The Organization and Administration of a Program of Speech Improvement for the Elementary and Secondary Schools of Louisiana.

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THE ORGANIZATION AND ADMINISTRATION OF A PROGRAM OF SPEECH IMPROVEMENT FOR THE ELEMENTARY AND SECONDARY SCHOOLS OF LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in

The Department of Speech

by

Elmer Reid Minchew
B. A., Louisiana College, 1929
M. A., Louisiana State University, 1938
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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>11</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
</tr>
<tr>
<td>I THE STATUS AND SCOPE OF SPEECH IMPROVEMENT</td>
<td>9</td>
</tr>
<tr>
<td>II A PHILOSOPHY OF SPEECH EDUCATION</td>
<td>56</td>
</tr>
<tr>
<td>III THE ORGANIZATION OF A PROGRAM OF SPEECH IMPROVEMENT</td>
<td>113</td>
</tr>
<tr>
<td>IV THE ADMINISTRATION OF A PROGRAM OF SPEECH IMPROVEMENT</td>
<td>160</td>
</tr>
<tr>
<td>V CONCLUSIONS</td>
<td>179</td>
</tr>
<tr>
<td>SELECTED BIBLIOGRAPHY</td>
<td>182</td>
</tr>
<tr>
<td>AUTOBIOGRAPHY</td>
<td>189</td>
</tr>
<tr>
<td>TABLE</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>I</td>
<td>Prevalence of Speech Activities in Classroom Teaching in 60 Classrooms in Louisiana</td>
</tr>
<tr>
<td>II</td>
<td>Type of Assistance Desired from Speech Directors</td>
</tr>
<tr>
<td>III</td>
<td>Status and Scope of Speech Education in Secondary Schools in the United States</td>
</tr>
<tr>
<td>IV</td>
<td>Speech Education in the Secondary Schools of Louisiana</td>
</tr>
</tbody>
</table>
ABSTRACT

A survey of the status and scope of speech education in the elementary and secondary schools of the nation in general and of Louisiana in particular has revealed that many schools have failed to include a progressive and systematic program of speech improvement in their general program of education. This apparent neglect of one of the oldest academic disciplines at the elementary and secondary levels of instruction has been the reason for the present study. An attempt has been made, first, to determine the place of communication, both written and oral, in a program of general education; and second, if such a place seems to be of sufficient significance, to develop a logical plan for the organization and administration of a program of speech education, as a vital aspect of the whole problem of communication.

"The organization and administration of a program of general speech improvement for the elementary and secondary schools of Louisiana" is the result of an analysis of the available literature on the subject of speech education. This literature has included state department of education bulletins and courses of study, articles in speech education and other educational journals, and books by authorities in the field of speech education and of education in general; of personal interviews with classroom teachers, speech
therapists, and school administrators at the several levels of instruction; of personal interviews and conferences with professors of speech, professors of education, and with deans of departments of languages and speech.

A progressive and systematic program of speech improvement has been based on data which have established that speech improvement is essential to a program of general education, that the objectives of speech education are essentially identical with those of general education; that speech improvement for all children from the first grade through the twelfth grade is concerned with improvement in the auditory and visible aspects of speech through which thought is communicated by the use of spoken language; that speech improvement is dependent on learning experiences which are peculiarly adapted for effective oral communication under the direction of classroom teachers, and of speech teachers, both of whom are properly qualified either through pre-service or in-service training; that it is the responsibility of the teacher training institutions to provide sufficient speech education for their education majors to direct a program of speech improvement in the classroom; and that it is the responsibility of the speech departments to provide a broad speech education background for their speech majors to enable them to supervise a program of speech improvement at the school level, and for speech therapists, who will be able
to direct the program of speech correction for children who have serious speech disorders.
INTRODUCTION

From the beginning of civilization the importance of speech, and hence of speech education, has been recognized. The "oldest book in the world," so called, written partly during the Third and partly during the Fifth Egyptian Dynasty, consists essentially of "instruction in fair speaking." Even before the Trojan War, according to Pausanias, schools of rhetoric were set up in the Greek world by one Pittheus and by his grandson Theseus.

One cannot read into any complete history of education without encountering mention of Socrates, Plato, Isocrates, Aristotle, and the Sophists, all of ancient Greece, and all of whom contributed significantly to the philosophy and practice of speech education. From the Roman world come such names as Cicero and Quintilian; Tacitus, and Seneca the Elder; and in a later period Cassiodorus and Martianus Capella. The writings of these on speech and speech education, along with those of the Greek and later periods, are found to contain much of the foundation for the theory and practice of speech education in the twentieth century.

One can scarcely mention a prominent educator of any period who has not made something of a contribution to speech education. Alcuin, who was brought by Charlemagne to establish the latter's school on the continent; Vittorino da
Feltra and Guarino da Verona of Italian Humanism; Desiderius Erasmus, Johann Reuchlin, and Rudolphus Agricola who attempted to satisfy the need of their students and who stressed logic and didactic speaking; Johannes Sturm, the founder of the gymnasium; Richard Mulcaster of England; such realists as Vives, Milton, and Rabelais who sought complete knowledge and understanding of human nature to fit the individual to the environment in which he must live; Melanchthon the "Preceptor of Germany"; Francis Bacon, Ratke, and Comenius, who stressed the importance of the use of the vernacular in the early training of the child; Locke, Voltaire, and Diderot who stressed the value of the process of learning rather than the value of the things learned; Rousseau and Hall, who have exalted the virtue of natural man, including the virtue of natural speech -- all wrote significantly regarding speech and its place in the educational program. The disputation of the Medieval university, and the English schools even during the Renaissance, were not only exercises in logic; they were exercises in speaking as well.

It is not difficult to understand, therefore, that when the colonists in America instituted their educational system, they should borrow directly from some of the most outstanding features of the educational systems with which they had been familiar, namely, the English schools. Since the colonial universities were established primarily for the training of the ministry, it was natural that the colonists
should use those aspects of the curriculum that had been instrumental in the training of the ministry back in England, namely, the disputation. Also included in the colonial educational system was "training in reading and religion by the parents or the apprentice-master (later by a town school master), and a Latin grammar-school in larger places." ¹

The period 1825-1860 -- influenced greatly by Jefferson, Mann, Barnard, Stevens, Wiley, Mills, and Carter -- witnessed the culmination of a general belief in, and demand for, common education for all. Social, economic and political opportunities popularized the needs of man as an articulate person in his practical world, and as a thinking and speaking citizen in a democracy. Despite the interest in and need of speech training, the schools of the nineteenth century were ill-equipped, academically and physically, to provide for a general speech education; however, training in oral reading, in use of grammar and composition, and in the speaking skills was available in some of the schools.

Changes in educational philosophy were consistent with changes in economics, politics, and society during the last part of the nineteenth and the first quarter of the twentieth centuries; consequently the elementary and secondary schools of America began to expand their offerings according to the

needs of the children. The influences of Froebel, Pestalozzi, Herbart, Spencer, Mann, Dewey, Thorndike, Kilpatrick, and W. C. Bagley increased the interest in teaching children rather than in teaching subject matter. The "child-centered" school and its activity program created a greater need for speech as a means of communication and social control.

While educators and psychologists were busy with improving general education, such men as Trueblood, Clark, Baker, Winans, O'Neill, and Woolbert were pioneering in speech education to develop a philosophy of speech training compatible with a philosophy of education in general.

The responsibility for the development of a program of education in America has been largely a matter of state control and supervision. The legislative bodies of the different states have delegated the responsibility for the formulation of a state educational program to state boards of education, who in turn have set up state departments of education. Louisiana, along with the other states, has experienced a slow and steady progress toward a total educational program for all, but the goal has not been reached. In the field of communication, more particularly in the area of oral discourse, there appears to be a need for improvement.

For more than twenty years the author, in the dual capacity of a school administrator and speech teacher, has availed himself of opportunities to visit many of the elementary and secondary schools of Louisiana and to serve on many school evaluation committees. The need for improvement
in speech proficiency on the part of students and teachers
has been evident on several occasions. Inability of students
to express themselves fluently, the presence of many spoken
dialects, lack of attention to oral reading and training in
oral discourse, the presence of speech defective children,
the failure of teacher training institutions to provide the
necessary instruction to cope with the problems -- these and
other observations have prompted this particular study; a
study designed to be of practical value to the educational
leaders in general but more particularly to classroom teach­
ers and to teacher training institutions; a study ultimately
aimed at improving the speech education of the boys and girls
in the elementary and secondary schools of Louisiana.

I. STATEMENT OF THE PROBLEM

The present study proposes to develop the organization
and administration of a progressive and systematic program of
speech improvement for the elementary and secondary schools
of Louisiana. The organization of such a program is based
on current practices in other educational systems and on the
peculiar needs of Louisiana schools. The administration of
the speech improvement program here proposed has been guided
by recent trends in administrative practices.

II. LIMITATIONS OF THE STUDY

The study is limited to the elementary and secondary
schools of Louisiana. In order to facilitate the organization
of a program of speech improvement, the school system is here considered to be divided into four levels according to grades. These levels are: (1) Primary, grades one through three, (2) intermediate, grades four through six, (3) upper elementary, grades seven and eight, and (4) secondary school, grades nine through twelve.

III. SCOPE OF THE STUDY

The proposed study will attempt to answer certain basic questions which are vital to the organization and administration of a general speech improvement program. The questions are:

1. What is meant by a program of general speech improvement?
2. Is a speech improvement program academically justified and philosophically sound?
3. How do the objectives of a speech improvement program fit into the accepted objectives of general education?
4. If a program of speech improvement can be fitted into the general school curriculum, where should it begin, and how far should it be carried?
5. How shall a speech improvement program be introduced into the school curriculum at various levels?
6. How shall the overall program be developed so as to provide progression through the several levels in which it is taught?
7. What shall be the administrative setup at the several levels of instruction?
8. Who is to develop the overall program of improvement, and what authority shall the director have to insure the implementation of the program?
9. What shall be the nature, extent, and concentration of preparation of teachers who shall participate in the program of speech improvement?
10. Where and to what extent shall specialization be insisted on or permitted in the training of teachers? To what extent shall they be required to have an overall background in general speech education?

11. What extra-curricular activities should be developed in connection with the curricular program?

IV. SOURCES OF MATERIAL

Throughout this study the writer has made a careful analysis of available periodical literature on the subject of speech improvement. Speech journals, educational journals, and educational digests have been used. The Quarterly Journal of Speech has been extensively used as a primary source for much of the material found in this study.

Material has been taken from textbooks in the field of elementary and secondary speech education, from books on educational philosophy, from writings on methods of teaching, and from books on general speech education.

Three unpublished dissertations and a thesis relating to the problem under discussion have been analyzed. Other research studies in the field of general speech education have been used.

State, county, and city school courses of study have been analyzed for the purpose of determining what speech improvement is being offered in the elementary and secondary schools of Louisiana and in other states.

Local, state, and national surveys have been made to determine the status and scope of speech improvement in the elementary and secondary schools.
Speech education in teacher training institutions in Louisiana and in other states has been investigated.

Personal interviews with classroom teachers of the several grade levels, with parish supervisors, with parish superintendents, and with area consultants in speech therapy, as well as with specialists in the field of speech education, have given the writer a broader understanding of the problems involved in a program of speech improvement.

And finally, the writer has made use of his twenty years of experience as a high school administrator and speech teacher.

V. PROCEDURE

An analysis of the published and unpublished material relating to speech improvement has revealed a need for a speech improvement program for the elementary and secondary schools of Louisiana, and has supplied a plan of organization of the study, which consists of the following:

Chapter I  The Status and Scope of Speech Improvement
Chapter II  A Philosophy of Speech Education
Chapter III  The Organization of a Program of Speech Improvement
Chapter IV  The Administration of a Program of Speech Improvement
Chapter V  Conclusions.
CHAPTER I

THE STATUS AND SCOPE OF SPEECH IMPROVEMENT

Speech improvement has been made a part of the curriculum of the secondary school in most of the states of this country, either as a part of the regular English program or as speech education. At the elementary level, however, a progressive and systematic program of speech improvement is in its infancy. The language arts program in many of the elementary schools makes a provision for oral language improvement, but in actual practice most of the emphasis appears to be placed on the mechanics of grammar, and on silent reading. Since language is oral in the early years of child's educational development, it would seem that speech improvement should receive major attention.

Before the organization and administration of a progressive and systematic program of speech improvement is proposed, it is important that a study be made of the status quo; that a survey of literature, studies, and state department of education bulletins, as well as the status and scope of speech education in Louisiana schools, be made to ascertain the status and scope of speech education. This chapter, then, proposes to analyze available material and evidence to answer four questions:
1. What is the status and scope of speech education in the elementary schools of Louisiana, and in other states?

2. What is the status and scope of speech education in the secondary schools of Louisiana, and in other states?

3. What is the status and scope of speech education in the training institutions?

4. What trends, if any, have been evident in speech education?

The Status and Scope of General Speech Education at the Elementary School Level

A survey of available resources discloses that only a few states have provided a program of general speech improvement for elementary schools on a statewide basis. Whatever program for speech improvement exists, other than in isolated though significant city and county school systems, is found included in the oral activities of the language arts curriculum with the exception of two states. Oregon and Missouri have initiated a statewide program of speech improvement at the elementary level.

The Oregon program of speech improvement and correction is described by Lassers in the Quarterly Journal of Speech. The program originated in Oregon through a need for speech correction for the speech handicapped children. A planning committee succeeded in obtaining state financial aid to begin the program, but it was soon discovered that speech

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correction alone was not enough. The speech handicapped children needed speech rehabilitation in the classroom, under classroom teacher guidance. Further investigation convinced the state authorities that there was definite need for a general program of speech improvement for all of the elementary children. The state department of education then approved a statewide program of general speech education for the elementary schools.

To implement the program in Oregon, according to Lassers, it was necessary to have classroom teachers who were able to provide the children with activities which offered opportunities for speech improvement, and to have classroom teachers who were able to correct functional speech disorders which did not require the attention of the speech clinicians. This problem was overcome through an organized retraining program consisting of workshops, in-service training seminars, and demonstration lessons in teaching speech. The speech supervisors went one step further in their planning. They influenced the teacher training institutions of Oregon to require that all students who were preparing to become elementary teachers should receive extensive training in essential speech materials and methods, good voice and diction, a knowledge of speech problems, and speech correction for functional speech difficulties. The speech director, Lassers, expressed the opinion that a broad background in general speech education for all elementary teachers would reduce
the need for speech specialists. The program in Oregon is based on such a philosophy, and is provided for all elementary children.

The state of Missouri in 1940 expanded its secondary speech education program to include speech improvement in the elementary schools. The speech program in Missouri makes provision for a state supervisor of speech, and for city and county supervisors. Speech improvement is offered to all elementary pupils. One year of speech is available to all secondary students, and additional courses in speech are available in many of the Missouri schools. The state supervisor of speech is responsible for administering all speech training, including speech therapy. The city and county school speech supervisors are assigned the duties of caring for the defective speech students, of conducting a general speech improvement program for those having normal speech, and for teaching some of the specialized speech courses for the talented pupils. The assistance of classroom teachers is utilized in carrying out the speech improvement program in the elementary schools. The classroom teachers are prepared, by in-service training under the supervision of speech supervisors, to integrate speech activities into the school curriculum. Speech teachers and speech supervisors are required to have a broad training in speech education,

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including speech correction. Area clinics and clinicians are available for taking care of the students who need individual therapy. Rehabilitation and re-education of the therapy cases are handled in the classroom under the direction of the classroom teacher.

Many city school systems of various states have developed a program of speech training for all elementary students, but only a few will be included in the present study. Those which are discussed have been selected because they point up some particular characteristic of the program.

A speech improvement program for the elementary schools of Gary, Indiana, has been in existence since 1929. The program in Gary includes special speech training for all elementary pupils, and the speech training is continued in the secondary school for many pupils. The program, which is conducted by teachers who have been trained in speech education, attempts to develop a normal, natural speech in all pupils, and to give special assistance to pupils who have organic speech disorders. One result of the program at Gary has been a decrease in the need for speech correction in the secondary schools.

Oral English, as a curricular subject, was abandoned in Elkader, Iowa, public schools in 1934, and in its place a

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speech program was initiated. A course in speech activities was devised for the elementary schools, and included tests for hearing, for sight, for organic speech defects, for poor articulatory construction, and for absence of speech sounds. A progressive history of each child was maintained. The program emphasized speech correction, speech performance, and symbolic formation and expression.

