A REPORT AND AN EVALUATION OF AN INTERNSHIP
PROGRAM IN SPEECH EDUCATION

APPROVED:

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A REPORT AND AN EVALUATION OF AN INTERNSHIP
PROGRAM IN SPEECH EDUCATION

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By

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CHAPTER I

INTRODUCTION

There is a constantly growing belief among educators that present methods of teacher education are inadequate to the preparing of teachers for service in the schools of a democracy. If this is true, then how may teacher training institutions best meet this problem? How may a graduate program be made more functional, in order to meet, not only the immediate needs of a prospective teacher, but future ones as well? Would a program in which the graduate student was permitted to spend a large part of his work in actual teaching, to collaborate with experienced teachers on whatever problems might arise, to choose graduate courses related to this teaching, and to gain practical knowledge in working with boys and girls be a step in the right direction? Would the graduate student grow and develop in teaching skills through the correlation of work and study, through experiences, through adaptation of materials and activities to meet the emerging needs of the individual, as well as the group? Would such a laboratory experience be of great enough value to warrant its acceptance by the institution as a definite part of its graduate program?
Objectives of the Speech Internship Program

These questions formed the basis for the work done in the internship program in North Texas High School of North Texas State College for 1949-1950 and the work of a graduate speech student there. As it was stated to the intern, the faculty and administration hoped that such a program would afford an opportunity to a limited number of young people who show promise of becoming outstanding teachers to earn the master's degree through a program consisting of paid part-time teaching, graduate course work, and a practical thesis problem; and that such a program would lend a dynamic quality to both graduate course work and to the research problem for the thesis.

The intern was selected by the Dean of the School of Education, the Director of the Speech Department, and the Director of Teacher Education, and he learned of the program during the summer before the work was to begin in the fall. The intern arrived in Denton early in September, and plans were formulated with the Director of the Speech Department and the English teacher of the high school for teaching two classes; one was to be ninth and tenth grade speech, and the other eleventh and twelfth, for a period, beginning in September, 1949, and extending for nine months. One hour each day was to be used in working with the music classes, attempting to correlate speech and music activities, and additional time was to be spent in coaching individual
speech events throughout the year, directing a small-scale speech therapy program in the elementary school, assisting in other classes, and in sponsoring extracurricular activities. Additional duties included conferences with observers and supervision of student teachers, attending faculty meetings, study groups, assemblies, outside activities in the school, and assisting in registering and scheduling students. One half day was to be spent in teaching and the other half day in college, attending classes. From the beginning, the intern found all those concerned, the Dean of the School of Education, the Director of the Speech Department, the Director of Teacher Education, and the Principal and faculty of the North Texas High School, to be most cooperative and enthusiastic about the program and its outcome. At a conference prior to the start of school this attitude was apparent, as well as the fact that there would be little restriction or dictation from the administration of the school regarding courses of study or materials used, and the intern realized that diligence and application in such a project could result in unlimited personal benefits for the prospective teacher, as well as for the teacher education program in general.

Background of Intern

Perhaps it would be well to mention the background of the intern in order to understand some of the difficulties which manifested themselves later in the program. College
had come, not as the result of years of careful thought and study as to the course to take or the work to pursue, but merely as the next step after high school—there was elementary, junior, and senior high school—the next step was naturally college. Perhaps the outlook for financial independence, the knowledge that self-support will someday be necessary, and therefore the student must prepare himself for that day, is much greater motivation to the student entering college to find himself and his own capabilities and potentialities than the casual acceptance of it as another, more advanced phase of secondary education.

Had an experienced guidance counselor talked with the intern at the incidence of freshman registration, perhaps a great deal of time and effort could have been saved. Freshmen had to have a major, it seemed. All the pre-registration blanks had a space for "major", so, evidently, everyone else knew at the incidence of his college career what he planned to make his life's work. The intern chose a field in which he was interested, but the traditional high school had given little opportunity for "playing the field" so any major would have been a "stab in the dark". This misplacement became apparent to the intern at the end of the first year, however—the curriculum he had been pursuing limited its disciples almost entirely to one thing, and there seemed to be so many other broad, interesting fields to explore
and subjects which could hardly be touched in the under-
graduate program. Therefore, a change seemed in order,
with a "major" in speech and greater freedom with elective
hours. Again, had a guidance director talked to the student
about his major interests, given aptitude tests, achievement
and placement examinations, and helped him to determine the
field he was best suited for, his energies could have been
directed toward more than just a college diploma. The stu-
dent felt as if he were a small part of a great machine—a
machine that took the soft clay of the under-graduate mind,
moulded it to the desired shape, from a choice of several
patterns, put the manufacturer’s stamp of approval on it at
the end of the process, and then told this new shape to pro-
ceed into the wide world—success was assured!

And so, the student graduated from college with no
clear idea of the work he wanted to do. On going home, he
took a secretarial job, realizing at the time that such
work would not give the satisfaction, the sense of accomplish-
ment, which he sought. At the end of six months the feeling
of unrest and wasted energies grew so strong that he was
forced to quit to assuage his own pride.

It was at this time that he first began to wonder if
perhaps the teaching profession was not the answer to all
these half-formed, nameless needs. The student applied for
a teaching position in his home town, was accepted, and
began to prepare for the fall semester. He went to several
older teachers in the school system to discuss their philosophy and learn, if possible, a little in advance of the day some of the things with which a novice is confronted and so be better prepared to meet them. The older teachers and administrators with whom he talked were, perhaps, typical of the generation before, with little knowledge of the newer ideas in education. The beginning teacher was appalled at such ideas, particularly in relation to discipline and classroom techniques, and began to panic at the thought of applying them to his own teaching situations. How did one form his own conception of education? What were the real values to be transmitted? Which was more important, the improvement of the individual or conformance to set standards? If one knew the answers to such questions, how could they best be applied to true teaching situations? As the time for the start of school neared, the beginning teacher felt more and more inadequate. Was not it important for a teacher to think through the educational values which he believed to be of first importance, and try to let his teaching reflect those values? If so—how?

Specific Purposes of Intern

Therefore, for this student, the internship program had several purposes. First of all, it would mean an opportunity for what might be called vocational guidance. As the intern had not taught in a laboratory situation in his
undergraduate study, this meant a chance to teach, under the guidance of specialists in the field of education, and ascertain whether or not this was the work he wished to follow. If, then, he did decide that teaching was the profession for which he was the most suited, the opportunities for professional growth and improvement seemed unlimited, with such a combination of actual experience correlated with college courses on a graduate level. It meant also the opportunity for clarification of educational values, and, perhaps, the beginning of a philosophy of education.

As the work would be paid on a part-time basis, the intern felt that such an experiment would be worthwhile, and at the same time self-supporting. As it was work with high school pupils in a laboratory school of this type, it would afford a broad range of teaching experiences, and the knowledge gained from working here could carry over into teaching situations later.

With these specific purposes in view, the speech intern began his work in September, 1949. He was to teach two speech classes and assist with other activities in the school as a part-time member of the North Texas High School staff, and at the same time take college courses for graduate credit which were as closely related to this work as possible. In the following pages an account of the year's experiences will be given, showing the difficulties and gratifications which came to the intern, the problems which presented themselves, and
the ways in which they were met, the values gained from correlated teaching and study, and an evaluation of and suggestions and recommendations for the program as a whole.
CHAPTER II

HIGH SCHOOL SPEECH CLASSES

Introduction

The intern found that the two speech classes he was to teach presented entirely different problems, as one was a large class of both boys and girls, ranging in age from thirteen to nineteen, and the other was small, composed of four girls, ages thirteen to seventeen. The smaller class would give an excellent opportunity for individual instruction and personal attention, yet would lack the socializing influence of the larger group. Closer attention to individual problems could be paid in the smaller class, yet the opportunities for development of healthy speech attitudes and adaptation to laboratory speech situations which are an important part of speech training, would be lacking.

On the day of high school registration the intern was made acutely aware of the lack of speech training and background on the part of most of the students, and an accompanying lack of interest in all speech activities. This attitude was exemplified by one eleventh-grade boy, who, when asked if he would not like to enroll in a speech class, replied, "Naw, I don't need no more speech! I've done had that!"

When questioned further, he admitted that he had been in a speech class the year before for one week, but he had decided
that it was going to be nothing but "a lot of silly symbols and stuff" so he had dropped it. Investigation showed this attitude to be rather general among the students. Most of those questioned did not think of speech as an integral part of everyday activity, but as an isolated subject, with classwork and assignments--nothing very interesting or useful to them.

