given most serious consideration call for mastery of speech techniques in that discussion groups and dramatic activities will play a large part in their successful culmination. Therein lies an opportunity for teachers of speech to promote the success of these undertakings by making their specialized experience available to these pioneers who are eager to enlist the interest and participation of all members of the profession and to capitalize the resources of educational leadership.)

How can we meet the challenge of this situation?

(1) First, by publicly recognizing the fact that teachers of speech are members of the profession of Education and by demonstrating our willingness to take a responsible part in moulding the policies and developing effective procedures in regard to the problems common to educators.

The profession needs us now, for in all communities questions concerning the scope and nature of public education are being raised. Leaders in the profession are urging that educational policies be placed squarely before the public for frank and impartial discussion by individuals and organized groups. Therefore, educators appropriate to the demands and potentialities of the times can be put into operation.

Certainly teachers of speech should ally themselves with other educators who are carrying the burden of reconstruction in the profession. This implies that members of the Southern Association in the Progressive Education Association should have more cooperation in their efforts to provide better schools. It also involves strong affiliation with state as well as national professional groups, with particular emphasis upon cooperation with committees engaged in the reconstruction of the curriculum.

(2) Next, teachers of speech should set out upon a searching inquiry in regard to the adequacy of their present practice and the scope of their vision, or in light of comprehensive long-term planning. Such evaluation should deal with fundamentals rather than superficialities. It should be focused upon our philosophy of speech education rather than upon a set of approved practices with little consideration of their applicability to various situations.

We should think of speech education not as a "department" of a subject-matter curriculum, but as a large body of services directed toward making individuals proficient

in speech and consequently worthy of representation in the policy-forming groups of the administrative units in which such services are rendered.

The narrow speech specialist relying too much upon his "major work in speech" is going to have a hard time in the kind of schools now being planned. Mastery of his speech techniques and sciences is an essential part of his equipment, but not enough to make him an integral part of an educational enterprise.

If we do not undertake such an inquiry we have no basis for complaint when crystallized programs do not make adequate provision for our specialized services.

(3) Third, we should promote a program of surveys and other research directed toward disclosing our needs, our "best practices," and our capacities to serve. We should also encourage experimentation with ways and means of improving speech education through teacher training, mechanical aids, organized bodies of information, and the like.²

The existing speech programs in teacher training institutions are varied. The teachers of speech are divided on the primary objectives of a program of speech. One would have only to attend a few speech conferences to see the cleavages in the field. There are institutions that place all emphasis on speech as a practical art or else emphasize the cultural background of speech. There are a few that devote most of their attention to the scientific aspects. One college teacher of speech at a recent conference shouted, "Speech is a glandular problem." It can easily be seen that confusion in the area of speech is retarding its progress toward securing a definite place in general education.

²Elizabeth D. McDowell, "Speech Education's Professional Responsibility," The Southern Speech Bulletin, XX (October, 1935), 18-21.

Speech teachers must see the whole picture in their own field, consisting of several divisions: Practical public speaking, dramatics, radio, speech science, speech correction, and the teaching of speech. They must realize the place of dramatic workshops, intra-mural speech activity, and extra-curricular forensics. Speech as an area of education and/or as an integrating social force cannot be successful until the field of endeavor is unified and all of the phases are included in the program.

If the aims of general education in a democratic society are to be realized, a program must be developed that will make the best use of an important tool of social integration. Teachers of speech should become alert to the situation and become more professional in education. If the teachers of speech are to function in education, they must recognize that such efforts as "elocution" and "expression" have left bad memories in the minds of curriculum builders and leaders in general education. Artificialities, technique extremes, and perfectionistic ideas must be discarded altogether, and workable, adaptable, and practical speech must be included.

The fundamental task of the speech program in the teachers college should be to develop the average student, the ordinary prospective teacher who needs voice control,

specialized training in clear, effective speaking, and practice in community service.³ However, serious consideration should be given the problems of students who are preparing to teach speech--speech majors, speech minors, and extra-curricular speech directors.

Shall Speech Be a Major?

The training of speech majors may be considered from three points: The effect it should have upon the speech habits and personality of the student majoring in speech, the attitude toward speech which he should acquire, and the nature of the speech course he should take.⁴ A program for the training of speech teachers probably needs a very comprehensive course of study.

The speech major needs a deep foundation and a broad background. He must be more than a narrow specialist; he must see the speech problem in its relationship to every phase of the subject; for public speaking, for interpretive reading, for dramatic art, for speech composition, and for the study of the literature of speech. These courses must be organized on the basis of their interdependence. I am of the opinion that the successful teacher of speech will endorse the assertion that no student is thoroughly prepared to practice any phase of speech if his energies have been devoted entirely to one phase of speech. For instance, the specialist in public speaking will not only find in dramatic art a source of much that will be of incalculable value in his chosen field, but in many cases he will find there the solution of his personal speech problems. And who will deny the value that public speaking offers to the student whose first interest is dramatic art or interpretation?⁵

³Elizabeth M. Jenks, "The Place of Teachers Colleges in the Enlarging Speech Training Program," Speech Education in a Democracy, edited by W. E. Cable, 1932, p. 163.

⁴Ibid., p. 163.

⁵Maynard Lee Daggy, "The Undergraduate Curriculum," Cultural and Scientific Speech Ed. Today, edited by W. E. Cable, 1930, p. 43.

Speech is a large field of human relations. As a factor in the developing of a program for general education in a democratic scene it has unlimited resources if those teaching or preparing to teach understand their role.

Speech is defined as a tool of social adjustment, which reflects the efficient personality, and a psychological and sociological technique of modifying human behavior by means of body, thought, voice, and language.⁶

If the teacher training institutions will consider the development of proper speech attitudes, the role of the speech teacher may become more effective. The radio, civic and professional clubs, the public platform, and simple conversational situations can be practice fields for speech work. The speech major should be afforded the opportunity to grasp the idea of need that may exist and seek training that will prepare him for service in the needed area. The attitude that speech is a developer of "arguers," of "artists," or of "orators," shows a lack of perspective needed to assume a role in the teaching of speech.

The position of a speech major in a teachers college is quite different from that of a speech major in a liberal arts college or university. The purpose of the training should be that of directing the major into a conception of the total field of speech. The "artistic" and "cultural" should not be discarded as motives, but rather should be

⁶Elwood Murray, The Speech Personality, p. 10.

merged with the general interest and need--training men and women how to live together in a cooperative society. The speech major should show good speech habits, but he should embrace no form of artificiality or false concepts of diction problems. The major should understand the methods of discussion and forum direction, the techniques of debate, extempore, situational oratory, the methods and practices in instructing and teaching others, the elements of leadership, the responsibilities of the worker in life situations, the value of and pleasure in dramatics, the importance and techniques of radio, and the history and background of speech activity. The total personality of the individual should be called into service.

The speech major should be proficient in the organization and supervision of intra-mural and extra-curricular activities. This needed experience can come through experience. The theoretical methods and study of "how it is done" cannot replace "being a part of it." Experience in intra-mural and extra-curricular work should assist the prospective teacher in solving some of his personal problems and at the same time prepare him for the role of counselor in leisure time activity.

Should not the speech major's degree plan be broad enough and the program of practice teaching so planned as to give the prospective teacher of speech the opportunity to study and practice the things he will meet in the actual field of teaching?