A discussion of a speech training program in the Cleveland Public Schools appeared in *The Quarterly Journal of Speech* in 1939. A speech correction department was organized in 1918 to supervise the correction of the major speech defects of the students of the Cleveland Public Schools. As the program expanded, the emphasis gradually shifted from speech correction to general speech improvement for all students of the kindergarden and first grade. In-service training in the teaching of speech improvement was provided for all classroom teachers who were thereby qualified to carry out the objectives of the program. The program was further expanded to reach all students in the primary grades. It was found that an effective program of speech improvement in the primary grades in Cleveland was beneficial to the student.

It is quite possible for a school district to inaugurate

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a program in speech improvement under existing state regulations, according to Parsons, who conducted such an experiment in the elementary schools of West Orange, New Jersey, in 1944. The experiment included a public relation approach through administrators, classroom teachers, the speech supervisor, and students. Unfortunately, not all of the parents were included in the planning of the speech program. In-service training in methods of teaching speech improvement was instituted for all classroom teachers, a course of study was prepared, and the experiment was evaluated at the end of the school year. The conclusions, formulated by parents, administrators, supervisors, teachers, and students, pointed out the feasibility of a speech improvement program, the need for specific training in speech education for all teachers, and the need of a speech specialist to supervise the overall program.

Speech education began in the Arlington, Virginia, Public Schools because the parents demanded it, according to a report in the *Speech Teacher* by Kosh. A survey of the needs for speech improvement was made by a speech consultant, and the results of the survey showed a definite need for a speech program. The Arlington School Board approved a plan

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for implementing the speech program by requiring the classroom teachers to participate in an in-service training program, which training was supervised by speech teachers with a broad speech education background. Emphasis was placed on enabling classroom teachers to utilize speech techniques in the regular classroom teaching. Speech teachers were employed to serve as consultants for the classroom teachers. All of the first grade students were screened for organic and functional speech defects. The speech clinicians treated the pupils with major speech disorders; pupils with less serious difficulties were given special training by the classroom teachers.

The speech program at Arlington has the support of civic clubs, county politicians, ministerial associations, PTA groups, parents, and school officials. Improvements in the organization and administration of the program have continued. Teachers have become more familiar with their duties, and more experienced in meeting the needs of the pupils. By the end of four years of speech education in Arlington, all pupils in the first six grades had undergone a speech evaluation procedure, and corrective speech had been given or had begun for speech defectives. In summarizing the program, Kosh states:

... the speech staff is a well trained group. Most of the teachers hold M.A. degrees in speech and are trained in all areas of education, including therapy, and many also have training in speech reading and remedial reading. ... The staff works together for the
program as a whole and to determine the policies and plans of the department. Each is acquainted with all levels of the speech work in the school system... The goal of the Speech Department is to help develop well-adjusted children through speech education, to broaden pupil's experiences, and to eliminate speech difficulties early in the elementary grades.

A plan similar to the one at Arlington has been put into operation in Norfolk, Virginia, County School system.\(^8\)

A program of speech improvement is now in operation in the Philadelphia Public Schools, according to correspondence which has been received from Margaret McCausland, who is in charge of the Speech Correction Program in Philadelphia.\(^10\) The Philadelphia speech program is called "The Ear Training Program" because it is considered a more inclusive term than "auditory discrimination." The program has begun in the first grades of the Philadelphia School system, and will be enlarged to include all pupils in the elementary schools. The aims of the program are: (1) to give speech correction where it is needed and (2) to give speech improvement training to all pupils by speech trained teachers working through classroom teachers.

Speech improvement programs are also in progress in New York City Schools, Detroit Public Schools, and in many of

\(^8\)Ibid., 62.

\(^9\)Ruth R. Austin, "Speech Education in the Norfolk County Schools," Norfolk County Public Schools Bulletin. Published by Norfolk County Public Schools, Norfolk, Virginia, 26 pages.

\(^10\)An outline of the program in Philadelphia and samples of lesson plans used in the program were received May 2, 1955.
the laboratory schools which serve the University Colleges of Education, and the teacher training institutions. It is generally observed that wherever one finds a functioning speech department in an institution of higher learning one is likely to find that an interest in speech education has spread to the elementary and secondary schools in areas adjacent to the institution of higher learning.

A project is in progress in two of the Florida Parishes of Louisiana at the present time which promises to make significant contributions to the improvement of reading and to speech improvement. The experiment is being conducted in the Denham Springs Elementary School in Livingston Parish, and at the Southeastern Louisiana College Training School and in the Ponchatoula Elementary School of Tangipahoa Parish. The project is a joint enterprise, and is sponsored by Southeastern Louisiana College and the Department of Special Education of the Department of Education of Louisiana. Dr. Lydia Duggins, a graduate of Columbia University, is serving in the capacity of consultant, and is directing most of the activities in connection with the program. She has four assistants who serve in the school system, namely, Veda Parker, Rosemary Causy, Marion Schultz, and Charlie Van Vrencken.

The project, listed under the title of "Listening Perception," is an attempt to teach children to improve their ability to communicate through the spoken word by learning to make maximum use of auditory perception. The study is based on the premise that a child must first hear and understand
the sounds before he can reproduce the sounds. The study makes no use of visual aids in teaching listening.

Nine first grade classes of forty students each are participating in the study, four of the classes being used as control groups, and five of them being used as experimental groups.

The program began in 1953 and is now in its second year. Dr. Duggins reports that it is too early to draw any definite conclusions, but evidence is available to show that there has been a decided improvement in reading achievement, in writing, in spelling, and in group participation in oral activities. The administrative officials of the parishes concerned, and of Southeastern Louisiana College, have been so well pleased with the activity in "Listening Perception" that the project is to be expanded during the 1955-56 school year.

A survey of the curriculum publication of sixty-four school systems to determine the extent of the presence of speech activities in the publications was the basis of a dissertation study made in 1951. Pruis selected bulletins from the state department of education in twenty-six states,

11Statement by Lydia Duggins, personal interview.

from thirty-six city school systems, and from two county sys-
tems, and analyzed them for objectives of oral language, and
for the prevalence of general speech training that was being
offered to the pupils in elementary schools. The term
"general speech training" was used to include all oral lan-
guage activities and experience provided by the school for
the child as a part of the classroom activity for all of the
so-called normal pupils. The goals or objectives most fre-
quently mentioned in the publications were:

1. The goal must be functional; the child should be able
to use what he learns.

2. Ability in self-expression; the child should be able to
communicate his thoughts, his emotions, and his wants
when the need arises.

3. Facility in use of oral language; use language freely,
easily, and effectively.

4. Develop skill in the common, everyday oral activities.

5. Improve personal speech habits.

The study revealed that the publications mentioned
many goals and oral activities, but there was no provision
by which the training in speech could be effected. It was
further noted that speech should be taught in all areas of
the curriculum at the elementary school level and not solely
in speech nor in language classes. The principles that the
regular classroom teacher should assume the responsibility
for teaching speech, and that speech permeated all of the
child's activities in the school, were established. It was
also evident from the study that there was a need for
improved listening habits, and the need for training in listening, but that no suggestions for teaching listening were found. As a result of the study, several conclusions were reached:

1. A program of speech training should be developed in a planned program for all students beginning with school entrance and continuing on through the elementary school.

2. Time should be allowed in the classroom schedule for direct teaching of speech skills.

3. Qualified speech educators should be consulted for advice on the organization and administration of a program of general speech training.

4. The elementary school teacher should be helped to become "speech conscious."

5. The elementary teacher should receive training which will insure a satisfactory level of speech proficiency.

6. The classroom teacher should become familiar with the more important speech activities and experiences, and know how to use them in the classroom.

7. Pre-service, as well as in-service, training should be provided for the general classroom teacher to: (a) improve her personal speech habits, and (b) train her in the teaching and utilization of speech in the classroom.

An analysis of the modern trends in educational philosophy has served as a basis for developing a speech program for the first six grades of the elementary school.13 Oleson investigated modern practices in the elementary schools and showed how such developments have resulted from contemporary educational philosophy. She pointed out that the

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modern elementary school is placing more emphasis on child development through learning experiences compatible with physical and emotional growth. In such a school program, subject matter as such has been replaced by an integration of learning activities, including speech. The speech program that Oleson developed includes speech activities at the different grade levels.

In 1942 Longerich\(^{14}\) proposed a speech course for the junior high school based on a study of physiological and psychological characteristics of the junior high school pupil.\(^{15}\) She emphasized the importance of a speech program that meets the needs of students, and particularly pointed out the need of emotional adjustment by adolescents. In her proposed program, Longerich provided many speech activities to bring about social and emotional adjustment through group participation.

The program in language arts in Louisiana schools is based upon the assumption that the elementary school accepts the following theses as ultimate objectives:

1. To be a happy, well-adjusted person one must be able to participate successfully in social situations which demand the effective use of language.

\(^{14}\) The former Mary Coates.

2. To be a good citizen, one should be well informed and efficient in the performance of his duties.

3. To be a good citizen in a democratic society, one should be articulate.

4. To make good use of leisure time, the good citizen should:
   a. Have an appreciation of the fine arts, of literature in particular.
   b. Enjoy opportunities for creative expression.

   A further study of the Louisiana language arts program will reveal that language expression has a prominent place in the course of study. Oral activities in the primary grades include sharing experiences, creating stories, re-telling stories, telephoning, presenting programs, planning in a group, making announcements, listening politely and attentively, meeting and greeting people, conversing with friends, and extending invitations. Here the teacher's aim is to aid the child in speaking with increasing accuracy, effectiveness, and charm. To meet such a broad objective, teacher training in speech education is suggested.

   In the intermediate grades the curriculum includes taking part in conversation, participating in group discussion, making reports and announcements, conducting meetings, planning programs, listening so attentively as to be able to make intelligent and courteous remarks at proper times, and giving practice in good oral reading.

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The upper elementary grades, according to the same bulletin on curriculum practices, should receive training in working with committees, functioning as members of an organization, discussing problems vital to the class, giving effective explanatory talks, presiding at meetings, planning with committees, expressing opinions freely and convincingly, speaking and reading so effectively as to hold the attention of the audience, telling about experiences so that others may enjoy them, taking part in dramatizations, speaking persuasively, weighing conclusions, speaking clearly and correctly, practicing the art of good conversation, and improving one's proficiency in oral reading. Again the extensive emphasis on speaking situations implies a need for teachers who have been given a general speech education, for as Loeb says:

All elementary school teachers should have this two-fold speech preparation: Fundamentals of Speech in order to improve the teacher's own speech, so that she will be an accepted model for her pupils; and Speech Training in the Elementary School, a course designed to prepare the elementary school teacher to offer a speech improvement program for all the pupils in the class, to acquaint the teacher with material in her field, to teach her to recognize speech defects, to give remedial training for minor defects, and to guide the youngster with a major defect to a speech specialist with whom the classroom teacher may cooperate in a remedial program.17

The author, in 1955, made a survey of a portion of the elementary schools of Louisiana to learn the answer to two questions: (1) what speech activities are being stressed in

the language arts program in the elementary schools of the state, and (2) what assistance from parish speech supervisors would be most desired by classroom teachers.

The survey was representative of the state inasmuch as the interviews were made with teachers from ten parishes so selected that each major area of the state was included. In order to justify the findings further, the interviewer, with the recommendation and cooperation of parish officials, interviewed only superior teachers.

Each teacher was asked to list the speech activities that were used by the teacher during the school year to implement the oral language program. The results are shown in Table I.

During the interview, each teacher was asked, "If you had a speech director in your school, what assistance would you desire from him?" A compilation of the answers is shown in Table II.

An analysis of the data in Table I reveals that six activities are used by all teachers included in the survey, these being (1) oral reading, (2) poetry reading, (3) socialized recitation or teacher-pupil planning and discussion, (4) sound recognition, (5) story telling, and (6) student evaluations. A further analysis shows that at least six

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18 The survey included teachers in schools from the following parishes: Bienville, Caddo, Calcasieu, East Baton Rouge, Morehouse, Orleans, Ouachita, Tangipahoa, Vermillion and Vernon.
Table I shows that 60 classroom teachers were interviewed, and that six grades were represented by 10 teachers from each grade. The number opposite the activity, and under the grade level, shows the number of teachers using the activity in the grade, for example, one teacher in the first grade used choral reading as a classroom activity.
<table>
<thead>
<tr>
<th>Type of Assistance</th>
<th>Number of Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To serve as leader in planning a co-operative program of speech improvement.</td>
<td>58</td>
</tr>
<tr>
<td>2. To serve as a consultant in an in-service training program.</td>
<td>58</td>
</tr>
<tr>
<td>3. To assist in screening speech defectives.</td>
<td>58</td>
</tr>
<tr>
<td>4. To assist teacher in corrective speech work.</td>
<td>58</td>
</tr>
<tr>
<td>5. To assist teacher in securing audio-visual and other teaching materials.</td>
<td>58</td>
</tr>
<tr>
<td>6. To implement a speech improvement program through a parish workshop.</td>
<td>52</td>
</tr>
<tr>
<td>7. To do demonstration teaching.</td>
<td>48</td>
</tr>
<tr>
<td>8. To teach speech in the classroom for a short period each day.</td>
<td>5</td>
</tr>
</tbody>
</table>
other activities enjoy a high ranking in popularity, these being: (1) group discussion, (2) creative dramatics, (3) oral reports, (4) committee reports, (5) speech skills in units, and (6) pantomimes.

The results of the survey show that no school included in the study had an organized speech improvement program. Negative emphasis was also placed on puppetry, voice placement, and choral reading.

An interpretation of the data in Table I suggests that the oral language program in some schools is not receiving maximum attention; which is another way of saying that speech improvement in Louisiana elementary schools is being neglected.

An analysis of the data in Table II reveals that fifty-eight of the sixty teachers were interested in the services of a speech director. Evidence is also present to show that the teachers desire a speech director to assist the teacher in improving the teacher's own ability to teach speech activities rather than have the director do the actual teaching. It also pointed out that the teachers wanted help in doing speech corrective work in the classroom.

Further interpretation of the data in Table II suggests that teachers recognize the need for the services of a speech director in the local schools; that the teachers desire assistance both in improving the teaching of speech activities and in improving the speech of speech defectives
in the classroom.

Today's philosophy of speech education has insisted, in part, that "the program should be extended to include not only the few gifted ones who need it least, but more important, the many who need it most, in all speaking, whether public or private, for every day and for great occasions."\(^{19}\)

At present such a philosophy is being applied in only a few isolated but significant elementary school systems. The evidence which has been presented shows that speech improvement in the elementary schools has not reached its potential usefulness. It has been further noted, particularly in the Louisiana schools, that teachers recognize the need for more training to equip themselves to teach oral communication more effectively and to provide assistance to remedy speech defects in classrooms situations. The need for special trained speech directors for individual schools has also been noted.

The Status and Scope of General Speech Improvement in the Secondary School

Despite the emphasis of present day educators on the integrated cores of learning, the secondary schools retain their traditional subject-centered curriculum. Many of the state school systems have set up a required area of learning,

usually including three or four units of English, two of Social Studies, two of Mathematics, one of Science, and one of Health-Safety-Physical Education. This leaves, generally speaking, eight units of elective subjects which the student may choose from an extensive curricular offering. It is in this last category that speech is most likely to be found.

Speech, as a high school subject, has gradually been accepted by school administrators. Every state today offers speech training in its state program of studies, but it has been found that no state has more than sixty-three per cent of its schools offering speech. No state has reported more than fifty speech therapists, and only four have reported more than thirty.

When it comes to the number of pupils who are receiving speech training in the secondary schools, the figures are low. Townsend discovered that only 108 of a total of 175 Texas secondary schools supplying information for his study were even scheduling speech courses and that of these only 9.65 per cent of the total student population was enrolled in speech. In Oregon it was discovered that only 95 of the


232 secondary schools were offering a course in speech, and that an average of only 8 per cent of the students enrolled were taking speech. Only 44 per cent of the high schools of Oklahoma were offering speech, and only 9 per cent of the students were in speech classes. In California only 7.5 per cent of the students were taking speech in a given semester. Pennsylvania reported only 29 per cent of the secondary schools scheduling speech, while 71 per cent had some type of extracurricular activities. A survey of the United States shows that in only seven states were over half of the secondary schools offering a speech course, while in 23 states less than 10 per cent of the schools were scheduling any type of speech course.

