

A DESCRIPTIVE STUDY OF A THREE YEAR SPEECH
ARTS PROGRAM FOR HIGH SCHOOL

by

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INTRODUCTION

The purpose of this paper was to present information, methods, suggestions and guidance concerning the development of a three year high school speech program. The paper concerns itself with the three areas of training and planning that are the foundation for a program in speech.

Chapter I explains the importance of the speech teacher, his philosophy, his training, his experiences and the importance of the administrative attitudes under which he may teach. Chapter II discusses the speech student, his individual capacities, interests, and ability of applications. Chapter III is devoted to the secondary speech class and what value this class should hold for the student and the value the class should hold for the school curriculum. Chapter IV is the history of a Missouri high school speech program. The development of this program is given in a descriptive form which includes the development of important activities that have led to this program's present framework. In the Appendix was recorded suggestions and explanations of activities that were helpful to this writer during the development of the speech program.

This paper was the result of a two year study concerning the differences in the several speech programs of twelve high schools within the State of Missouri. This study was conducted through conferences with the speech teachers in these schools; by attending at least one school program under the direction

of that teacher; by talking with students from these schools who were enrolled in speech; and through group discussions with speech teachers from the state who attended two different state meetings held for speech teachers. These conversations and discussions led this author to the conclusion that the leadership in the speech program of a secondary school depended on the initiative and training of the speech teacher, the interest of the administration and students in the school and the position that the speech work held in the entire school structure. To aid the teacher of speech and dramatics, the State Department of Education published a curriculum guide for the teachers of Missouri to use. This guide, A Guide for Speech, Dramatics, Radio and Television, was a direct result of speech teachers in the state who had become concerned with the differences and attitudes towards speech work in the Missouri high schools. However, this paper was the result of the differences found within the conference of which the Missouri high school described in this paper is a member.

The writer believes that Speech Education for all youth is definitely needed to help establish leaders for the complex society in which we live. Also, speech training can offer to the high school student the most helpful and happiest days of training that student will experience.

THE TEACHER OF SPEECH

The teaching of speech has a long historical background. From this history it can be learned that the rise and fall of speech can be directly correlated with the degree of attention speech teachers have devoted to teaching techniques and methods as opposed to the management of ideas.¹ In today's secondary education the success in teaching ideas in communication depends upon the teacher as a person, his philosophy, his professional training, his personal abilities and his attitudes.

Speech teachers are among the best in our public school system. They share professional standing with other teachers--teachers of physics, of English, of history.² The day has passed for the speech teacher to be satisfied with simple activities, winning contests and producing a class comedy. Waldo W. Braden presents the following as goals for the speech teacher in modern times.

1. To provide understanding and appreciation of speech as well as for the perfection of skills.
2. To put high in the planning the development of wholesome attitudes regarding the responsibilities of the communicator.
3. To develop critical capacity--ability to recognize the good speech, the great drama, the artistic reading.

¹Harold R. Hogstrom. "Old Wine in New Bottles." Speech Teacher. (September 1961) 10:194-195.

²Frederick W. Haberman. "Towards the Ideal Teacher of Speech." Speech Teacher. (January 1961) 10:1.

4. To give the best in effective teaching of large numbers--those who are not just speech majors--the future scientist, business man, housewife and citizen.³

Speech Philosophy

To achieve these goals the teacher of speech must give careful consideration to his philosophy. The teacher's philosophical attitude is reflective, thoughtful, examining, meditating and encompassing.⁴ A philosophy is concerned with the meaning of life, the significance of the world in which one lives and the values in which one believes.⁵ The speech teacher must learn about the relations of speech to philosophy in general.

The conflicting attitudes of the educational world are mirrored in our own field. We are by turns humanists, realists, scientists, and much else.

Speech humanists, for example, are among us aplenty. We humanists usually have a strong English background, a predilection for Aristotle, a faith in the seven liberal arts....

Among our speech fraternity are also the disciples of reason, followers of John Locke and Adam Smith. We Lockians specialize in contemporary history and economics.... we rationalists....direct debate teams and encourage business and professional speaking....

A third group of philosophers are the speech aesthetes....We talk much of standard pronunciation as the central problem and of linguistics for all.

Still another group of us have fallen heir to a scientific determinism....⁶

³Waldo W. Braden. "Speech, Science, and the Future." Speech Teacher. (September 1961) 10:186.

⁴Loren Reid. Teaching Speech. p. 13.

⁵Ibid.

⁶A. Craig Baird. "The Educational Philosophy of the Teacher of Speech." Quarterly Journal of Speech. (December 1938) 24: 245-253.

The speech teacher today in his philosophy cannot overlook the historical steps in philosophy.⁷ Dr. Magdalene Kramer states the speech teacher's philosophy must be geared to that of training youth to preserve democracy and the opportunities in a democracy.⁸

Certain attitudes should become intimately associated with the philosophy, with speech and speaking situations, such as; attitudes of helpfulness, cooperation, tolerance, inquiry, concession, admission, self-reliance, honesty and conviction.⁹

F. H. Knowler writes that the philosophy of the speech teacher first should lead to the recognition of the intellectual nature of speech. This is to allow the teacher to analyze speech so it will provide the best possible organization of units for teaching. He also recommends that the teacher's understanding of activity patterns, speech purpose, functions of speech, speech standards and objectives of speech education be given some consideration as the teacher arrives at his philosophy.¹⁰

The three factors governing the flexibility of the speech teacher's philosophy are (1) the basic personal philosophy (2)

⁷Reid. op. cit. p. 15.

⁸Magdalene Kramer. "The Role of Speech in Education: A Re-Evaluation." Quarterly Journal of Speech. (April 1948) 34:123.

⁹Speech Association of America. "A Speech Program." Quarterly Journal of Speech. (October 1951) 37:347-358.

¹⁰Franklin H. Knowler. "A Philosophy of Speech for the Secondary School." Speech Teacher. (March 1952) 1:79-85.

the teacher's training (5) the needs and abilities of the students.¹¹ The teacher of speech should arrive at his philosophy to meet the needs of himself as a person and as a teacher dealing with the personalities and abilities of individual students.

The speech teacher adapts his philosophy and his personality in teaching. George Denmore feels the responsibility for the success in a speech program rests directly upon the teacher. He wrote...."there is no place for the drab personality, stuffy mind, and expressionless face. If the class of speech is dead bury the teacher."¹²

The teacher of speech must be a model to his students. The ability to express ideas clearly and interestingly is a central trait of good teaching. Patience, fairness, mental alertness and a sense of humor are highly prized. The personality of the teacher must lean towards working with colleagues and superiors. The speech teacher must be effective in the use of the voice, ability in reading and speaking. Such qualities of the speech teacher should be above average.¹³

¹¹Mardel Ogilvie. Teaching Speech In the High Schools. p. 68.

¹²George Denmore. "The Teaching of Speech Delivery." Quarterly Journal of Speech. (February 1946) 22:67-71.

¹³Reid. op. cit. pp. 352-353.

Speech Training

The best policy of choosing courses for the major in speech is well established.¹⁴ Most high school speech teachers must handle all areas of speech rather than concentrate in one field. The tendency is toward requiring the teacher training major to take a general speech program rather than one which will make him a specialist.¹⁵ There is new evidence in modern times that our society wants people proficient in speech and that teachers of speech should offer unusual and satisfying experiences and opportunities in the classroom.¹⁶

In a study made by Skinner it was found that among the heads of departments in the colleges there is a definite opposition to requiring a rigid standardized speech program of study. On the other hand, from this same study we learn there is some sentiment to establish standardization--possibly in a two year program.¹⁷

Karl Wallace finds that training is needed to handle a broad area in speech. He wrote that the training of a speech teacher should be for today's need and not that of forty-years ago. Wallace in his study emphasized this when he presented

¹⁴Ibid.

¹⁵Kemeth Burns. "A Report on Teachers Training in Speech." Speech Teacher. (September 1960) 9:192.

¹⁶Haberman. op. cit. p. 1.

¹⁷Ted Skinner. "A Study of Speech Major Requirements." Speech Teacher. (November 1961) 10:303.

his definition of speech.

....an area of study whose twin aims are to understand the functions, processes, and effects of oral communication and to teach the principles and methods that make the spoken word effective. It is a field populated by persons who are devoted to knowledge and teaching.¹⁸

It is recommended by many, according to Braden, that the teacher be able to teach public address, oral interpretation, dramatics, speech science, phonetics, radio, television and debate.¹⁹ In another study training in discussion, oral reading and cinema were also recommended.²⁰ As a rule the speech curriculum in a teacher training college is established by the department in that school. The school will use as a guide the state requirements for certification. On the other hand from a study published in 1949 it is shown that there were 68.18% of the state departments of education that did not require speech proficiency in order that a teacher be certified to teach speech.²¹ And so it appears that the individual person who wishes to be thoroughly trained to teach speech will want to give serious consideration to planning his college career. Since 1949 the Speech Association of America has made the recommendation that a standard

¹⁸Karl Wallace. "The Field of Speech, 1953: An Overview." Quarterly Journal of Speech. (April 1954) 40:117.

¹⁹Waldo W. Braden. Speech Methods and Resources. pp. 3-4.

²⁰Speech Association of America. Quarterly Journal of Speech. (October 1951) 37:347-358.

²¹Maxine M. Trauernicht. "The Training of High School Teachers of Speech." Speech Teacher. (January 1952) 1:36.

for state requirements for the speech teacher be enforced.²²

In looking ahead during the time of college training the speech teacher should understand that when he teaches he cannot groom just one or two talented students in his class, if he is to build his program to help all students.²³ This problem is discussed more thoroughly in the section concerning the speech student. From the past we do know this has been a criticism of the speech program in the high school. Professor Baird suggests there is a tendency to favor a few and gives the following reasons.

....partly because we love to teach geniuses; partly because our time is limited; partly because the administrators want quick results; partly because we have not fully accepted our philosophy of speech for all, partly because we have not quite known how to diagnose and build a program for the submerged fifty or seventy-five percent.²⁴

The secondary speech teacher, who has had wide training in speech and who has integrity and vision, will want above all else to teach speech well and will want his students to develop according to their abilities.²⁵ The teacher must be able to offer the student practical lifetime benefits.²⁶ In an experiment in speech for the secondary school Gladys L. Borchers

²²Speech Association of America. Quarterly Journal of Speech. op. cit. p. 358.

²³Florence Roll. "Hindrances to the Teaching of Speech in the Secondary School." Quarterly Journal of Speech. (February 1945) 21:87.

²⁴Baird. op. cit. p. 548.

²⁵Roll. op. cit. p. 89.