Speech as a Minor

English, social studies, physical education, and elementary education represent some of the fields in which majors are usually offered in teacher training institutions. They have been selected for consideration in this study as majors with which speech as a minor would probably better prepare the prospective teacher. A general study of the elementary and secondary curriculums will disclose that speech has as yet to be established as a definite area of instruction in many schools. The speech classes and the speech activities of the public schools are generally taught or directed by teachers whose major interests and training are in other fields. It appears to be reasonable that consideration be given selected majors that could probably fuse, correlate, or integrate with speech better if the major had speech training. A distinction will not be made as between first and second minors. In other words, for the purpose of this study, two years of speech training will be considered the minimum needed. In considering the speech minor no admission is made that speech majors can be efficiently supplanted or substituted for by speech minors. This consideration is justified on the basis that present customs and conditions should be recognized. The terms "fused," "correlated," and "integrated" are used in their generally accepted meanings and also to describe the selective major-speech minor area of activity.

Traditionally, the English group has absorbed speech as a unit in their field. The attitude of the English group generally has been, "We teach them to read and write; doesn't that include speech?" To illustrate this position, although probably not to the English group's satisfaction, the following situation is presented: Johnny says, "It ain't so. . . ." But he gets no further. The teacher isn't interested in what "ain't so"; he is horrified at the dragon "ain't." "Ain't" isn't the best word that could be used, but should not Johnny be allowed to express himself? Oral expression, unhampered by prudishness, might be the avenue of teaching good English form. Isn't there something wrong when Johnny writes a paper and uses "is not" but speaks and uses "ain't"? As referred to before in this study, shouldn't the "paragraph of perfect form" make sense, relate to some experience, and be capable of oral expression? The vehicles of radio speech, dramatics, speech correction, public speaking, etc. could be integrated, correlated, or even fused with English. To correlate, to integrate, and to fuse infers training and preparation in the areas affected. They infer a balanced course of study based on the needs of the fields fused, integrated, or correlated.

The whole problem of a speech program in the schools demands comment at this point. Surely no more valuable social or business asset could be gained in the school-room than a pleasantly pitched voice, clear articulation, an agreeable and expressive inflection in speaking, and the correct pronunciation of words. The responsibility

for training to this end cannot be left to so-called speech teachers alone, since so few students are enrolled in speech classes. Upon the teachers of English devolves a major share of this responsibility since they alone teach year after year every child in the school. Every teacher of English should himself possess an agreeable voice and a cultivated utterance. Every teacher of English should read aloud well. Every teacher of English should know the technique of teaching crisp articulation, and pitch placement and modulation of the voice. Every teacher of English should care intensely that his students should speak with charm and whatever elegance their native and social gifts permit. And no preoccupation with other issues should permit slovenly and raucous speech in an English classroom. Nor in any other classroom! Whatever the speech background of any student, he should hear from his teachers a speech calculated to set a standard for his own. School plays, orations, and the like are a powerful vehicle for setting such standards of charm and correctness for a whole school. The talking picture and radio, now so universally available to the student population, are a further force whose illustrative value can scarcely be overemphasized. Alert teachers are everywhere organizing instruction in speech around these powerful centers, to the end that no child shall leave our schools whose speech is not low, pleasing, distinct, and well bred.⁷

The explanation of why "few students enroll in so-called speech classes" is that four years of English is required in high schools and two years in colleges in order to be graduated. However, in the above statement there is no admission of the importance of speech in English.

Shouldn't the English teacher, then, have speech training?

Those intending to teach secondary English should be strongly advised if not required to take in college at least a reasonable minimum of work in Oral Reading, Public Speaking, and Dramatics. Even this minimum

⁷National Council of Teachers of English, A Correlated Curriculum, A Report Prepared by the Committee on Correlation, 1936, p. 276.

would add greatly to every teacher's equipment and effectiveness, and contribute surprisingly to the ease and comfort with which a professional career is begun. Some additional specialization in (1) Voice training, Phonetics, and Speech correction, or (2) in Public Speaking, Argumentation and Debate, or (3) Dramatics would be wise. Such courses should be planned to give technical knowledge of problems and methods and should demand sufficient practice to give satisfactory personal skill. They should emphasize sound standards, good taste, and the fundamental nature of oral expression as COMMUNICATION. There are of course some who say any one can do this work--all that it requires is ordinary good sense. Those who hold this view have either never had opportunity to see the results of poor teaching in oral expression, or are too blind to see them, or have not themselves the standards and taste which they erroneously assume are universally employed.

Too many colleges seem to ignore the problems of the schools for which they are training teachers. The pressure necessary to have conditions improved may have to be great . . . ⁸

To illustrate the attitude of the more progressive secondary schools and to emphasize the reasonableness of a speech minor for English majors, the following is quoted from a discussion of English courses of study of the Evansville, Indiana schools:

The two major objectives of speech are: To gain control and ease in all communicative bodily action, and to use oral language appropriately and effectively whether it be for the utilitarian functions of informal speech contacts or in the exercise of artistic skills required in speaking, reading, and acting.

Since the general trends in the fundamentals of speech and in the advanced courses in debating, in public speaking, and dramatics is in the direction of the personality development of the individual and in the use of his abilities for society rather than in the public display of the talented few, speech instruction is planned to bring about the following desired

⁸ A. M. Drummond, editor, A Course of Study in Speech Training and Public Speaking, pp. 280-281.

outcomes:

1. For those crippled in speech: to discover the students' speech handicaps and inadequacies, and by efficient re-education to redirect the use of their speech mechanisms.

2. For those with normal speaking capacities: to improve the students' abilities by leading them through a series of progressive speech experiences.

3. For those with special superior skills in speech: to assist them through curricular and extra-curricular experiences to achieve creatively and artistically.⁹

The Evansville School considers the above as the real objectives of the speech unit of the English course of study. Is it, then, a reasonable assumption that the English teacher ought to have at least a minor in speech?

Probably next in order of importance is the social studies group. Outside the field of English, speech is generally delegated in the curriculum to the social studies teacher. Of course, sometimes we find the teacher of Spanish or the teacher of art teaching speech courses because he or she lacks a course or two having a full load of instructional work. The history teacher, the civics teacher, or the economics teacher, if the curriculum is still highly specialized, could probably make speech activity help the War of 1812, the legislature, and the problem of distribution make sense to the student. Would not the oral expression in the form of a discussion, a radio dramatization, an interview, a debate, or an oral report give the student an opportunity to develop the experience and also the method of clearly

⁹ Harold Spears, Experiences in Building a Curriculum, p. 35.

defining and relating the experience? The student's participation in adult life situations will probably be entirely oral.

Usually the adult discusses his religious views, his attitudes on government, and his ideas of the economic-social order orally. He orally exchanges ideas many times a day with his fellow participants in the real life situations. Should he be able to clearly, intelligently, and logically present these views? Should the school create a pre-adult artificiality by requiring experience to be written? Should teachers dominate the activity of relating experiences by formalized recitation?

If the curriculum recognizes a distinct area of social studies in which there is fused history, civics, and economics, then the picture may be even clearer as to the need for oral expression of experiences, ideas, and thoughts. There will probably be a better continuity of events that describes the problems involved. The "War of 1812," the "legislature," and "distribution of goods" may after all be related. They may be steps, problems, or studies in the development of present-day problems that must be coped with by the student. Opportunities to participate in the study, opportunity to express opinions without restraint, and the opportunity to convince others may be a function of oral expression--speech activity. Should not the teacher of social studies have speech training?

A prominent basketball coach, with graduate work in physical education, says, "Do you teach a course that will teach a fellow how to say what he wants to say when he has to make a speech?" An adult has mastered a profession. He has taken the prescribed courses leading to two degrees. He was not told, while doing that work, however, that civic clubs, parent-teacher associations, school banquets, professional associations would be a part of the life situation. That was not in his degree plans.

A boy who stutters, who unintelligibly scrambles his words together, who is extremely timid, or who may not be able to take directions may report to the playground for recreation work. The subject matter teacher probably considers him a problem. Probably his family, even before the teacher, has made him feel he is a problem.

The tenth grade, the social studies group, or the high school may be sponsoring a play night, an assembly program, or a field day. They want stunts, skits, dancing, tumbling, and games.