With these factors in mind, the intern began to formulate the objectives for the two high school speech classes. If at all possible, good speech must be made to seem vital and necessary; the proper interest and motivation must be achieved first of all. The director of the college speech department and the high school English teacher agreed that a basic appreciation for the qualities of good speech, in everyday conversations, as well as on the stage or speaker's platform, should be of first importance. Perhaps the skills and applications could later grow out of such interest. Poor speech habits, such as bad diction and poor enunciation, seemed to be parallel with bad grammar, poor reading habits, and poverty of vocabulary. The intern felt that, if possible, the successful speech course should correlate written and spoken English, should be flexible in its organization and planning, and should attempt, as much as possible, to give each individual in the class the value which he hoped to gain from a course in speech.
On interest questionnaires early in the semester, some of the students indicated that they had taken speech simply as an easy means of getting credit, some because they wished to learn to speak correctly and express themselves more fully, others because they wished to develop a particular skill, and several students answered that they had taken speech because they were shy and frightened before others and hoped that this course might help them. The intern felt a great sense of responsibility toward these individuals and resolved to work toward making the speech class as vital and meaningful as possible.

Most of the students in both classes were experiencing the changes and accompanying difficulties and adjustments of the adolescent period, so it was necessary for the intern to acquaint himself with these transitional qualities, in order to understand and meet the problems which arose from them. In this chapter, the physical and mental characteristics of the age and their implications for the speech teacher are considered, as well as the environmental influences, and the personal and educational difficulties of each child. The existence of these problems and their study and treatment contributed much toward the professional growth of the intern.

Implications of Adolescent Characteristics for the Speech Teacher

The most apparent of the changes of adolescence, of course, is that of growth, particularly the relationship
between height and weight. This sudden and uneven development results frequently in a lack of bodily control, and this in turn results in much awkwardness.

In the same way, the larynx, or vocal box is sometimes affected, because the cartilaginous box grows more rapidly than the vocal bands or muscles controlling their action. Sometimes the vocal bands grow very rapidly but unequally, and the muscles that control them find it impossible to direct their delicate movements, producing the uncontrollable pitch and quality changes which we call the "change" in a boy's voice. The same transformations take place in a girl, but since the growth is not so great nor the changes so startling, girls voices seldom break. All of these physical changes and periods of rapid growth frequently sap the vitality of the student. There will usually be periods of greater lassitude and the teacher must take these conditions into account, both in planning activities, and in judging the pupils' effort.¹

Another important factor for the speech teacher to consider is that it is at this age that the individuality of the person begins to assert itself. He loses his pre-adolescent objectivity and begins training himself for existence as an adult. Psychologists tell us that this growth of independence, like the growth of his legs, may be too rapid for perfect control, and will reveal itself in aggressiveness,

¹Letitia Raubicheck, Teaching Speech in Secondary Schools, p. 7.
a tendency toward constant argumentation, and a revolt against all authority. It is generally agreed, however, that these spurts are a necessary part of his development, and that he should be given an opportunity to try out his own judgment, to work on his own initiative, and to be responsible for his own mistakes. ²

Perhaps the most significant area of development for the high school teacher is the emotions. With the physical and sexual maturation comes an increase in both the scope and intensity of emotional responses. Emotions are easily aroused and hard to control. He is torn between his desire for recognition as an individual and his need for support and confidence of his gang or crowd, and he is constantly changing attitudes and moods. ³

Since speech is inherently a social activity, the intern felt that he should familiarize himself with these transitional qualities before the basic teaching experience began. The very nature of speech classes should provide opportunities for adjusting individual differences, developing independence and self-confidence, and answering, in part, the need for social approval through healthful group activity and the opportunity to perform publicly.

²Ibid., p. 15.
Difficulties Encountered in Teaching the Small Speech Class and Ways in Which They Were Met

Adolescence.--Many of the difficulties in the small speech class the intern felt could be attributed largely to adolescence and its accompanying physical changes. Two of the girls, who were aged thirteen, tended toward adolescent plumpness and were extremely awkward in their movements. One of them had poor posture, a left arm which had been broken in early childhood and had grown back at a noticeably bad angle, and a tendency to walk with her head down and to one side. Both girls evidenced lack of coordination due to this uneven physical development, and tense, jerky arm and head movements. One of them continually professed dizziness when asked to stand before the other members of the group.

Early in the semester, along with their other work, the intern attempted to call their attention to the movements, grace, and poise of stage and screen stars and other notables with whom they were familiar and whom they admired. They were asked to notice the standing and sitting postures of those around them, to decide if they were good or bad, and, due to the size of the class, they were better able to exchange ideas and form their own critical opinions. Members of the class attended plays on the college campus with the intern and reported on good stage and platform posture, standing, as well as sitting, and its effect on good health. They later practiced these techniques themselves in the classroom.
Pantomimes were used a great deal, both for achieving bodily ease and for stirring the imagination. The girls enjoyed "making up" their own situations, acting them out, and allowing the rest of the class to interpret what they had been doing. Their interest was visible later in the year when the class pantomime competition was held, as all the members of this small group were eager to take part. By the end of the semester, the girls in this class seemed at least to be conscious of the desirability of grace and poise, even though they themselves had as yet attained it in only a small degree.

Perhaps the greatest manifestation of the adolescent period among this group was in the area of emotional control: the dark moods, and the next minute sunshine—the changes from an adult to a child and back again. This was especially apparent in the younger girls, although the fifteen-year-old had a number of the symptoms but repressed her emotional outbursts to some extent. Though physically quite mature, her mental and emotional development was slower, and her extreme interest in the opposite sex created a seeming apathy toward anything in which boys were not involved. All three were extremely moody on occasion, but the younger girls made rapid transitions from periods of extreme enthusiasm to those which might be described as surliness, giving only monosyllabic contributions to class discussions.
One of the younger girls was the youngest in a family of brothers and sisters already married and with families of their own, and was the typical "baby" of the family. At times she would come to class wearing a petulant expression, with obvious indifference to the class or her friends. At such times, when attempts to arouse her interest failed completely, the intern learned to leave her alone. But when she refused completely to recite before the class or take part in its activities, the teacher found it difficult, in so small a group, to keep such an attitude from affecting the others. Occasionally, speaking to her privately about some activity outside class made her forget the cause of her irritability and fall in with the tenor of the rest of the group.

Producing small plays seemed to afford an excellent emotional outlet, so a small book of one-act plays for all-girl casts was ordered.\footnote{Row-Peterson and Co., One Act Plays For All Girl Casts.} The class read a number of plays and chose the one they most wanted to present by criteria previously decided upon, limitations of set, stage, expense, and cast. As there were only four in the class, casting presented little difficulty, and one student was elected to act as "assistant director".

In working on these small productions the intern first met the problem which was to be a stumbling block in all
speech activities for the remainder of the year. This was the lack of equipment, reference materials, and a stage for class rehearsals. This made it necessary either to push the furniture around in the classroom or meet after or before school on the only stage available, in the education annex. As one of the girls was married and also worked after school, it was difficult for her to give outside time for speech work, and similar circumstances existed for the other three. The difference between walking from chair to chair in an everyday classroom, and performing stage business in a large auditorium is apparent, and it was impossible to practice voice projection within a relatively small area. Aside from disturbing the peace of the classes nearby, it was difficult for the girls to see a need for such voice projection, as it would be when they presented their plays.

The girls were very enthusiastic about these projects, memorized rapidly, assembled their own sets and costumes, and presented two of their "productions" before the entire school. It was important to make them feel an integral part of each situation, with responsibilities assumed and carried out.

For the intern, inexperienced at work of this sort, their final performance had a great deal of significance, as it indicated, more than anything else could have done, the responsibility which students can assume and carry out, and their own feeling of pride and accomplishment in a job well
done. They had rehearsed on the stage only once, and had hardly been given time to familiarize themselves with it as they should. After the first shock of realizing they were before people, however, they projected themselves into their roles even more than they had done in class, and, on occasion, even "ad libbed" when a lull or stage wait appeared. They remembered and applied many of the bits of stage techniques regarding entrances, complicated crosses, gestures, and dialogue which had been given them.

_Speech habits._—The speech habits of these four girls could be attributed chiefly to environment and educational background. One girl, whose mother was a college English teacher, used noticeably better diction and grammar than her classmates; another had grown up in a small farming community, and her speech displayed many of the dialect errors and quaint expressions characteristic of rural society, such as "pack" and "tote" for carry; a third had poor diction and her diction and grammar were bad, using such words as "boughten" and "taken" for bought and took.

The fourth girl was unusually handicapped orally, as her voice had the nasal twang and poor articulation common to a cleft palate which has been repaired. She was extremely sensitive about it, however, and did not welcome individual attention. It was necessary to attempt to increase the mobility of the articulatory structures and to correct her defective consonant and vowel sounds within the group as a whole.
A few exercises, for a small period each day, were beneficial for all the class, as the correct production of breath and sounds through the mouth, and increased agility of the lips, tongue, teeth, and gums is excellent for better enunciation.