²⁶Irene E. Mehlhouse. "An Appraisal of High School Speech." Quarterly Journal of Speech. (February 1946) 22:80.

concluded there is a recent surge of interest in better teaching methods within the field of speech.²⁷ Not all authorities in the field may agree with the conclusions found in her study. On the other hand this study is encouraging to the secondary teacher who desires to develop a valuable program.

In post-war America there was a new concern in relationship to the training of the speech teacher and training in speech for all teachers. A study conducted by Harold Lillywhite gives indication that among secondary administrators the theory of speech training for all teachers as a necessity for effective teaching gained wide acceptance. In addition to this the study found that teachers in all areas considered their experiences in public speaking, speech fundamentals and dramatics courses as experiences they found to be most beneficial to them in teacher training. The study revealed that administrators felt that the oral discourse of all teachers should be free from grammatical errors, speech defects and affectation.²⁸ If leaders in the educational field believe there is value in speech arts training for all classroom teachers how much more important it is that those who will major in speech be trained in all areas connected with the speech field.

²⁷Gladys L. Borchers. "An Experiment in High School Speech Teaching." Quarterly Journal of Speech. (October 1946) 32:373-384.

²⁸Harold Lillywhite. "Speech Needs of Teachers." Quarterly Journal of Speech. (December 1946) 21:496.

This broad view of training not only encompasses all speech areas but should also include courses in the liberal arts.²⁹ The teacher of speech should possess knowledge that is of the past and current thinking in the areas of languages, sciences, history and philosophy.

School Administration

The behavior of a speech teacher is presumably, communicative behavior. It must have a specific desired response.³⁰ For the teacher to be successful in a school it is helpful for all teachers, the principal and superintendent to have a practical background of information concerning the scope and philosophy of the speech program.³¹ He, in turn, must know what the attitudes of the other members of a teaching staff might be towards a speech program. It seems wise for the teacher in his training to consider some of these attitudes as they will affect his speech program. This part of his preparation will also strengthen the growth of a flexible philosophy. The Speech Department will need to fit its program into the curriculum of the school. The speech work is part of the whole school structure.³²

²⁹Mildred F. Berry. "A Liberal Education for the Teachers of Speech." Quarterly Journal of Speech. (October 1946) 22:287.

³⁰Paul D. Holtzman. "Speech Criticism and Evaluation As Communication." Speech Teacher. (January 1960) 9:1.

³¹Ellen Kaufman. "Meeting Speech Needs in the Public Schools: The Speech Program in a Teacher's College." Speech Teacher. (January 1957) 6:40.

³²Karl Robinson. Teaching Speech In The Secondary School. pp. 25-26.

One situation a speech teacher may find in the school is that in which the administrator considers Speech a "frill course." This principal may fail to see that speech development is an important part of education for all students in order to prepare them in communication for their present and future living. If this is the thinking of the principal the speech program in the school may be restricted to the talented student.³³ If this is a problem the speech teacher meets, it may well take several years to change the meaning of speech in the school.

Another school of thought concerning speech is that where the principal thinks speech can be taught in every class. In any class where oral reports are given this may be thought of as speech training.³⁴ If such teaching does take place over and beyond a regular speech class, excellent. It is, however, a rare quality for an entire teaching staff to use similar standards and acceptable ones to a speech trained teacher and even then for oral reports. Oral reports do not replace platform speaking. On the other hand the speech teacher may want to work with the staff in establishing an accepted form for all classes to use for oral reports. This would be one service the

³³ Ibid. p. 27.

³⁴ A Guide for Speech, Dramatics, Radio and Television. State of Missouri. (1959) p. 15.

speech teacher could render for the whole school and would help to bring about a better understanding of speech among the other teachers.

Other principals or superintendents may believe that speech class is designed to plan and present projects for the purpose of raising money for the school or other departments.³⁵ It must be understood that the budget is a concern of the administration and the speech teacher should cooperate in such matters. However the speech teacher will not want this to be the purpose of his program. A student who feels he must always be selling tickets because he is in speech class will soon be discouraged in his personal purpose of speech training.

Some administrators may consider the value of speech training to be competitive in nature and because of this will push speech activities centered around contests and tournaments.³⁶ The speech teacher who does not take an interest in contests and tournaments will miss a valuable experience, but once again this cannot be the sole purpose of speech. It is wrong to focus primary attention on those students to be used in contests at the expense of other students who have as great a need for training. Such practice is indefensible educationally.³⁷

³⁵Robinson, loc. cit.

³⁶ibid.

³⁷Owen M. Peterson. "Directing the Extracurricular Forensic Program." Speech Methods and Resources. p. 242.

A final possible school situation, and one which is considered undesirable, is one where the speech teacher finds the speech program has been combined with English.³⁸ This is not an unusual practice and not completely antithetical to a program of good speech training. As mentioned earlier in this paper Borchers's experiment in high school teaching pointed out several facts concerning the teaching of speech today. Here it is well to mention that this study suggests that English is a skill and speech is a skill. Therefore, they should be two separate courses in the curriculum.³⁹ At the same time the efficient speech teacher will teach correct English in his class along with teaching speech skills and the English teacher certainly should teach proper oral usage in his class. Mills also wrote that speech is a skill to be taught as a separate course.⁴⁰

The speech teacher will find encouragement in the study prepared by Pierre Tracy, a high school principal.⁴¹ He expresses gratitude to the speech teachers of the nation and, at the same time, made very definite recommendations to aid the speech programs in the secondary school.

³⁸Robinson. op. cit. p. 29.

³⁹Borchers. Quarterly Journal of Speech. loc. cit.

⁴⁰Glen Mills. "Speech in a Communication Course." Quarterly Journal of Speech. (February 1947) 33:40-45.

⁴¹Pierre Tracy. "The Role of Speech in the Secondary School." Bulletin of the National Association of Secondary School Principals. (1945) 6:24.

The Professional Speech Teacher

The transition from college training into the classroom teaching experiences requires the teacher to constantly search for new material, new ideas, new goals and renewed inspiration.⁴² He will want to become a teaching artist as well as a performing artist.⁴³ It is apparent then that in the ideal situation the classroom teacher of speech will orally communicate his thoughts and ideas and if the necessity should arise, he will also perform.

This performance should lead the teacher into consideration of himself in a role as a member of a profession. Speech work is one that reaches out into all areas of living and phases of life. The speech teacher's obligation does not end in the school. The college training and the teaching in a school should be a foundation for what the teacher can contribute to his speech profession. His support must be given to a large number of men and women. Such organizations as the Speech Association of America, the Educational Theatre Association, the National Education Association and the American Council on Education--all need the participation of the teacher.⁴⁴ The teacher of speech must be concerned with the future developments in the area of the teaching of speech. Friederich and Wilcox

⁴²Reid. op. cit. pp. 330-340.

⁴³Haberman. loc. cit.

⁴⁴Reid. op. cit. pp. 376-379.

expressed the possibilities of change when they wrote the following.

Each year it becomes increasingly difficult for a teacher to adjust himself to a situation that, like mercury poured on a pane of glass, refuses to "stay-put" and expands itself in all directions simultaneously; entails endless ramifications, both in and out of class, and clings to traditional thinking on one hand, while it advances precariously into the experimental with the other.⁴⁵

As the teacher expects his student to strive for self-improvement so must the teacher travel the same road of decision. Both the student and teacher face a very complicated society of modern times.⁴⁶

The author of this paper believes the speech teacher can be one of the most effective staff members of a school. It is amazing how willing students, reluctant teachers and dubious administrators will come to depend on the leadership of the speech teacher. The writer encourages any teacher to remain teachable. The daily experiences in the classroom, the association with staff members, student, parents and other members of the community can be enriching if the teacher will be alert in his opportunities. Also the writer suggests that the speech teacher not expect the school situation to be free of problems

⁴⁵Willard J. Friederich and Ruth A. Wilcox. Teaching Speech in High Schools. p. v.

⁴⁶Waldo W. Braden and others. Speech Methods and Resources. pp. 7-8.

concerning the speech program. There is always the possibility that things will not always be as the teacher dreams them to be. There will always be the possibility that all students will not develop as the teacher desires. On the other hand there will always be students who need what the teacher of speech can offer to them. It may appear that the speech teacher will find out two or three years later what the speech work had done for a student. Along with this thought, the author would suggest that the speech teacher make an effort to keep in touch with his students after graduation. Several times in this teacher's twelve years of public school teaching there were days of discouragement when the mail would bring a letter, from a former student, containing remarks of appreciation for instruction or activities in which that student participated. It is left to the teacher of speech to make himself and his work valuable in the lives of those with whom he works.

The author would also suggest that the teacher not be afraid to allow his students to evaluate the class from time to time. A suggested form for this can be found in the appendix of this paper. Student evaluation of the class will help make the teacher stay vigorous and alert. Finally, the author would encourage the teacher to show strength and conviction in his teaching. The freedom of speech is one of our most treasured possessions. People who are not in educational work are looking to the educator to mark and renew the many fibers of democratic

thinking that have been cut and are still threatened by another ideology. America will be what Americans are willing that it be.

Teaching today is not a task for timorous or feeble souls; nor for the complacent and uncertain. It requires Americans whose faith in democracy does not waver or falter because they know where of they speak and are convinced that the values they defend are eternally right and true.⁴⁷

The day of the great orators may be recorded in history but the days for the effective speaker are ever present and the able speech teacher is needed.

⁴⁷John W. Studebaker. Congressional Record. 80th Congress, 2nd session. (March 29, 1948) pp. 2205-06.

THE SECONDARY SPEECH STUDENT

The teacher who has been trained to teach speech will find in the classroom the opportunity to apply everything he has learned. It may take time to develop the ideal program of speech. The time in the future will be used in developing the student from a talkative youth into a young speaker.

The speech teacher in the classroom knows and understands he will deal with people in his work. He will work with the masses, but his concern must be with the individual. William Lyon Phelps, English professor at Yale, once wrote, "The actual teaching in a school is the least of the teacher's difficulties. The central problem is that of understanding the students." The first step in understanding students is to accept their individual abilities and personalities.

Student Capacities

Work in a speech class is performed by individuals with differences of capacity, interest and application.¹ The differences in capacity can be known to the teacher if he will check I.Q. scores that are recorded on permanent records in the school office. The I.Q. is one measurement of capacity. The past grade record of the student will inform the teacher to what measure the student has applied his capacity. As the

¹Loren Reid. Teaching Speech. p. 263-266.

school year develops the teacher will become better acquainted with the capacities of his students through conferences with fellow teachers. In the speech class the teacher will find great extremes in capacity.² These differences of mental capacity represent part of the task in understanding the student. Combined with the I.Q. of the student, or his capacity, is a great amount of intellectual curiosity. Through observation this degree of curiosity can be sensed in each student.³ Individual students will display this quality while others may be curious but unwilling to speak out. As a rule the high school student is very positive, frank and straightforward in his expression of opinions.⁴ When these differences in students bring out questions, the teacher must have the answer that will satisfy the student.