The physical education teacher has a very important place in the school and community life. His work in the school usually is extra-curricular or intra-mural. His work will most likely deal with the leisure time of the students. The physical education teacher's problems probably will be the outgrowth of curricular problems; that is, they will most likely arise in some subject matter area.

If the teacher of physical education is a coach he will need training in the techniques that will enable him to express his ideas clearly and convincingly. He, more often than any other teacher, is confronted with the "hero worship" student. The "imitator" will likely find in the coach his pattern. Personally, therefore, the coach needs to be a speech example for the students. Is there an excuse that can be reasonably offered for a system that will graduate, with administration-planned degrees, an individual destined to be a public figure without providing him an essential tool to be used in participating in that life situation to which he is graduated?

Is there a relationship between general muscular activity and speech? Are boys and girls timid "by nature"? Can not spontaneity of speech probably be developed in the "rush and heat" of play better than anywhere else? Are not delayed speech reactions necessary to perfecting the techniques of certain games? The field of speech science or correction probably can be correlated with physical education better than with any other field.

The relationship between physical activity and speech activity is very close; both involve muscular control and normal physical equipment. Is speech training for teachers that are pushed, or actually flung into a spotlight by the very nature of their work, an unreasonable request of the teacher training institutions' curriculum-building experts?

If the kindergarten teacher is adequately trained for her job, many speech problems of the secondary schools and colleges will be solved. This isn't a statement made to invoke a controversy, but it is a basis for the inquiry, "Where do we start with speech problems?"

A teacher in a demonstration school's elementary level calls the speech supervisor for a conference. She has a teacher training institution's graduating senior as a practice teacher. The prospective teacher is loud and uncouth in speech. She says "feller," "git," "fer," and "cheer." What would the speech advisor advise? The prospective teacher has a "C" average required to graduate. She has fulfilled the requirements of her degree plan. The placement office has recommended and secured her a job teaching in the elementary grades. What could the speech advisor advise?

The incident above is an actual case, but there will be cries of "rare exception!" Yet, can it be denied that elementary teachers are annually being graduated by the hundreds without personal speech training and without teacher training in speech methods? Can teacher training institutions ignore a situation that cheapens its training?

Where is the place to start speech training? The answer may be the elementary school. Would a minor in speech for teachers of elementary school work tend to solve

the problem? Would collegiate speech training discover and modify or correct personal speech deficiencies?

There are many teacher training institutions that require of elementary teachers twelve hours or two years of speech training. Generally three phases of speech training are emphasized in the requirements: first, personal, voice, and general speech training; second, instruction in the subject matter of speech; and third, methods and procedures in speech training at the elementary school level.¹⁰ In other words, the teacher training institutions face two important problems: first, correcting the prospective teacher's own speech faults, and second, training the prospective teacher in the technique of speech training for the elementary levels.

Should teacher training institutions include speech training in the elementary teacher's "degree plan"?

Accepted activities in the elementary grades are storytelling, dramatizations, radio programs, and word study. Mistakes and errors made will have far-reaching effects. It certainly is true as said, "Practice does not make perfect. Practice makes permanent."¹¹ The definite trend in elementary schools is the one-teacher-for-all-subjects idea. This represents a definite fusion of all subject matter fields.

¹⁰Letitia Raubicheck, How to Teach Good Speech, p. 10.

¹¹James G. O'Neill, "Trends in Speech Education," Address to New York Ass'n. of High School Teachers of Speech, New York, 1935, p. 4.

The idea of the departmentalizing of elementary grades is received with less and less attention. Then doesn't speech afford the tool necessary to fuse all subject-matter into a complete program?

It is now generally accepted in progressive educational circles that good speech habits can be taught, and that, moreover, they must be taught if education is to fit the child for life. Since the child is acquiring speech habits from the age of two years, speech education should begin with the first school day. This prevents the protracted practice of bad habits.

It becomes possible at the same time to apply to speech training those techniques and procedures which have been found valuable in other phases of elementary education. It is imperative for the conscientious teacher to equip herself to meet this felt need by acquiring a scientific knowledge of the spoken language and skill in teaching it to young children.¹²

A committee of the Texas State Association of Teachers of Speech has prepared a proposed course of study in speech for the elementary schools. Concluding the preface of the suggested course of study the committee makes this statement:

If elementary school teachers are to stimulate elementary school pupils to develop good speech and to participate profitably in guided speech activities in the curricula of the State, the teachers need to have two types of preparation: (a) Training to help them develop the best speech of which they are capable, and (b) training to help them to direct the pupils in their speech development.¹³

Does the teacher training institution have a responsibility in seeing that elementary majors are trained in speech activities?

¹²Raubicheck, op. cit., pp. 3-4.

¹³Texas State Ass'n. for Teachers of Speech, "A Suggested Course of Study in Fundamentals of Speech for Elem. School Teachers," 1939, p. 13.

Perhaps no more fitting conclusion for the discussion of the speech needs of elementary education majors could be offered than the following:

The chief impression left upon me by this investigation is that the teachers colleges and normal schools, if they are to meet the purpose for which they were founded, must provide with more definite work in speech training. If we are to do anything to make the people of this country more articulate, the work must begin in the elementary schools. This simply means that the teachers in these schools must not only possess good speech, but that they must have a knowledge of the problems involved in the teaching of good speech and good reading. In this direction lies one of the greatest opportunities of the normal schools in American education.¹⁴

The case of speech as a minor in selected fields of English, social studies, physical education, and elementary education has been presented briefly. If the aims of general education are to be realized, and if the preservation of democracy is to be secure, should not the recognized tools of leadership, cooperation, and participation be an area of training for teachers in general?

Speech as a Service

The industrial education major and physical education minor may stutter, lisp, or just be unable to "explain what he knows." The art major and music minor may need training in body control, voice projection, and the "art" of expressing ideas. The home economics major and English minor may

¹⁴G. P. Deyoe, "A Study of Four-Year Curricula in State Teachers Colleges," Educational Administration and Supervision, XVI (March, 1930), 208-219.

need practice in "how to preside," in parliamentary procedure, and in simple oral reading. The English major and history minor may need the techniques and methods of dramatization. The elementary major and English minor may need training in the techniques of auditorium activities.

Have these statements ever been made in meetings of college teachers: "He writes good papers for me, too, but can you get him to participate in class discussion?" "My students can't read." "I haven't had much success with oral reports; they can't seem to organize their thoughts."

The statement made at the beginning of this chapter that the fundamental task of the teachers college should be to develop the average student, the ordinary prospective teacher who needs help on specific problems, should be considered in relation to the available curricular services. The whole program should be planned with a definite purpose and with clear objectives. Should any curricular offering be based on selfish and narrow departmentalization? Can justification be found for a curriculum that invites the talented student and excludes many who are in real need of assistance?

Speech problems know no areas, boundaries, major fields, or subjects. They are to be found everywhere in the school. Is it, then, the job of the teacher training institution to devote its time solely to encouraging the student who is undertaking a comprehensive training to the neglect of the one who needs special training in a limited period of time?

What is the service that speech can render the occasional speech student? It is not the purpose of this chapter to outline any program or course of study. However, it is the purpose of this chapter to raise the question of the "role" of speech in general education. How can speech be of help to the total activity development of all the students? In raising the question the suggestion might be made that a speech program that justifies itself in general education should take into consideration the rendering of the greatest service possible. It might be further suggested that reliance on the extra-curricular and intra-mural activities for the answer could be considered as an effort to escape responsibility. The needs of the student, regardless of where he is found or regardless of his major or minor, should have a definite place in the active-curricular program of the service area.