As proper tonal support is an inherent part of good speech, and the diaphragm is the most important factor in controlling the steadiness and strength of the breath stream, the principle of diaphragmatic breathing was explained to the class. It was described as a dome-shaped muscle, much like a bellows, which is flattened in inhalation, creating a vacuum which causes the outside air to rush in and fill the lungs. On exhaling, the air is forced out of the lungs and past the vocal cords, thus making speech possible. The class occasionally practiced deep-breathing exercises together, and it was reminded to practice conscious tonal support whenever possible outside of class. The group enjoyed such simple exercises as blowing a candle or a piece of confetti, and saying verses all in one breath, or seeing how far they could count or sing on a single evenly supported breath.

Early in the first semester the members of the class recorded a reading on the wire recorder. When it was played back, each girl attempted to find her own mistakes, that she might know better the faults on which she should concentrate. At the end of the year another recording was made, the two

^5^Harry B. Gough and others, _Effective Speech_ , p. 41-44.
were compared, discussed, and the readers asked to evaluate themselves on the basis of what they had heard.

The following table is an analysis of the speech of this group.

**TABLE 1**

**AN ANALYSIS OF THE SPEECH FAULTS OF THE SMALL CLASS**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Fault</th>
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<tbody>
<tr>
<td>Rhythm</td>
<td>fairly slow, even tempo, diphthongization</td>
</tr>
<tr>
<td>Substitutions</td>
<td>( \text{or} ) for ( \varepsilon ); ( \text{more} ) for ( \varepsilon )</td>
</tr>
<tr>
<td></td>
<td>( \text{or} ) ( \u ) for ( \text{u} ); ( \text{cor} ) for ( \sigma )</td>
</tr>
<tr>
<td>Insertions</td>
<td>vowel sound ( \varepsilon ) for ( \varepsilon )</td>
</tr>
<tr>
<td></td>
<td>( \text{for} ) ( \varepsilon )</td>
</tr>
<tr>
<td>Additions</td>
<td>nasalized ( \varepsilon ) for ( \varepsilon )</td>
</tr>
<tr>
<td>Nasalized sounds</td>
<td>occasional substitution of nasal equivalent for plosive and fricative sounds</td>
</tr>
<tr>
<td>(Cleft palate)</td>
<td></td>
</tr>
</tbody>
</table>

Two of the girls had especially poor reading habits, reading words, rather than thoughts, and giving unimportant words and articles the same emphasis; habits which readily reduced their oral effectiveness. The high school library had an excellent selection of dramatic readings, such as "Alice in Wonderland", "The Pied Piper of Hamelin", "The Count of Monte Christo", "A Christmas Gift", "The Cask of Amontillado", "The Snow Goose", and "A Christmas Carol", on record, and, whenever possible, the script was obtained, that members of the class might read with the artists and notice their reading techniques. They read aloud a great
deal, from material of their own choosing, as well as impromptu material picked at random in class.)

Because of the size of the class and the laboratory nature of speech activities, the intern attempted to make the studies of this group elastic whenever the need arose. On several occasions, they were taken outside the classroom for supplemental studies, such as to the college workshop, to the radio laboratory, to plays on the campus, and to the large college auditorium. They participated in a number of dramatic and speaking activities during the remainder of the year, yet the intern felt that he had only partly succeeded in interesting this group in good speech. The two younger girls dropped speech at the end of the first semester, maintaining that they needed more time to devote to music and that their mothers insisted they drop speech for the time being. A third member of the quartette graduated, and the fourth joined the larger class for the second part of the year.

The benefits of this experience for the intern, however, were many. He had been faced with the problems involved in working closely with a small group and the problems which the rapid development of the adolescent brings. He had learned the value of careful planning, and the necessity for humor, patience, and flexibility in dealing with students. He had been awakened to his own weaknesses, lack of experience, and the increased need for teaching skills. He had developed
more poise and ease of manner before the class, and he found them responding accordingly. He felt that working with this class had been a valuable experience for a prospective teacher.

Difficulties Encountered in Teaching the Larger Speech Class and Ways in Which They Were Met

Voice and speech faults.--The larger high school speech class, composed mainly of juniors and seniors, encompassed a wide range of ages, backgrounds, and experiences. As with the smaller class, the problem of individual differences became a prominent one early in the semester.

The voice and diction difficulties were much the same as in the other class, and, the intern felt, could be attributed chiefly to environmental influences. On the following page is a profile of the speech habits of this class of four boys and twelve girls.

TABLE 2

PROFILE OF PREDOMINANT SPEECH FAULTS OF HIGH SCHOOL CLASS

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>High pitch</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Monotony</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Inaudibility</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Weak, thin</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Too loud</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dialect errors</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Muffled</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rapid Rate</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Slow rate</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Poor use of words</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
Of these sixteen students, ten rode a bus to school each day from small farming communities near Denton, Texas. Their speech contained the Texas dialect errors typical of this region, such as

- The substitution of \( l \) for \( c \) as \( m\in \) for \( m\en \)
- The substitution of \( \ddot{a} \) for \( e \) as \( m\an \) for \( m\en \)
- The substitution of nasalized \( \ddot{a} \) or \( e \) for \( a \)
- or \( a \) as \( k\ént \) or \( k\ént \) for \( k\ánt \)
- The substitution of diphthong \( e\!i\) for \( a\!i\)

Closely kin to environment in relation to speech difficulties was educational background. This was shown in poor reading habits, lack of desire or interest in reading in general, poverty of vocabulary, little appreciation for anything above the level of gangster or melodramatic movies, and a very narrow range of interests. Five of the sixteen were from broken homes, and had attended three or more schools, and all but four of the remaining students had attended more than one school. Only three had had previous speech training in any form. They indicated, in the majority of cases, that poor reading habits, such as over-emphasis of the words "the", "a", and "an", and equal inflection of each word in a thought phrase, resulted from the guidance of reading teachers in the elementary grades. The older students with such habits were very difficult to change, but the younger members of the class seemed much more receptive and anxious to improve their reading habits.

Another factor which the intern found had a direct bearing on the continuity of speech activities was the
temperament and emotional control of members of the class. Two of the girls had transferred from another school, under unfavorable circumstances, and were suffering from almost total ostracism from the more desirable social groups in the new school. These students, the intern found, were most anxious for favorable recognition from the class, and were anxious to volunteer for any new activity. A few well-directed words of praise soon plainly showed results, not only in speech class, but in their emerging participation in other related activities in the school, such as assembly programs and stunts. The intern was also made aware of two very unhealthful boy and girl relationships involving girls in this class. The girls were being talked about, and not kindly, by their classmates; this affected their work in class, as they sat apart from the rest of the group and refused to participate a great deal of the time. The problem was discussed with other members of the staff, who agreed that an attempt to modify the unfavorable conditions which had brought about such a situation would be impossible, and that perhaps a re-direction of interests and new activities were the only ways in which a teacher could help.

These environmental and emotional factors also had a direct bearing on the physical well-being of the students. Two girls in the class worked in the evenings as "car-hops" from 5:00 P. M. until 12:00 P. M., and one boy worked every night from 12:00 until 8:00 A. M. Quite understandably, these students did not have the freshness nor the enthusiasm of those
who had had a good night's sleep the night before. Several of the students confided that both their parents worked, and they did their own cooking. It was suspected that this resulted in a diet not as complete as it should have been for bodies in this period of growth, as their attention span was short and memorization and retention seemed extremely difficult. A boy in the class had lost an eye in a car accident some years before, and another had a hearing deficiency.

Gradually, the beginning teacher began to realize that these factors must be considered, not only in planning class activities, but in evaluation as well. The intern began early in the semester to accumulate an individual record on each member of the class which contained, not only such information as the number of children in the family, the years they had attended school, the father's occupation, and other things which might be recorded in the school file, but also such off-the-record data as might be gained from talks with other teachers, information from classmates, and talks with the students themselves. This, together with the anecdotal record which was kept from day to day, gave a fairly accurate view of the individual, his interests and abilities, and, whenever such information was pertinent, of his personal difficulties and relationships with those around him. Often, what might at first be called a "show off" attitude, seemingly the desire to have the lead in every play or activity in which the group engages, the intern found, can be traced back to extreme
repressions at home or feelings of inferiority in his own particular gang or crowd. All this information seemed necessary that the teacher might be better fitted to meet the individual needs and interests of the group.

As in the other class, one of the first activities was recording and listening to their voices, reading and talking, on the wire recorder. The typical reaction of the majority of the class was, "I don't really sound like that, do I?" This seemed a worthwhile beginning for a class in speech improvement.