Statistics further show that in many of the schools in which speech is being taught, the teachers are not properly
qualified. In Texas, for instance, only 40.14 per cent of the teachers who were teaching speech had a major in speech.27

The problem of inadequate teacher preparation is made even worse by failure on the part of many speech departments to offer a course which will prepare speech majors to teach speech.28 In a study of the speech curricula in 47 western colleges, Phelps found that only eight were requiring a course in the teaching of speech, and only 15 were offering such a course.29 Yaws and Pross, in a national survey of certification requirements, found that 19 states had prescribed certain required courses in speech, and 29 had course hours prescribed by state regulations.30

As a part of the present study, the author, in cooperation with the State Department of Education, completed a survey of the status and scope of speech training in the high schools of the United States for the year 1951-52. The project sought to determine the following:

1. How many states offer speech courses for high school credit?

2. Is speech training designated as "Speech" or "English"?

27 Townsend, 24.

28 Waldo W. Phelps, "Organization of the High School Speech Program."

29 __________, "Speech Curricula in Western Colleges," Western Speech, XVII (1953), 103.

3. What courses in speech are taught?

4. How much speech training is required for certification to teach speech?

A questionnaire was sent to the Departments of Education of each of the 48 states, the District of Columbia and the two territories, and replies were received from 45 states, the District of Columbia, and Hawaii. A copy of the questionnaire is given on the following page.

The results of the survey are tabulated in Table III.

An analysis of the survey reveals that speech is offered as a part of the educational program in each of the areas included in the report. However, in 6 states no special credit is given for speech in qualifying for a high school diploma. Eight states award credit for speech in a separate field of speech, 14 offer speech as either speech or English, and 23 include speech in the field of English. For instance, Connecticut offers speech for credit as either English or speech, Arizona offers speech only in the field of English, whereas in California credit for speech is given only as speech.

It is also evident from the information presented that Arkansas, Colorado, Louisiana, Michigan, Texas and Washington offer the greatest variety of courses in speech. The greatest amount of high school credit for speech is given in Washington.\(^{31}\)

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\(^{31}\) It should be pointed out that the number of units that are recognized for credit does not necessarily mean that the same amount of credit will be accepted for graduation. For instance, the state of Washington will recognize one unit in each of the seven fields, but will not accept 7 units toward graduation.
To State Superintendents of Education:

The Louisiana State Department of Education is desirous of conducting a national survey to determine what courses in speech, if any, are being offered in the high schools of the several states. Will you kindly assist us by completing the survey questionnaire presented below, and return at your earliest possible convenience.

1. In what field is speech taught? English ( ) Speech ( )

2. Check courses offered, and amount of credit in each.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Fundamentals</td>
<td>½ unit ( ) 1 unit ( )</td>
</tr>
<tr>
<td>Interpretation</td>
<td>½ unit ( ) 1 unit ( )</td>
</tr>
<tr>
<td>Dramatics</td>
<td>½ unit ( ) 1 unit ( )</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>½ unit ( ) 1 unit ( )</td>
</tr>
<tr>
<td>Debate</td>
<td>½ unit ( ) 1 unit ( )</td>
</tr>
<tr>
<td>Radio</td>
<td>½ unit ( ) 1 unit ( )</td>
</tr>
<tr>
<td>Corrective Speech</td>
<td>½ unit ( ) 1 unit ( )</td>
</tr>
</tbody>
</table>

Others (Please name)

3. How many semester hours of college credit in speech are required for certification to teach speech? ________

4. If bulletins covering this request are available, please supply us with them.

Your cooperation in this matter will be deeply appreciated.

Yours sincerely,
### TABLE III

**STATUS AND SCOPE OF SPEECH EDUCATION IN SECONDARY SCHOOLS IN THE UNITED STATES**

<table>
<thead>
<tr>
<th>Name of State</th>
<th>Field</th>
<th>No. Units Offered</th>
<th>No. of Semester hrs. for Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>x</td>
<td>1/2</td>
<td>12</td>
</tr>
<tr>
<td>Arizona</td>
<td>x</td>
<td>1/2</td>
<td>0</td>
</tr>
<tr>
<td>Arkansas</td>
<td>x</td>
<td>1/2</td>
<td>0</td>
</tr>
<tr>
<td>California</td>
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<td>0</td>
</tr>
<tr>
<td>Colorado</td>
<td>x</td>
<td>1/2</td>
<td>0</td>
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<tr>
<td>Connecticut</td>
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<td>0</td>
</tr>
<tr>
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<td>0</td>
</tr>
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<td>District of Columbia</td>
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</tr>
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</tr>
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<td>0</td>
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</table>

### Notes
- No minimum, no maximum
- 1 Unit from field
<table>
<thead>
<tr>
<th>Name of State</th>
<th>Field</th>
<th>English</th>
<th>Speech</th>
<th>Fundamental</th>
<th>Interpretation</th>
<th>Drama</th>
<th>Public Speaking</th>
<th>Debate</th>
<th>Radio</th>
<th>S. Correction</th>
<th>No. of Semester hrs. for Certification</th>
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<td>½</td>
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<td>½</td>
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<td>Drama</td>
<td>Public Speaking</td>
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<td>Radio</td>
<td>S. Correction</td>
<td>No. of Semester hrs. for Certification</td>
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<td>1</td>
<td>7½</td>
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<td>0</td>
<td>0</td>
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</tr>
</tbody>
</table>

**TOTALS BY STATES**  26  8  36  35  22  17  19
Thirty-six states include drama in the curriculum, and 35 offer public speaking. Only 8 states list oral interpretation for credit, and this is probably explained by some of the informants being confused by the terms "Drama" and "Oral Interpretation," with the former being the inclusive term.

The survey reveals further that 15 states require no special training in speech for being certified to teach speech, but make eligibility for teaching English also apply to the teaching of speech. New York requires 36 semester hours of college training for the teaching of speech as a major. Three states require 24 semester hours of training, seven states require as much as eighteen, and 9 states list twelve as a requirement.

An interpretation of the data in Table III leads to the conclusion that speech as a secondary subject is well established in the United States. The information also points out that there is a lack of uniformity among the several states in the requirements of speech education for teaching speech in the secondary schools.

The preceding discussion has shown the status and scope of speech improvement in the several states of the United States. But what is the situation in Louisiana?

Formal speech training in the secondary schools of Louisiana, to all practical purposes, originated in 1932 when, at the insistence of the newly reorganized speech department of Louisiana State University, the State Department of
Education of Louisiana permitted the secondary schools to offer a one-year course in speech at the twelfth grade level in addition to the regular four years of English. The speech course was designated English V and was primarily a course in re-educating high school pupils to speak correctly.

Faced with the possibility of expanding the offerings in speech, the Louisiana Speech Association prevailed upon the State Department of Education to publish a new course of study in speech in 1937. Written by a committee of speech teachers from Louisiana State University and from some of the high schools of the state, the new course of study provided for three years of speech in the secondary schools on an elective basis. It further provided that the courses in speech would be counted for credit toward graduation in the field of English. The State Superintendent of Education encouraged the teaching of speech in the schools of Louisiana by making it possible for an additional teacher to be added to the high school faculty to teach speech.

In 1942, when the entire state high school curriculum underwent revision, a revised speech course of study was published by the State Department of Education, and is in

use at the present writing. No particular change was made in the number of units in speech to be offered, nor in the amount of credit to be allowed toward graduation.

To implement the teaching of a broad speech program in the high schools of Louisiana, the Louisiana State Board of Education set a requirement of 24 semester hours of speech education for certification to teach speech in the secondary schools of Louisiana. The requirement of 24 college semester hours of speech has recently been reduced to 18. Another recent trend in Louisiana schools is for the speech courses to be taken over by the high school English teachers who have not been trained in speech education. This has been particularly true in the Orleans Parish schools.

Among the objectives of speech improvement in the secondary schools, according to Bulletin No. 467, are:

1. Development of clear and definite thought.
2. Development of effective oral language.
3. Development of an expressive and responsive body.
4. Development of an adequate voice.
5. Adjustment to all speech situations.
6. Development of skill in everyday speaking situations such as conversation, discussion, and public speaking.
7. Development of skill in public speaking situations as dramatics, radio, interpretative reading, and public speaking.  

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34 Ibid.
Listed in the speech bulletin, also, are outlines of objectives and suggestions for teaching courses in Speech Fundamentals, Public Speaking, Debate, Interpretation, Drama, and Radio; there is included in addition a supplement on Speech Correction which is to be a part of the classroom procedure under the direction of the classroom teacher.

Two surveys, to determine the extent of offerings of speech courses in Louisiana, have been made by the author. The first study was made in 1939, at which time there were 39 secondary schools offering one or more courses in speech, and 42 speech teachers employed. There was no organized work in speech correction in the public schools.

A second survey was made of Louisiana secondary schools in 1952. The purposes of this study were to determine:

1. How many secondary schools in Louisiana, public and parochial, offer speech as a regular part of the school curriculum?

2. How many teachers are employed as part or full time speech teachers?

3. How many teachers are qualified by certification to teach speech?

4. What trends, if any, have been manifested in the speech program of Louisiana during the past 12 years?

The procedure used to make the survey in 1952 included an examination of each of the annual reports of the 367 public secondary schools, and of the 108 parochial-private secondary schools. The results are shown in Table IV.

A comparison of the two surveys in Louisiana reveals that during the 12 year interval the number of schools that
### TABLE IV

**SPEECH EDUCATION IN THE SECONDARY SCHOOLS OF LOUISIANA**

<table>
<thead>
<tr>
<th>Parish</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
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</table>

**TOTALS** 37 88 93 69 69 13 6
were offering speech increased 126 per cent, and that there
was an increase of 121 per cent in the number of teachers.

An analysis of Table IV shows that 36 of the 67 parishes
and city school systems in the state offer speech in
one or more schools. It is also observed that speech is of­
fered in both rural and urban areas. No one part of the
state tends to excel the number of schools with speech in­
struction. Only 24 of the 93 speech teachers are not properly
certified for speech teaching.35

A study of the entire speech education program in the
schools of Louisiana reveals a definite trend toward a more
expansive program in speech correction. Whereas in 1939
there was no organized work being done in the field of aid­
ing the speech defective, in 1952 fifteen parishes were being
served by speech clinicians. At the present time clinics
are being instituted by the State Department of Education as
a part of the statewide program of special education which is
attempting to rehabilitate all handicapped children.

Inasmuch as a large part of the rehabilitation of speech de­
fectives is to be done in the classroom among social groups,
it follows that the secondary school teachers, as well as the
elementary teachers, should be educated to assist in a pro­
gram of speech improvement.

Even if the need for formal training in speech

35 These figures do not include teachers who are teach­
ing speech in classes in English.
improvement has not been widely accepted by the school administra-
tors of Louisiana, many of the schools have participated in an extra-curricular speech activity program. During the school year of 1954-55, more than 150 secondary schools took part in some form of speech festival, speech rally, or speech tournament. In the state speech rally conducted at Louisiana State University in April, 1955, eighty-nine schools entered one or more speech events. Also, during the same year, eight speech tournaments were held in different geographical areas of the state, with a combined attendance of 152 schools. That more schools would participate if teachers felt qualified to direct the activities is evidenced by answers to questionnaires mailed to various school administrators, and classroom teachers.

A survey of speech education in the secondary schools of Louisiana has revealed that at least 88 schools are offering one or more speech courses, which is roughly 19 percent of the total of white secondary schools. It has been pointed out, also, that many secondary schools offer extra-curricular activities in speech, and that speech rallies, tournaments, and festivals are attended by approximately 152 schools out of the state's total of 475.

36 Information received from the Office of High School Relations, Louisiana State University, Baton Rouge, Louisiana, C. L. Madden, Director.
The Status and Scope of Speech Education in Teacher Training Institutions

In order to bring about the maximum improvement in speech in the elementary and secondary schools, it seems evident that classroom teachers must be qualified to organize and carry out the program. For, as Peins points out, "Every teacher is a teacher of speech, whether she likes to be or not; but is she prepared for the great task?" Mulgrave concurs in such an opinion when she says, "No matter what he is hired to teach, practically every teacher is, in effect, a speech teacher. . . . He serves as an example for others." It is important to this study, then, to ascertain what is the status and scope of speech instruction that is offered or required by teacher training institutions for teacher trainees.

The Committee on Teacher Education appointed by the Speech Association of America in 1942 undertook as one of its projects a survey of the place of speech in the educational program of teachers' colleges. The study was limited to those colleges which are controlled by the state government and accredited by the American Association of

Teachers Colleges. One hundred thirty-eight such colleges were found, representing 37 different states. Inquiry blanks consisting of questions eliciting information concerning (1) the use of speech tests, (2) a major or minor offering in speech, (3) the speech courses offered, (4) the opportunities and activities provided for practice teaching and clinical service, (5) the service program in speech (courses offered for or required of all students), (6) the extra-curricular program, (7) teaching personnel, (8) limitations in program, and (9) suggestions for improvement of the program were sent to each of the 138 institutions. Replies were received from 82 colleges, or 59 per cent of the total.

The pertinent information that came from the survey was:

1. The speech program in 39 of the colleges reporting is organized and administered by the English Department; 34 by the Speech Department; two by combination of English-Speech Departments; and two by the Department of Languages.

2. Forty-five per cent of the colleges require entering students to take a speech proficiency examination; 55 per cent have no such requirement. Fourteen per cent of the colleges reported that a speech defect was a barrier to college entrance. In most instances, speech proficiency tests were given for the purpose of diagnosis in order that remedial speech training could be given to the student having the speech defect. The passing of a speech test is part of the eligibility requirements for student teaching in 16 colleges, or about 20 per cent. Sixteen per cent of the institutions require students to pass a speech proficiency test before graduation.

3. A major program in speech is offered by 35 per cent of the colleges; no major in speech is offered in 60 per
cent of the institutions. English and social studies are the most popular minor studies for speech majors. A major usually requires 24 semester hours of college work; and a minor 12, though other amounts were often found.

4. At least 50 per cent of the colleges reported that their offerings consisted of Dramatics, Speech Fundamentals, Oral Interpretation of Literature, Speech Correction, Public Speaking, and Argumentation and Debate. Thirty colleges offered courses in Voice and Diction, and 26 in Methods of Teaching Speech.

5. In 56 colleges, 68 per cent of the total, a course in speech is required of all teacher trainees. Of the 56, ten require two courses, and two list three courses. The most frequently required course was Fundamentals of Speech.

6. Among the objectives for speech training for teachers most frequently mentioned were: (1) to develop ability to participate successfully in everyday speech situations, (2) to improve voice and diction for everyday use, (3) to speak effectively from the platform, (4) to eliminate speech defects or faults, (5) to read intelligently and effectively from the printed page, and (6) to develop good speech for the classroom.

7. Speech courses for elementary teachers reported by 47 colleges, 57 per cent. Of the 47, nine listed two courses, and 6 listed 3 courses. The courses most often listed for elementary teachers were: Fundamentals of Speech, Speech Problems, Speech Correction, and Teaching Speech in Elementary Schools.

8. Among the extra-curricular speech activities sponsored by the colleges were speech institutes, speech tournaments, dramatic festivals, intercollegiate debating, and high school debate tournaments. Speech teachers in the colleges reported they gave from 10 to 33 per cent of their time to extra-curricular affairs.

9. Suggestions for improvement of the speech training program in teacher training institutions included: (1) to inform the administrative staff of the values of a speech program in the general teacher training curriculum, (2) independent speech departments in every institution, (3) formulation of state courses of study in speech, (4) more integration of speech work on all levels, including secondary and elementary schools, (5) a more thorough speech-testing program for all prospective teachers, (6) more emphasis on speech for all teachers, (7) a revision
of state requirements to include speech education in the required curriculum, (8) require courses in speech for all English teachers, and (9) reduce the amount of time spent by teachers on extra-curricular activities at the college level.

The unsatisfactory status of teacher education, as indicated by the literature and by personal experience, was the reason for a study of the adequacy of speech education for teachers by Tolliver in 1952. In the study, Tolliver considered the speech training needs from three standpoints: (1) to determine what are the speech needs of teachers; (2) to find out how well teachers are trained to meet these needs; and (3) to suggest any changes in the speech offerings of colleges that such a study indicated should be made in order to improve the speech proficiency of teachers.