Many individuals who are otherwise well qualified to lead are deterred from doing so because they have not been trained to speak adequately. Because they do not have the self-confidence, because they are unable to make an adequate speech adjustment before audiences, they stay in the background and leave the leadership of vital affairs in the hands of political 'shysters,' loud-mouthed 'ballyhoo artists,' and incompetents.

Speech training can do much to enhance the total personality. A student may possess brilliance of intellect, have an understanding of the social and economic world in which he lives, have an appreciation of the fine things of literature, art, and music, understand human nature, have high ideals, and in other respects be a potentially superior person, yet fail to contribute fully to society. Speech training may, in many such cases, do much to implement the

qualities mentioned, and help the individual to accomplish infinitely more. Furthermore, speech is the major means through which the total personality expresses itself in social relationships. Perhaps no other side of personality is so susceptible to cultivation.¹⁵

Are the phases speech correction, dramatics, auditorium activity, discussion and debate, public speaking, storytelling, community service, and radio tools of services. Are the tools available for the use of the average, the ordinary, the non-major or non-minor, or the occasional speech student? Is it part of the job of teacher training institutions to make available the tools and offer the service of training in the use of the tools made available?

Extra-Curricular

In considering speech as an extra-curricular activity, a study of the purpose, function, and place of extra-curricular activities in general should provide a basis for the discussion. There have been two distinct views expressed as to the purpose of extra-curricular activities. First, it is the business of the school to organize the whole situation so that all school activities will be within the curriculum. That is, it is the business of the school to sponsor and encourage so-called extra-curricular activities so that the interested individual may have the opportunity of practicing the qualities of a good citizen to his own satisfaction and to the development of desires for more

¹⁵Elwood Murray, The Speech Personality, pp. 4-5.

training, all within the recognized curriculum. Second, extra-curricular activities, as EXTRA-curricular activities, should afford a program of leisure time to take care of interests that arise in experiences gained in the curricular activities. That is, the individual should be so stimulated by the extra-curricular activities that grow out of curricular activities that the experiences gained would return to enrich the curricula.¹⁶

The second view expressed is the one found generally in practice among the schools. However, many of the schools maintain a separate program that is artificially set up without relation to any curricular activity. In still other school programs is found a separate extra-curricular program but one that is cooperative with the other phases of the curricular activity.

There probably ought to be some definite objectives agreed upon in the beginning of this discussion. What should be the purpose and function of extra-curricular activity? What part does speech training play in the development of the program?

Objectives:

1. Create an interest in personality development.
2. Afford opportunity for practice in citizenship.

¹⁶ Elbert A. Fretwell, Extra-Curricular Activity in Secondary Schools, p. 2.

3. Develop leadership.

4. Encourage original research and study

If the first duty of education is to direct people to higher types of activity and to modify or condition those activities to make them desirable, then there seems to be a justification of the inclusion of so-called extra-curricular activities in the regular curriculum.

Harry C. McKown lists as the purposes of extra-curricular activities the following:

1. To prepare the student for life in a democracy
2. To make him increasingly self-directive
3. To teach cooperation
4. To increase the interest of the student in school
5. To foster sentiments of law and order
6. To develop special abilities¹⁷

The list seems all-inclusive for general activities; however, for the particular field in this study a re-grouping of or a restatement of the purposes quoted would probably make the role of speech clearer.

1. To train the student to adjust himself to the general and specific activities of the school and to adjust himself to post-school or adult activities.

2. To practice cooperation

3. To create interest in the welfare of the school, interest in other people's views, respect for judgment of others, and interest in personal advancement.

¹⁷ Harry C. McKown, Extra-Curricular Activities, pp. 4-6.

4. To place definite responsibility on the individual student

5. To assist the student in "finding" himself.

In speech there are three natural divisions of extra-curricular activity: Forensics, Dramatics, and Radio. The field of radio necessarily includes both the techniques used in forensics and dramatics, but is generally recognized as a separate and distinct field of study.

Modern teaching is not confined merely to the classroom. The corridors, the playground, the home, the holidays, and the vacation periods are all places and times when the teacher should be on the lookout for student interest and student ability. Clubs, assemblies, forums, debates, dramatizations, and radio programs are all recognized activities of educational value.

It makes little difference so far as the purpose of this study is concerned whether extra-curricular speech is directed by the English teacher, the social studies teacher, the art teacher, or the science teacher. It would seem, however, to be of some importance as to whether the teacher assuming the responsibility has had training in the extra-curricular speech activity they seek to direct. What is the role of speech in teacher training institutions in training prospective teachers for extra-curricular speech activities?

Teachers who major in fields other than speech may minor in speech and thus secure training that will be useful in directing extra-curricular activities. Most teacher training institutions have extra-curricular programs of forensics and dramatics, while some of the institutions have included speech clinics and radio. Many institutions divorce the extra-curricular speech activity from the curricular speech, and the direction of debate, for instance, is in the history department, the sociology department, or the government department. The extra-curricular radio is delegated to the music department and the dramatics to the English department. A study of the participants in extra-curricular speech will disclose that, aside from extra-curricular dramatics, very few speech majors in comparison with the number majoring in other fields participate. In one institution out of twenty-six students who engaged in intercollegiate forensics contests in five months only three were speech majors.¹⁷

Thus, it can be seen that extra-curricular speech is of importance in the modern school program and that teacher training institutions should give consideration to the training of teachers who will direct extra-curricular activities in speech.

¹⁷"Statistical Summary of 1940-41 Intercollegiate Forensics," North Texas State Teachers College, Denton, Texas, May, 1941.

Speech as a Tool of Social Integration

John Dewey wrote in How We Think, in 1933:

Speech . . . is the great instrument of social adaptation, and, with the development of speech, adaptation of the baby's activities to and with those of other persons gives the keynote of mental life . . . It language is continually used in all studies as well as in all the social discipline of the school . . . It is a distinct object of study . . . That problem of the school in respect to speech is to direct pupils' oral and written speech, used primarily for practical and social ends, so that gradually it shall become a conscious tool of conveying knowledge and assisting thought.¹⁹

3

Dr. Elwood Murray, in The Speech Personality, expresses this:

Speech is the chief means whereby social relations and personal adjustments are carried on. Whenever there is ineptness, uncouthness, or inflexibility, social relations will not be satisfactory and maladjustments will be the usual result. The same is true if voices are monotonous, nasal, muffled, or harsh. This is likewise true if speech attitudes and manners are over-aggressive, timid, indirect, or insincere. That speech is not performing the function which only it can perform in our democracy is manifested by the multitude of unsolved problems in personal, social, and professional life--problems which are local, state, national, and international--problems of industry, of education, of religion.²⁰

It appears that generally people as a whole realize that speech is of importance. People speak! But few realize the importance of training in speech. This is probably the result of custom. People rarely ever give great importance to something that is as "commonplace" as

¹⁹John Dewey, How We Think, pp. 207, 208-209.

²⁰Elwood Murray, The Speech Personality, p. 1.

speaking. Yet, people generally admire the individual who is an acceptable speaking personality. Why?

If individuals are to live efficiently and happily in a democratic environment and with profit to themselves and to society, they must be able to exchange with one another their ideas and experiences. This exchange demands the adequate development of techniques for inter-communication. The chief techniques for inter-communication are embodied in speech. It consists of techniques which each person uses to stir up ideas and effective states in other persons.²¹

In consideration of speech as a tool of social integration can it reasonably be assumed that (1) Education is one of the social processes, (2) social aims must be defined in terms of the needs of life, (3) that making a living cuts across any subject matter traditionalism, (4) that communication is an implement of society, (5) and that total education seeks to adjust individuals to community interests? If such assumptions can be made, can teacher training institutions ignore their responsibilities in training community leaders?

If a democratic society is to be best served, and if teacher training institutions are going to cooperate with the aims of general education, what speech program for the training of prospective teachers is the teacher training institution going to offer?