Since the microphone used in this recording had aroused questions regarding microphone techniques and radio seemed to be of general interest to the members of this class, it was decided that the first study should be of radio. Through the cooperation of the college speech department, the class visited the college radio studio and used the microphones and talk-back there. They were shown the sound effects which were available, the wind and rain machines, the thunder sheet, "marching men" made from pegs of wood, and mounted door and telephone bells. The class seemed to enjoy this introduction and began work on their own radio dramas. Each member of the class attempted to write or adapt a story for radio, and the group read them in the classroom before a simulated microphone. As the high school itself had none of this equipment, it was increasingly difficult to maintain interest in acting for radio without an actual broadcast or culminating activity.
Because of the relative simplicity of radio drama, however, without the necessity for stage movements or memorization, this proved useful as a prelude to the plays which the class was anxious to produce later.

These students worked up two short plays each semester which were given before the entire school. They read and reported on a number of short plays before deciding on those which would be most appreciated by their fellow students, and were, therefore, very careful in their selections. Those chosen were comedies, about people their own age, generally in light situations with which they were all familiar, and they seemed to be appreciated by the audience. On these occasions, the students were encouraged to advertise their plays and attempt to interest others in their presentation. The response was gratifying to all concerned, not because the plays were especially well done, but because the number of assemblies of this kind had been limited in the past, and the student body was anxious to have more. The chief difficulty had been that of getting the actors to memorize their lines, but this seemed to be minimized as the year progressed.

Speech club.—Early in the first semester, this class indicated that it would like to form a speech club. A group of the more interested students met and discussed the matter, elected officers, agreed on a time to meet, and decided on activities in which they would like to participate, as a club, during the remainder of the year.
It was decided that the purposes of the club would be:

(1) To promote interest in speech activities in North Texas High School.

(2) To take part in and produce assembly programs, skits, and out-of-class speech activities.

(3) To sponsor social activities and worthwhile visits to places of interest.

As their first activity, the group elected to visit the television studios of station KBTV in Dallas, Texas. A letter was dispatched, and the answer came almost immediately, inviting the group to visit the studios at any time. However, at that particular time, all of the television equipment was at the State Fair in Dallas, Texas, and the letter suggested the class see it in operation there. The club elected to make such a trip, using student's cars, and the intern was at this time introduced to the formalities involved in arranging such a trip, obtaining parental and school approval, and avoiding conditions which might be hazardous for high school students. The trip itself was reasonably successful, although it became difficult after a time to retain lagging attentions on the glories of regulated frequency modulation and television equipment when the carnival attractions of the Mid-Way beckoned nearby. For the ten students who made the trip, however, the general conclusion seemed to be that it was both entertaining and instructional. A complete report was given to the rest of the class on their return.
Conclusions

The intern found this group challenging. Their interests were broader, their problems greater than the class of younger girls. As the work had progressed, purposes other than those cited at the beginning of the year had emerged. The intern realized his need for reference materials, teaching aids, and resolved to develop in this respect. He saw the necessity for speech trained teachers from the first grade through high school. The boys and girls were responsive, but grudging in giving their attention or time to any activity in which they did not see a definite purpose. Justification for each thing which was studied had to be in terms of ends or purposes with which they were familiar. The intern had learned the advisability of admitting mistakes and profiting by them in the future, and the necessity for thoughtful planning, using visual aids and varied activities during a class period, that learning might be as meaningful as possible.
CHAPTER III

CORRELATION OF SPEECH AND MUSIC ACTIVITIES

Introduction

As it was outlined by the director of teacher education prior to the beginning of school, one phase of the internship program was to be an attempted correlation between speech and music activities in the high school program. It had been felt that such activities, while inherently related, could perhaps be drawn closer, in order that speech training might be coupled with musical study. Also, it might be ascertained from such an experiment whether or not it would be desirable to have separate teachers for such work, or if better results might be otherwise obtained from broader undergraduate training in both fields for the prospective teacher.

In carrying out such a plan, the speech intern was to work with the music intern and music supervisor on programs for assembly and public concert, giving assistance whenever possible in staging, individual instruction, and general speech work. The music intern and supervisor had planned various units during the summer, and early in the semester they outlined their plans for programs throughout the year, and, briefly, the part which the speech intern might have in these activities.
Thanksgiving Program

The first of such activities was a Thanksgiving assembly program, given by the elementary, seventh and eighth grade, and senior high school choirs on the day before school was dismissed for the holidays. The seventh and eighth grade group was to recite a four stanza poem entitled "We Thank Thee, Lord" from memory during the program, and a girl from the high school group was chosen to represent autumn and read verses of scripture pertaining to Thanksgiving between the choral selections. It was the speech intern's job to direct the choral speaking group and coach the reader individually.

It was the intern's first experience as a choral speaking director and he felt his own inadequate training and an acute need for outside assistance. In Evelyn Craig's book, The Speech Arts, he found the following helpful suggestions for directing a verse speaking group:\footnote{Evelyn Craig, The Speech Arts, p. 348.}

1. Read the poem selected.
2. Discern the type and mood of the poem.
3. Understand the meaning of the poem. What is its theme?
4. Recognize the rhythmical nature of the poem.
5. Consider the tempo and rate—is it quick or slow?
6. The verse choir should clearly understand the theme of the prose or poem and its characteristic mood, that the audience will be able to share this understanding.
This outline was followed as much as possible in developing and interpreting the poem, within the limitations of the time allowed for such work. It was also the first opportunity the intern had received to work with the younger age group, and he found them responsive to direction, but more inclined to fidget and play, and their attention span seemed shorter.

The chief difficulty involved was that of memorization, and to accomplish this successfully, the music intern and speech intern drilled the group for a small part of each class period, going over each stanza, considering its content and meaning, and having the choir repeat it from memory. Student leaders were appointed from the boys' and girls' groups who led off on their particular stanza, and this designation of responsibility seemed to help in getting the group started.

The solo reader was naturally shy and self-conscious, but she was intelligent, took directions easily, and her performance was a creditable one. She was eager to do her best and showed her interest by getting members of her family to drill her at home on the points which had been emphasized at school in her reading.

Thanksgiving Radio Program

Closely related to the assembly program was a fifteen minute radio program which the music groups had been asked to do for the Parent-Teacher's Association, to be broadcast
over the local radio station, using the songs of the elementary choir. It was suggested that the speech intern use older members of the speech class as readers and write a short skit or dialogue which would provide continuity for the songs. For this purpose, the intern wrote a short skit in which two young people discussed the origin and meaning of Thanksgiving Day, with the songs at appropriate intervals throughout the conversation. This proved fairly effective, although the readers revealed their inexperience at speaking before a microphone and a part of their reading was almost inaudible.

Christmas Cantata

With the coming of December, it was necessary to plan for an appropriate observance for the Christmas season. The music intern, supervisor, and student teachers, and the speech intern held several conferences, deciding on the songs to be used, and looking at suggested Christmas programs in various books. None of these programs suited the particular needs of this group, as it would be difficult for the principal characters to memorize speeches of any length in the time remaining. Therefore, a program was devised in which the opening passages from the Bible, relative to the nativity, were read by a reader on one side of the stage in full view of the audience. Then the curtains were opened, revealing students costumed as biblical characters, framed in stillness
on the stage. Voices at a microphone off stage read brief lines of dialogue between the main characters which told more of the Christmas story. This arrangement, while cumbersome in the number of people required, proved effective, supplying both audible and visible stimulus to the audience, without the necessity for memorization or stage action.

For the grouping of the characters on the stage, the speech intern referred to Christmas cards and paintings of the shepherds in the field when the angel appeared to them, Mary and Joseph beside the manger, the wise men beginning their pilgrimage, and wise men and shepherds alike paying homage to the child Jesus. The choirs, dressed in choir robes, were seated just below the stage in the audience, and the music served as introduction and background for the pictures on the stage, as well as for special choral effects between scenes.

As the lighting was important in achieving the best effect from the pictures on the stage, a college student, expert at lighting, was enlisted. The lack of lighting equipment for the stage made it necessary to borrow outside the school, and much extra time was required to install it and take it down when the performance was over. Set pieces were relatively simple, consisting chiefly of a log in the shepherd scene, and hay and a rude cradle for the manger. A light was placed in the cradle which cast a soft glow over the face of Mary.
Costumes were improvised from a number of old robes, dresses, and scarves which the school borrowed or had on hand.

The program proceeded smoothly, more so than had been anticipated by the directors, and seemed to be enjoyed by those who saw it. The carols and traditional Christmas songs, combined with the pictures on the stage, helped to convey the reverent spirit of Christmas, and served as a fitting prelude to the Christmas holidays. The intern enjoyed his part in the Christmas program, and learned a great deal, both about writing a program to suit the needs of those involved, and about working with high school students.