Another difference in the student is that of interest. There are various degrees of interest as well as degrees of curiosity. Interest is sometimes referred to as an attitude. The various attitudes of students can sometimes complicate teaching.⁵ The attitudes of a student can be more noticeable than the effects of their I.Q. differences. An attitude affects

²Ibid. p. 266.

³E. F. Elson and Alberta Peck. The Art of Speaking. p. 8.

⁴Karl F. Robinson. Teaching Speech in the Secondary School. pp. 20-21.

⁵Reid. loc. cit.

the student in his entire relationship in the speech class. Such matters as personal appearance, class contributions, his effort in completing assignments and his responses to other students are affected. "The able speaker must have a good attitude towards himself, his audiences and his subject matter."⁶ As the student enters class he has interests, attitudes and habits which have developed through his life and he will likely have affectionate attachments to these qualities.⁷

The degree of interest in the student may not be identifiable the first few weeks of school. Students who may appear unresponsive and indifferent are not always uninterested.⁸ The teacher must conduct such a program that there will be a response from all of his students and not just a few. Some students may appear listless and inattentive, yet if the teacher finds a way to arouse a response from these students he will find the student will get what he wants out of the class.⁹ The teacher should remember he is competing with various interests of the student and this includes all activities in and out of school.¹⁰ On the other hand the speech teacher will find he has a fair

⁶Lew Sarett, William T. Foster and James H. McBurney. Speech a High School Course. p. 24.

⁷Harold R. Hogstrom. "Old Wine in New Bottles." Speech Teacher. (September 1961) 10:195.

⁸Reid. op. cit. p. 268.

⁹Mardel Ogilvie. Teaching Speech in the High School. p. 33.

¹⁰Karl Robinson. Teaching Speech in the Secondary School. p. 60.

chance to capture the interest of most of the students, most of the time.¹¹

The problem of application and industry of the student is related to interest. Application of the student is not only a result of capacity and interest, but a direct result of the energy of the student.¹² This energy supply will show in the quality and quantity of work obtained from the individual students. All students will not have the same amount of energy just as adults do not have the same measure of energy. A student will find any work difficult if the work requires more than his physical and mental energy can support.¹³ On the secondary level it is wise for the teacher to keep in mind that the students in his class are involved in many activities and the hour of the day in which they are in speech class may make a difference in the supply of the student's energy.

Student Personality

The student as a person must be considered by the teacher. The teacher of speech will want his students to possess such assets as good will toward their fellowmen, honesty, kindness, sincerity, tact, a pleasant voice and acceptable diction.¹⁴ All of these qualities may not be present as the student enters

¹¹Reid. *op. cit.* p. 269.

¹²Reid. *loc. cit.*

¹³*Ibid.* p. 270.

¹⁴Gilvie. *op. cit.* p. 4.

the class. The work in the program can help the student to be re-educated in these personal qualities.

From the writings of Quintilian we learn he suggests a program of education for the complete training of the speaker.

Since an orator, then is a good man, and a good man cannot be conceived to exist without virtuous inclinations, and virtue, though it receives certain impulses from nature, requires notwithstanding to be brought to maturity by instruction, the orator must above all things study morality, and must obtain a thorough knowledge of all that is just and honorable, without which no one can either be a good man or an able speaker.¹⁵

A more recent study verifying the importance of the personality traits was published by a committee of the North Central Association. In this report was stressed the need of the student in speech to have understanding, respect, tolerance and sympathy.¹⁶ The speech teacher may find these traits very responsive towards directed leadership. If personalities are trained properly, it is a good step in bringing the students to a common ground of purpose. It is good that the students think about their own personalities. In speech class this is a subject that must be treated with diplomacy. It is suggested that the unit be part of a speech student's work for the following reasons.

The student will learn something about himself. The student will learn about other people. Learning about himself and others in class will improve his relations with people out side of class he knows.¹⁷

¹⁵Quintilian. Institutes of Oratory. 12:11, I.

¹⁶North Central Association. "A Program of Speech Education." Quarterly Journal of Speech. (October 1951) 27:350.

¹⁷Harlen Martin Adams and Thomas C. Pollock. Speak Up!
p. 13.

The differences in students emphasizes the need for the teacher of speech to conduct a student-centered program.¹⁸ To develop abilities effectively or to develop students who lack ability, the teacher must use tested theories and past experiences as a guide. The content of the class must be made up of principles which the student can use to govern his acts of speaking and his reactions to speech. The student must be offered knowledge that will help him meet the changing demands of a democratic society.¹⁹

The secondary school deals with all adolescents since the equality of opportunity for all is the aim of American education.²⁰ Harold Spears in his book The High School Today discusses the problem of the number of eligible high school aged young people in America who are not enrolled in school. He blames the modern high school for this in respect to the fact that the school today is selective from the economic point of view as well as from the point of view of intelligence and aptitude for scholastic achievement and that the modern high school is not always understanding of the student who is not high academic material or of those who are not too concerned with learning from books.²¹ This criticism and the information concerning students in school and out of school should make the speech teacher aware of the need

¹⁸Waldo Braden. "Speech Science, and the Future." Speech Teacher. (September 1961) 10:188.

¹⁹Ibid.

²⁰Willard J. Friederich and Ruth A. Wilcox. Teaching Speech in High Schools. p. 11.

²¹Harold Spears. The High School Today. pp. 27-28.

for him to teach the class in such a way that the student who will graduate and the one or two who might not graduate will find guidance for their skills in communication.²²

William O'Connell writes that the speech teacher is needed in dealing with individual differences for the present and the future. He also suggests that a high school student should not be counseled about occupations, scholastic abilities, personal problems and attitudes without first considering his assets and liabilities in speech.²³

Student Achievement

The student comes to class already able to speak. Few people understand there is a difference between being able to talk and that of being a speaker. The student in speech must learn that effective speech centers around ideas of value. This fact differentiates the act of a man talking from that of a man speaking.²⁴ The speech law which states the speaker should have something worthwhile to say, that he should say it and then stop, is a good one to stress with beginning students.²⁵ Throughout all training the student should be encouraged to strive for perfection in each assignment.²⁶

²²Friederich and Wilcox. loc. cit.

²³William O'Connell. "Speech Education for All American Youth," NASSP Bulletin. (January 1948) p. 137.

²⁴Donald K. Smith. "What Are the Contemporary Trends in Teaching Speech," Speech Teacher. (March 1961) 10:90-91.

²⁵Delbert Moyer Staley. Psychology of the Spoken Word. p. 9.

²⁶Alfred Tack. How to Overcome Nervous Tension and Speak Well in Public. p. 41.

In striving toward perfection the student of speech needs to be awakened to his responsibility in speaking. He must learn to stand on his own feet, use his own voice, his own brain, his ideas, his body and his purposes.²⁷ The student has responsibility in his own development and improvement and must be made to see this through the guidance of the speech teacher. The teacher may find it difficult to teach the student that speech training has relevance to the operations of a democratic society.²⁸ Yet our times demand that scholarship furnish the best answer possible.²⁹ The student can learn through acquired speech skills that communication and speaking operate to create, sustain, weaken and destroy civilizations.³⁰ When the student realizes this power in the spoken word he must find himself talking about subjects, ideas, plans and facts that have value.³¹ Once the student in speech accepts the knowledge that as an individual he possesses differences in capacity, interests and skills of application from other individuals, he will find satisfaction within himself. The student who finds he can get somewhere with his thinking and planning, will never be satisfied with topics such as "how to change a flat tire." Though the students do have these differ-

²⁷Frederick W. Haberman. "Towards the Ideal Teacher of Speech." Speech Teacher. (January 1961) 10:3.

²⁸David C. Tompkins. "The Great Historical Speech, The Speech Student and the Speech Class." Speech Teacher. (January 1962) 11:40.

²⁹Otis M. Walter. "On the Teaching of Speech as a Force in Western Culture." Speech Teacher. (January 1962) 11:1.

³⁰Ibid.

³¹Hogstrom. op. cit. p. 195.

ences they have one common idea when they come to a speech class and that is that they are unable to speak for a period of three or four minutes before a class.³² Therefore when he does achieve this ability, the confidence that becomes his cannot be measured and in time the early manifested differences are soon overshadowed.

The instructor in a speech class has another difference to consider, that of teaching the student of speech to think and evaluate. It is hard to encourage students to think at the most elementary level. To teach critical thinking is even more difficult.³³

President Nathan M. Pusey of Harvard says,

....the job of the schools is to educate free, independent and vigorous minds, capable of analyzing events, of exercising judgment, of distinguishing facts from propaganda, and truth from half-truths and lies.³⁴

The student in speech can be trained for such thinking consonant with his capacity. This training is part of the work the student must prepare for in the process of learning to present ideas. This is research for knowledge. The goal of such activities is to guide the student in making knowledge a part of himself.³⁵ The study of speech leads to an accumulation of broad knowledge.³⁶ In speech work there is the opportunity for the

³²Ibid., p. 196-197.

³³Robert G. Gunderson. "Teaching Critical Thinking." Speech Teacher. (March 1951) 10:100.

³⁴New York Times. (November 10, 1953) p. 15.

³⁵Smith. loc. cit.

³⁶Ibid. p. 89.

student to cover many areas of thought. This being true the teacher should instruct the student in proper research methods. The work should be a series of related subjects through which the teacher can also instruct skills. This does not mean the same content but topics that offer an internal structure which leads the student in natural stages from tasks of little difficulty, through others of increasing difficulty and finally to those of great difficulty. Each task completed adds to the knowledge, ability in thinking and skills of the student.³⁷ Such experiences will also give the student training that through his life can bring him personal joy and security.³⁸

As the student learns methods of research he not only will add to his knowledge, but he will learn to recognize the difference between fact and opinions, prejudices and convictions; and he will be able to analyze this type of content in the presentations of other students and teachers.³⁹ To analyze content will lead the student to develop his skills in listening. One method the student may use is as follows:

LISTENING PROCESS

Recognition:	Interpretation:	Evaluation:
(1) Hearing	Translation of	Weighing ideas ⁴⁰ for
(2) Paying attention	sounds	their worth
to, and	into ideas	
(3) Recognizing		
speech sound		

³⁷Hogstrom, op. cit. p. 196.

³⁸Grace Barnes and Mary J. Sutcliffe. On Stage Everyone. p. v.

³⁹Elson and Peck. op. cit. p. 6.

⁴⁰Ibid. p. 67.