²¹A. I. Weaver and J. M. O'Neill, The Elements of Speech, pp. 8-9.

CHAPTER IV

SOME CRITERIA FOR EVALUATING SPEECH

All educational processes involve to some degree the use of subject matter. If there is available for use a body of subject matter, consideration of how it can be used is of primary importance. There should be developed, out of experience and reasoning, criteria for evaluating the use of the available subject matter. There ought to be some form of questioning that the student could use to determine the value of the subject matter to him in training for life situations.

Many changes are pending in education today. Instead of attempting to pour in so-called knowledge and insisting upon memorizing isolated chunks of subject matter, modern educators stress learning as a process of growth in the attainment of new insights, appreciations, attitudes, and skills. Culture represents the degree of refinement at which one lives; it is recognized that there is no real learning unless that learning can immediately be expressed in the life of the individual¹

Criteria for the Subject Matter Evaluation

The criteria to be used here in the evaluation of subject matter, and criteria to be used later in evaluating courses, have been the result of considerable research, study, and experience. The following general sources are

¹Elwood Murray, Speech Personality, p. 4.

listed: (1) writers on curriculum revision, (2) writers on speech education, (3) writers on general education, (4) addresses and papers at speech and education conventions, (5) experience in working in Southern Workshop program, (6) speech conferences and institutes, and (7) conferences with teachers of education and teachers of speech.

1. Does it have utilitarian value; that is, if a person chooses this body of material as his chief tool of earning a living, will it serve him in that capacity?

2. Does it provide for him the understanding, attitudes, appreciations, etc. which will cause him to act in such a way that people will think of him as being educated, cultured, etc.?

3. If one does not use it as a major tool, will it serve him as a useful subsidiary tool to work along with some other which he has selected as a measure?

4. Does it have some segments which will serve one even though he does not take a big enough segment to count it as a subsidiary tool for his major work?

5. Will it give opportunity to continuous research and growth? Is it cumulative in development?

6. How was this subject brought into being and what were the reasons for its beginning?

7. What groups foster or sponsor the subject and what are their motives?

What will be the results when the above questions are applied to and answered regarding any field of subject matter? Can the subject matter of your interest withstand and/or justify its existence in response to the general criteria laid down?

There is available for use a body of subject matter called speech. In this study the effort is made to determine whether or not it can be used, how it can be used, and if its use is worth its selection.

In making this determination the seven points of general criteria laid down in this chapter will be applied to the specific subject matter of speech.

Analysis of Subject Matter Criteria

First, "If speech is chosen as the chief tool for making a living, what are its possibilities?" Speech as a profession is a very interesting question from several standpoints:

(1) A high degree of specialization can be had; (2) it can be a recognized profession; (3) there is a scarcity of trained speech people, especially men.

(1) Specialization:

- A. In the field of drama: directors and actors
- B. In radio: program directors, announcers, script writers, production directors, and actors
- C. In speech science or correction: speech pathologists, clinic directors, workers in research

D. In interpretation: book reviewing and lecture-reading

(2) Professional Service:

A. Teacher of speech

B. Supervisor of speech

C. Advisor and counsellor of speech

D. Speech correctionist

(3) Scarcity of Personnel

A. Lack of trained teachers, supervisors, and advisors capable of teaching and directing speech activities, especially true of men teachers

B. Search by talent scouts for people professionally trained for drama and radio

C. Glaring lack, in field of speech science, of personnel for speech pathology and speech correction, research, and experimentation

There are many opportunities for specializing in the field of speech; however, there has been a problem in securing properly trained individuals. In teacher training institutions, the type of schools this study is especially interested in, majors for speech do not represent on an average the best students. Another problem has been the planning of the students' courses so as to include a broad enough range in training. Speech pathologists may be classed with psychiatrists in the sense that the general public has been slow

to recognize the value of their service. The general recognition of the services which individuals trained in speech can render is a primary need in encouraging specialization in speech. Too many people consider drama and interpretation as the only purposes of speech training.

Second, "Does speech provide one with understandings, attitudes, and appreciations that mark him as an educated person?" In considering this question there is quoted the following:

I was talking to an American business woman from New York a short time ago. 'I came to New York as an interior decorator,' she said, 'and I was well qualified for my position. I had studied both in this country and in Paris; that is, I had studied interior decorating. But I had quickly found that I had also to study speech, which I had hitherto not given a thought. In New York, you know, it is impossible to judge people by their dress, for anybody can dress well. You may come from East Side or Fifth Avenue and be dressed exactly alike. But the moment you open your mouth you betray your background. Your clothes tell where you have done your shopping. Your speech tells who you are.'²

Speech is the major means of social relation. Attitudes are expressed. Appreciation is registered. Understanding is revealed. The much-quoted statement of King Lear, "Mend your speech a little, lest you mar your fortunes,"³

²W. H. Brigrance, "American Speech in This Changing Age," The Southern Speech Association Bulletin, I (May, 1938), 15.

³William Shakespeare, King Lear, Act I, Scene I, 1. 96.

is certainly a statement that is clear and understandable. Culture is not exhibited simply by talking. Delayed speech reactions, give and take conversation, voice control, audience and/or group adjustment, and literature appreciation all are factors in speech that mark the educated individual. Speech can be a primary factor in social adjustment.

Third, "Is speech an efficient subsidiary tool? Is it an aid in bringing out and developing all of the strength and power of the major interests of an individual?"

Speech cannot be monopolized by professionals or by individuals or groups of individuals. All of the good cannot be absorbed by any one class. The use of speech is probably of more use and value to the individual as a subsidiary tool. It is necessary only to consider the lawyer, the physician, the business man, the minister of religion, the teacher of other subject matter, and the politician, and their needs for effective, convincing, and persuasive speech to see the practicalness of speech as a subsidiary tool. Often speech might be considered as the chief tool in putting to use the major interest. The individual who becomes a speech professional is generally a person who is already a developing speech personality; therefore, to him speech may be beauty, culture, and refinement. To others, however, the use of speech as a tool to accomplish other ends may be a vital, but necessarily a secondary, consideration. It may be necessarily secondary because

specialization must be primary in his interests. Speech can function efficiently as a subsidiary tool to work along with the tool selected as a measure for earning a living.

Fourth, "Does speech have some segments which will serve the individual even though he does not take a big enough segment to count as a subsidiary tool for major work?" The incidental use of speech is of vast importance. The housewife in her club work, the teacher of English in dramatization of literature, the farmer in agricultural meetings, the secretary of state in public announcements of policy, the business man in his one term as district civic club governor, and the banker on the night of the city's First Citizen Award come to realize, even though it may be only for a short period, the value of a little training in speech.

"I didn't study speech in school, but I did deliver an oration for my college literary club."

"I played the role of Scarmel in 'Love in an Old Dutch Garden.'"

"I was bothered with a minor impediment in my speech until I visited the college speech clinic. Impediments aren't serious if you get at them."

"Yeah, I know how to wrassle with this 'mike.' I was in a forum-of-the-air one time at college."

"I thought speech was the bunk, but I needed three hours of elective. You may not believe it, but it's come in useful this year." (President of the _____ Club)

The above and many other testimonials as to the value of small bits of training have been picked up in casual conversation. A tool in such general use as speech cannot be patented by the "artist" and the "professional." It has been found that many people need only stimulation. Many need only to get a conception of the direction of a thing; then self-training and self-criticism will function to develop the individual. Small segments of the speech subject matter could become adequate for major use in life situations.

Fifth, "Will speech afford opportunity for continuous research and growth?" Use will develop the subject matter of speech. Experience in speaking will open other avenues of use for speech. Growth in speech is a continuous process.

No individual grows old in speech. Changing conditions in public and private fields of endeavor are constantly opening new areas of speech activity. Men must participate in life to get the real value of living. Participation can be successful by utilizing past speech experiences.