For the study, Tolliver selected a sampling of public school teachers in sixty counties of Northwest Texas, an area covering over 85,000 square miles. Included in the study were 353 teachers and student teachers, representing both the elementary and secondary levels. The five factors chosen to be the most vital and inclusive in the speech of teachers, and therefore justifiable aspects of speech to evaluate in studying the status of the speech training needs of teachers were: (1) voice, (2) physical communication, (3) thought content, (4) language, and (5) human relations.

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In a summary of the literature on the subject of teacher training and speech education, Tolliver says,\(^4\)

It has been pointed out by school officials, teachers themselves, and students that teachers are generally deficient in speech ability to meet the demands of their profession. The colleges have been charged with the responsibility of improving their teacher training programs in order to give the college students the kind of speech training they need before they start teaching.

It has been suggested that, in addition to classroom teaching, teachers need to be prepared to take part in such speech situations as public speaking, group discussion, conversation, conferences, oral reading, listening, and directing student activities. Finally, because only five states have any speech requirement for teachers' certificates, it is apparent that those who need the training the most are probably failing to receive it.

Among the conclusions that were reached in the study were these:

1. There is evidence to show that the public school teachers and teachers in training are more concerned about speech improvement than the colleges are about providing it.

2. The results of this study lead to the conclusion that a significant number of college speech departments are not interested in improving the speech of the teachers trained in their institutions. This applied to many colleges whose primary function is the training of teachers.

3. At least 25 per cent of the teachers and student teachers appear to be below average in general speech performance.

4. A large number of teachers fail to use acceptable pronunciation of common words.

5. When teachers are rated on their weakness and strengths, speech and related personality characteristics tend to assume considerable importance.

6. There appears to be no significant difference in the speech proficiency of teachers because of such factors as age, length of service, size of the town where the person teaches, or the grade level or subject taught.

\(^{4}\) Tolliver, 89.
7. There seems to be a general weakness in the speech training program for prospective teachers.

8. A survey of the content in speech courses for teachers discloses a general lack of consistency.

9. There is indication that the colleges may not be offering the kind of speech courses that meet the needs of teachers.

10. Almost nothing seems to be done to prepare teachers so that they can feel adequate and confident in assisting with extra-curricular activities, an area considered by school administrators almost as important as the curricular life of the school.

11. There does not appear to be a generally satisfactory program for the speech screening of prospective teachers in order to eliminate those totally unfit to teach. Practically anyone can receive a certificate to teach after completing certain specified courses.

A study of the speech of teachers in seven parishes in Northwest Louisiana in 1938 showed that the classroom teachers had many of the same errors in their speech as did the untrained laymen of the area.

From the foregoing observations and conclusions, one is aware of the need in teacher training institutions for a revision of their curriculum to include three basic courses in speech education for all teacher trainees, namely a course in Fundamentals of Speech to improve the teacher's own speech; a course in Speech Correction to enable the teacher to participate in improving speech defects among pupils in the classroom and in re-education of the more seriously defective;
and finally a course in *Speech Methods and Materials* to assist the teacher to make a maximum use of speech activities in classroom procedures, and to participate in the extracurricular program which emphasizes speech education.

What is the situation in the teacher training institutions of Louisiana regarding the speech education of prospective teachers? How well do Louisiana colleges measure up to the requirements of the preceding paragraph? Several general observations can be made.

In the first place, Louisiana is one of five states which requires at least one speech course for certification in the elementary schools of the state. There is no provision as to what such a course should include, but the colleges and Louisiana State University have selected, in most instances, a course in *Speech Fundamentals* to meet the requirement.

In the second place, Louisiana does not require any speech education for certifying teachers for the secondary schools, but several of the state teacher training colleges have included a speech course for English majors.

A general analysis of speech education in the several teacher training institutions of Louisiana is given as follows:

1. Louisiana State University, College of Education:

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*The general college catalogues for the 1954-55 session were used as sources of information.*
A. Requires two courses in speech education for majors in elementary education. The courses are usually in Speech Fundamentals, but one of the courses may be in Speech Correction.

B. A speech proficiency test is administered to all prospective teachers, and remedial work in speech improvement is available if student wishes it. There is no requirement for speech proficiency for eligibility for graduation.

C. Public Speaking is required of certain students enrolled in colleges other than the College of Education. Such requirements are at the discretion of the deans of the respective colleges.

2. Louisiana Polytechnic Institute, School of Education:

A. Requires two courses in speech education for elementary education majors. One of the courses is Speech Fundamentals; the other is a course in Children's Literature.

B. Requires one course in speech education for all prospective teachers; such a course is usually Speech Fundamentals. Students may obtain permission from deans to take electives in speech education.

C. Courses in speech may be required by departments other than education at the discretion of the dean.

D. There are no requirements for a speech proficiency test nor for speech proficiency in eligibility for graduation.

3. McNeese State College, School of Education:

A. Requires six semester hours of training for majors in elementary education, and for English majors. Both courses are in Speech Fundamentals.


C. Courses in speech may be required by deans of any departments. Students may take elective courses in speech beyond the requirements of department heads.

D. There is no requirement for a speech proficiency test, nor for speech proficiency for graduation.
4. Northeast Louisiana State College, School of Education:

A. Requires six semester hours of speech education for all majors in elementary education. Both courses are **Speech Fundamentals**.

B. Public Speaking is required of all majors in English, General Business and Secretarial Science. Other departments may require courses in speech at their pleasure. Electives in speech are available on demand.

C. There is no requirement for a speech proficiency test, nor for speech proficiency for graduation.

5. Northwestern State College, School of Education:

A. Requires three semester hours of speech for all majors in elementary education, and in English. Other departments may require speech if they so desire. The required course is **Speech Fundamentals**.

B. There is no proficiency speech test requirement, nor requirement for speech proficiency for graduation.

6. Southeastern Louisiana College, School of Education:

A. Requires six semester hours of speech education for all majors in elementary education. One three-hour course is **Speech Fundamentals**; the other may be selected from Public Speaking, Dramatics, or **Speech Correction**. Additional electives in speech are available on demand.

B. A three-hour course in **Speech Fundamentals** is required for all majors in teacher training.

C. A program in speech proficiency testing is in progress, and plans have been made to screen all first-year students in teacher education. Remedial help will be provided for all students with defective speech and hearing. There is no plan for requiring speech proficiency for graduation.

7. Southwestern Louisiana Institute, School of Education:

A. Requires six semester hours of speech education for all majors in elementary education. One course is Public Speaking, the other is called **Minor Speech Disorders Survey**.

B. Requires three semester hours of speech education
for all majors in teacher training. Such a course is generally Public Speaking.

C. Requires that all freshmen take a speech proficiency test. Remedial help is given to all who need it. A speech proficiency test is again given to all prospective teachers at the end of their junior year. All future teachers must be proficient in speech.

D. Speech courses are available to all students upon request.

From the evidence presented in regard to the status of speech education in the teacher training institutions of Louisiana, one can conclude that the Louisiana schools are above the national average in speech education in teacher training institutions, but do not meet the needs for a full program of speech improvement. It also appears, from the evidence submitted, that the most comprehensive programs of speech education in the state institutions are to be found at Southwestern Louisiana Institute and Southeastern Louisiana College.

In this chapter an attempt has been made to determine, by an analysis of available resources, the status and scope of speech education at the elementary level, the secondary level, and in the teacher training institutions. Some trends and conclusions are evident. Among these are:

1. Students are not receiving sufficient training in speech improvement at the elementary level.

2. Teachers are not properly trained in teacher training institutions to direct and teach speech improvement.

3. There is no organized, progressive speech improvement program in Louisiana schools.

4. Speech education is fairly well distributed over the
state in the secondary schools, but only a few schools are able to offer speech courses. Allotment of teachers according to average daily attendance prohibits the offering of electives in the medium-sized and small schools of the state.

5. Extra-curricular activities in speech enjoy wide popularity in Louisiana schools. Teacher training institutions must provide instruction in speech activities to be of maximum help to school administrators and pupils.

6. Teacher training institutions have not yet realized the maximum goals of speech education for prospective teachers. Louisiana is making progress toward more speech education for teacher training.
CHAPTER II
A PHILOSOPHY OF SPEECH EDUCATION

The organization and administration of a program of speech improvement should be philosophically sound and academically justified. The purpose of this chapter is to analyze the relationship that exists between education in general and general speech education, and to suggest a philosophy of speech improvement that is compatible with the current trends in educational thinking. If there is sufficient evidence that speech improvement is a basic and necessary component of the general educational program, then the organization and administration of a program of speech improvement is academically justified. Furthermore, if the philosophy of speech improvement is consistent with the philosophy of general education, then a speech improvement program is philosophically sound.

It is apparent that if the purpose of this chapter is to be realized, then there are some specific questions which must be answered. What are the general aims of education? What are the general aims of speech education? Is speech education necessary to general education? What educational principles or concepts are involved in a philosophy of speech improvement for Louisiana schools?
In the more than three hundred years since the beginnings of the educational system in the New World, many changes have taken place; basic philosophies have been revised, old ones discarded and new ones substituted; aims and objectives have been expanded and elevated; methods have been constantly improved. Out of this maze of educational development have come two modern educational philosophies, namely, the "subject-centered" or traditional, and the "child-centered" or progressive. That there are certain disagreements between the two philosophies, no one will deny; but it is in the realm of agreements that this study is interested.

Both the traditionalists and the progressives agree that education is a process of growth in terms of a learner and of something to be learned; that education exists for the child in terms of experiences and activities; that there is definite need for long range planning in setting up goals for educational progress; that the curriculum consists of all of the experiences which children and youth have under the guidance of the school; that education implies learning activities commensurate with individual needs of students; that aims and objectives are important to the educative process; that interest and motivation are important to learning; that teachers should be properly trained in methodology and in personal habits.¹

The public school system of Louisiana is based, generally speaking, on an eclectic philosophy; or in other words, the state public school system incorporates into its organization and administration of a school program some ideas that are inherently a part of progressive philosophy, while other concepts are traditional in nature. The elementary school in Louisiana, with its organization of content into a core curriculum, is basically progressive. The secondary school, on the other hand, with its separate and distinct subject units, lends itself more readily to the traditional philosophy. Yet such a distinction is not wholly consistent nor is it necessary that it be so; the elementary school, for instance, is organized along definitely determined grade levels -- this is in accordance with traditional thinking; the secondary school, though subject centered into units, groups the units around certain cores or subject fields -- this is in accordance with progressive philosophy. It is easy to see, then, that in planning the Louisiana program of education, the planners have drawn from each philosophy what is considered to be best for the children of Louisiana. In so doing, the planners themselves have followed a traditional philosophy.

The Louisiana school system is predicated on the premises that education can make life better; that the educative process must be democratic if the American ideal of free men living together in a free land is to survive on this earth;
that the school program should be determined by the needs of
the children and youth and to make them competent to deal ef-
flectively with the common problems of society.²

If a school system is to justify its existence, it
must be geared to carry out the general aims and objectives
of education; aims and objectives which have evolved as a re-
sult of the demands of society. But what are such aims?

Writing in 1860, Herbert Spencer identified five major
concerns of people: "(1) Self-preservation, (2) securing the
necessities of life, (3) the rearing and discipline of off-
spring, (4) the maintenance of proper social and political
relations, and (5) the activities which make up the leisure
part of life, devoted to the gratification of the tastes and
feelings."³

Spencer's five objectives were expanded by the Commis-
sion on Reorganization of Secondary Education into the famous
"seven cardinal principles of education" which are: (1)
health, (2) command of fundamental processes, (3) worthy home
membership, (4) vocation, (5) citizenship, (6) worthy use of
leisure, and (7) ethical character.⁴

State Department of Education, Baton Rouge, Louisiana, 4-6.
³Herbert Spencer, Education (New York: D. Appleton Co.,
1861), 32.
⁴United States Department of Interior, Bureau of Edu-
cation, Cardinal Principles of Secondary Education. Bulletin
1918, Number 35 (Washington: Government Printing Office,
1918), 32.
According to Bulletin Number 741, Handbook for School Administrators, (p. 7) the educational leaders of Louisiana believe that one of the most comprehensive statements of educational objectives is found in the report of the Educational Policies Commission, The Purposes of Education in American Democracy, which was published in 1938. According to this report:

... Four aspects of educational purposes have been identified. These aspects center around the person himself, his relations to others in the community, the creation and use of wealth, and socio-civic activities. ... The four great groups of objectives thus defined are:

1. The Objectives of Self-Realization.
2. The Objectives of Human Relationship.
3. The Objectives of Economic Efficiency.
4. The Objectives of Civic Responsibility.

Each of these is related to each of the others. Each is capable of further subdivision.  

The statements of the general aims of education which have been cited serve as the purposes of aims of education for the elementary and secondary schools of Louisiana. The State Department of Education of Louisiana further believes that there should be a continuous study of the purposes of education, and that such a study should be closely related to a continuing program of school evaluation. Attention should be focused on such items as:


1. The imperative needs of children and youth.
2. Changing social and economic conditions of school community.
3. Research concerning the nature of children -- how they grow and develop.
4. Grading, marking, reporting to parents, and promotional policies.
5. Follow-up studies on graduates and drop-outs.
6. Making adequate provision for individual differences by using effective grouping procedures.
7. Improving guidance services, including achievement, aptitude, and intelligence testing.
8. Improving school records and reports.
9. Improving school health and nutrition education programs.
10. Improving safety and physical education programs.

Having cited the general aims and objectives which compose the philosophy of education as such a philosophy applies to the elementary and secondary schools of Louisiana, the next logical step is to ascertain the place of speech education in such a philosophy. In other words, can a complete realization of the aims and objectives of general education be achieved without directing attention toward an improvement in the media of communication, both oral and written?

7Ibid., 8.
The Differences Between Oral and Written Communication

What is communication? Cooley says, "By Communication is here meant the mechanism through which human relations exist and develop -- all the symbols of the mind, together with the means of conveying them through space and preserving them in time. It includes the expression of the face, attitude and gesture, the tones of the voice, words, writing, printing, railways, telegraphs, telephones, and whatever else may be the latest achievement in the conquest of space and time." "Communication," according to Gray and Wise, "is, like all life, a process of stimulation and response, based upon these drives and motives, which are the foundation of all behavior." Communication is a social process, involving the concerted participation of two or more people. "It consists of motivated action on the part of one, providing the stimulus, and motivated reaction on the part of the other, responding to that stimulus in accordance with the manner in which that stimulus is related to his own action tendencies." The cycle of communication is complete only when there is a response, real or imagined, to the presented stimulus.

All kinds of stimuli may be used for communication, for there is no sharp line between the means of communication.

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10 Ibid., 340-341.
and the rest of the external world. "However, of all the possible types of stimulation, the visual and the auditory are undoubtedly of greatest value for communication."\(^\text{11}\) "In a sense all objects and actions are symbols of the mind, and nearly anything may be used as a sign... But there is also, almost from the first, a *conventional development of communication*, springing out of spontaneous signs but soon losing evident connection with them, a system of standard symbols existing for the mere purpose of conveying thought; ..."\(^\text{12}\) These standard symbols are the sounds and letters which are known as language. From the very nature of language, then, it follows that there is oral language and written language, and that language is the conventional form of communication.

Now that the meaning of communication has been established, the next problem is to determine the importance of communication. Cooley believes that communication is essential to the development of human nature, "Without communication, the mind does not develop a true human nature, but remains in an abnormal and nondescript state neither human nor properly brutal."\(^\text{13}\) White insists that civilization -- the development of culture -- is dependent on communication, for "All culture (civilization) depends upon the symbol. It


\(^{12}\) *Cooley, Social Organization*, 61-62.

\(^{13}\) *Ibid.*, 62.
was the exercise of the symbolic faculty that brought culture into existence and it is the use of symbols that makes the perpetuation of culture possible. Without the symbol there would be no culture, and man would be merely an animal, not a human being."\(^{14}\) "It is through communication that we get our higher development," says Cooley.\(^{15}\) The social value of communication is stressed by Gray and Wise, "The meaning of all of this is to imply that communication, the purposes of which are social adjustment, integration, and control, is recognized as an extremely important activity in the life of every individual and in the life of the social organization itself."\(^{16}\)

Communication, through its use of auditory and visual stimuli, is a component of thought, for, as Cooley says, "Communication, including its organization into literature, art, and institutions, is truly the outside or visible structure of thought, as much cause as effect of the inside or conscious life of men. All is one growth: the symbols, the traditions, the institutions are projected from the mind. . . . but in the very instant of their projection, and thereafter, they react upon it, and in a sense control it, stimulating, developing, and fixing certain thoughts at the expense of

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\(^{14}\) Leslie White, "The Symbol," *Philosophy of Science*, VII (1940), 460.