At this point in the student's instruction the teacher has the opportunity to know whether the student is increasing his capacity, showing definite attitudes that are constructive in nature and whether the student is applying his energies for his self-improvement. The student can be called the speaking-listening man.⁴¹ The student at this point will help himself for the present and the future because he will realize that no speaking can be effective unless someone is listening.⁴² At this stage of learning the student should also be able to understand how the communication of ideas and man's ability to interpret ideas, is a tool for the preservation of his society.⁴³ As the student is a member of the democratic society, his speech training should offer skills that will allow him to take an active part in the living world around him.

The author of this paper thinks a sincere effort should be made by the speech teacher to work with individual differences. After twelve years of teaching on the secondary level in two separate school systems within the same state, this writer knows of differences placed on the value of speech training. From conferences and conversations with speech teachers from this state, it was learned that different techniques are used in

⁴¹Carroll C. Arnold. "The Nature of the Speaking-Listening Man." Today's Speech. (September 1960) 8:23-25.

⁴²Adams and Pollock. op. cit. p. 7.

⁴³Walter. loc. cit.

dealing with individual differences. The author has found the following to be most helpful.

An individual file folder should be kept on each student. The folder will aid the teacher in conferences with students, parents and other interested staff members of the school. By all means these folders should not be shared between or among the students. In these folders such information as here suggested may be kept:

- (1) The first week of school prepare a duplicated form for each student. Facts concerning the student should be asked for on this sheet. Name, address, phone number, parent's name, classification of the student, out-side-of-school responsibilities, hobbies and other interests. Also the teacher might want to ask the student to explain in a brief paragraph his reason for enrolling in speech and also for a listing of any past experiences that were speech in nature.
- (2) Keep in the file a copy of any written critique that is given concerning any presentation of the student's work. This allows the teacher the opportunity to keep a record of progress since previous critiques were prepared.
- (3) Keep a check sheet as an accurate record of all assignments completed by the student. It is not necessary to record the grades given for the assignments.
- (4) A record of all group work done by the student should be kept. This is important. It is better if the students do not work in groups with the same students each assignment. Also it is good to have students of different abilities to work together from time to time.
- (5)

Complete copies of tests taken can also be kept in the file. This would include subject matter tests or any test given through the guidance office for a guide in individual differences. This does not mean I.Q. tests, but aptitude test, interest tests and others.

The teacher can plan his own file system but it is important that the students realize the teacher does keep accurate records. Keeping files encourages the student to believe that the teacher is really interested in him as a person and the writer has found that this file system can act as a strong motivation in the student's desire to improve.

As part of the work with students the teacher should also inform his classes that they can come in for conferences. If time allows, it is good to have a private conference with each student sometime during the first semester. This may be done before school or after school or even during class time if the facilities of the room permit such an opportunity.

The author recommends that there should be time in class for initial preparation on all assignments. Before the assignment is due there should also be time for questions. No factor will lessen class participation in speech any faster than vagueness of assignments and purposes of assignments. Class morale is better if students know why they are doing the type of work assigned. The making of assignments and the presentation of students should never be interrupted by the class bell.

In working with individual differences today in the high school, the writer suggests there is no time for "busy work."

Each activity must advance the class. The teacher must know where he wants the class to go and how it will go. This comes by careful evaluation of everything done in class.

Additional research reading will be found in the complete bibliography and the appendix contains additional suggestions, which can be used in the development of a speech program. This writer has found it necessary to look constantly for new ideas and new materials to keep the speech student interested in the speech program. The materials in the appendix are a result of twelve years of classroom activities which have been used in working with high school speech students. It will be noted that many of these are a combination of the teacher's experiences and others that have been worked out in student-planning groups. In the following chapter concerning the speech class some of these activities will be included.

THE SECONDARY SPEECH CLASS

The secondary speech class should be a center of activity. This should include class projects and other activities that are connected with the speech department. The speech teacher rarely finds an ideal program "set-up" when he begins his work as a teacher of speech. The program he will create for the speech class is what will change the room into a living speech situation.

Speech is an academic discipline.¹ As a discipline the teaching of speech can claim a longer existence than many of the other subjects taught in the school curriculum.² A disciplined situation is one in which there are rules or laws governing the work conducted under that discipline. In speech work we may think of such rules or laws as ethics. These rules should follow a definition of ethics which is that of moral principles, quality and practice.³ Applying principles, quality and good practice it is found that there are six variables of the speech situation. These variables are: the participants, the purposes of speaking, the ideas, the pattern of ideas, the social climate and the physical environments.⁴

¹Donald K. Smith. "What Are the Contemporary Trends in Teaching Speech." Speech Teacher. (March 1961) 10:89.

²Walden W. Braden and others. Speech Methods and Resources. p. 2.

³Webster's Collegiate Dictionary. Fifth Edition, 1933. p. 343.

⁴Mardel Ogilvie. Teaching Speech in the High School. p. 20.

The participants in a speech class, as discussed earlier in this paper are the teacher and his students. Just as it is found that philosophies and training of teachers will vary, so will the organization of the speech class vary.

The control of students relies on the teacher; however, the control of speech curriculum is under the direction and control of the administration of the school.⁵ It is best for the new speech teacher to honor the curriculum as set up and later ask to make changes in the program with the guidance and cooperation of the principal and superintendent. In this manner the teacher offers leadership with purpose.

The student in the class is affected by the leadership of the teacher, the content of the subject matter and the social climate and physical environment of the room. The social climate of the speech class has a strong bearing on the responses made by the student, both in the work of the class and in the out of class activities. The facilities and equipment in the class room are part of the social climate and the physical environment. These two factors should aid in the instructional program but the lack of such should not determine the quality of instruction.⁶ As the speech program progresses the teacher can improve the facilities of his room.⁷ Students also are capable and willing to help in this respect. In one school, the debate squad met at

⁵Ibid. p. 27.

⁶Karl Robinson. Teaching Speech in the Secondary School. p. 36.

⁷Ibid. p. 37.

a student's home and by using old lumber and orange crates, built several speaker stands and a strong book case and file shelf to use during debate preparation. From the same school the students in the dramatics class went through the attics in their homes and the old family trunks to secure useable clothing for costumes. Students in one first year class cooperated and built a complete sound board for the radio productions. There was very little, if any, expense for these projects; therefore, the class budget was not affected. For improvement of facilities all it takes is imagination, planning and effort.

There are a number of organizations and companies that will supply free materials for use in a speech class.⁸ The speech teacher will find the Office of Education, Washington, D. C. willing to supply many publications for the use of students in the speech class.⁹ The individual student has many resources at his disposal in preparation for his work. The school library, publications found in his own home, his personal experiences and travels--all support a student's access of materials to help him.¹⁰

The speech teacher is fortunate when he is given the time and opportunity to "shape" the place and equipment he is to use in his teaching.¹¹ This opportunity will help measure the ability

⁸Florence M. Santiago. Inexpensive or Free Materials Useful for Teaching Speech. (1959).

⁹Loren Reid. Teaching Speech. p. 403.

¹⁰Harold R. Hogstrom. "Old Wine in New Bottles." Speech Teacher. (September 1961) 10:197.

¹¹Braden. op. cit. p. 9.

in leadership of the teacher. The able teacher is one who can inspire students to do more for their class than just daily assignments.

The students are affected in the speech class by the methods that are applied in using the equipment and facilities of the room. The bulletin board can be a very forceful teaching aid if properly used. It is best that the teacher set-up the standards for the bulletin board displays but to allow the students to fulfill these standards. The following suggestions are offered concerning the use of the speech class bulletin board:

1. Current items: excerpts from speeches, comments about actors, reviews of plays, reports of speech conventions, statements about famous speakers, designs of costumes, photographs of stage settings, and drawings of the speech mechanism.
2. Conflicting opinions: differing reviews of a play, different interpretations of a speech, contrasting opinions of the effectiveness of a television program, opposing points of view in a debate.
3. Contrasts of past with present: photographs showing the theater in Greece and the theater of today; gestures of a hundred years ago and those of today.
4. Special days: pictures, documents, reports of speeches, and other materials related to holidays and anniversaries.
5. Cartoons and comics: caricatures of long-winded after-dinner speakers, pompous actors, or overenthusiastic television announcers.
6. Outstanding work: outlines, visual aids, photographs and designs.
7. Announcements, assignments, and agenda: detailed information about class or club organizations, debate

schedules, coming plays or films, or class responsibilities.¹²

For the speech room it is recommended that basic equipment should include a tape-recorder and tapes, a record player, a platform, a lectern and chairs that can be moved into place for group activities.¹³ If such equipment is not found in the speech room the teacher should plan with the administration in securing such equipment. In the modern high school it is a rare thing to find such basic equipment missing; however, the teacher should contemplate the possibility.

The speech class should have its own library. In the library should be books dealing with speech, general reference books, Vital Speeches, Today's Speech, debate and discussion guides, a daily newspaper, several dictionaries, several good English literature and grammar texts and other books dealing with speech history and theory. Books of poetry and readings are also good. There should be several books concerning literary criticism. If the room is also used for dramatics, books concerning set-construction, set-design, stage lighting, costumes, techniques in acting and theatre history are needed. In the classroom library recordings of good sound music and sound effects are very useful.¹⁴ These facilities for a class

¹² Wesley Wiksell. "Making Effective Use of Audio-Visual Aids in Teaching Speech." Speech Methods and Resources. p. 483.

¹³ A Guide for Speech, Dramatics, Radio and Television. Department of Education, State of Missouri. (1959).

¹⁴ Oretta J. Whitworth. "Speech in Amorillo High School." Speech Teacher. (November 1957) 6:288.

library may take several years to accumulate; however, it is a worth while goal for the teacher to plan to achieve such facilities. Students enjoy working in a class where there are materials to use. The school library should be used by the speech students. Careful instruction in the use of the library should be a part of the speech class training.

The social climate of the speech class must be friendly in nature, applying constructive attitudes and careful planning. As a result of such climate the student will learn to experience face-to-face discussion with cross-examination opportunities.¹⁵ Proper development of the social climate and the physical environment of the speech room tends to encourage acceptance by students of their responsibilities in connection with their training.

The author recommends that an effort be made to make the speech program so interesting and so personal for the student, that the student will look forward to coming into the speech class each day. There are many activities and projects that can be done in a speech class which will keep the students alert. It is possible that the speech class will be the most unique and most progressive class in the curriculum. This goal will take a dedicated teacher and an interested administration. The day that a speech class becomes dull to a teacher, he will know the class has lost its interest and value to the student.

¹⁵Robert G. Gunderson, "Teaching Critical Thinking." Speech Teacher. (March 1961) 10: 102-103.