Ideas, thoughts, and theories may be tested, discarded or used by means of oral expression. The testing experiences are cumulative and can be mentally catalogued for future reference.

The possessor of small segments of speech training can find growth in speech as much as can the professional speech person or the user-of-speech as a subsidiary tool. Speech

never grows old. Speech may be changed or modified, but the possibility of research and experimentation is unlimited. New techniques and new methods are constantly being devised and developed. Radio and television are good examples of recent stimuli to new speech activity. Perfection and self-sufficiency are never realized goals of speech subject matter and/or speech experience.

Sixth, "How was speech brought into being, and what were the reasons for its beginning?" The subject matter of speech is as old as that of any other field in education. As far back as history is recorded, speech has been a profession or an aid to professions. Many of the classics we read today were originally oral presentations recorded by others than the authors. Today we speak of the writings of great philosophers such as Plato. If we were to be exact with history, we would say the "recorded oral expressions of a teacher of public discussion." Aristotle was a teacher and exponent of oral expression.

In sacred history those with ability to stand before great crowds and express their ideas clearly and forcibly were the chosen leaders of God. Revolutionists in politics, religion, and business of the Middle Ages were practically all men and women "gifted of speech." However, justification of speech as a tool must not rely on antiquity. The background suggestions are made to show that recorded leadership

in the past was due largely to the ability of the leaders to express themselves effectively.

Speech subject matter has been the result of the recognition of need--man's need for training and experience. Many are the needs that caused the offering of organized subject-matter speech:

1. Developing leadership
2. Facilitating understanding
3. Affording pleasurable leisure
4. Making more efficient social relationships
5. Providing vehicles for professions

Any offering of subject matter should arise out of existing need. Arbitrary creation of subject-matter fields is artificial and of doubtful value. Speech as a tool is recognized generally as being important, and methods for affording training in speech have evolved out of those recognitions.

Seventh, "What groups foster or sponsor speech, and what are their motives?" There is probably more demand for speech subject matter among adults than there is recognition of it in schools and colleges. In a Texas city one lady estimates that the number of voluntary students who come to her annually from every trade and vocation exceeds five thousand. An instructor in speech in a Texas college estimates that during five years in which she offered speech

instruction in a Texas city, her students exceeded three thousand in number each year.

The Dale Carnegies of the world are examples of professional speech instructors who offer speech subject matter in response to the sponsorship of adult groups such as civic clubs, Y. M. C. A.'s, professional organizations, and women's clubs.

It is true that there are national and local speech associations which foster and sponsor the development of subject matter speech. As is true of all professional organizations, they are militant and at times hasty in conclusions and selfish in their aims. It seems reasonable to assert, however, that they are really made possible by out-of-school emphasis on speech needs. It will hardly be controverted that more speech activity is being sponsored and fostered in out-of-school groups than in the schools and colleges.

What does all of this mean? Perhaps the following question is pertinent to the answer: Where are the speech needs more realistic in making a living and becoming socially adjusted?

This seems to be a peculiar situation in the sense that the real sponsorship of speech comes from the adult who experiences need, and not from the educationalist who attempts to ascertain the students' needs. Should not tools

which are to be used as means be selected by examining the deficiencies of the products of past tools?

Criteria for the Course Evaluation

If speech subject matter meets the test of some general criteria set up to determine the value of any subject matter situation, the next logical questions would be: In the subject matter field what courses of study should be offered and why? How should the courses be selected? What are the criteria for developing the courses?

The following are criteria that have been set up to apply to any course in subject matter fields:

1. Is the course flexible and adjustable to changing situations? Can the course be adapted to the needs of individual students? Does the course consider its relations courses and other areas in the educational process?

2. Is the course desirable? Does the course represent student needs? Is it based on student interest? Why is it included in the course of study?

3. Is the course adequate for the purpose? Is it based on research and experimentation? Is it superficial and unreal or is it practical and well-planned?

4. Does the course meet the needs of real life situations? Is it arbitrary in viewpoint? Does it have a perspective of out-of-school activities?

5. When can the course be finished? Can it be finished in one year? Can it be finished at forty years of age? Can it be finished at the termination of life?

In applying the above course criteria to courses in speech, (1) specific courses will be selected for illustrations, (2) attention will be called to existing courses offered in institutions training teachers, (3) courses, goals, and objectives in selected colleges will be considered, and (4) suggestions will be made as to possible inclusions and exclusions.

Before making the application of the course criteria to selected existing institutions where speech is taught primarily for teachers, there is presented a list of conditions and principles for all courses. The list is adapted to the teacher training institution and will be used in evaluating the courses discussed.

Conditions and principles for all courses:

1. All work in oral expression should build on the natural, conversational speech of the individual--improving and developing, but not artificially standardizing it.
2. Voice, pronunciation, enunciation, phrasing, emphasis, and action should receive proper attention in all courses.
3. Training in expression is apt to be futile or artificial unless an impulse to express or communicate is present. Therefore, subjects discussed, readings for background, in fact the whole plan of the course and conduct of the class hour should be such as to stimulate the desire and develop the impulse to communicate.

4. Communication as an underlying principle of spoken discourse includes the discovery of ideas, their selection, their arrangement, their verbal expression, and their appropriate presentation through speech and action to secure a desired effect on the hearer.

5. The technical training of the course should be based on the principles: (1) that the standard of speaking and reading, whether in private or in public, is essentially conversational, communicative speech, and (2) that speaking and reading in public is quite a normal act. A variety of situations, projects, drills, etc., should be arranged to enforce and develop these fundamental principles.

6. The work of the courses should be carefully balanced between theory and practice--between the knowledge of "how and why" and the acquisition of personal skill.

7. Written work should be required in all courses, particularly written plans, outlines, and analyses as a basis for oral work.

8. Appropriate collateral reading should be required: (1) readings on methods, problems of technique, etc.; (2) readings of types, models, etc.; (3) readings in the characteristic content of the forms of expression studied--the selections chosen combining interesting and typical subject matter with excellence of form.

9. There should be the usual preliminary and final examinations, either (1) oral, or (2) written and oral, or (3) written, with oral work certified.

10. Courses should improve the student's private speech and conversation quite as much as, or even more than, his speaking in public. They should also do as much to suppress poor public speaking as to promote good public speaking.

Analysis of Course Criteria

First, is the course flexible and adjustable to student needs, related courses, and other areas? For a basis of discussion and for use as an illustration, a course in "Fundamentals of Speech" is selected. What is meant by a course in "Fundamentals of Speech"?

College A:

1. Problem in reading aloud. 3 hours. A study of the causes of ineffective reading.
2. The speaking voice. 3 hours. This course is designed to meet the fundamental problems of voice and diction.

College B:

1. Fundamentals of Speech I. 2 hours. Purpose to develop natural and normal speech habits in each individual. Practice in thinking in audience situations through oral interpretations of literature. Drill in speech mechanics.
2. Fundamentals of Speech II. 1 hour. Continuation of Course 1. Practice in extemporaneous speaking. Types of speeches, outlines, application of psychological principles to audience situations.
3. Fundamentals of Speech III. 3 hours. Prerequisite: one unit of high school speech. Designed to meet the needs of freshmen who have had speech in high school and for mature advanced students who must fill requirements in speech for a degree. Nature of work similar to that given in Speech I and II. Not open to students taking Courses I or II.

College C:

1. Fundamentals of Speech I and II. 3, 2, or 1 hours. For one credit, lecture course designed to give the

student an understanding of the speech function and the principles of effective speech. For two credits, analysis of individual performance in speech and suggestions for improvement. For 3 credits, recitation and lecture described above.