Operetta

The largest of the music and speech projects for the year was the music department's production of the operetta, "In An Old Kentucky Garden". It contained the songs of Stephen Foster and a great deal of the dialogue was written in the stilted phrases of a century ago. It was necessary, before hard rehearsals on the speaking parts could begin, for a number of the speeches to be revised and written in the language of today.

The long operetta contained several dances, so work was begun on these group dances, as well as the songs, some time

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2 Published by Raymond A. Hoffman Co., Chicago, Illinois.
before the music and speech were combined. When such rehearsals did begin, the speech intern found it difficult to achieve the interpretation desired in the characterizations without disrupting the music director's work. For example, in a speech immediately preceding a song to be sung by the entire ensemble, the intern might feel that the student's attention should be called to his mistakes at once, yet to do so would interrupt the entire group. As the chief emphasis was on the music, he did not do so, but felt that the spoken lines were not as good as they should have been as a result. Speaking to the student after the scene did not prove nearly so effective, as it was difficult to have him recall exactly what he had done that needed improving. If specific rehearsals had been designated as line rehearsals or those in which the chief emphasis was to be put on speaking parts, perhaps this could have been improved, but, due to the limitations of time, the intern did not feel justified in insisting on such practice.

Casting for the speaking parts, of course, depended largely on singing ability. The intern made himself available, whenever possible, for individual instruction on speaking parts outside of the actual rehearsals.

As the operetta was set in a garden, the staging itself was relatively simple. The chief difficulty was in persuading and reminding the members of the chorus not to range themselves in straight lines across the stage, nor to stand
in static groups at what was supposed to be an informal garden party. The intern worked on the stage with the chorus a great deal of the time.

The night of the production the speech and music interns applied grease paint and stage make-up to the principal characters. Rouge, lipstick, and eye liner were used to highlight the features of the members of the chorus. Four boys and four girls were blackened as negroes; a boy became an elderly colonel with crepe hair goatee and mustache; two boys were pompous, red-cheeked business men; three were oriental fakirs; and another played a vicious money-lender, with side burns and a slick crepe-hair mustache. Members of the cast made suggestions for achieving these various effects, helping whenever possible, and derived a great deal of enjoyment from it.

Conclusions

The performance of the operetta was a good one, clearly evidencing the long hours of work and preparation by all those concerned. This event was one of the most important of the year for the students, and one they looked forward to with a great deal of anticipation. It went off well, both songs and spoken lines, the solo parts and characterizations were good, and those participating seemed to receive a great deal of satisfaction from it.
For the intern, apprenticeship on such a project to an experienced teacher was valuable experience. He watched the music supervisor's techniques in working with the students, helping them to enjoy their work, and at the same time put forth their best efforts. He felt that this observation, coupled with actual experience in directing high school students, was helpful later in directing his own activities.
CHAPTER IV

OTHER SPEECH ACTIVITIES IN HIGH SCHOOL

Introduction

At the beginning of the year, other members of the high school staff with whom the intern had talked indicated the need for a school-wide program of speech activities for those who might be interested. They expressed at the same time their willingness to cooperate in any activities which might be instigated, and the intern found this cooperation to be invaluable as the year progressed. He was called on to assist in directing class radio programs, assemblies, skits, and panel discussions, to coach a school debate team, and to work with any students who might need speech correction. All of this was not only good experience for the beginning speech teacher, but was also a step toward bringing the importance of speech activities before the students.

Halloween Stunt

It was customary for the school as a whole to sponsor a Halloween carnival in the fall of each year, having games, concessions, prizes, and other events in the school building to raise money. The climax of the evening was a program given in the auditorium by the music department, and it was decided that this year the speech students should have a part
in that program. The intern met with those interested and it was decided that they would have a disc jockey program, and act out different records. The students themselves worked out their particular acts outside of school, with assistance from the teacher whenever they needed it, and then presented the finished product to the group as a whole for approval. One girl pantomimed the singing of a Lena Horne record so expertly that many listeners thought she was singing; a boy and girl acted out "Whoa, Sailor", and, with the teacher's help, dialogue and a comic commercial were written for the two "disc jockey" announcers. Between each act or during the announcer's commercial, a boy with a pot plant walked solemnly across the stage, or a gaudily dressed woman came from the back of the auditorium looking for someone and disturbing everyone on three or four rows. The climax of the stunt came when the two finally entered at the same time, recognized each other, and by this time the pot plant had become a small tree which the man could hardly carry.

The students seemed to enjoy this bit of horseplay, and talked of it enthusiastically in class. It was their first attempt at anything of this sort, as it was for the intern, and they were anxious to repeat the performance. Their main difficulty had been in not knowing how to use the microphone, as many people in the audience complained that they could not understand all of the conversation.
between the two announcers. The participants also needed to work on their diction, as there was a general tendency to hurry in reading and the listeners received a slurred effect.

This project gave the intern an opportunity to work with students on an informal type of program, and he found that, in general, more enthusiasm was shown in producing something which they had helped to write themselves, instead of merely following someone else's directions. The performance was in no way a polished one, but it did show initiative on the part of the high school students, and therefore seemed worthwhile on that basis.

F. F. A. Radio Program

The North Texas High School Chapter of the Future Farmers of America had a fifteen-minute radio program in November over radio station KDNT, and the intern was asked to assist in its direction. The script had already been written, and was in the form of a typical F.F.A. meeting, with the various officers and members at their posts explaining facts about their club and its purposes. The speeches were very long and technical, however, and the phrases formal and stiff, not at all in the conversational style so necessary for a successful radio program. Many of the words were long and unfamiliar to the boys, and, in spite of repeated correction, they continued to be stumbling
blocks. This could have been corrected by completely re-writing the script and putting it into words with which the boys were familiar, but the limited time remaining did not permit the re-printing of scripts.

The boys read and re-read their speeches silently for more perfect understanding, and, whenever possible, the long sentences were divided and the difficult words replaced by simple ones. The boys were mostly from farms near Denton and said "fara" for "fama", and "jist" for "just". When their attention was called to these mistakes, they protested that "the other farmers wouldn't know what we meant if we talked that way!" They were cooperative and patient, however, and repeated over and over again the phrases which gave particular difficulty. The day before the program, the use of the radio equipment in the college speech department was obtained, and the boys were able to hear and criticize each other's radio voices. Many of them learned that they spoke too loudly for the sensitive microphone, or that their speech was blurred and indistinct, when they might never have realized it otherwise. The broadcast was the first public speaking experience for many of the boys, and they were anxious to do it well. The intern attempted to help them as much as possible, but felt that the real value of this assistance was negligible.
History Class's "Town Hall"

The next outside-of-class project which the intern was asked to advise was the ninth-grade history class's "Town Hall" program. This had been devised in the history class as a culminating activity for their study of current affairs, with various members of the group airing their views toward current topics in a panel discussion. The intern helped with the organization of the speeches, helping them to achieve more logical order, greater continuity, with a summary at the close of each speech. The students' material was excellent and the interchange of ideas showed understanding and knowledge unusual for those so young. Their discussion on the atomic bomb was given in assembly before the rest of the high school student body, and the response was excellent.

Pantomime Contest

It was customary for the North Texas High School to sponsor a series of inter-class competitive events throughout the year, which served in the place of competitive activities with other schools. These events, both literary and sport, were scheduled by the school council at the beginning of the school year and teachers assigned to their management. Because it was essentially a speech activity, the intern was assigned the pantomime contest. It was necessary that an exact date be chosen and placed on the
school calendar, an additional auditorium or other meeting place be scheduled, judges selected, and notice be given teachers and students of the forthcoming event and its rules. The judges selected were three senior college speech students, and the following criteria were given them for evaluating each pantomime:

(1) Each pantomime must not exceed five minutes.

(2) A reader is allowed for each pantomime but there must be no other spoken lines.

(3) The pantomime should have a definite beginning, and an effective ending.

(4) The action itself should be so definite that it is unmistakable.

(5) The pantomime should be well-integrated but not overdone.

In the contest, the seventh grade competed with the eighth, the ninth with the tenth, and the eleventh with the twelfth. The keenest rivalry seemed to exist between the junior and senior classes, and enthusiasm was high when the junior pantomime for the current Red Cross drive won over the seniors' representation of a harassed annual staff and sponsor at work.

Directing this event gave the intern an opportunity to learn first hand of the many elements involved in administering such a school activity. Putting out notices to students and teachers, working with the principal and others in arranging a time and place, selecting judges, and assisting the class
sponsors in coaching the pantomimes themselves was practical experience in this respect.