A HISTORY OF A THREE YEAR SPEECH ARTS PROGRAM

The history of the three year speech program of a Missouri high school recorded in this paper covers a six-year period. This program of speech arts training evolved from one class of speech which had been in existence until 1956. The enrollment in this one speech class had averaged eighteen to twenty students. The all school average enrollment totaled three hundred students. The author accepted a position in this school in September 1956, at which time there were three Speech I classes with a total enrollment of seventy-eight students. A class of Speech II was formed with an enrollment of seven students.

The First Year of the Program

At the time of pre-enrollment in 1956, the administration had done well in encouraging students to enroll for the newly formed speech classes. There was a great amount of personal enthusiasm towards the planned speech program among the students and the administration. Also at the time of pre-enrollment, a guidance director was of help in the enrollment of students and it is interesting to know this director formerly was a speech teacher in the state of Arkansas. This spirit of interest and cooperation has been retained during the six-year period in developing the speech program with which this history is concerned. Evidence of this will be noted as the writer discusses the program.

The Previous Speech Program

A clarification of the speech situation prior to the fall of 1956 may be summed up by the following information concerning

the Speech II class of the new program. The seven students had experienced training in the one class the previous year. It was found that the interest of the seven students varied. At the first of the school year one student, a senior boy, stated he enrolled for Speech II because the class the year before had been a "snap-course." Two other students, both seniors, answered the interest question by telling of their personal interest in acting. A fourth student told he wanted to do radio work. The three other students revealed they had no special interest in any speech training; they just signed up for the class. The enthusiasm mentioned did not show among the Speech II students.

After several days of class, the writer introduced the first unit of work which was the teaching of fundamentals. These skills were as foreign to the seven students as if they had had no training at all. The author decided work for this group had to be the same as with a first year group. It came out during this unit that the seven students had done nothing but read plays and skits; they had prepared a few pantomimes, recited various selections of poetry and participated in several panel discussions. In the class the previous year these students had prepared one assignment which required them to prepare a three-minute, organized speech. After learning these facts it was easy to understand why the seven students found fundamentals strange requirements in learning how to become a speaker with skill.

Six of the students in Speech II responded well to the new philosophy of speech training and by the third quarter, these

six students were presenting work which they should have been able to do at the beginning of that year. The seventh student had a very poor attendance record and did not make the progress which the teacher desired.

During the first three quarters, the author adjusted the class content to include work in the two areas in which the students had expressed interest. This was a task that held several problems. For example, the students interested in acting had poor articulation habits, lacked ability in the interpretation of literature and were without platform poise. The young man interested in radio had little respect for a microphone and he was careless with other equipment. He lacked technique in breath control and had a very poor vocabulary. His idea of a radio artist was a local disc-jockey. The student who wanted a "snap-course" complained of every activity but did the work as instructed. The other students cooperated and attempted any assignment given. To correct such deep rooted habits is never an easy task but the end results were enjoyable. Once the seven students found they could not accomplish anything worthwhile without work, applied skills and cooperation, they made progress.

A Follow-Up Study. A study of these seven students revealed that the one boy had entered the Pasadena Playhouse after high school. At last report this student wrote he had been in two movies in Hollywood and in both he had had a speaking part. The girl who was interested in acting had taken part in several summer theatre groups in the area. Two of the girls who had

expressed no particular interest in speech training entered college and are now teaching on the elementary level. The young man who wanted a snap-course is presently working towards a law degree. The other students have married and did not continue in higher educational experiences.

A New Realization for the Program. Prior to this position, this writer had taught speech in a school system that did not give full credit for speech courses. In this system, no outside-of-class homework was allowed to be assigned. This experience of seven years and the situation of the seven students who had been in the Speech II class, gave this writer a new realization that if the program was to grow, the first year speech program must be worthwhile for the students.

Several conferences took place between the principal and the author; it was decided that equipment should be purchased. A lectern, a tape-recorder, ten new tapes, several sound records, a four-drawer file cabinet and several hundred folders were bought. In addition to this equipment, a class-room budget was set-up for the purchase of radio plays, one-act plays and reference materials pertaining to speech content. The school librarian helped in developing this new program by preparing files on current subjects and famous speakers. She placed these files in a cabinet in a store room and the speech students were allowed to use this material as they desired. Other class activities used in the Speech I program may be found in the appendix of this paper.

Purpose for Speech I Training

The primary goal of the Speech I training was to awaken the students to their personal needs in the skills of communication. Seventy-eight students were to experience instruction that had not been offered to them before in any class. The teacher accepted the challenge to offer a program of quality to meet student needs of that time and the needs of students who would yet experience speech training.

Individual Differences. The student's importance took on a new perspective for the speech teacher. This realization motivated the writer to establish an individual file system previously mentioned in this paper. To learn to know students as individuals with their differences takes effort; it just does not happen. Once this system was developed in the mind of the author, it was easy to use. It was learned that a too complicated system would take all the time for book-work on the part of the teacher. This of course was not desirable. Once again, conferences were held with the principal and the guidance director. These colleagues aided this writer in deciding how far the speech teacher should work to aid individual students. The principal made it very clear that no teacher can afford to get himself emotionally involved with the many problems that young people experience and bring into the classroom with them. It is better to present a program that will take problems from the minds of students for a class period, rather than to emphasize or magnify the problems. Therefore, the individual file used in this speech

program is centered around the student's work, his interests, his activities, his skills, his personal improvements in techniques and other pertinent information. The file was planned in such a way that the students could take the file and understand the content and its relationship to them as a person learning to become a speaker.

The First Unit. The Speech I students started the year by becoming better acquainted with each other. It was amazing to find students who had been in classes together for several years and yet they could not call other students by their names. Even on a high school level, learning names and other information concerning each student, can be a profitable exercise.

Class Organization. After the "Know Your Neighbor" unit was completed, the Speech I classes were organized. The reason for this activity was to give students the opportunity to share in the management of the class. The students appreciated the fact that class started on time. The chairman of the class would call the class to order while the teacher checked roll. Students took turns in giving a thought for the day. Five minutes of time was given for open class discussion of the thought of the day, giving students the opportunity to express their ideas as to the meaning and applications of the various thoughts presented by the students. This was not busy work. In a matter of days, the students volunteered their ideas. Once in a while an active disagreement took place. These discussions led the students to relax with each other and when the time for individual assignments to be presented arrived, the atmosphere of the class was

friendly and aided in building confidence in the students.

Another reason for using the class organization method was to teach parliamentary procedure. It was not necessary to devote a complete unit for this training. Every two weeks the class conducted a business meeting. The content of the meeting was based on the activities of the speech work and other school activities, such as assemblies, music programs and athletic events. Thirty minutes were allotted for the meeting if needed, and for the remaining part of the hour the teacher explained parliamentary procedure and laws. Officers were changed each grade card period and not student could be re-elected. It was interesting to observe students who might never be elected to office in other school situations, because they lacked popularity, take office and fulfill their responsibilities seriously.

Departmental Cooperation. Every three weeks, the officers from the three Speech I classes would meet together before school and discuss the various work in their own classes. This helped greatly in keeping the class work together. At each class meeting, a report of the officers meeting would be given. This led to another interesting situation. As the various officers talked of their own class, they seemed to take great pride in reporting the progress of their class. If they could report there had been one-hundred per cent participation in an assignment they appeared to be very pleased. This spirit carried into all of the Speech I classes and a competitive attitude developed. This is illustrative of the enthusiasm that has been mentioned.

Organization of Assignments. The students presented several two minute talks after which detailed study of speech organization was introduced. The various types of activities which are possible in speech class were taught and basic fundamentals of communication were given. To give the students exercises which would allow them to work towards self-improvement in these skills, the following method was used:

Four assignments were given. A humorous talk, a short poem, a brief biography and a three minute speech which was to arouse an anger response from the audience, were assigned. A daily calendar was set up for the entire quarter. Each student was allowed to select the date, with the exception of Monday of each week, on which he wished to present each of the four assignments. Monday was used by the teacher to review the work of the previous week and to instruct standards expected from the work of the new week. It was understood that if a student did not have his assignment, it was up to him to get a student to take the time assigned. If the student missed the date completely, unless by an excused absence, he could not make the assignment up during class time. This system worked well. It kept the daily class content from becoming monotonous, subject matter wise, and put the student's responsibility of being dependable, entirely on his planning and preparation. A two minute critique time followed each student's work and a record was kept on his individual check sheet.

Student Self-Evaluation. At the end of the first quarter,

most of the Speech I students felt at ease before their own group. Students began to understand their own abilities and skills and knew what skills were undeveloped. The need of complete preparation took on a new aspect in meaning for the individual students. A new appreciation of knowledge seemed to be the main accomplishment for the classes as a group. Since students had become aware of these qualities in communication, a unit that would allow the students to think of their personal importance in their ability to communicate was introduced. An evaluation form was used which included personality traits and how they affect the communicative abilities of people.

This work is exciting and profitable. It was desired that the student evaluate himself and decide how he could improve himself and his responsibilities as a speaker. A simple plan was used:

Several books were placed on reserve in the library. One book was, Endicott's One Hundred Lessons in Guidance. The book, Personal Adjustment, by Landis and Landis was also placed in the library. The librarian selected other books and brochures on student personality and placed them on reserve. The students were encouraged to use these books. If the student desired, he was told to make an appointment with the school guidance director or the teacher. The purpose for the conference was to handle any personal problem that the student might not want to discuss in class. During the class period, two days were devoted to open class discussions concerning qualities of people that were

thought desirable by the students. The first day contributions by the students were slow but this was not true the second day. The students were frank and outspoken in their ideas; however, no names were ever mentioned. At times, one could tell the students were talking about themselves or members of their families. Some students sat and listened and while they did not contribute to the discussions, their attention was good.

The third day, the students were asked to prepare a written list of characteristics they did not appreciate in other people. They did not sign their names to these papers. This was followed by a list of qualities they felt they had as individuals which other people might enjoy. The papers were not collected and no additional mention was made of the lists other than that each student was asked to compare his good points with those he thought undesirable in other people. In time, the students started to "let go" and show themselves at their best in their assignments and in their relationships with the members of the class. This writer is convinced that many small group discussions of the unit were held outside of class. The reason for this belief is that so many students did make appointments with the guidance director and the teacher. During these conferences remarks would be made which led this writer to the conclusion that discussions had taken place.

After this evaluation the students seemed to get along better in their group work. An understanding of learning to "give and take" seemed apparent. Students responded more readily

during critiques of their work. As for the teacher, a deep appreciation was felt for the help of the principal in planning the work concerned with the personality evaluation.

At this point, the writer would like to mention that this unit as such, has not been used in the Speech I classes since the first year. This decision came about when the school adopted a graded system for the student body. In all required classes, ability grouping was arranged. Many students resented this program. As a result of the grouping, Speech I classes were made up of students with a wide range of ability. Since there was so much resentment among the students in reaction to the grouping, calling attention to possible personality differences no longer appeared to be practical. Personality traits are not dealt with as a separate unit but are now included in general skills and techniques.