The following is a suggested course description:

Fundamentals of Speech I. Open to all students of all levels. An introduction to the study of speech. Designed to give all students an understanding of the functions of speech in everyday life. Purpose to develop and give practice to students in speech situations with emphasis on normal and natural speech habit development.

The course "Fundamentals of Speech" differs in various colleges, but in the majority (as in Colleges B and C in the suggested course), the importance of general instruction and practice is recognized. The course is designed for all students and can fit well into a major, minor, or occasional speech course need. Some colleges, as College A, consider the primary course in speech in the light of old elocution or artistic programs. The course can be the unrestricted and important tool for any student in any major field. The suggested course, which is a composite of several collegiate descriptions, shows the part which the course can play in the development of life situations.

The aims of courses in speech stated in the catalogue of one university certainly make clear the adjustability of the course:

The courses in this department have two main functions: (1) the education of students in the fundamentals of speech (private and public) covering

scientific and artistic aspects--organized knowledge
and personal efficiency⁴

Second, is the course desirable? Is it based on student interest?

Considering "Fundamentals of Speech" as a course, it is reasonable to state that a course as outlined above in the suggested course takes into consideration student needs and interests.

The two courses offered by College A are negative in their approach and rather narrow in scope. Of course, they could be developed into broad and basic courses by the instructors. This study has available only the general catalogue descriptions of courses. Much reading is ineffective and problems in voice and diction do exist. It seems reasonable to expect that every course should recognize reading, voice, and diction as problems.

College B, by offering three courses in Fundamentals, makes an attempt to make the courses attractive to all students of all levels. Recognition of previous training is given in Course 3.

It seems that a "desirable course" should possess certain definite things, such as:

- (1) Availability, without restrictions, to students who need the course
- (2) Provision for ample opportunity to practice living

⁴University of Wisconsin Bulletin, 1940, p. 182.

- (3) Develop techniques of self-criticism
- (4) Be positive and objective in approach
- (5) Reflect purpose and planning based on recognition of previous needs and experiences.

Taking the five points laid down above as criteria of "desirability," apply them to a course in "Oral Interpretation" offered by College D.

Oral Interpretation. The Art of story telling, exercises in arranging and adapting stories; the retelling and dramatization of stories, with practice in phrasing, vocal quality, time, force, pitch, and bodily response. Recommended for majors in elementary education."

The description discloses that the course is open to all students, that special emphasis will be placed on practice, that teachers can prepare for Interscholastic League activities, and that the course is designed to assist majors in other fields. The problem is directly dealt with, its objectives are clear, and there is ample opportunity for development of self-criticism.

Third, is the course adequate? Does it represent a superficial treatment of the subject, or does it deal directly and practically with the subject-matter?

Courses in debate in selected colleges will be used to consider this question.

College D:

Principles of Debate. The principles of argumentation and debate; analysis and discussion of current public questions; briefing, inductive and deductive

reasoning; strategy and refutation; audience analysis and the principles of persuasion. Debates.

College A:

Debate. 3 hours. Application of the principles of argumentation to spoken debate. Open to students above freshman rank.

College B:

Forensics. Designed for advanced students in forensics. Participation in debate, intercollegiate debate, public discussion, and legislative sessions. Instruction and critical analysis in applied forensics.

Argumentation and Debate. Practical debate. Text for reference. Debate considered as to form and matter.

College C:

Argumentation and Debate I. A study of the theory of argument with the practice in the preparation and delivery of various types of argumentative speeches.

Elements of Persuasion II. An elementary consideration of the psychology of persuasion with practice in the preparation and delivery of various types of persuasive speech.

The course descriptions given above present a clear picture of the scope of the course "Debate." College D includes both theory and practice. The catalogue also discloses that that college offers a course in "Debating and Debate Coaching" open to all students of all levels. College A blends together argumentation and debate by using the principles of argumentation as techniques of debate. Most colleges offer Argumentation as a separate course or as a unit in a general "Argumentation and Debate" course. College B offers two courses in debate. One of the courses is designed

particularly for the consideration of theory, while the other one is a recognition of an extra-curricular speech activity. College C places emphasis on two things: (1) argumentative speech and (2) persuasion. The description seems to limit the field of debate and to completely ignore the units of Discussion and Forums.

A suggested course description:

Discussion and Debate. Open to all students of all levels. The principles of argumentation and debate with practice in methods of directly socially integrative group action through panels, symposiums, debate, and other discussion forms. Parliamentary law and procedure. Emphasis on participation.

Forensics. Membership by a selective process. Designed to serve extra-curricular and intercollegiate speech activities. Practice before real audience situations. Contest and tournament work.

Fourth, does the course meet the needs of real life situations? Is there a clear perspective of out-of-school activity?

Perhaps too much emphasis has been placed on "carry-over" values of courses. The immediate needs certainly should be emphasized. However, if the future needs--the adult needs--are considered, the course in all probability will be less artificial and more practical in application.

The course "Forensics" offered in a number of colleges is one in which speech emphasis is placed on the development of interesting and effective speakers. Ability to "think on one's feet" assists in leadership development. The importance

of what one thinks, how one thinks, and how one expresses those thoughts are primary objectives in forensics. Forensics can be considered in a two-fold way: (1) Becoming aware of social problems, and (2) training in the methods and techniques of solving those problems.

Forensics is designed to help the student to interpret, to analyze, to think through, to understand, and to appreciate the ideas of others. It can assist the student in developing his own philosophy, in understanding his own desires and wants, in analyzing his own position, and in developing his own personality.

The solution of four big problems in life are directly dealt with in forensics:

1. Attitude toward one's self
2. Attitude toward associates
3. Attitude toward those who disagree with or oppose one
4. Attitude toward superiors--superior by position and responsibility

Training in cooperation, understanding, and in personality development is recognition of real life needs.

Fifth, when can the course be completed? Is the course one that stimulates and directs the student into further study and practice, or does it terminate with the end of the semester? The answer to these questions may be found in

listing the objectives of speech education in a teacher training institution:

- I. General Objectives
 - A. To make students socially efficient
 1. At home
 2. At school
 3. Outside the school and home
 - B. To contribute to the major objectives of education
 1. Command of fundamental processes
 2. Vocational effectiveness
 3. Citizenship
 4. Worthy home membership
 5. Desirable use of leisure time
 6. Ethical character
 7. World-mindedness
- II. Specific Objectives
 - A. Correct use of language
 1. Elimination of grammatical and rhetorical errors
 2. Careful enunciation
 3. Accurate pronunciation
 4. Vocabulary building
 - B. Agreeable voice
 1. Proper breathing
 2. Correct placement
 3. Effective resonance
 - C. Correction of habitual and organic speech defects
 - D. Intelligent interpretation of literature
 - E. Proficiency in dramatic technique and play producing
 - F. Ability to arrive at conclusions with reasonableness and understanding
 - G. Efficiency in original speech-making
 1. Collection of material
 2. Arrangement of material
 3. Adjustment to audience situations
 4. Delivery of material
 - H. Professional training
 1. To prepare teachers of speech
 2. To aid all teachers in becoming more efficient

Speaking is a problem that confronts man all during his life. Experience and training will continue all of his life. The courses in school should furnish the spring-board for life study and practice of good speech.

Social adjustments, vocational effectiveness, good language, appreciation of literature and drama, and desirable use of leisure time are all desired goals of the individual. In their relationship to speech they are continuous in their growth and development. Courses that stimulate and give direction are not completed courses. Completion means absolute exploitation. Such is not true of the use of voice, body, and mind.

The goals for the use of courses in the subject-matter of speech can be generally summarized into the following thirteen points that are the results of reading and studying the writings of educational leaders and from experience gained in teaching:

1. Recognize the needs of all the students and provide adequate speech training.
2. Provide for the interests and needs of the speech major.
3. Provide a general and broad course of study including all phases of speech.
4. Make courses attractive for majors in other fields, thus inviting majors and occasional speech students.
5. Develop a simple, direct, unaffected conversational style in speaking, and the ability to read both intelligently and imaginatively.
6. Provide for the acquisition of speech standards which will make each student an intelligent self-critic.