Tall Tales Contest

The intern found his experience in planning for the pantomime contest a great deal of help in arranging the second event, the "Tall Tales" contest. A notice was sent to the staff, telling them the time and place for the event, and reminding the contestants that "tall tales" included myths and fairy tales, as well as the tall tales of folk literature. They were referred to the stories of Paul Bunyan and heroes from Greek mythology. The contest was judged on the following points:

(1) Is the tale interesting?
(2) Does it move smoothly and rapidly?
(3) Does it have a good beginning and an effective ending?
(4) Is it clear? (This implies good sentence form.)
(5) Does the teller use good voice and posture?
(6) Does the tale have literary value?

Each grade was allowed two contestants, and the tales were to be from two to five minutes in length. Some of the stories were excellent, showing long and careful preparation on the part of the participant. Others showed their hasty conception, as one girl read her entire story. Volunteers had been taken from each class and the best were chosen to represent the group. Again, college students served as
judges, and their selections were heartily applauded by the majority of the students. The enthusiasm surrounding the entire program of competitive events, literary as well as sport, in the North Texas High School was gratifying, especially for those who believe that such spirit can only be engendered by an outdoor program of athletics. Such a variety of events gives everyone in the school an opportunity to participate, if he chooses, and is definitely a worthwhile program.

Debate Team

The North Texas High School did not have an official debate team, but several members of the faculty and a number of students had mentioned their interest in starting one. The social science teacher was especially interested and expressed her willingness to cooperate in allowing students to work on debate during history or civics class, if the opportunity arose. The intern did not know where to begin or how to originate such a program and sought the advice of the college debate department. It was suggested that they study the high school interscholastic debate subject for the year, "Resolved: that the president of the United States should be elected by the direct vote of the people."

Two ninth-grade boys who had had previous experience in debating expressed a desire to participate, and they met after school with the intern and discussed various phases of
the question. A practice debate was soon arranged between the boys' debate team and that of a neighboring high school. Even though their opponents had debated the question at several previous tournaments during the year, the North Texas team made a satisfactory showing, giving good arguments and evidencing clear thinking in their rebuttals.

In directing the debate team, the intern felt, more than at any other time during the year, his own inadequacy and need for more definite and specific speech training, as he had not actually debated since high school. Had he been more experienced at coaching debate and at stimulating thought and motivating critical thinking, perhaps these boys would not have given up debate at the end of the first semester.

Early in February, the North Texas State College sponsored a high school debate tournament, with the best teams from this and neighboring states attending. Again interest was aroused in debate on a high school level, and the college teachers asked why the North Texas High School was not represented. The college debate coach offered to send a member of the college debate team to assist in coaching the high school students, feeling that this would be valuable training for anyone who might be interested. The offer was accepted gratefully, the college student was selected, and again the problem arose of enlisting students who would be conscientious and willing to devote a great deal of outside time to an activity for which they could receive little or no recognition
or credit. Again, the social science teacher came to the rescue, suggesting that debate work, on such a subject as this, would surely be training for good citizenship, and, therefore, the students should be able to work on debate a part of the time during civics class. The matter was discussed with the principal, he agreed, and, on such a basis, two boys, who had never debated before but expressed an interest in learning, and two senior girls became the North Texas High School debate teams.

The college student was an unusually competent coach and was able to stimulate the young peoples' thinking and motivate them toward trained study and work, as the intern had been unable to do with the boys' team earlier. The intern met with them and observed their work and, in this way, gained some knowledge of effective means of coaching a debate team. The group discussed, not only their debate question, but other topics and events, social as well as economic. Their thinking was stimulated in these discussions to the point of doing outside research and pooling their findings at the next meeting, which at times was in the evening away from the school building. The debate coach was able to use various strategies in his interpretations of the question, and to show the students techniques of discourse which the intern, in his formal study of debate, had not received.
The intern took the 'girls' debate team to a small town twenty-four miles from Denton, where they competed for the first time with another 'girls' team. As would be expected in a first debate, the emphasis was on minor points, rather than major issues, but they profited by this experience by realizing some of their mistakes and seeking means of correcting them.

The next contest was an invitational tournament held on the campus of Southern Methodist University in Dallas, Texas, early in March. The boys' and girls' teams both attended, despite the fact that they were pitting relative inexperience against teams which had been attending tournaments like this one since November.

When the results of the five preliminary debates were posted, it was learned that the girls had received three out of five decisions, while the boys had lost five. The boys' first opponents, however, had been a team from a large high school in a city, which later went on to win the entire tournament, in the men's division. The group enjoyed the trip a great deal, and all seemed to feel that they had profited by the experience.

The intern had gained from it, also, as it was his first experience in conducting high school students at an out-of-town tournament. At the tournament, he was asked to judge other debates, and he felt that such practice in objective evaluation helped his own growth and development.
as a teacher. He learned better to weigh the validity of arguments, and to consider the young speakers' techniques and speaking ability along with other factors.

Even though this was the last major tournament of the year, the group expressed a desire to continue their debate work. The college student consented to continue working with them, and, with the help of the speech intern, they decided to work up a mock debate on some question of general interest that they might demonstrate to the other students what they had been doing. The question decided upon was, "Resolved: that men are equal to women", with the burden of proof resting on the boys' team, giving a slightly new twist to an old question. This led to some lively discussions within the group, and, when it was given in assembly, it drew a lively response from the other students. The speakers also were invited to give their mock debate at a church social, and thus received some outside recognition.

The intern tried to insert items about the debate teams' activities in the school paper whenever possible, and to keep the other teachers and students informed of their work, that they might have greater incentive to continue. Of the four debaters, three graduated in June, and both the girls expressed a desire to continue debating in college. Had the work begun earlier, the debate team might have served to interest a number of the other students in debating and related activities. All those concerned evaluated the past
semester's work, and they expressed the belief that debate had helped them, both in learning to speak before others, and in learning to analyze and consider both sides of a question. For the intern, it had been an interesting experience and a pleasant one, and he felt better prepared to coach a debate team in the future.

One-Act Plays

The performance of two one-act plays by North Texas High School students on the evening of May 13, grew out of the desire of a number of the students to have a junior and senior play. It was agreed that they might work on this activity in speech class, and a number of plays were considered before two were finally selected. One-act plays were chosen, rather than one long play, due to limitations of time and cast, and in order that a student teacher might direct one play and the intern the other. Their selections showed definite growth and development toward good drama since the first of the year. At that time they had been interested in little besides comedy and had expressed the opinion that nothing else could be appreciated. For the plays at the end of the year, however, they definitely felt that something more serious was in order. They chose to produce Anne Weatherly's drama, Undertow¹, with a cast of nine girls, and, for contrast, a light comedy by Robert Brome,

¹Published by Row, Peterson, and Co., Evanston, Illinois.
called by Special Request. In order that rehearsals might be held on a stage, the students met with the director before and after school and individual help was given whenever members of the cast had a free period during the day. Everyone who had expressed interest in participating was given a part, and try-outs were held for the major roles. Students were selected on a basis of initiative, cooperation, and general ability.

The cast practiced diligently for the month before the plays were to be given, and the finished products were by then the best that had been done all year. A second-hand furniture store agreed to lend whatever furniture was needed, and pictures, books, and plants were borrowed from the school building. As the school stage was used for other things, it was impossible to arrange the "set" before the afternoon of the performance. Members of the cast helped set the stage and put up the folding chairs in the auditorium. Each character was responsible for his own costume, and the two directors applied the make-up. As one of the plays had a five dollar royalty fee, an admission fee of ten cents was charged which well paid the expenses of production. The audience was not large, consisting mainly of parents and friends of the students on the stage, but it was a responsive one, and the cast expanded under their excellent response.

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2Published by the Northwestern Press, Minneapolis, Minn.
to achieve comic and dramatic effects which they had never tried in rehearsals.

The students had been more enthusiastic and willing to cooperate on these plays than on any during the past year, and this was clearly evidenced by the outcome. The intern attributed this to increased interest and skill on the part of those appearing, and to his own development and increased insight into the capabilities and aptitudes of high school students. He learned from this experience that too often a teacher can underestimate the potentialities of students, that it is better to set a goal high, for often the students will surprise even themselves by accepting the challenge to do something difficult, if given the proper incentive.

Speech Therapy Work

For some time the director and principal of the school had been interested in instigating a small-scale speech therapy program from the elementary grades through high school. Early in the second semester the intern met with the elementary teachers, and it was decided that they should call to his attention any child in need of speech correction and an attempt would be made to help him.