Listening Skills

The work at this time became concerned with listening skills. Included with this unit was instruction of research techniques and the taking of accurate notes. Students who had now become less aware of themselves were willing to devote more time and effort to what they had to say in their various assignments. An interesting unit was built around the differences of prejudice, convictions, facts and opinions. The assignment given at this time was a five minute speech on the general subject of what each student thought was the most important thing in the world.

This assignment caused some students to do the first serious thinking they had experienced. Others took the assignment in stride while others became very emotional as they spoke. It took three weeks to complete these speeches, after which the students were asked to select the speech which had impressed them the most and explain why they were impressed.

Listening for Ideas. One or two students wrote about their own speeches. On the other hand, many fine reviews were turned in with a great number of choices. The progress from this assignment appeared to be in the direction of recognizing differences of ideas while finding value in these differences. The students learned that it is what a person says that makes the speech effective and not a display of fancy style, enhanced with an extensive but uncommunicative vocabulary. Simplicity and thought provoking materials of the various speeches were appreciated by the students and they expressed their reactions orally and on a written critique.

Argumentation. The expression of and the understanding of ideas led into the unit of informal debate. There was no school program for debate at this time; therefore, all debates took place during class time. Many students found this to be their most valuable training as was revealed through a survey taken at the end of the unit. How the debate program developed since that first year is discussed later in this history.

Drama Club

The new speech program started with three Speech I classes and one Speech II class. It was mentioned that the officers from

the various classes met and discussed the speech work and other activities. These students decided to speak to the principal concerning the organization of some type of speech arts club. After several weeks of planning, in January 1957, forty-five students met after school and drew up a constitution for this club. The organization was named The Players.

Officers were elected and a program was planned for the remainder of the school year. It was decided to devote the club to a dramatics study since there was no such class in the curriculum. The membership was divided into three player groups. Each group was assigned the production of a one-act play and each group provided one other program for the club meetings. The spirit of these students once again was shown. As a group they voted to have some type of speech activity rehearsal to take place each afternoon after school. They also secured permission from the principal to meet as a club every other week rather than once a month as most of the schools clubs met. At the end of the year there were thirty-nine active, happy, chartered members working in the club. Twenty-two of these members were students who would return to school the next fall. During pre-enrollment in April, the club officers went before the administration and requested that a class in dramatics be put into the school program for the next school year. The request was not granted at that time.

Radio Unit

The last quarter of the Speech I classes a unit in radio work was introduced. The students recorded news-casts individually,

and by groups the students produced one-act radio plays. Such plays as Great Expectations, A Tale of Two Cities, Macbeth and Lorna Doone were used. Three recordings of each were made. Two practice recordings and the third was to be the final grade for the unit of work. Sound boards were constructed by the three classes and arrangements were made to use a room away from the regular classroom which was more sound proof. All recordings were finished and the next four days were devoted to listening to the final productions.

Acting Awards. In connection with the one-act plays from the drama club and the radio productions, the drama club voted to present a trophy to the best actor and the best actress of the department. This project created a great deal of interest and the students were very devoted in their preparations. At a special assembly called, Awards Day, the trophies were presented. Since that time this award has been sponsored by the club each year.

Contest Plays. From the three plays presented at drama club and from the radio play productions, the teacher selected the two best players in each presentation. These students were cast in two different one-act plays that were to be presented in two separate contests. One contest was among the conference schools and the second contest was at the district speech festival. Both plays received a Superior rating and at the district contest, one boy was selected for his outstanding acting. These competitive activities increased the interest

in the drama club and in the speech classes. After this success in the program, the principal announced there would be a dramatic class for the next school year.

Final Examinations

In the speech classes it was time to consider what each student would prepare for a final examination. The Speech II students were assigned a ten minute speech applying proper skills and the purpose of arousing the audience to action. Speech I students were told to prepare a five minute speech, using the purpose "to inform." Both assignments were to be of validated content and each student was told to be able to defend any of the material he presented in his speech. The class was given the responsibility to cross-examine each speaker.

These speeches were to be presented the last two weeks of school. The day of May 20, 1957, had been designated for the final exams to start. On this day there was not one student absent from any of the speech classes. Little did the students know that that day would be the last day they would be together as a class. The school day went well and students stayed for the after-school activities. At twilight a tornado swept the entire community, destroying homes, business buildings and the entire school plant. This writer and all students had left the building shortly after five and by six-thirty the tragedy had occurred.

The need to mention this dramatic occurrence is summed up in the statement, "our lives were spared, but our program had

to be reborn." There were so many students affected by the storm that May 20, 1957 officially ended the school year.

Needless to say, everything connected with the school program as far as facilities, equipment and most records, were completely destroyed. This event brought the student body closer together and the staff, administration and community worked faithfully in order that school could start on time the next fall. Material loss did not cause a let down in the spirit and attitudes of those connected with the school.

The Second Year of the Program

In September of 1957, six hundred high school students were housed in a grade school building which had been constructed for three-hundred grade school children. This building had not been completely destroyed in the storm. Many departments had to limit their program for that school year, but the speech program developed as had been planned.

There were four Speech I classes, one Speech II class and one Dramatics class. Until the second week of school there were one-hundred and eighty-five students enrolled in the department. Many class changes had to be made because of class size and academic requirements. After all changes had been made the department had one-hundred and forty-five students enrolled.

New Experiences. The second year of the program in speech developed along the same lines as the first year with the exception of the Speech II class and the Dramatics class. A second teacher was assigned to teach one class of Speech I

and this gave the opportunity for planning as a department in order to keep the first year classes doing the same work.

Because library facilities were very limited the development of in-class libraries was encouraged. There were plenty of cubboards and shelves. Students and friends assisted in building the in-class library and by the end of the first month, there was materials enough to keep each student busy as he prepared his assignments.

Publications which had been destroyed in the tornado were re-ordered. One patron gave to the Dramatics class forty-one single copies of professional plays from the Fireside Theatre Club. Another patron supplied a year's subscription to the New York Times and the local newspaper. Students brought acceptable books and magazines from their homes. The in-class library became a much needed facility and is presently used in the program.

Dramatics Class. The grade school building was equipped with hot and cold running water in every room. This facility permitted several activities for the Dramatics class. For an example, the students wrote original scripts for marionette shows. They made their marionettes in the classroom. Papier-mache heads, arms and legs were made and the body of the marionettes was a stuffed sock. Each student created a character that could be used in the original plays. From the various play groups, a student was selected to help build a marionette stage. After several rehearsals, other classes were invited into the speech room for a program. The scripts for the marionette plays varied

in content from events in history, to fairy-tales and even to several completely original ideas.

Following this unit, scene design and construction was studied. The students made scale models of stages complete with scenery, properties, and lighting effects. Water colors were used for painting and decorating scenery and properties. The basic stage models were built by the students in their homes. Each stage model and set was adapted to a professional play. As part of the project, each student gave a thirty-minute lecture concerning the play and his design of the set. At a later date the stages were displayed at an open-house meeting for visiting parents.

Speech II. The students in Speech II wrote a television play. Students from the Dramatics class did the acting and the Speech II students prepared a sound-track to go with their film. This film is shown each year to the Speech I classes and shown the second year at open house for the parents.

The New Auditorium

The auditorium and physical education facilities were the first units to be re-constructed in the new school. By the end of November, it was possible to present the annual school play. After a conference with the principal, it was decided that a permanent stage crew would be organized from students enrolled in Dramatics and Speech I who showed interest in such work. Two students who were sophomores, three who were juniors and two who were seniors were chosen. Two girls were assigned the care of

and distribution of costumes and make-up supplies. The boys were assigned the construction and rigging of any scenery needed. One senior was to act as stage manager and his assistant was a junior, who the following year would become stage manager. In the school this crew is on duty for any program which takes place in the school auditorium. They have been a very dedicated group of young people. They take the responsibility seriously and in five years, there has not been an accident or a failure in fulfilling their jobs. Two students who have served on this crew have entered training for professional technical work. One boy entered Goodman Theatre School in Chicago and the other boy is enrolled for the fall of 1962 in a theatre school on the West Coast.

New Contest Interests

Another indication of the progress of the speech work during the second year, was the participation in the various contests sponsored by civic groups in the community. The Jaycee's presented to the department a trophy which could be a permanent award to the winner of the Voice of Democracy contest. Each year, the name of the student who wins the contest held in the school, is engraved on the plate of this trophy. The American Legion Post of the district presents three medals each year to the speech students placing in the community Oratory contest. In five years, two speech students have gone as far as the third division of this contest and one student to the second division. Several Speech I and Speech II students were selected as youth

speakers in the various churches of the community. One of these students has graduated from William Jewell College, and in the fall of 1962 will start his second year towards his Master's Degree. He is also pastor of a church in another community.

Speech Assembly. The second year of the program offered the first assembly in which speech students performed before the entire student body. It has been found that activities such as this help greatly in public relations of the speech department among the students and patrons of the community. At every opportunity offered, the writer attempts to have one or more students who are enrolled in speech arts take part in the activity.

School Play. The school play of the year was a production of The Robe. Permission for production was granted by the Dramatic Publishing Company of Chicago. At first, the principal was concerned that the junior students would be unable to present this play. Tryouts were held and the results were rather discouraging. However, the play was presented on December 5, 1957. There was such public enthusiasm from members of the community, pastors and civic leaders that we were led to have a second production of The Robe on January 10, 1958. The superintendent of schools at that time, requested that the play be produced at least once every four years in order that all high school students might have the opportunity to see the play. On June 1, 1962 the third production of the play took place.

Debate and Discussion

The debate program took its place in the history of the department. Student panels that appeared from the Speech I classes set up an activity that has been used each year since its inception. These students appeared before other classes and community meetings. The second year was devoted in building interest group activities related to the speech department.

New Speech Room Facilities

To climax the events of this second year, a committee of students, teachers and the principal met to draw up plans for speech facilities in the future school building. After several meetings the plans were submitted.

The speech room in the new school is a small theatre room. The facilities included a stage, twenty-two feet by fourteen-feet. Two entrances from down stage were built and a dressing room on either side of the stage were constructed. A high-fidelity stereo unit was installed with a complete control over eight built-in speakers housed in two large speaker boxes. Also connected with this facility, is a control which allows radio or microphone work to be channelled through the speakers into the room. There is a lighting system and this is controlled by a rheostat mounted stage left of the acting area.

Two file cabinets were purchased. A large book case, which is movable, was constructed for the filing of the various play copies. Each division is the right size for two complete sets of books placed so the front of the play book can be seen for

quick recognition. There are enough divisions to file sixty sets of plays. The center of this book case has three larger divisions which hold publications such as Theatre Arts, The Players and Vital Speeches. A separate set of shelves was constructed for periodicals, newspapers and debate files. The chairs are movable and the students have access to long tables for group work if needed.