7. Provide training as a means of securing better social adjustment of the individual and of increasing his chances of success in whatever field he chooses.

8. Provide a curricular basis for extra-curricular activities.

9. Use intra-mural activities as a laboratory for practice in participation and direction.

10. Provide short courses and institutes for teachers and high school students.

11. Provide for a community service program.

12. Maintain a speech clinic.

13. Recognize the importance of the student-teacher social life and include social activities.

CHAPTER V

SUMMARY AND CONCLUSIONS

Purpose

The philosophy of democracy as a way of life has been receiving greater emphasis in the last few years than ever before in the history of this nation. The American citizen has been prone to take his democracy for granted. Much has been written and much has been said about the "good life" and the means of securing it. The newspapers have filled their columns with demands for the preservation of the natural rights of man. The radio, with speeches, comments on current affairs, and dramatic presentations, has led the way in an effort to re-vitalize democratic living. Politicians have used the floors of legislative halls and the public platform to contend for the American way of doing things. Educators have been talking, planning, and experimenting with developing the techniques of teaching democracy. "Train citizens in the ways of democracy" has been the general cry of all of the leaders in American business, education, and public service.

Conversation is the very efficient means that men use in exchanging most of their ideas. In fact, participation in life is largely oral in its nature. Expression of one's

thoughts about general issues or current problems provides a basis for action. Activity is the evidence of that participation. Conversation in an expanded sense serves the public platform, the theater and cinema, and the radio as an essential tool. Since speech is an important tool in teaching, in living, and in growing democracy, this study was made to discover the role of speech in the field of general education. The real emphasis of this study has been on the role of speech in teacher training institutions.

Method

The materials and data for this study have been gathered from two general sources: first, from the writers in the field of general education and speech education; second, from experience in teaching speech in formalized high school classes, experimental high school workshops, and in a teacher training institution. As a result, the method used in attacking this problem has been broad in scope and utilitarian in purpose. There has been a definite and conscious effort to write in as simple a manner as possible, to use as simple language as could be used, and to be as brief as the subject would permit.

In the first part of the study an investigation was made of the background of group activity and the institutions through which the group functions. The necessity for change in the growth and development of the institutions

was considered. Next a study of the aims of general education in a democratic scene was made to determine the trends in education. This consideration necessitated a study of the meaning of American democracy. It further necessitated a study of the application of the aims of general education in a democratic situation. A view of teacher education in general was taken in order to arrive at a place where the complete study could be narrowed down to the role of speech in teacher training institutions. An evaluation of speech as a subject-matter field was made by setting up a set of general subject-matter criteria and applying it to speech. Also, criteria for courses in general were set up and then applied to selected speech courses in selected institutions that have as their purpose the training of teachers.

In light of the information and data collected, and in light of the findings made, it is concluded that:

- (1) There is a better case for speech as a general subject for all students than there is for speech majors. There are very few high schools, comparatively speaking, that offer speech as a curricular subject. Most of the high schools offering speech have very limited courses of study. Speech activities are usually directed or supervised by majors in other subject matter fields. Speech is practically unknown in the elementary courses of study. It is fused with other subject matter in the elementary

school. However, the value of the use of speech techniques in the elementary school is well recognized. Speech is of importance as a subsidiary tool in all teaching. Students planning for professions other than teaching certainly find speech an important secondary tool. The physician, the lawyer, the merchant, the banker, and the public official all need speech training. To the extent training is offered the professions the colleges will succeed in their speech efforts.

(2) There is a better place for speech majors outside the teaching profession. If present demands for teachers of speech and the pecuniary gains in other fields are to be considered, then speech as a profession is certainly better outside the teaching field. Radio and the rapid development of television have created a need for speech trained people. Announcers, actors, script writers, directors, etc. all represent some of the needs of radio and television. Public recognition of the importance of speech pathology is opening the field of speech consultants. The theater, the cinema, and the community drama workshops demand people who can act, direct, or manage.

(3) Speech has not recognized its part in general education. Leaders in speech education have in the past considered speech as a subject for the selected and talented few. The courses of study have been limited and narrow in

scope. Those interested in speech education have not cooperated with curriculum study groups. Speech teachers have failed to realize that they are a part of the general education program. In many instances the speech teachers have resisted the efforts of general education to include speech in curricular experimentation.

(4) There is a beginning, on the part of speech education people, of some degree of interest in general education. Speech associations have begun to study the problems connected with curriculum revision. Many of the leaders in speech education are recognizing that there is such a thing as general education. The inclusion of speech advisors in workshop experiments has been a forward step in speech recognition. The development of the attitude that courses of study ought to begin with the student is certainly a definite trend toward seeing the whole problem of education.

(5) There is a general lack of agreement among the teachers of speech as to the trends speech should take in the modern curriculum. Speech teachers are in disagreement as to a general program of speech. There is lack of cooperation in the full development of all the phases of speech activity. It is found that one school is interested in perfecting the "artist." Another school is strictly utilitarian in its viewpoint. In other schools other phases are emphasized to the neglect of all others. Speech

teachers need to face obvious challenges. Speech teachers must seek agreement on "where now with speech?".

(6) Speech courses in teacher training institutions are too limited and restricted. Speech majors are not receiving broad enough training in speech activities. The conclusion that speech has been narrowed to exclude students and to cause too highly specialized majors seems reasonable when considered in the light of the information found in the catalogue descriptions of courses. Speech is not now recognizing the real extent of its possible development. It is not primarily seeking to include the average student, the occasional student, and the prospective teacher who need special training. The courses of study are not broad enough nor attractive enough to demand the place in education speech should hold.

(7) Speech education does not recognize to any appreciable extent that living, learning, and growing are all interrelated. The success of the college speech course of study can best be judged by the out-of-school activities of graduates. College graduates by attending night schools and other special schools to secure speech training should point to present speech curricular deficiencies. The speech course of study has not profited by the experiences gained in observing the needs of adults. The colleges are still blind to the full responsibilities they have in training

the present college student. The speech teachers are slow in seeing the opportunities in general speech training to fit the needs of the student.

(8) Extra-curricular speech activity should be curricular in origin and in development. Extra-curricular speech activity has largely been an apology for the curricular program. It has been the means of including the students otherwise ignored. Where the courses of study have been arbitrary and limited, the extra-curricular activities have been democratic and in many instances designed to meet the real needs of the students. However, the activities ought to be curricular if the course of study cooperates with the aims of general education. In the absence of curricular recognition of the needs of students in real life situations, extra-curricular speech as EXTRA-curricular speech is justified.

(9) The field of speech correction is being neglected. Very few colleges operate a speech clinic. There are no laboratories for the purpose of determining the means by which speech defectives may be assisted in correcting their speech. The general public is beginning to recognize the importance of speech pathology, but the colleges are slow in realizing the needs of scientific speech correction.

Recommendations

In view of the conclusions reached in this study it is recommended that:

(1) Speech teachers, individually and through their associations, should seek means of cooperating with curriculum study groups.

(2) Speech teachers must recognize their responsibility in general education and cooperate in securing its aims.

(3) Speech teachers must first of all come to some general agreement as to a definite trend for speech in general education.

(4) School administrators must be made aware of the importance of speech as a subsidiary tool.

(5) Speech majors should plan their speech training so as to include all phases of speech activity.

(6) Emphasis in speech courses should be placed on training for life situations and after school needs.

(7) The speech courses of study must be enlarged to include courses for all the students.

(8) Extra-curricular speech activities should be a part of the curriculum.

(9) Every college should maintain a speech clinic.

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