Several unusual cases were observed, that, because of their unusual nature, the intern felt required the attention of a psychologist, rather than a speech therapist. One was a little girl in the third grade who seemed to suffer from a severe mental block which caused her, under pressure or
excitement, to clutch her throat and protest that she could not talk. Physical examinations had revealed nothing organically wrong with her throat, yet she continued to gasp and whisper whenever an attempt at speech was made. Investigation revealed that the child was the victim of an unhappy home situation, her parents were divorced, and her mother found support of the family a constant struggle. Under these circumstances the intern felt that the speech therapy which he would be able to give, unless coordinated with all phases of the child's environment, would be of little value.

A similar case was that of a second-grade girl whose problems seemed to manifest themselves in stuttering. The intern talked with the child's mother who expressed the belief that the child "inherited" the disorder from her, as she stuttered on occasion. The little girl, however, had an older sister, and, by the mother's own admission, the younger child had been "pushed" since babyhood to attain the same level of achievement in dancing and other activities as her sister. In this situation, also, the intern felt that speech work might serve only to increase the child's tension and make her stuttering worse, unless the cause for the disorder could first be relieved.

A fourth-grade boy had extreme articulatory difficulties which the intern worked with for a thirty-minute period each day. His trouble seemed to result from a series of bad habits
which stemmed from early childhood. A complete case history, diagnostic chart, and plans for therapy were kept, from which the following excerpts were taken:

Case History

Age: 10

Condition at birth: Talk with child's mother revealed that he was a very unhealthy baby. Did not even attempt to talk until he was four years of age. Other development normal.


Hearing losses: Partial loss in one ear.

Nasal obstructions: Adenoids removed at early age; severe obstruction. Habit carried over.

Tonsils: Also very bad, removed at early age.

Second teeth: Badly spaced and overlapping in places.

Type of bite: Slight overbite.

Mannerisms: Rather jerky, poorly coordinated walk. Jerks head toward shoulder in nervous gesture.

Test scores: 81 on I.Q. test. Could be greatly off because of poor reading and language ability.

Other test results: Rated high on other children's popularity ratings. Sociable and likes to play.

Diagnosis

Speech defects:

Omissions: middle i, final s, m

Additions: ' after final p
Substitutions:

a for s
d for f
w for r
n for l

Because of the child's extreme nervousness, which was due in part to the over-anxiety of a middle-aged parent, it was necessary first that an attempt be made to gain the child's confidence and persuade him to relax. At the beginning of the work he refused to talk at all—using gestures to indicate what he thought or wanted, as he had doubtless done with his brothers and sisters all his life; he was told that his playmates would enjoy being with him a great deal more if he talked with them, instead of just moving his hands. When asked what he most enjoyed doing, he indicated that he liked to play checkers, so the next day a board was brought in and the game began. The intern protested complete ignorance of the game, however, and it was necessary for the boy to attempt to explain the game in full before any playing could be done. He gradually began to relax and try to talk and his nervousness seemed to subside noticeably. Soon he mentioned another game which he liked to play and the same procedure followed. Hiding an object, he also liked to give the intern clues to its whereabouts. His reasoning powers were average or above, as revealed by his carefully planned moves on the checker board, and he seemed anxious for the correction work to begin.
The child's mother and teacher were very cooperative, although the family's anxiety over his retarded schoolwork was to the extent of their doing it for him at home, rather than letting him attempt to do it himself.

The therapy work itself consisted chiefly of reading from books in which he was interested, giving lip, jaw, and relaxation exercises, and attempting to create situations in which he would find it necessary to speak. Later the placement of difficult sounds was taught, starting with the simplest and graduating to the more difficult. As much as two or three weeks was spent on each sound, with sentences and words on which to practice outside of school. A part of each correction period was spent in playing a game or other activity which he enjoyed, and games which stimulated the imagination were employed as much as possible. Later, his rapid development permitted more difficult word games.

At the end of the semester, his word sound discrimination had improved to the extent that he recognized the correct placement of a difficult sound when he heard it. "When the work began, if he came upon a word in his reading which he did not know or had difficulty pronouncing, he would simply make up a nonsense syllable in its place and continue. At the end of this first period, he at least made an attempt at its correct pronunciation, and his classroom teacher noticed a definite improvement in this respect in his other work."
The knowledge that someone outside his family was interested in him may have had certain value also.

The personal satisfaction to be derived from work of this kind is great. The knowledge that a child may be learning better to express himself and communicate with others, and that such learning will directly affect the entire course of his life, places a precious responsibility upon the teacher or speech therapist. The intern enjoyed this brief period each day, planned and studied for it perhaps more than any other activity, and was gratified at any small change or improvement in the boy's behavior, as well as his speech. These changes were small, but plans were formulated with the child's mother and teacher to continue the work, and it is hoped that correction work may help him in the future to speak normally.
CHAPTER V

COLLEGE CLASS WORK

Introduction

At the beginning of the internship program it was understood that an important phase of the work would be the attempted correlation between actual teaching and college class work. It was hoped that the graduate student might grow through a program of work and study on a graduate level related to his actual teaching experiences, and that he might learn better the adaptation of materials and activities for high school students through such a correlated program. Therefore, his college classes during the internship period were especially chosen with these factors in mind. Through the assistance of the director of the college speech department, the director of the North Texas High School, members of the education faculty of the college, and members of the high school staff, courses were chosen which would be, as much as possible, related to the actual teaching experience, both present and future. This chapter will attempt to summarize the needs of the intern; briefly, the nature of the classwork; and the relationship of college course work to the teaching situation as a whole.
Needs of Intern

As the intern had majored in a field other than secondary education in his undergraduate years, it was necessary that his first semester as a graduate intern be composed entirely of background courses requisite to study on a graduate level in the field of education.

A number of these courses were necessary for a more perfect understanding of educational philosophies and various viewpoints advanced later, others gave specific skills and training which proved invaluable to the future teacher, and still others were conducted in a traditional, straight lecture-report-test method from which little actual learning, other than factual repetition, could be gained. In such classes, little opportunity was given for questions, discussion, or application to true teacher-pupil learning situations; therefore, the correlation between teaching and study was slight. They remained special and separate entities, and light application was found for using such factual material in the true teaching situation. The fault was not in the material itself, but in the manner of presentation, the fact that, while advocating one theory of learning, these courses directly practiced and condoned the opposite.

Functional Aspects of College Course Work

In other courses, however, the relationship was a positive one, as the teachers were able to bring their
classroom problems before the group, and also to study whatever phase of educational preparation they might consider the most valuable. In one such class, the intern enlisted the aid of other interested members of the group, and together they worked on a problem of pupil evaluation, with particular emphasis on individual differences. Classes were visited, observed, and studied, and the following conclusion submitted to the class as a whole regarding evaluation:

(1) Evaluation must be continuous, and done in terms of goals that are to the student desirable, definite, immediate, and attainable.

(2) Evaluation should be in terms of goals that are appropriate to his abilities and interests.

(3) The pupil should have a part in his own evaluation.

(4) Evaluation should go beyond tests and a marking system, and emphasize instead understandings and appreciations.

(5) Evaluation must take into account the pupil's individual characteristics, his background, and the immediate environmental factors.

(6) Evaluation should be followed by diagnosis of failures and by remedial procedures.

The intern had been especially concerned with the matter of evaluation in his own classes and found the conclusions of this committee to be of value later in the year.

Another course which proved functional and of immediate use was that of audio-visual education. The members of the class learned to load and operate a thirty-five millimeter film projector, to set up the screens and other equipment preparatory to the showing of a film, and received actual practice in doing so for other classes. They learned to use the wire recorder, a skill which proved invaluable to the speech teacher, and were introduced to the film strip and slide projectors. The advantages and disadvantages of each machine were considered in this study, as well as the characteristics of the manufacturers. Each member of the class compiled a complete list of all the films, film strips, recordings, and audio-visual equipment available in his particular field, listing the place where each might be obtained. The intern felt that such a list would be of great worth to any teacher interested in initiating such a program in his school. The entire course was instructive and closely related to the teaching program.

Another subject which was chosen because of its relationship to the intern's teaching was that of speech correction. Here a study was made of functional articulatory speech disorders, such as baby talk, tongue tie, lalling, lisping, dialect errors, cluttering; disorders of pitch, quality, volume, and foreign accent. The general procedure for the treatment of such disorders was considered, and a complete notebook was kept of causes, symptoms, and correction.
The same procedure was followed in a second course which dealt with organic speech difficulties, such as cleft palate, aphonia, cerebral palsy, aphasia, amentia, and stuttering. Patients were selected by members of the class for therapy, and complete case histories and lesson plans entered in the notebook, along with the causes, symptoms, and correction of each disorder which was studied. As the intern was launching at this time on a small program of speech therapy in the North Texas Elementary School, he found the relationship between classwork and teaching to be a very positive one; this class was of immediate value and will perhaps be of even greater value in the years to come.