\(^{15}\) Cooley, *Social Organization*, 63.

Thus the system of communication is a tool, a progressive invention, whose improvements react upon mankind and alter the life of every individual and institution. "History," states Cooley, "may be regarded as a record of the struggle of man to realize his aspirations through organization; and the new communication is an efficient tool for this purpose." \(^{18}\)

Having defined communication, and having cited the importance of communication to the development of human nature, the social organization of mankind, and to thought itself, the next step is to determine the part that speech plays in the process of communication. What is there about speech that makes it an ideal means of communication?

It has been pointed out that language is the conventional form of communication, and that there are two kinds of language, oral and written. This is another way of saying that communication itself may be either oral communication or written communication. However, when one used the term "oral communication" he is most likely to mean speech, for speech is the universal means of oral communication. Why is this true? The answer lies partly in the fact that the fine distinctions which are possible through the medium of the auditory and the visual senses give speech a tremendous advantage

\(^{17}\)Cooley, 64.

\(^{18}\)Ibid., 90.
over the other means of communication. "Through speech and its appeal to the ear and eye, it is possible to communicate the finest shades of meanings as well as the whole range of human experience." Speech is the only form of communication in which the auditory and visual senses may be combined and synchronized into a unity. And since the variations of both are almost unlimited, the meanings which can be conveyed by the use of both together are well-nigh infinite in number.

The importance of the use of auditory and visual stimuli in communication is illustrated in the use of mass communication. The old silent movies, appealing to the visual sense of communication, were not complete and soon gave way to modern movies which combine the auditory and visual stimuli. The radio, with well-nigh perfect transmission of the human voice, is giving over to television, which combines the two distance communication senses. It is important to remember that in all of these mechanical means of mass communication, it is human speech that is being communicated, both audibly and visibly; "that in the ordinary situation the speaker is a thing to be seen, shown to the sight, a being of action to be noted and read through the eye." 

\[19\] Gray and Wise, 401.
\[20\] Ibid., 404.
A second advantage that speech has over other media of communication lies in the realm of its universal usage. Everyone will not write a letter or a book, or read a newspaper, or listen to the radio, or watch television; but almost everyone will learn to speak. From about the time a child reaches the age of two, he will use speech as a means of communication.

Still a third cause for the universal use of speech as a means of communication is the face-to-face directness, the physical proximity that makes it possible to give and receive stimuli at the same time. "It is this simultaneous giving and receiving of stimuli which makes speech preeminent as a mode of communication."  

Gray and Braden have summarized the importance of speech as an ideal form of communication by saying, "It is only in speech that the immediate response to the given stimulus is present. It is this face-to-face directness; this immediacy of response to stimulus; this maximum use of distance senses, auditory and visual, to gain fine distinctions and wide range of meaning -- these are the chief elements which make speech the ideal form of communication."  

Since it has been pointed out that communication is essential to the progress of civilization, is essential to

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22Gray and Wise, 408.

social development, and to thought, and since speech has been shown to be the universal means of oral communication, it should follow that speech is essential to human progress, to social development and to thought. Such proves to be the case.

White calls attention to the importance of speech in human progress by saying:

Articulate speech is the most important form of symbolic expression. Remove speech from culture and what would remain? Let us see.

Without articulate speech we would have no human social organization. . . .

Without speech we would have no political, economic, ecclesiastic, or military organization; no codes of etiquette or ethics, no laws, no science, theology, or literature; no games or music, except on an ape level. . . . Indeed, without articulate speech we would all be toolless; we would have only the occasional and insignificant use of the tool such as we find today among the higher apes, for it was articulate speech that transformed the nonprogressive tool-using of the ape into the progressive, cumulative tool-using of man, the human being.24

Cooley expresses a similar opinion and says that speech is involved in thought, "The achievement of speech is commonly and properly regarded as the distinctive trait of man, as the gate by which he emerged from his pre-human state. It means that. . . . he has learned that everything has, or may have, a name, and so has entered upon a life of conscious fellowship in thought. It not only permitted the rise of a more rational and human kind of thinking and feeling, but was also the basis of the earliest definite institutions."25

24White, "The Symbol."

Man's social heritage has been dependent, to a large degree, on speech, for as Cooley says,

Nor must we forget that this state of things reacted upon the natural capacities of man, perhaps by the direct inheritance of acquired social habits and aptitudes, certainly by the survival of those who, having these, were more fittest than others to thrive in a social life. In this way man, if he was human when speech began to be used, rapidly became more so, and went on accumulating a social heritage.

Speech, then, is important because it is an ideal means of communication and as such it is used by practically all people, and because it is essential to human progress, to social development and to thought.

Speech, in the preceding discussion, has been shown to be oral communication. As oral communication, it employs language. This has created confusion in the minds of some people to the extent that they often think of language as the inclusive term, and consequently they believe that education in the use of written language is education in speech. This confusion probably has been caused by the emphasis that has been placed on the written form of language in the elementary and secondary schools of this nation, to the apparent neglect of speech.

Woolbert has pointed out that speaking and writing are alike -- and different. "Both are branches of the fundamental study of studies, the mother tongue. They are the broadest of liberal disciplines because everybody needs to know them. . . .

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Ibid., 71.
In textbooks speaking and writing are commonly treated as though they were about the same thing; not quite, but almost. . . . in the matter of thought content and rhetorical structure, are they left undifferentiated. Little has ever been written about their differences; . . . The reason for this is rather apparent -- text books are written, not spoken. They are compiled by writers, reflecting the attitudes of writers, most of whom have had no special training in speaking and who are unfamiliar with the speaker's problems.27 Woolbert then analyzes the differences:

A. Writing includes three clear-cut processes:

1. Thought: analyzable into perceptions, ideas, images, concepts, facts, knowledge, belief, judgment, imagination, fancy, attitudes, purposes, intentions.

2. Language: the use of words and sentences, grammar, syntax, composition, rhetoric.

3. Typography: including handwriting, and the printed page.

B. Speaking is composed of four processes:

1. Thought: perceptions, ideas, etc., as in writing.

2. Language: the use of words and sentences, grammar, syntax, composition, rhetoric, phonology, articulation, pronunciation.


27C. H. Woolbert, "Speaking and Writing -- A Study of Differences," The Quarterly Journal of Speech, VIII (1922), 271-285. The following discussion is an adaptation of the article by Woolbert except wherein it is otherwise stated in text and footnotes.
But, according to Woolbert, the difference in the mode of physical transmission is not the most important difference. Thought for writing is quite different from thought for speaking. If this be true, then, from thought on down to bodily means of expression, the two subjects differ in all particulars. A word done in black marks on the printed page must mean one thing only, and one thing only yesterday, today, and for a long time. When expressed by the voice in speaking, however, a word may mean whatever the speaker has skill to make it signify. These differences can be achieved by voice alone. "Consider how great the distance between speaking and writing is increased when to the use of voice is added action. The voice can multiply meanings without words of any kind; the two together, voice and body, can work wonders." In the process of communication, voice overshadows language; actions speak louder than words.

Another difference is that the printed page gives almost no meaning except as it sets up voice processes. "One cannot read -- in silent reading -- without sub-vocal speech. Reading is always an act of speaking without audible sounds. It entails elaborate tension and activity of the whole voice mechanism. . . . What power the printed page has -- as words -- it owes to the mechanism of the voice . . . whenever a speaker is incompetent in voice and body, whatever be his skill in language, he carries very little meaning. Dull speaking is dull chiefly because of dull vocal expression,
and inert bodily action." This leads to the implication that speech education, by redeeming the voice-body effect, is an aid in overcoming the dullness in vocal expression. "As a consequence a very thin message -- judged as written composition -- can still charm, inspire and command if voice and body are competent; while on the other hand, the richest of thought, couched in the rarest and most skillful of language -- as printed page literature -- can mean almost nothing and put auditors to sleep when given with a dull voice and inert body." Teaching children to speak is more than teaching them how to use thought and language. To provide clear thinking and proper use of words is not enough. The heart of the whole matter is that the use of voice and diction is essential to the process of speaking, and enhances the function of speech as a means of oral communication.

Still another difference exists between the use of language as a means of communication in writing, and as a means of communication in speaking -- oral communication. The crux of this difference lies in situations under which writing and speaking take place. Whereas the writer may select thought for people who are free from the strain and restraint of a public gathering, the speaker chooses ideas for people who are able to see each other, who are not at all free from restraint, and who are able to evaluate the communicator much more penetratingly than if he cannot be seen.

The difference in social situations of readers and
listeners is important. Consider the diverse frames of mind involved. A man at home, relaxed in his easy chair, is quite different from the man who in public is excited, highly tensed, perhaps a bit embarrassed. In public he is bombarded by a host of distracting stimulations; stimuli entirely foreign in nature or significance to the seclusion of the study or the home circle. "By such influences the whole nature of his thought processes is affected vitally."

Fully as great as the difference between reader and listener is the difference between the thinking currents of the speaker and the thinking currents of the writer. "Speaker and writer select and compose thought in entirely different moods and in different degrees of tension," says Woolbert. The speaker composes, to a large extent, in the face of this audience, where he can see and hear them, can sense their moods and movements, where he can communicate directly and immediately to them. This makes the very thought that is to be carried different from the thought used in writing.

Before an audience a speaker is more intimate. Writing is best when it is universal; speaking when specially related to a specific audience. A speaker must know his audience; a writer seldom does. An experienced speaker can show greater assurance than a writer; for he has in plain sight definite and efficient guides to his conduct. On the other hand, an inexperienced speaker can lose whatever assurance he had. This points to the importance of speech improvement that will
give the speaker the right kind of experience in speaking situations.

A final difference between writing and speaking as means of communication lies in the province of choosing what meanings the words shall carry. The speaker, through the voice-body mechanism, can be so powerful in enriching meaning that he can work wonders in compelling listeners to get just the meaning he intends. In writing, on the other hand, it is the reader who comes nearer to deciding the meaning than the writer. In speaking the response is immediate; in writing the response is delayed, and often there is no response to writing. It is this immediacy of response that is so important to speech as a means of communication. "Thus in general the task of writing is to lay foundations; the task of speaking is to induce decisions. . . . Speaking reveals more of the speaker's intent, stirs more meaning in the mind of the hearer, answers more questions, and proves generally more illuminating and satisfying."

Gray and Braden emphasize these differences between writing and speaking by saying:

Whatever differences there are between speaking and writing exist wholly because of the one factor of delivery. Without these differences there would be no point at all in the trouble and expenditures involved in bringing people together for the personal and group conferences; . . . Differences in vocabulary, in sentence structure, in style, arise out of the fact that in one case the discourse is to be read, whereas in the other it is to be heard. The speaker needs to make his language instantly comprehensible. This imposes upon him certain limitations of verbal language
but in return gives him the added facilities of vocal variety and visible action. 

As the basis for general education, preference will always fall to writing. This is provided by its permanence. It will reach farther; it can be multiplied again and again, and with the same meaning and message, thus giving it range in time and place. Speaking, though, will always be a more common medium of exchange; conversation will be more usable than letter-writing. Wherever men desire to leave no doubt as to their meaning and intentions, they will face one another and speak. With speaking, man (Ptah Hotep) began his first essays at communications, and to it he will prefer to return in his times of greatest need.

The Meaning and Importance of Speech Education

So far this chapter has given attention to the philosophy of general education as it applies to the elementary and secondary schools of Louisiana, to the meaning and importance of communication, to the place of speech in communication, and to the importance of speech as the universal medium of oral communication. It seems pertinent at this point to expand the investigation in the field of speech education to see if it is of sufficient importance to be included in a general program of education. First of all, what is speech education?

\[28\] Gray and Braden, 476.
It has already been shown that speech is the ideal form of communication; that it is essential to human progress, and to social development. Furthermore, it has been pointed out that speech and language do not mean the same thing; that there are definite and particular aspects of speech that do not apply to the generally accepted definition of language as language is taught in the schools of Louisiana; that speech has certain characteristics that need special development. Perhaps the best analysis of the meaning of speech education, as the term applies to Louisiana schools, has been given by Gray:

Actually, the implications of such an analysis are further reaching than appears at once. Speech education, to me, emphasizes those phases or aspects of communication which center about the fact that people communicate in the presence of others directly and immediately far more than indirectly and remotely; that the principles and techniques of such direct communication involve factors not present in written or other delayed forms of communication; that the social aspects of such direct communication are an integral part of the process; that the media of such communication -- voice and action -- give to the oral process a flexibility, a precision of meaning not possessed by other forms.29

Speech improvement -- improvement in oral communication -- according to Gray's statement, stresses the distinction between language development and speech development, a distinction that has already been pointed out earlier in this chapter.

Speech education, then, is concerned with improvement in thought, language, voice and action.\textsuperscript{30} As a medium of oral communication, speech utilizes the language of the speaker to communicate the speaker's thoughts in all speaking situations. Improvement in the use of language, the language that is needed for oral communication, is a primary consideration in the educational process because the child's ability to express himself intelligently is one of the general aims of education. This factor is of even more significance when it is realized that improvement in the use of oral language is also improvement in ability to think. It is generally agreed that man thinks in terms of language. Dashiell says, "That the speech mechanisms are the thinking mechanisms par excellence has long been recognized by many psychologists and laymen alike."\textsuperscript{31} Weaver relates thinking to speech and insists that thought is invisible and inaudible speech.\textsuperscript{32} Watson supports the same view and says, "What the psychologists have hitherto called thinking is in short nothing but talking to ourselves."\textsuperscript{33} Weaver continues by pointing out the relationship of thought and speech, "This close relationship between thinking and

\textsuperscript{30}Woolbert, \textit{The Fundamentals of Speech}, 3.


speech means that any discipline that improves thinking is likely to improve speech, and conversely, any improvement in speech habits is likely to be reflected in thinking."\(^\text{34}\) Bode says that speech precedes memory. "We cannot remember things that happened before we learned to speak. For some unexplained reason it is easier to repeat an act if we have verbalized than it is to repeat independently of verbalization."\(^\text{35}\) Betts insists that language development demands proficiency in speech; that reading readiness is dependent on proficiency in oral language.\(^\text{36}\) Again he states that improvement in language is dependent on improvement in speech:

One of the very important but most neglected facets of language development is that of speech production. Speech habits and auditory discrimination abilities appear to be highly related. Oral language as well as the mechanics of speech production are embraced in a broad view of the problem. In this sense, the development of desirable speech habits is one of the primary goals of language instruction. Speech is an aid in learning to read.\(^\text{37}\)

Horn refers to the need of speech improvement because speech is essential to thought:

Since language is essential to thought \ldots the command of language is indispensable. So fundamental, indeed, is the part played by language that the entire instructional program should be organized so as to

\(^{34}\) Weaver, 23.


\(^{37}\) \textit{Ibid.}, 317.
promote its effective use. . . . Students should be led to see that carelessness and inaccuracy in their own language, as well as in their interpretation of the language of others, make clear thinking impossible.38

Woolbert stresses the importance of speech training as thought training. "For the learning of speech is, in reality, the learning of thinking. . . . Indeed, there is no thinking without speech," he says.39 Dewey makes a distinction between the intellectual use of language and the practical and social use and then states that the distinction throws much light on the problem of the school in respect to speech. "The problem is to direct pupils' oral and written speech, used primarily for practical and social ends, so that gradually it shall become a conscious tool of conveying knowledge and assisting thought."40 Judd, in his Psychology, corroborates the conclusions of Dewey by saying, "Speech is more than a product of thought; it is the instrument which makes thought possible; or differently expressed, it is the kind of reaction which is essential to the higher attitudes of discrimination and comparison."41 Gray and Wise imply the need of training in speech as they say, "Most of our thinking

38 Ernest Horn, Methods of Instruction in the Social Studies (New York: Charles Scribner's Sons, 1937), 137-138.
39 Woolbert, 413.
is done with the mechanism with which we do most of our communicating: the speech mechanism.\textsuperscript{42}

It has been pointed out in the preceding discussion that improvement in speech and improvement in thought depend on each other -- to communicate ideas necessitates the ideas. Since education aims at developing in the child the ability to communicate with his classmates and with adults, it follows, then, that there can be no complete education without speech improvement.