On the main school stage, there is a large room that was designed for the storage and construction of scenery, properties and lighting equipment. There also was installed a five-channeled control panel for microphones. In September of 1958, the many students who had enrolled to continue speech training and the new students in Speech I, were delighted to find such good facilities with which they would be given the opportunity to work.

Further Program Developed

As the program continued to grow, the district provided additional funds for the classroom budget and new equipment and supplies were purchased as needed. The main activity to form during the third year was the school debate program. The Speech II class was the group which was mostly concerned in this work. The Speech I students assisted when possible and later became the novice debaters in the program.

Two squads were formed and each time was devoted to the building of files by means of an extensive research program. The Speech I students also took part in this project. These

Speech I students built a newspaper morgue. This was done by having students write to their relatives and friends throughout the country to request newspapers from the cities in which they lived. The students worked on this project out-side of class. By the end of the first month there were on file over fifty newspapers from cities in the United States, Canada and England. The students found it very interesting to see how the same news was treated differently by the various newspapers.

Debate Tournaments. Speech II students took the newspapers and developed a series of files on topics around which debate cases could be developed. That year of the program, for the first time, a debate team attended the district tournament. The team did not do well in competition but the experience inspired new interest in the debate program. From the time of that tournament the debate program developed rapidly.

The fourth year of the speech program, the Speech II students constituted four squads of debaters. A tournament was conducted among these students to decide which four students would represent the school in the district contest. The group which was chosen won four out of six rounds of debate.

In the Speech I classes debate was taught as a full unit. The training was the same as for the Speech II students. There were one-hundred and thirty-six Speech I students who completed the unit in debate. After three rounds of debate were held in class, the officers decided there should be competition between the Speech I classes. The drama club set up special awards for

the two winning teams. After school, twice a week, the teams from the Speech I classes met each other in a full-time limit of debate. The school paper carried a feature article about the event and much interest generated among students who were not enrolled in speech. This activity served another purpose of public relations for the department. Many of the students found they enjoyed that tournament and they enrolled for Speech II for the following year. The after school tournament is now conducted under the direction of the drama club.

A School Squad. There were twenty-two students, all of unusual ability, enrolled in Speech II for the sixth year of the speech program. That group attended eight different tournaments and won first place in the conference debate tournament. At other tournaments this squad were semi-finalists. The debate program is now backed by the school district and for the school year 1962-1963, a debate teacher has been employed.

More New Activities

During the fifth and sixth years of this program history several new activities were formed. An Usher's Society, which is sponsored by the drama club, was organized. This society is made up of young people who are trained to handle any program which takes place in the school auditorium. The members of the Usher's Society earn honor points towards a service certificate given by the drama club. They manage distribution of programs, seating of the audience, tickets, intermission curtain calls and any other service needed for a program to run smoothly.

A Speaker's Bureau was formed. Speech students who wish to take part in this work meet early in September and set up several planned programs that can be presented any where in the community. This activity gives responsibility to the students and also gives the opportunity for them to appear before the people of the community.

Another area of the Speech Department which has developed is a full-time team of speech teachers trained for correction work among the grade school children and the high school students. The member of the team who works in the high school has been very cooperative in relation to the whole speech program. Along this same line, in the Special Education classes several class activities are used that gives these students opportunity for speech training. The school year 1962-1963 will offer speech training in the junior high school program. The instructors there will work with the high school to coordinate the entire speech program of the two schools.

The Seventh Year

For the fall term of school there are six sections of Speech I, one class of Speech II, two classes in Dramatics I and one class of Dramatics II scheduled. A full debate program is planned along with the various activities in connection with the drama club. In the department library there are over four hundred volumes of materials including plays, reference books, files and publications. In the Dramatics work there are over three-hundred different costumes, a complete make-up supply,

ten new plays and plans for two all-school plays.

What the future holds for this program is the challenge to keep improving instruction and opportunities for the high school students. What has been accomplished came about through planning and hard work embraced with a wonderful spirit of cooperation offered by the administration, other faculty members and students. High school students appreciate high standards and if motivated properly will work hard if given the opportunity. These six years of work and planning merely lay a foundation for the future. A strong speech program is needed for the American youth. "For if communication stops, civilization will die."

APPENDIX

APPENDIX

The appendix of this paper contains suggested activities and assignments for a speech arts program. This material was derived from the speech program of which this history was concerned. The contents of the appendix was divided according to the various exercises and activities which were adopted for Speech I, Speech II, Dramatics I and Dramatics II classes.

The suggestions offered were used as the program progressed and were found to be helpful in meeting the needs of students and promoting the program content. The writer realized that some of the suggestions might not be practical in some school situations due to class size or school philosophy towards a speech program. However, the activities given were an important factor in the speech program under discussion.

APPENDIX A

Speech I

Activities and Assignments

1. "Know Your Neighbor"
2. Class organization
3. Two-minute talk: Topic of student's choice.
4. Panel I: Four students; topic assigned; note-cards.
5. Record student's voice: Short autobiography; make diction chart for each student.
6. Three-minute speech: Purpose, to inform.
7. Instruction: Speech organization.
8. Five-minute speech: Turn in outline; topic, a local or community problem; purpose, to inform.
9. Instruction: Speech terminology.
10. Instruction: Techniques in research; take class to library; prepare sample cards.
11. Assign research problem: Topic to be used for mid-term examination.
12. Duet panel: Two students; topic, national news; turn in research cards.
13. Instruction: Value of content.
14. Assignment: Five-minute speech; "What is the most important thing in the world?"; student to defend his content; cross examination by class.
15. Preparation of current topic files: Old newspaper, students bring three newspapers from home; magazines, students bring two from home; topics labeled on folders; students work in groups of four; bibliography prepared after folders completed.
16. Assignment: Three-minute newscast.
17. Panel II: Five students; topic, controversial national news subject.
18. Instruction: Criticism; a method in learning.
19. Assignment: Impromptu speech; two minutes; topic assigned.
20. Assignment: Extemp speaking; ten-minute preparation; four-minute speeches; topic drawn.
21. Individual speech analysis: What student has learned about himself; what skill needs the most work for improvement.

22. Assignment: Five-minute speech; purpose, to appeal to the emotion of anger; defend content.
23. Group reading: Poem; "I Hear America Singing."
24. Assignment: Individual poems; twenty-five to seventy-five lines; short biography of poet, to be read, not memorized; purpose, voice variety and interpretation.
25. Written examination.
26. Impromptu: Three-minutes; topic, drawn.
27. Extemp. II: Five-minute preparation; five-minute speeches; topic, national news, assigned.
28. Problem solving discussions: Five or six students; each group to work at same time in areas of the room; define problem; limit the problem; best solution to problem; each group then to discuss problem before entire class; time fifteen or twenty-minutes; class prepare written critique.
29. Instruction: Informal debate.
30. Assignment: Two member informal debate.
31. Instruction: Formal debate.
32. Assignment: Select teams; assign problem; three weeks preparation; one week in class, two weeks outside of class.
33. Conduct round-robin tournament in class.
34. Semester examination.
35. Instruction: Radio plays; group productions; recorded.
36. Instruction: Pantomime; history of; necessity of; skills.
37. Assignment: One humorous; one serious, one group; all three-minute pantomimes.
38. Instruction: Acting techniques.
39. Production of two one-act plays: Two weeks preparation; tryouts; technical staff; production staff; visiting audience.
40. Written examination.
41. Assignment: Each student to lead class in discussion; topics assigned; lecture speech, ten-minutes; prepare leading questions; discussion ten-minutes; students prepare written critique.
42. Assignment: Five-minute speech; purpose, to entertain.
43. Final test over speech terms.
44. Assignment: A study of a speech from Vital Speeches; a written analysis and oral report on style and content.

A STUDENT INFORMATION FORM

Name: _____ Age: _____
 Address: _____ Classification: _____
 Phone number: _____ Brothers: _____
 Parent's Name: _____ Older: _____ Younger: _____
 Emergency Phone Number: _____ Sisters: _____
 Church Affiliation: _____ Older: _____ Younger: _____
 Pastor's Name: _____
 Organizations of which you are a member: _____

Have you ever been in any type of program where you have appeared in public? If so, explain.

What school programs have you participated in? Explain.

Do you plan to attend college? _____ Where? _____

What school did you attend last year? _____

Do you have any special hobbies? Explain.

To what work do you hope to devote your life?

On the back of this form, in a paragraph, write an explanation as to why you enrolled in speech and what is your present attitude towards speech class?

Anything else you think I should know about you? Any time you would like to have a conference with me, let me know.

WELCOME TO THE SPEECH ARTS DEPARTMENT!

Your folder is for your use and you may feel free to check your material any Monday or Friday.

STUDENT RECORD OF ASSIGNMENTS

Student's Name: _____

Hour: _____

ASSIGNMENT	DATE GIVEN	ASSIGNMENT	DATE GIVEN
1. Folder filed	_____	22. Cartoon	_____
2. Information form	_____	23. Vocabulary tests:	_____
3. Know Your Neighbor	_____	(1)	_____
4. Three-Minute speech	_____	(2)	_____
5. Panel I	_____	(3)	_____
6. Voice Recorded	_____	(4)	_____
7. Five-Minute speech	_____	(5)	_____
8. Teaching speech	_____	24. Speech terms	_____
Test given:	_____	25. Five-Minute II	_____
Test graded:	_____	26. Poem II	_____
9. Research project	_____	27. Pantomime:	_____
10. Current Event file	_____	Humorous: _____	_____
11. Newscast	_____	Serious: _____	_____
12. Radio Play	_____	Group: _____	_____
13. Informal debate	_____	28. Class discussion	_____
14. Formal debate	_____	leader	_____
15. Panel II	_____	29. Voice Recorded II	_____
16. Poem I	_____	30. Contest Speech	_____
17. Group Reading	_____	31. Inter-class debate	_____
18. Impromptu I	_____	32. Panel III	_____
19. Extemp. I	_____	33. Duet Discussion	_____
20. Speech analysis	_____	34. Impromptu II	_____
21. Famous Biography	_____	35. Extemp. II	_____

Comments

Quarter Tests

(1) _____

(2) _____

(3) _____

(4) _____

Oral Final _____

One-Act Play _____

Responsibility: _____

 Approved by:

STUDENT EVALUATION FORM

Name: _____ Assignment: _____

Date Given: _____ Time Assigned: _____

Topic: _____ Time Used: _____

1. Why did you speak on this topic for your first assignment?
2. List the facts contained in the main part of your speech.
3. How was your speech affected by opinions, prejudices, convictions or facts?
4. What references did you use in the preparation of your speech?
5. What were your personal feelings during your presentation?
6. What did you observe about your audience during your speech?
7. What do you believe was the strongest point of your speech?
8. What do you consider your weakest point of your speech?
9. If given the opportunity, would you want to speak on this same subject again? Explain your answer.
10. From all of the speeches you have heard on this first assignment, which topic did you find most interesting?
11. Were you aware of any skill that you needed during the preparation of and the presentation of your speech?