The class also visited the cerebral palsy treatment center, headed by Margaret Watkins, M.D., in Dallas, Texas, and saw in actuality the treatment given palsied children. Mrs. Watkins discussed the types of palsy, the symptoms, and showed the students the work which a trained speech therapist was doing with some of the children there. Such attractions made the trip extremely interesting and educational to those in the group concerned with the many phases of speech correction.

Closely related to this course and the speech correction program was a study of the psychology of exceptional children. The case studies presented in this class and the methods suggested for teaching the gifted, the ill, the weak, and crippled, and the mentally incompetent child were meaningful
to those who had taught for a great length of time and known such children, and also for those who anticipated meeting such problems. The suggestions for the best ways of teaching the exceptional child, the adjustments which must be made, and the factors which must be considered before learning can take place were concrete enough for application. The intern felt that such a course should be included in the training of any prospective teacher.

With the beginning of the summer semester the intern advanced to courses which were all on a graduate level and composed principally of older teachers, just back for the summer for graduate study. This seemed to make for a great deal more functionalism, and the intern learned a great deal from the problems and the experiences discussed by these older teachers. Because their needs were real and not theoretical, they were not satisfied with verbalism—they wanted to know how to use each new thing in their own situations.

The group process was also used to a large extent in these classes, which not only places the burden for learning on the shoulders of the student himself, but also orients the teacher to the future use of the group process in a democratic high school situation. Greater freedom seemed to be allowed in these classes, freedom of thought as well as action, with little of the didactic methods employed in less professional courses. Because of the professional
status of the majority of the participants, these courses were very closely related to actual teaching; in fact, it might almost be said that the courses were actual teaching, as they included secondary school administration, the psychology of learning, educational philosophy, and curriculum development.

Conclusions

On the whole, the intern felt there had been a high degree of correlation between the courses taken during the internship period, especially on a graduate level, and his work in teaching high school students. This was partly due to the careful selection of courses on that basis, and partly due to the intern's increasing insight into the application of such knowledge to his own situation. Had he taken the courses without first having taught, the values would not have been so great; and had he taught, without benefit of the classwork as a guide, many questions would have gone unanswered and many problems unsolved. He felt that his own growth and development as a teacher during the internship period depended largely on these two factors.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

As they were stated in the introductory chapter, the purposes of the internship program were broad. It was hoped on its inception that such a program would directly benefit the future teacher by allowing him opportunities for actual teaching, for gaining skill and knowledge in working with boys and girls, for collaboration with experienced teachers on whatever problems might arise in the course of such work, for study on a graduate level in subjects closely related to this work, for personal and professional guidance, for the collection of teaching materials for present and future use, and for greater knowledge in the adaptation of such materials and activities to the teaching situation. It was hoped that such a program would permit the intern to earn the master's degree through paid part-time teaching, graduate course work, and a practical thesis problem; and that, in so doing, it would lend a dynamic quality to both graduate course work and to the research problem for the thesis. This chapter will attempt to summarize and to evaluate the internship program in terms of such purposes.
Opportunities for Teaching Experience

The opportunities for actual teaching experience were many and varied. In teaching the two scheduled speech classes, a large and a small, which met each day, the intern met with the problems of adolescence, of environmental and educational difficulties, of individual differences, and the necessity for thoughtful planning and assimilation of teaching aids and materials. The existence of these problems and their study and treatment contributed much toward the professional growth of the intern.

The intern also received the opportunity of directing many varied speech activities in the high school: the Halloween stunt; the F.F.A. radio program; the history class's "Town Hall"; the pantomime and tall tales contests, among the school's "field day" events; the debate team; two one-act plays which were given in the evening for public performance; and a small-scale speech therapy program throughout the grades.

Opportunities for Expert Assistance

On many occasions the intern found it necessary to seek the advice and assistance of experienced teachers and to work with college specialists on technical problems. In working on the operetta, the intern found apprenticeship to an experienced teacher on such a project was valuable experience. He watched the music supervisor's techniques in working with
high school students, helping them to enjoy their work, and at the same time, put forth their best efforts, and felt that such observation was helpful later in his own relationships with the students. In working with the social science teacher on the debate team, the history teacher for the "Town Hall" program, and the English teacher on problems of discipline and planning, the beginning teacher was able to express his own ideas and opinions, yet have the benefit of wise counsel whenever difficulties arose.

The intern sought the advice and assistance of the director of audio-visual aids in the college for the use of such equipment as the wire recorder, loud speaker, and record player; of the director of the college speech department on the direction of outside activities such as the high school debate team, one-act plays, and the suitability of material for use with high school students; and the director of the speech therapy program of the college for additional material and resources for work with speech defective children.

As the intern attended faculty meetings and was considered a member of the high school staff, he became acquainted with the duties outside of class which are a vital part of the work of a high school teacher. He was introduced to the Parent-Teachers Association, served on curriculum planning and revision committees with other members of the high school faculty, and learned, through counsel with the high school principal, the planning necessary for the
direction of assembly programs, field trips, and other out-of-class events.

The intern felt, also, that he gained positively from the correlation between the courses taken during the internship period especially on a graduate level, and his work in teaching high school students. In the audio-visual aids course he learned to operate the equipment necessary for recording the voices of the class, and to compile a list of available materials in his own subject field and where they might be found; in two speech therapy courses he studied both functional and organic speech disorders, their symptoms and therapy, and worked with actual patients as a part of his class work; in the psychology of exceptional children he heard suggestions for teaching the exceptional child, many of whom would perhaps have related speech disorders; in the curriculum planning courses he learned of new educational trends and teaching methods, and was better able to formulate his own educational philosophy from these facts.

Before the internship program began, the intern felt a lack of direction and purpose in his own actions. Through a year's trial as a teacher, under expert guidance and favorable circumstances, he developed a keen interest in teaching and a desire to continue in the profession. The intern felt that the program as it had been set up afforded ample opportunity for experiences necessary to the beginning teacher. He was able to study and to observe the behavior of children,
to participate in the operation of a college and school, to study the process of learning itself, to conduct research and investigations into problems, to seek the assistance of experts and others qualified in the profession, to gain from association with others of the same purposes and goals, and to gain increased skills through practice and application.

Recommendations for Future Improvement

It would be recommended, however, that, in order to gain the most from both phases of the program, college class work and teaching, the intern should not attempt to take more than three college courses a semester during the teaching period. If the amount of outside study necessary to gain the fullest benefit from graduate college courses is to be done, and at the same time proper preparation, study, and outside time be given to the teaching of high school classes, it would be difficult to take more than two, or, at the most, three college courses at a time. As the intern attempted to take four courses a semester, he felt that his was one of the major drawbacks to the correlated program, and often found himself wishing for enough hours in a day to adequately prepare his work.

A second suggestion for the future success of the internship program would be that a brief orientation period be arranged for some time prior to the beginning of the internship. During this time the intern could learn about his
teaching situation and plan for the courses which would be the most meaningful and closely related to his work. He could meet and talk with the teachers and advisors with whom he would be associated and thus be well prepared to gain the most from the internship year. The music intern had attended school the summer semester prior to the beginning of the internship, had selected his courses with the coming year in mind, and had planned, with his music supervisor, the courses of study he should follow, and, in general, some of the activities and programs which he would direct. The speech intern arrived only a few days before the opening of school, and felt that it would have been a distinct advantage had he arrived earlier, met those with whom he would be working, and formulated more definite plans for the year ahead.

It would also be recommended that the intern's evaluation report or thesis should not be written until the conclusion of the teaching experience. If accurate records and supplemental data are kept throughout the year, the experiences, in retrospect, are much easier to assemble in their proper order and importance. The speech intern felt that he benefited directly from waiting until the conclusion of the actual teaching experience to begin the evaluation, as he was able to assume a more objective viewpoint of the events and happenings of the past year.
Conclusions

The internship program gave the beginning teacher the opportunity to study and to teach under expert guidance. It gave him the opportunity to carry his problems, in human relationships and in technical matters, to experts for consideration, discussion, and possible solution. It was possible to select specific courses with this relationship in mind, and this in turn made the courses more meaningful. He was able to start, to blunder, perhaps, as all new teachers do, and to try again with the understanding and cooperation of the high school administration and faculty. He was allowed to form his own critical opinions of the types of educational curricula and to begin the formulation of his own philosophy of education. If, as Plato says, a slave is anyone who takes his direction from another, then without the freedom to evaluate and choose for ourselves those values which we consider most important, the ideal of a democracy of free-thinking citizens could never become a reality. The internship program at North Texas State College, it is felt, is a step in the right direction.
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Books


Catalogues