But speech improvement is not only concerned with improvement in thought and language, it is particularly interested in improving the effectiveness of speech by improving the instrumentality of speaking, the human voice. The child learns to talk; speaking is not instinctive. This leads to the observation that training in speech is just as necessary as training in any other academic discipline. Furthermore, since speech improvement is so complex, and like other learned behavior, it requires for its maximum effectiveness the services of an instructor who understands the problems involved and who is capable of giving instruction that will solve these problems. Woolbert says, "Speech is essentially a habit forming study. . . . to improve speech habits drill is necessary, supported by knowledge of the ways and means whereby

\textsuperscript{42}Gray and Wise, 412.
the learner increases his powers of understanding and memory."[^43]

"The quality of a speaker's voice has much to do with the conviction he carries and with his comfort and assurance while speaking," according to Woolbert. "Improvement in voice involves improvement in breathing, resonance, openness of throat, treatment of special ailments, and enriching the tone."[^44] But as important as the voice is to speech, it is of secondary interest in the study of speech. The primary consideration is always on conveying a wide range and fine distinctions in meaning. Again to Woolbert is due credit for such an analysis,

Voice by itself is of secondary interest in the study of speech; the important matter is vocal change, variety. For it is by variety in the elements of speech sounds that meaning can be carried. And as meaning is of two kinds, logical content and personal intent, it is necessary then to analyze the changes of voice according to: (1) the nature of vocal elements -- quality, force, time and pitch, and (2) the relation of these four elements to logical content and personal content. In this way the students of voice and speech can change old habits into new.[^45]

The training of the human voice to produce a pleasing effect on the listener is of utmost importance, for a pleasing voice makes it easy for the listener to follow the speaker's ideas and receive an unusually full measure of meaning. Again Woolbert has said, "Purity of tone and

[^43]: Woolbert, 52.
[^44]: Ibid., 139.
[^45]: Ibid., 191.
smoothness of voice are fundamental necessities if a speaker desires to carry his thoughts to others on the safest terms. A knowledge of the voice mechanism -- of its parts, and their functions -- is necessary to voice improvement. Improvement in the elements of speech sounds that can be used through an adequate voice to convey fine distinctions and wide range in meaning is one of the peculiar needs of speech training in the schools.

Speech improvement is also concerned with improvement in the use of bodily action to support and reinforce audible speech by visible stimuli. Action is valuable in establishing good communication. Improvement in speech is, in part, a result of responding to the different emotions found in the speaking situation. Speech is a total body reaction, according to Woolbert, who says:

Speech is a form of action, and as action of one part of the body affects all other parts, the study of speech calls for a study of the whole body. This involves a recognition of the necessity for using the whole body in speech, which implies that all good speaking is emotional, from an integrated body. Furthermore, action is necessary in carrying fullness of meaning to the audience by way of the eye, according to the habits of the audience as observers of what the speaker reveals. Criteria of successful action on the part of the speaker are found in an adjustment of grace and awkwardness, a balance between strength and ease, a fitness of action to the daily habits of the audience, and an analysis of stage fright.

Gray and Braden say that there is no such thing as

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46 Ibid., 140.
47 Ibid., 67.
actionless speaking.\textsuperscript{48} "The speaker is something more than a person to be heard; he is more than a user of words. In the normal and most effective speaking situation he is also a person to be seen."\textsuperscript{49} The important thing to remember is that the visible aspect of speech many times takes precedence over the audible aspect. The old adage, "Actions speak louder than words," is an important pedagogic principle in speech improvement. Complete communication is dependent upon the synchronization of the visible and audible stimuli; there must be no conflict between vocal utterance and bodily action. To develop in the child this complete communication is one of the major aims of speech improvement. Inasmuch as complete communication is necessary to self-adjustment to society, speech improvement is necessary in any complete program of general education.

The preceding analysis of the part that speech education plays in the development of thought, language, voice, and body has pointed out that speech improvement is essential to a well rounded program of child development; that it is through a systematic and organized program of speech improvement that students may have sufficient opportunities to develop and improve their abilities to think, to express their thoughts in intelligent, organized, and forceful language.

\textsuperscript{48}Gray and Braden, 541.

\textsuperscript{49}Ibid.
and to use their voices and bodies for complete communication of a wide range and fine distinctions in meaning through a pleasing voice.

Not only does a philosophy of speech education involve improvement in complete communication through special instruction in the proper use of thought, language, voice, and body, but a second principle in the philosophy of speech improvement is that speech education is liberal education.

The ancients considered speech education as liberal education to the extent that they based their educational program on training in rhetoric — public discourse. Speech education to them demanded a broad background in all learning. One might say, without fear of too much argument, that speech education preceded all other types of education. Isocrates, writing in *Antidosis*, calls attention to the scope of speech education in his time, and to the fact that speech education was liberal education. He says,

> With this faculty the art of discourse we both contend against others on matters which are open to dispute, and seek light for ourselves on things which are unknown; for the same arguments we use in persuading others when we speak in public, we employ also when we deliberate in our thoughts. . . . If there is need to speak in brief summary of this power, we shall find that none of the things which are done with intelligence take place without the help of speech, but that in all our actions as well as our thoughts, the art of discourse is our guide.\

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Training in speech continued through the middle ages, and in the sixth century Cassiodorus of Viviers first regularly used the term "the seven liberal arts," the meaning of which term went back to Aristotle. Since Cassiodorus, the seven liberal arts, originally the basis of speech education, have been used in liberal education.

In modern times, speech education continues to be liberal education. Clark says, "Let us envisage the art of discourse as the training of young people to take their place in a human society where all transactions are conducted through the medium of language," and the spoken form of language is the most widely used. Rahskopf points out the liberal view of speech education:

Speech improvement is the humanizing, the socializing, and the enriching the lives and personalities of students. It improves the individual's speech behavior. If skill in such behavior is to be most useful, however, it should be based on and co-ordinated with the child's social and psychological development. . . . Speech training then should be inseparably related to the pupil's intellectual interests, social attitudes, cultural breadth, and self-command. The end result should be the establishment of a rich background of experience, a

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cooperative group attitude, a sense of civic responsibility, esthetic appreciation, and emotional balance. It can be seen from the preceding statement that speech education not only is liberal education, but has the same general ends as general education in the schools of today.

Baird has stated, "The pedagogic law is that instruction should be adapted to individual differences. . . . Speech education is a reconstruction of experience." He has thus implied that speech education adheres to the doctrines of modern education which have been advocated by Dewey and Thorndike.

Gray and Wise contribute to the general nature of speech education in pointing out that speech has developed as a means of social adjustment, of social integration, and of social control. They continue by stating,"These integrating, adjusting, and controlling functions are all perfectly normal and legitimate, provided legitimate uses are made of them. They are among the basic objectives of the entire educational system. . . . They are, indeed, among the things that make human society possible."56

That speech education is consistent with modern educational philosophy is the opinion of Barnes, who says,  


56Gray and Wise, Bases of Speech, 2.
Modern educational philosophy emphasizes the development of a curriculum conducive to the acquisition of indispensable habits of behavior which make for greater social adaptation on the part of the individual. The modern educator conceives of a school that adjusts its program to the needs and abilities of its pupils in terms of the solution of problematic situations with which they are, or may be, confronted.

The term speech education is used to describe a program of speech training for all students, consistent with this modern educational philosophy. Speech education has as its major function the development of those indispensable habits and techniques of speaking essential to normal behavior by the individual when meeting the speaking situations.

Knower has gone further in pointing out that speech education is a basic and necessary component of general education, "Speech education stimulates the development of the whole student. . . . It is to this end in general education that we teach the mechanics of good speech, the skills in the use of the tools which are the means to an end; the voice, the articulation, the language, the bodily action, the manipulation of ideas." 58

The general aims of elementary speech education, according to Loeb, are "the acquisition of desirable habits, attitudes, and skills which will result in a child who is socially and emotionally adjusted." 59 She thus makes speech


education a part of a liberal education and one whose aims are consistent with the aims of general education. Speech education is essential to group living, and to general education. According to a report of the Contest Committee, "Communication makes possible group living; and speech, as the chief means of communication, is the universal instrument of social cooperation and coordination."60 Baird says that there is no educational substitute for the possession of good speech habits.61 That speech education is liberal education is shown, also, by another section of the Report of the Contest Committee, "Education is always concerned with humanity and with personal adjustments peculiar and proper to the human being. In seeking to develop effective use of speech, education is meeting man on his most human level. In the human and social sense, the mind is made of language; and for nearly everyone, the major language is the speech learned in childhood,"62 and again, "Education for the effective use of speech is paramount for the individual and for his culture,"63 and, "The essential speech activities are a part of the common


61 Baird, "The Educational Philosophy of Teachers of Speech."

62 McBurney, "A Program of Speech Education."

63 Ibid.
learning program. They are universal means through which basic information is acquired and social adjustments made both in and beyond school. Through them personal relationships are facilitated or hindered; through them individual and groups seek understanding, decision, and action."\textsuperscript{64}

The development of personality, another aim of general education, is closely related to improvement in speech, as is pointed out by the Contest Committee, "Personality traits and attitudes seem most often revealed in speech, and significant gains in personality."\textsuperscript{65}

Cable has analyzed the objectives of speech education in the light of the Seven Cardinal Principles.\textsuperscript{66} His analysis, in part, follows:

1. Health -- Corrects improper breathing; aids in correcting poor posture.

2. Worthy Home Membership -- Cultivates emotional control; stimulates the imagination; increases the ability to read and speak effectively to other members of the family.

3. Command of Fundamental Processes -- Improves ability to think effectively; acquaints one with the nature of thought processes and cultivates them; increases ability to see relationships, develops ability to study; provides techniques for influencing human conduct.

4. Vocational Efficiency -- Develops personality; develops efficiency in the mechanics of distinctness,
audibility, enunciation, voice production and control, grammar, oral style, physical participation in speech situation; broadens personal interest; cultivates tact and judgment; self-control, and adaptability.

5. **Worthy Use of Leisure** — Adds to one's ability to direct others; develops intelligent interest in drama; equips one to direct and stage plays; trains one in the art of story-telling; develops critical appreciation of the oral interpretation of literature and ability to interpret it effectively; equips one to participate in and conduct parliamentary assemblies effectively; increases interest in content and presentation of lectures, conferences and forum discussions on a variety of topics, and stimulates participation on such occasions.

6. **Good Citizenship** — Stimulates interests in the history, habits, and points of view of other sections and nations; develops tolerance for the divergent points of view of others; cultivates the social graces; develops skills and analyzing questions, organizing and presenting one's attitudes, reactions, and ideas on community, sectional, national, and international questions for formal and informal occasions.

7. **Ethical Character** — Teaches proper recognition of the emotions in daily life; cultivates an openminded and unbiased attitude; by emphasis on ideas, and the ideational realm, aids in maintaining a proper balance between materialism and idealism.

So far this chapter has been concerned with a discussion of the philosophy of education as it applies in general to the elementary and secondary schools of Louisiana, with an investigation in the field of speech improvement to see if a program of speech improvement should be included in a general program of education in the schools of Louisiana. Evidence has been presented to show that speech is oral communication, and that as such it is essential to the development of human culture, and to social progress; that speech education is
concerned with improvement in thought, language, voice, and action, and as such is essential to all forms of educational growth and development; and that speech education is liberal education, and is a basic component of general education. These factors of speech education and its philosophy clearly show that a complete educational program cannot exist without giving attention to the development of a program of speech improvement in the elementary and secondary schools of Louisiana.

**Fundamental Principles of Speech Improvement**

Since it has been established that a systematic and progressive program of speech improvement is essential to the general education program in the state, it is now important to point out some of the underlying foundations which will support and implement such a program at the elementary and secondary levels of instruction.

**Principle I.** A program of general speech improvement, systematically and progressively organized and administered, should include all students from the first grade through the secondary level.

There has been an awareness of the need for speech education for the speech handicapped child for many years, and steps have been taken to give him the required therapy and speech re-education. The talented child, through extracurricular speech activities and other special opportunities,
has been given many experiences for refining his speech. Only recently has it been realized that the 85 or 90 per cent of the so-called normal children in the elementary and secondary schools have been neglected. O'Neill has criticized the public school officials for this neglect by stating, "that our aims of service are confined on the whole to rendering assistance to the few who need it least, to the neglect of the many who need it most, and that our standards of achievement on the whole are such that approval, distinction, and reward are given to hollow, artificial, false display in speaking and writing, instead of to genuine, sincere, intelligent communication in speaking and reading. . . . Throughout the schools of the state as a whole, the pupils who have the worst voices are as a rule totally neglected."67 Such neglect leads to a lack of social intelligence, according to the Contest Committee.68 Baird points out that every student should be given the benefit of speech education: "the program calls for speech from the nursery school to graduate school."69 Woolbert supports the same idea by saying, "My firm conviction is . . . that mass education has come to stay; that the so-called common man must have his chance to be as effective in conversation, interpretation, and public address

68 McBurney, "Report of Contest Committee."
69 Baird, "Philosophy."
as the man eager for patrician rank."

Barnes supports the premise that a speech improvement program should be progressively and systematically organized and administered for all students:

The great need in the field of speech education is for a speech education program, which begins in the pre-school and which systematically and progressively affords instruction as a coordinate part of the school program throughout the elementary and intermediate grades, through the junior and senior high schools, and into the colleges and universities.

In brief, then, the speech education program, because of the peculiar nature of speech, the conditions under which it occurs, and the factors inherent in and the principles governing its development, begins with the individual -- his needs, abilities, and his immediate environment. Through systematic and progressive instruction it acquaints him with standards and gives him an insight and knowledge as a basis for developing natural, normal habits of speaking. Thereby it aids him to develop a general facility in meeting speaking situations and stimulates him to acquire as much skill as talent will permit in order that when speaking situations confront him in the future he may meet them normally and well.

Dodd and Seabury thus emphasize the necessity of speech improvement for all pupils: "The speech course should be administered so that it becomes a part of the program of study for every child." Knower, writing in the Bulletin of the National Association of Secondary School Principals, states, "General speech education must be group education, education for all. Individual needs for speech education cannot be

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71"Basic Concepts."

72Celeste Varnall Dodd and Hugh F. Seabury, Our Speech (Austin, Texas: The Steck Company, 1940), Preface, v.
completely described either in terms of the correction of the
defective or the development of the talented.\footnote{73}{Knower, "Speech Education for all American Youth."}

The Educational Policies Commission, one of the most
influential agencies in setting up educational goals, has
called attention to the value of the spoken word and its use-
fulness in \textit{all} exchanges of information, ideas and feelings:

A mastery of the various arts of using one's own lan-
guage is the most universal of all educational objectives.
\ldots the spoken word remains for the great majority of
American citizens, the principal channel of receiving and
giving information and exchanging ideas and feelings.
There seems to be no good reason why this ability, so
useful in disseminating information and increasing the
value and satisfaction of social contacts, should not be
more generally included as a definite aim of instruction
in American schools.\footnote{74}{The Purpose of Education in American Democracy.}

Thus it is evident from the preceding discussion that
a program of speech improvement should be progressively or-
ganized and administered to the end that \textit{all students} in the
elementary and secondary schools have \textit{sufficient opportunity
to develop a speech proficiency compatible with their needs
and abilities}.

\textbf{Principle II.} A program of general speech improvement
at the elementary level is best administered as an integrated
part of the daily learning activities under the direction of
the classroom teacher.

The second principle does not imply that there should
be no direct speech training at the elementary level of

instruction. It does acknowledge that the curriculum of the elementary school is full, and will not permit itself to expand to include another subject field. In reality, there seems to be no acute need at the elementary level to justify the teaching of speech as an additional subject field.

Provision for speech improvement for all children in the classroom situation presupposes that all elementary and secondary school teachers will be adequately prepared to direct a program of speech improvement, that they will be cognizant of the many opportunities in the school program, both regular and extra-curricular, to cultivate and encourage speech improvement according to the needs and abilities of the students.

Speech improvement, as viewed at the elementary level, is improvement in oral communication in its broadest sense. It is not concerned merely with the accurate articulation of sounds, though this is very significant; but is a tool for the expression of thought and for effective communication; is a means of social adjustment and cooperation; and is an instrument for esthetic expression and appreciation. The informed and skillful teacher in a well organized program will be quick to visualize the whole picture.