A SPEAKER'S OUTLINE

Student's Name: _____ Date: _____

Subject: (Assigned by the teacher)

Topic: (Student's treatment of the subject)

Title: (Should create attention in the minds of the audience)

Introduction: (Should create interest, set a mood and establish the importance of the topic)

Body of Speech: (The organization of content, presenting the facts necessary to communicate your purpose and ideas concerning your topic)

Conclusion: (A brief summary of the speech emphasizing the main point of the speech which you as the speaker wish your audience to learn.)

Teacher's comments are found on the back of your outline.

STUDENT CRITIQUE FORM

Student Speaking: _____ Date: _____

Topic: _____ Time: _____

I thought the speaker's purpose was:

My remarks concerning the outline and organization of the speech.

My comments on the speaker's techniques.

My recommendations for the speaker concerning future work.

My evaluation of the speech: (Excellent, Good, Fair, Poor).

If I were giving a grade on this assignment, it would be _____.

Student Critic

WRITTEN CRITIQUE

Student's Name: _____ Date: _____

Topic: _____ Time: _____

Comments concerning content:

Comments concerning skills:

Suggestions for next assignment.

SKILL	1	2	3	4
Approach				
Choice of topic				
Posture				
Gestures				
Volume				
Voice quality				
Vocabulary				
Pronunciation				
Diction				
Content				
Facial quality				
Delivery				
Total Effect				

Excellent-1
 Good-2
 Fair-3
 Poor-4

Grade: _____

Point
 Average: _____

Critic _____

YOUR EVALUATION OF THIS CLASS

This critique gives you the opportunity to make suggestions which you might have concerning this class. Please feel free to make any criticism that needs to be made. There are several leading questions for you to consider, otherwise, write as you feel you should. Please do not sign your name.

What is your present attitude towards speech training?

What assignment did you enjoy the most?

What work did you not enjoy doing?

What work do you think allowed you the opportunity for self-improvement?

Could you honestly recommend this class to your closest friend?

Is there anything about the facilities or materials used in this class that you would like to comment about?

Anything else?

APPENDIX B

Speech II

Activities and Assignments

1. A review of Speech I fundamentals.
2. Assignment: Five-minute speech; topic assigned.
3. Student analysis of speeches given.
4. Duet discussion: National event; impromptu.
5. Topic files: Individual files on subject matters dealing with national high school debate topic.
6. Class bibliography of material found in school library: Subject debate topic.
7. Test over research methods: Correct and review.
8. Assignment: Five-minute speech over one issue of the national debate question; defend stand during cross examination.
9. Review of literature on hand concerning debate question.
10. Guest speaker: Lawyer, physician or other person connected with national debate question.
11. Class discussion the day after guest speaker: Review speech content; prepare class brief for affirmative and negative cases.
12. Assignment: Individual preparation of both cases for the national topic.
13. Round-robin tournament in class: Debating topic; three rounds; each student working with two other people.
14. Select teams for first tournament outside of school.
15. Set up practice debates to be held before social studies class.
16. Students not debating in social studies classes serve as time keepers: The social studies teacher, acts as judge.
17. Tournament preparation is done outside of class, and students do other activities in class.
18. Recording of student voices: A three-minute narrative description of a famous personality.
19. Diction analysis taken from recording.
20. Written examination over speech and debate terms.
21. Assignment: Five-minute speech; purpose, to convince.

22. Instruction: Review in radio fundamentals; record one-act plays that are part of the school curriculum; these recordings are used by English teachers as a teaching aid for their classes.
23. Prepare and conduct building radio and television program survey: Students survey all English and social studies classes; tabulate results; write letters to various winners; replies received are displayed on bulletin board for the entire student body.
24. Write two television programs: Better of the two; filmed (8 mm); sound track prepared; film and sound track placed in class library.
25. Masterpiece study: A complete study of a speech given by a famous person. This study is prepared and made into notebook; placed in class library; study includes biography; content analysis; cover illustrated mood or theme of speech.
26. Conduct second round of class debate question: Preparation for second out of school tournament.
27. Assignment: Preparation for American Legion Oratory Contest; subject, The Constitution of the United States.
28. Preparation for American Education Week: Each student prepared a two-minute announcement concerning this event, and the week before, each morning, one of the announcements was given over the public address system.
29. Assignment: Publicity program connected with all school play.
30. Guest speaker: Lawyer from the community speaks on court procedure and related topics.
31. Assignment: Plan and present a mock-trial; two weeks.
32. Written examination.
33. Problem-solving discussion groups: Topic assigned.
34. Assignment: Ten-minute speech: Purpose; to present a personal belief or conviction and defend content with facts, illustrations and examples.
35. Impromptu debate: Two students; topic assigned.
36. Assignment: A thirty-minute speech program; program presented before communications classes.

37. **Assignment:** Prepared and presented a declamation selection; class decides the student to represent the department in the out of school tournaments in the declamation division.
38. **Reparation of students for the spring tournaments.**
39. **Assignment:** Ten-minute speech; purpose; student choice; final examination.
40. **Final written examination.**

APPENDIX C

Dramatics I

Assignments and Activities

1. Instruction: History of drama and the theatre.
2. Written test.
3. Instruction: Set-design.
4. Written test.
5. Project: Construction of set for all school play.
6. Class manages all technical problems connected with school play.
7. Preparation of Thanksgiving and Christmas assemblies.
8. Instruction: Techniques in acting.
9. Instruction: Theatrical make-up.
10. Selection of ten one-act plays to be produced during the school year.
11. Assignment: Group pantomimes backed by music.
12. Instruction: Shakespearean acting.
13. Assignment: Fifteen minute cutting from a Shakespearean play. First quarter examination; presentation of cutting.
14. Instruction: Children's plays.
15. Assignment: Group writing of a thirty-minute children's play. Original or an adaptation. These plays are produced and the best play goes on tour to the seven grade schools in the district.
16. Class production of one two-act play. Presented before the junior high school student body.
17. Each year, a different subject is selected to prepare for a film or colored slides; Example: make-up, set-construction, history of costume, etc. A script is prepared and a sound track is made; this is placed in the class library.
18. Each student appeared in a one-act play and served in as many technical positions as possible for the production of the ten plays. The plays are produced and presented before visiting audiences.
19. Assignment: Notebook; pictures cut from magazines illustrating costumes, set-design, make-up, lighting effects, etc. Project due at the end of the first semester.
20. Assignment: Ten minute monologues, memorized.

21. Assignment: Each quarter, students read three articles from: The Player's, Theatre Arts, Show; and two professional plays from the class library. This record was kept on a student reading record card.
22. Each student must take part in one all school assembly during the year.
23. Students were assigned into groups for the construction of a scale model set for a professional play. This work was started in class and finished at home.
24. The class was responsible for a forty-five minute dramatic program which was presented at the drama club after school.
25. Assignment: Two students gave a duet-acting selection from a Broadway show. Complete with staging and costume. Time: thirty-minutes.
26. From the dramatics class, a trained stage crew is maintained.
27. Instruction: A two-week unit in ballet and modern dance is taught.
28. Instruction: Basic skills in fencing.
29. Each student prepared and turned in a complete production notebook for a one-act play.
30. Assignment: Impromptu creative dramatics unit.
31. Written examination over entire year's work is given. The student must make a grade of seventy eight in order to qualify for Dramatics II.

APPENDIX D

Dramatics II

Assignments and Activities

1. Each student produces and directs a one-act play; casts, members of Dramatics I classes.
2. Students prepare research problem; a phase of theatrical history; to be placed in class library.
3. Dramatics II students act as chairmen for committees connected with play productions held in school auditorium.
4. Assignment: Solo cutting; Shakespearean play; time: twenty-minutes.
5. Assignment: Notebook; history of acting technique and history of stage design; due at end of first semester.
6. Assignment: Dramatic monologue.
7. Assignment: Humorous monologue.
8. Assignment: Design and make costume for a certain period of theatre.
9. Assignment: A series of three character make-ups; demonstrate in class; colored slides made of each.
10. Class production of a two-act Classic play; presented Drama Night.
11. Regular written examinations each unit.
12. Each student appears in at least two public programs during the year.

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A DESCRIPTIVE STUDY OF A THREE YEAR SPEECH
ARTS PROGRAM FOR HIGH SCHOOL

by

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AN ABSTRACT FOR A MASTER'S THESIS

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ABSTRACT

The program discussed in this paper is a history of the speech program of a Missouri high school. This history covers a six year period giving the important activities and plans that were used in establishing this program as it is today in the high school concerned. This study was made because the writer had found wide differences of speech programs within the high schools of the school conference of which this particular school is an active member. The differences in teacher attitudes, the administrative interest, the community interest and student participation became known through conversations, conferences, attending programs in the other schools and through district speech meetings held twice a year for the Missouri schools. As this writer made note of the various programs and problems of the various schools, she decided that her experience had been rare and gratifying as she had been allowed to shape the speech program for the school in which she taught. This realization became so vivid that this study and history was written.

This study offers to the reader an emphasis on teacher training, student differences and class values. The writer believes that a good program can be developed in any school, if these three areas are given careful consideration: The teacher must be trained to teach speech and the various activities of the speech program; the student must be guided as an individual with differences in capacities, interests and skills of application; and the speech class must be devoted to a program with

allows the student to learn to accept his differences and to develop his skills in speaking. If these areas are given proper standards the speech program will offer new values for all concerned.

The appendix of this paper is a compiled list of activities and assignments which have been used in the program for which this history is written. The writer hopes that her study will be a ready source of materials for the teacher of speech and to help that teacher save time and energy in seeking ideas to be applied to a speech program. The author hopes that the history can be an inspiration to the speech teacher to teach interestingly and efficiently in his own school.

To summarize briefly the value of this study, the writer concludes that the speech program in any school can be effective in teaching students of individual differences if the speech teacher is willing to prepare himself for this task. Also the conclusion is made that if the high schools throughout the country are going to offer speech training to the student, state requirements for certification to teach speech must be evaluated. A third conclusion made by the writer is that a new interest among the administrators and state leaders of education concerning the speech program will be a strong foundation for any speech teacher to work from to improve the program he offers in his school. The future will be important to the speech program as students will always need to be taught skills in communication. The future rests with the colleges, state departments and the well trained teacher.