If one subscribes to the concept of integration in learning, he will recognize the integrative value of speech. Modern philosophies of education have placed a continually expanding emphasis on the pupil activity program and such
emphasis has given greater opportunity for, and had demanded more of, improvement in speech education. "Through oral communication the child develops emotional poise, ease and grace of bearing, and facility in use of ideas, abilities which richly contribute to the wholesome personality." Gwynn points out the advantage of teaching speech in the classroom, "A teaching situation in which one teacher has almost complete charge of the pupils for the entire day offers excellent opportunities for curriculum experimentation and development along the lines of the interests of both pupils and teacher." Knower calls attention to facility of integrating speech into any type of curriculum. "Well organized courses of instruction in speech can be adapted to individual differences that each pupil may be drawn up to his maximum level of achievement. The goals of learning may be so formulated that they constitute a continuing challenge for development even after the years of formal schooling are past. This instruction provides a means of integrating many separate parts of the curriculum. It can function readily in many types of curricular organizations. It stimulates the development of the whole student."


77 Knower, "Speech Education for All American Youth."
Hockett and Jacobson imply that the class situation is conducive to speech training. "Much of the child's improvement in language abilities takes place in the discussion periods. The requirement of audience situations is fully met; each child wishes to take part; the others wish to hear him if he has a worthy contribution to offer and can present it effectively."

McKee stresses the importance of language in its relationship to other subjects:

We need to realize that our schools are and will continue to be fundamentally language schools -- to say nothing of the importance of effective language in life outside the school. The great bulk of instruction takes place through the medium of language -- through the pupil's reading or through his listening to others talk. All discussion and most testing take place by means of language; they involve the pupil's talking or writing. . . . If the school's program of language fails, the bottom drops out of that school's entire offering.

Betts emphasizes the integration of the language arts,

Instruction on how to speak, read, and write is accepted as a part of the elementary school program. . . . Emphasis on the unity of language arts has been forcefully called to our attention because the gradually shifting philosophy of education is making intolerable the positions taken by those who assume that adequate language development can be brought about by the teaching of the language arts as separate "subjects."

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79 Paul McKee, Language Arts in the Elementary School. Twentieth Yearbook of the Department of Elementary School Principals, National Education Association, X, No. 6 (July, 1941), 255.

80 Betts, Foundations of Reading Instruction, 306.
From the first grade, through the intermediate, and upper elementary grades, speech is the common denominator of all major curricular experiences. A complete program of speech improvement is possible only when speech training is offered at every level of formal education. Even in the field of speech correction, the classroom teacher is necessary to a successful program, according to Westlake, who says:

The expectancy is that even when a speech correctionist is employed by a local school district, the classroom teachers should assume responsibility for training many pupils having functional articulatory defects, notably those having slovenly speech, traces of foreign dialect, sound substitutions, and sound omissions. . . . Classroom teachers must also be able to participate in rehabilitation of students with serious organic speech disorders. 81

Woolbert gives a good summary of the importance of speech in the classroom as he says:

It is that speech is one of the most valuable of all disciplines -- it is used by more people every day in more ways and for more problems of life and to solve more issues than any other human activity which is subject to discipline -- to investigation and learning. For all the studies that can be brought into the classroom and made the basis for acquisition of knowledge and cultivation of habits, speech is the broadest, the most commonly useful, and so among the most worthy of study and consideration. 82

Thus it can be seen that speech improvement in the elementary school can be best administered by the classroom teacher by integrating speech improvement into the daily


schedule of activities, provided the teacher is qualified to direct the program of speech education.

**Principle III.** A program of general speech improvement is possible only to the degree in which the classroom teachers are qualified to make it effective.

As has been previously pointed out in this chapter, speech is a complex process, the effective use of which must be learned. It has also been shown that the very nature of speech, as a means of complete communication, involves training that is peculiar to speech alone; all of which signifies a need for special training in speech teaching for all classroom teachers.

When a child begins to speak, the developing speech facility opens up a whole new world for him. He imitates the speech of his parents, his brothers, his sisters and his playmates. He learns to communicate his wants and his feelings. In the initial stages of the developing speech facility, imitation plays a major role. In many instances the child does not have good models to imitate, consequently when a child enters the first grade, he does so with bad speech habits. The task of the teacher then is to correct the speech of the pupil as well as to provide him with learning experiences which will be conducive to speech development. This task can be **successfully accomplished** only if the teacher is properly qualified.

Not only is it important that the teacher be qualified
to direct the speech improvement program, but she should herself possess and use speech that is worthy of imitation by her pupils. This has been clearly pointed out by Weaver, Borchers, and Smith:

Since we have come to understand more clearly the nature of speech, there has been little reason to question the belief that the speech behavior of any individual can be modified by appropriate learning activities, directed by an efficient teacher. Speech is an aspect of human behavior, and it is learned behavior. . . . In a very real sense all schools teach speech in one way or another; they may teach speech by taking certain positive steps to help children speak more effectively, or they may teach it by ignoring their role in the shaping of human habits and thus, by this neglect, share in the fixing of inadequate and ineffective patterns of speaking acquired early and later crystallized in the child.83

Betts says, "Providing a good model of speech is one of the primary responsibilities of the teacher because imitation is one of the principal ways in which children learn to control language."84 Mulgrave calls attention to the teacher's failure to recognize the importance of imitation in the speech learning process, "Unfortunately, the teacher is too often unaware that his own speech faults are being perpetuated by a large number of his pupils."85 Rasmussen has emphasized the importance of the teacher's speech being a good model:

84Betts, 317.
85Dorothy I. Mulgrave, Speech for the Classroom Teacher (New York: Prentice-Hall, Inc., 1936), 5-6.
Children learn to talk through imitation. . . . For that reason . . . teachers should try to make themselves good models, that is, to be able to articulate and enunciate sounds as correctly as possible, and develop a pleasant speech quality — one that is good to listen to. They should know correct pronunciation.

The psychological point of view of imitation in speech learning is expressed by Crow and Crow:

". . . School children, as well as pre-school children, are great imitators. Hence not only are teachers expected to be alert to the speech habits of their own pupils but through their own speech patterns and vocabularies they must be able to stimulate their pupils toward acquiring a richly meaningful arrangement of words, phrases, and sentences. The child tends to repeat what he hears. As far as possible, he should hear only the best in oral expression, and should be helped to understand what he hears."87

Arnett,88 Eckelmann,89 and Gray90 support the contention that all teachers teach speech, either good or bad speech, and that much of the teaching is by example.

In this and in the preceding analysis of learning speech through imitation, particularly the imitation of the teacher's speech, one must not lose sight of the fact that


88 Mildred K. Arnett, "Does the Elementary Teacher Have Time to Teach Speech?" Southern Speech Journal, XVII (1952), 203-208.


the term "speech" is being used in its broadest sense — complete communication through visible and audible stimuli by which one achieves wide range and fine distinctions in meaning. Improvement in thought, and language through voice and body — oral communication — is included in the term "speech."

Proficiency in the use of variety in the elements of speech sounds — a pleasing voice — is conducive to successful teaching, for as Ridout says:

We all realize that an attractive voice is important to the teacher. But does the teacher realize that his or her voice is producing an unhappy effect on the pupils? We grow accustomed to our voices early in life, just as soon as we start to talk, and we get to like them.

It is highly desirable from the teacher's own standpoint that he develop an agreeable voice in the classroom. Students are more at ease and can concentrate better on their work when their nervous systems are not disturbed by unpleasant voices.\(^\text{91}\)

Kramer is another who calls attention to the value of a pleasant voice to successful teaching:

When the child enters school, he spends the greater part of the day with the teacher, whose voice and speech tend to influence not only the voice and speech but the personality and general well-being of the child . . . the teacher with a quiet, well-pitched, well-supported voice, pleasing in quality, usually creates for the child a feeling of calmness and security, which is essential for his emotional and mental health.\(^\text{92}\)

Parrish points out the ill-effects of a monotonous

\(^{91}\)Albert Kilburn Ridout, "The Teacher's Voice," The Journal of the National Education Association, XXVI (Sept., 1937), 207-208.

\(^{92}\)Magdalene Kramer, "Speech Education in the Elementary School," Teacher's College Record, XLII (March, 1941), 509-512.
voice in pleading for speech trained teachers. He says, "Few teachers realize how irritating to the nerves and how deadening to attention is the strained monotony with which many of them speak."\(^3\)

In the preceding discussion the evidence which has been presented points out the importance of the teacher's speech in the classroom situation, and reasons for teachers being trained in voice and diction. Still another speech field, however, demands special training for elementary classroom teachers — that of speech correction. Westlake has been mentioned as one who believes that most articulatory speech disorders of a functional nature can be corrected by classroom teachers with sufficient training.\(^4\) Betts concurs in this belief as he says, "Most speech difficulties can probably be handled by classroom teachers... Many teachers have found one or more professional courses in speech education to be essential to their success."\(^5\) Sorrenson stresses the need for classroom teachers to be trained in elementary principles of speech correction by saying:

The classroom teacher needs to know what the various types of speech disorders are in order to recognize them when they are encountered, to be able to discuss them intelligently with a speech therapist, and to be prepared to carry on a single speech re-education program that is


\(^4\)See Westlake, 32-33.

\(^5\)Betts, 32.
properly related to them.  

Ogilvie insists on the classroom teacher being trained to work with the speech therapist in aiding speech defectives, to correct simple speech defects, and to build good human relationships with and among the students.

In addition to being trained in voice and diction, and in speech correction for functional speech disorders, teachers need special training in the teaching of speech activities if a program of general speech improvement is to be successful.

A study by Byers indicates that the teachers themselves recognize their speech deficiencies in these areas:

- 90% in delivery of public speeches
- 86% in preparing worthwhile assembly programs
- 85% in improving voice and diction
- 83% in helping stuttering pupils
- 82% in getting audible recitations
- 80% in directing plays
- 76% in directing school radio programs
- 62% in overcoming stage fright.

Parrish insists that every teacher should be trained in oral reading. Among others who place considerable importance upon oral reading ability of the teacher are Bryant.

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100 Donald C. Bryant, "Speech for Teachers," *The Quarterly Journal of Speech*, XXIV (April, 1938), 244-248.
Along with the trend toward improved oral reading, has come a realization of the importance of listening as a factor in the speech situation, and one in which classroom teachers need special training. Pruis found that in ranking the goals in Personal Speech Habits, the goal which ranked first was "Effective Listening Habit." Sorrenson lists the various types of listening situations likely to confront a teacher, and the Educational Policies Commission has said that the educated person is skilled in listening and observing.

Conversation is another speech activity that is continually offering a challenge to the teacher. Raubicheck says, "Since conversation forms by far the greatest bulk of

105 Fred S. Sorrenson, "The Place of Conversation in the Life of the Teacher," Teacher Education, VI (Sept., 1942), 31-38.
our oral communication, it should receive a correspondingly large proportion of attention in the speech class."\(^{108}\)

Another area that is overlooked in teacher training is the so-called extra-curricular activity.\(^{109}\) Johnston has charged the teacher training institutions with neglect of training for such an important field, "Teacher training institutions have failed to provide appropriate experiences for prospective teachers to prepare them for the responsibilities in relation to extra-curricular activities."\(^{110}\) Barr points out the importance of training for the direction of extra-curricular activities.\(^{111}\) Sterner recommends a course in pupil activities at the junior or senior level,\(^{112}\) and Robb urges that every teacher should have training in extra-curricular activities.\(^{113}\) Among the several extra-curricular


\(^{109}\) Crannell Tolliver, Dissertation, 87.


speech activities most often mentioned in the curriculum bulletins, Pruis lists dramatizations, group discussion and planning, choric speaking, dramatic play, club meetings, puppetry, listening activities, radio programs, assembly programs, evaluating periods, and debate.  

According to the evidence presented in the preceding discussion, there is a definite need for special speech training for all classroom teachers in order than an organized program of speech improvement can be administered for all pupils in the elementary and secondary schools of Louisiana. The need for special speech training for elementary classroom teachers has been shown to exist in three areas, namely, speech fundamentals, speech correction, and speech activities, and for secondary classroom teachers in speech fundamentals and speech activities.

**Principle IV.** A general speech improvement program at the secondary level in Louisiana is best administered by a teacher with a broad training in the field of speech education, and one who meets the certification requirements for teaching speech in Louisiana schools.

This principle is predicated upon the supposition that a child, upon entering the secondary school, will have had some speech improvement in the elementary school; if not, preparatory work in speech improvement must be given. He

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should then be ready to participate in learning activities which are conducive to individual and group development in advanced speech situations. In order to direct the pupils in an advanced speech improvement program, it is evident that the services of a teacher who has majored in speech in an approved speech department are required. Not only should the teacher be qualified to teach speech in the secondary field, but she should also be able to act as a consultant for speech improvement in the elementary school, and to work with civic organizations with the purpose of promoting better community-school relations.

Why should secondary courses in speech be taught by a teacher who has majored in speech? Several answers suggest themselves, among which are:

1. To be properly certified to teach speech in the secondary schools of Louisiana a teacher must have had a minimum of 18 semester hours of speech courses in addition to the other academic qualifications. The 18 hours of speech must spread over the general field of speech, including speech arts, public address, and dramatics. It is true that the State Department of Education of Louisiana has granted temporary certification for the teaching of speech without a speech major, but such a procedure is usually an emergency one. In some schools of the state, notably New Orleans, speech courses are being taught and speech activities conducted by English teachers without 18 hours of speech training, but such a situation can only exist when the parish superintendent and local school board have been persuaded that such a combination is for the best interests of the school system and have been able to likewise persuade the state department of education.

2. The nature of the secondary speech offerings in Louisiana requires the services of a teacher who has a broad speech

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115 Bulletin No. 741, 231.
experience background. The courses listed in the secondary school curriculum include Fundamentals of Speech, Public Speaking, Oral Interpretation, Drama, Debate and Group Discussion. Each of the speech offerings contributes to the general aims of speech education, and each course has its own specific aims. To be able to teach the complete speech program in the secondary schools, a teacher should be prepared in each of the separate fields of speech.

3. A teacher of speech, as all other teachers, should know the basic philosophy of education in general, and the philosophy of her own field of teaching. As has been pointed out earlier in this chapter, speech education is liberal education and is education in complete communication, and as such is basic to general philosophy of education. Such a broad academic discipline needs the services of a person with a broad speech experience background.

4. A teacher of speech in the secondary schools of Louisiana should not only know about the broad field of speech education, she should herself practice the principles of good speech. She should have good voice and articulation and know how to use them. Like any teacher, she should be emotionally and socially adjusted. She should be able to use language, thought, voice, and body in adequate oral communication.

Principle V. A program of general speech improvement succeeds best when there is cooperation among state supervisor of speech, parish administrative officials, the school principal, the speech teachers, the speech therapist, the other classroom teachers, students, and parents.

Any program that is as important and expansive as speech improvement requires the cooperation of all concerned

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116 Ibid., 196.

117 Baird, "The Educational Philosophy of the Teacher of Speech."

in the success of the program. A statewide program is possible only if the state level administrators are favorable and if the state supervisor of speech has authority and initiative in carrying out a complete program. The state board of education must be friendly and provide for the issuance of high school credit for units in secondary courses in speech. Parish superintendents can cooperate by providing the essential materials and supplies for carrying out a speech improvement program, and in providing a speech teacher or teachers for each school within the parish. Parish supervisors should be speech conscious in order that they may encourage a program of speech improvement in the schools.

The key man in the administration of a speech improvement program is the school principal, for he is primarily responsible for assigning duties to teachers, and in making out the daily schedule of studies.

Speech teachers must be trained to teach speech in the school, to supervise the in-service training of other classroom teachers, and to develop a good program of public relations with the students and parents. The classroom teachers must cooperate in the actual instructional program of speech improvement.

Democracy in education implies bringing the pupils and parents into a school situation and encouraging them to assist in developing plans for total education. Speech improvement will ultimately affect the entire population -- the
children in school, the adults after formal school is ended, the oncoming generation by having already influenced those then living. A better speech improvement program will be developed when its importance and usefulness are understood by all.

In summary, this chapter has been concerned with the philosophical soundness and the academical justification for a program of speech improvement for the elementary and secondary schools of Louisiana. It has sought to lay the foundations upon which such a program can be organized and administered. Evidence has been presented which clearly shows that no complete program of education can exist without directing attention toward an improvement in communication, both oral and written; that such a program, to be effective, must be systematically and progressively organized and administered; that the implementation of speech improvement program at the elementary level can be best achieved by integrating speech into the regular schedule under the direction of the classroom teacher; that speech in the secondary school can be best administered by a teacher with a broad training in the field of speech, and one who meets the certification requirements of the state; that a general program of speech improvement is possible only to the degree in which the classroom teachers are qualified to make it effective; and finally that a general program of speech improvement, to be most effective, must be understood and encouraged by the
school authorities and the community. In no better way can the youth of Louisiana be properly trained to make the most of the ethical use of speech as is proposed by Gray and Braden, who have said:

... It was high time to call attention again sharply to the fact, sometime overlooked, that speech is a terrific force in human affairs for either good or ill; that because of its potentialities the acquisition of ability in speaking carries with it a deep responsibility for its ethical use; that in scarcely any period in our history has the need existed as it exists today for a type of honest thinking and speaking that is motivated by a genuine and consistent concern for the well-being of humanity.

For more than a century and a half we have been committed to a democratic principle of self-government in which speech has played a vital role. Government by talk, instead of being a target for slurs, has in fact been one of our most valuable contributions to civilization. So vital to democracy is the function of speech that it can be used to destroy the societal forms which make it possible. ... Freedom of speech, with all its social, psychological, and educational implications, can exist only in a form of society essentially democratic in its philosophy; conversely, such a form of society is the only one that can exist where freedom of speech, with all its accompaniments, prevails.

CHAPTER III

THE ORGANIZATION OF A PROGRAM OF SPEECH IMPROVEMENT

Any progressive and systematic course of study should clearly state the anticipated outcomes and should proceed by orderly means toward these well defined outcomes.¹

A course of study outline should provide the teacher with the general aims for the entire program of instruction from the first grade through the senior high school level. The general aims should be kept uppermost in the minds of the teachers in order that each teacher may see what contribution her work is making toward the ultimate aims of the unified program. At the same time, there should be specific objectives at each level of instruction in order that the contribution at such a level may be a part of an organized whole.

In a democratic system of education, it is imperative that each teacher realize that any plan of study is given only as an aid to the teacher and is not the final plan of teaching. Each teacher should be able to make minor changes in a course of study to fit the local situation. An experienced teacher will have learned that many occasions arise when a prepared plan of teaching will have to be changed in order that the

need of the moment can be satisfied. Such experiences do not belittle the importance of careful and well planned lessons; they do point to the significant fact that teachers are teaching children, and not subject matter. The development and growth of the child is the end result of all education. Techniques, procedures, lesson plans, courses of study, and subject matter are only means to the final outcome.

A progressive and systematic Course of Study Outline in speech improvement is based on the general philosophy which has been stated. In general, the organization of such an outline includes (1) a statement of the broad, over-all objectives which apply to a twelve year program, (2) a statement of the specific objectives of a twelve year program, (3) a statement of objectives and suggested procedures at each level of instruction, and (4) a bibliography of sources which have been used in determining the objectives and procedures and which are recommended for use by teachers.

The Course of Study Outline is arranged for four levels of instruction. The first level is the primary, consisting of grades one through three; the second is the intermediate, including grades four through six; the third is the upper elementary, composed of grades seven and eight; and the fourth is the secondary school level, consisting of grades nine through twelve. The selection of the four levels of instruction has been made on the basis of the general organization of the public school system of Louisiana.
The speech improvement program for the elementary grades is to be integrated into the core curriculum and is to be administered by the classroom teacher, except wherein the services of speech specialists are needed or are available. The program is arranged for all students, and for all teachers of all departments. It should be pointed out that the success of the entire program depends on the ability of the teachers to carry out the objectives. Pre-service training of teachers in speech fundamentals, speech correction, and speech activities for classroom use will greatly facilitate and increase the success of the program. For teachers who have not had such training, an in-service program of directing speech improvement is recommended. The services of a speech director and a speech therapist in each school system, and the aid of a speech supervisor at the state level will be of great benefit to the program. However, it is to the classroom teacher that the program looks for success.

In proposing a program of speech improvement, the writer has drawn on the experiences of several outstanding elementary speech educators, including Raubicheck, Ogilvie, Rasmussen, Bachus, Loeb, Hahn, and Coates-Longerich, all of whom have made textbook or periodical contributions, and on his 20 years of experience as an administrator and speech teacher.

2The contributions will be listed in the selected bibliography at the end of each level of instruction.
OUTLINE OF A SYSTEMATIC AND PROGRESSIVE PROGRAM OF
SPEECH IMPROVEMENT FOR THE ELEMENTARY AND
SECONDARY SCHOOLS OF LOUISIANA

General Objectives

1. To develop effective oral communication in all speaking situations.

2. To eliminate simple functional speech disorders through classroom procedures.

3. To make adequate adjustment to social and emotional situations.

4. To integrate speech education into the general classroom curriculum.

Specific Objectives

1. To develop speech improvement according to the needs of the pupil.

2. To select and apply speech activities to the curriculum compatible to the child's ability to use them.

3. To be able to use body and voice in effective speaking.

4. To participate adequately in conversation, group discussion, school clubs, and other student organizations.

5. To read and interpret orally good literature.

6. To participate in choral reading, dramatizations, creative dramatics, and play production.

7. To understand what is good speech, and to achieve an appreciation for its use.
Speech Improvement in the Primary Grades

General Statement: Upon entering school, every child should be given a complete physical examination, including hearing tests, visual tests, and speech efficiency tests. The results of the tests should be placed on the individual's permanent health record and this record, with subsequent entries, should accompany the child's progress through school. In addition to making such a record, the child's parents should be acquainted with the results of the tests, and with the recommendations for improvement. In cases of serious speech disorders, the services of a speech therapist should be secured. Treatment of simple functional speech disorders should be within the province of the classroom teacher. The classroom teacher should also be able to aid the speech therapist in carrying out a program of speech rehabilitation in the classroom for serious speech defectives.

Objectives and Procedures:

1. Ability to listen for and to hear the sounds of the English language, and to reproduce them correctly.

A child, upon entering school, possesses a speech pattern that has been established through the means of hearing and imitating the speech of others. His speech has developed through auditory stimuli. It is important, then, that in early speech improvement, the child should be taught through the same stimuli.
In many instances the child has developed patterns of incorrect speech. Therefore, much of the work of the teacher is concerned with re-educating the child to speak correctly. One way to do this is to teach the child to listen to the sounds of speech and to repeat the sounds after they are heard.\(^3\)

By the end of the second year, according to Raubicheck, the child should be able to recognize and make all the sounds of the English language.\(^4\)

Activities for emphasizing correct sounds are:

- Jingle games
- Charades
- Mother Goose Rhymes
- Reading stories to children
- Reading poetry to children
- Making up stories about pets, home experiences, and school and community experiences
- Sound games
- Planning trips to post office, principal's office, local store, local zoo, city park, etc.
- Relating experiences
- Participation in conversation
- Use of puppets
- Dramatizations
- Following directions
- Playing child games.

It is to be noted that in these activities, the child is first a listener, and secondly a doer. The teacher's voice, articulation, and enunciation serve as an actual model for the child. Not only are individual sounds stressed, but

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\(^3\)Lydia Duggins, Statement at conference at South-eastern Louisiana College, May 25, 1955.

\(^4\)Raubicheck, *How to Teach Good Speech*, 58.
The child's social adjustment to the classroom situation in the listening and speech situation is highly important.

2. To develop bodily action.

Muscular coordination is a part of the speech training program in the primary grades. Children must learn to relax their muscles at will because the muscles of the speech mechanism must be controlled.

In addition to relaxation exercises, children can learn to perform rhythmic exercises which help to develop ease of bearing, and poise. Rapid physical growth at the primary age level necessitates constant activities to develop coordination of muscular development.

Activities for developing bodily language are:

Pantomimes
Dramatized stories
Relaxation rhythms
Animal games
Keeping time to music
Walking, running, jumping, hopping, etc.
Sleep walking
Imitating fairies, trees swaying in the breeze, etc.
Outdoor games on playground
Correct breathing exercises
Art work such as using crayolas for coloring pictures, tracing outlines, etc.

3. To develop mastery of pleasant voice quality, projection, pitch, and flexibility.

The teacher's voice pattern is invaluable in helping children develop a pleasant voice. Intonation, adequate projection, adequate pitch, and flexibility can be taught through various classroom activities if the stress is properly placed
on the speech requirements.

The use of musical instruments is recommended in teaching a child to recognize pitch changes, and projection.

A tape recorder offers opportunity for teaching the elements of voice quality, especially in aiding children to recognize good speech through auditory stimuli.

Activities for developing voice quality, projection, pitch, and flexibility are:

Choral reading
Dramatizations
Conversation
Story telling
Informal discussions
Oral reading
Singing games
Sound games
Charades
Imitations
Whistling games
Question and answer games
Poetry reading
Improvised stories (original stories)
Individual talks.

4. To improve the process of thinking by developing the ability to stick to a point in talking and to develop the point by means of a simple sequence of ideas.

Activities for improving the process of thinking are:

Participation in "show and tell" period
Explaining a game or process
Reporting on material read
Reporting on events seen or heard
Reporting on group activities.

5. Ability to use the dictionary.

The use of the dictionary to teach new words, and to pronounce words is usually begun in the third grade.
Diacritical markings for long vowels, short vowels, and unstressed vowels are introduced at this level. The division of words into syllables and the placing of accent are also begun at the third grade level.

6. To develop ability to recognize sounds by the use of the International Phonetic Alphabet.

The English language, with its forty sounds, presents many difficulties to the learner who is attempting to make and identify the sounds by the use of twenty-six alphabetical symbols. Not only do phonetic symbols each identify a sound, but each phonetic symbol is used to denote the manner in which the corresponding sound is made. It is suggested that the teacher introduce phonetic symbols as they are needed to identify sounds which are being stressed. The teacher should be able to teach each child how to produce the sound for which the phonetic symbol is used, and to develop in the child the ability to use the symbol for the sound in subsequent activities. Generally speaking, front vowels [i, ɪ] lend themselves more easily to beginning work in phonetic study. Bi-labial [p, b] and labio-dental [f, v] consonants should also be used in a beginning study of phonetics. The proper use of phonetics will prove to be an invaluable aid in teaching children to recognize sounds, and to produce them.

7. To develop proper attitudes toward social situations.

In the primary grades it is important to present as
many new experiences to the children as possible in order that the oral vocabulary can be increased. In the presentation of activities in which the child is to participate, the teacher should plan normal, social situations.

Activities for developing proper social attitudes are:

- Giving and receiving invitations
- Making introductions
- Serving as hosts and hostesses to outsiders
- Greeting guests
- Eating in the lunchroom
- Attending auditorium programs
- Using the library
- Participation in group games, and other group activities
- Using the telephone with consideration for others
- Developing habits of courtesy.

Bibliographical References for Teachers:


**Speech Improvement in the Intermediate Grades**

**General Statement:** At the beginning of the fourth grade all students should be tested again for speech efficiency and for speech achievement along with regular achievement tests. In the primary grades the tools for learning have been taught and the intermediate child begins to be placed more and more on his own, so to speak. In the three years of intermediate study, the speech habits should be well developed.

Many of the techniques in the primary grades need to be expanded; others need to be reviewed and strengthened.

**Objectives and Procedures:**

1. Review of sounds. Continue work on making and identifying sounds. Work on difficult sound combinations such as initial and final clusters. Continue remedial work for simple articulatory disorders where needed.

2. Review of phonetic symbols. Continue study of phonetics. Practice simple phonetic transcription. Write new words in phonetics according to sounds in the words. Listen to normal, conversational speech pattern and write in phonetics. Develop ability to recognize and use strong and
weak forms of words. (This is practiced during writing and reading period.) Develop adequate intonation pattern.

3. Continue emphasis on improving voice quality, projection, pitch, and flexibility.

4. Continue emphasis on using body in communication.

Activities to improve bodily language are:

Pantomimmg, monologues, dialogues, and short stories
Participation in organized games
Participation in dramatic activities requiring a large amount of physical movement, gestures, etc.
Acting out directions such as:
  Sit in a straight chair
  Lean on right elbow
  Hold a cup and saucer in one hand
  Touch the floor with left knee
  Drink water from a glass
  Walk across room with book balanced on head
Participation in folk dances.

5. Develop ability to make impromptu speeches.

Opportunities for impromptu speeches are:

Welcoming a student back to school
Congratulating a student for some outstanding achievement
Presenting a gift to a classmate or to the teacher
Accepting a gift
Making an announcement
Extending an invitation to a group
Accepting an invitation
Introducing a special visitor
Paying respects to a hostess for a group party
Telling of an interesting experience.

6. Develop appreciation for oral reading of prose and poetry. Prepare and read poetry and prose to class.

7. Develop ability to use parliamentary procedure.

Opportunities for use of parliamentary procedure are:

Election of class officers
Election of class representatives
Appointment of committees
Serving as chairman of a group
Participation in group discussion
Presiding as temporary chairman
Making nominations
Making main motions
Amending motions
Understanding of majority, plurality, and minority
Conducting a panel discussion
Participating in a panel discussion
Participating as a member of an audience.

8. To develop ability to inform, impress, entertain, and instruct one's classmates.

In developing the ability to make short speeches, the student must be taught to collect and organize material, to outline material to be used, and to prepare for oral delivery.

Opportunities for making speeches are:

Giving a book report
Giving a report on material that has been read
Making a nominating speech
Making an acceptance speech
Making a speech in favor or in opposition to some class or school project
Making a speech on some amusing experience.

9. Continued emphasis on proper use of the dictionary.

Beginning with the fourth grade, the student experiences the opportunity of engaging in new fields of content matter where emphasis is directed toward an increased amount of reading. The child is constantly meeting new words. In order to be able to add new words to one's oral vocabulary, an understanding of the proper use of the dictionary is apparent. The suggestion is made that by comparing the sounds which are represented by the diacritical markings of a standard dictionary the child will have less difficulty in arriving at the proper pronunciation of words. The writing
of a word in phonetics and the use of the word in spoken context tends to establish the ability to recall the pronunciation more easily. It is further recommended that a phonetic dictionary be compiled and kept up-to-date by each student -- the compilations to be composed of all new words. The dictionary is to be used for obtaining meaning in all situations.

10. Continue the development of ability to use creative dramatics at all grade levels. As students progress in ability, more difficult activities should be selected. Social studies and science offer many opportunities for group dramatizations, and interest in the study of history, geography, and science is increased by dramatizations which may include music and dancing.

11. To develop appreciation for prose and poetry through participation in, and directing of, choral reading. Timid children often can be helped by engaging in group activities such as choral reading, and the emotionally maladjusted child often gains confidence and pleasure through participation in such an activity. It is true that voice quality, pitch, tempo, flexibility, projection, and intonation patterns are improved through participation in choral reading, but the great value of such an experience is in the field of social adjustment.5

12. Continue emphasis on ability to listen critically

5Raubicheck, How to Teach Good Speech, 208-211.
and to evaluate one's own speech as well as the speech of one's classmates.

13. Continue to develop habits of courtesy on the part of the speaker, and of the listener.

14. Continue the program of re-education and training of pupils with simple functional disorders where needed. Cooperate with speech therapist in rehabilitation of students with organic speech disorders, and those with serious articulatory defects.

Speech Improvement at the Upper Elementary Level

General Statement: At the upper elementary level the teacher should keep in mind that she is now dealing with adolescent children who present problems in physical and social adjustment. They will need help in making adjustments, and the teacher will need to be patient, helpful, and friendly. Sound principles of guidance are necessary at this stage of the educative process. Group activities should provide opportunity for social adjustment.

Objectives and Procedures:


2. Continue emphasis on ability to work together in committees.

Opportunity should be provided for:

Group acceptance of responsibility
Training in group leadership
Thinking through a problem  
Locating material  
Organizing material  
Preparing material for oral presentation  
Oral presentation of committee reports.

3. Continue emphasis on group discussions.

Opportunity should be provided for:

Improving listening habits  
Improving ability to do reflective thinking  
Improving social adjustment  
Improving habits of courtesy  
Improving speech habits  
Improving ability to consider merits of both sides of controversial issues  
Forming and stating conclusions.

4. Develop ability to speak in public.

Opportunity should be provided for:

Recognizing different types of speeches according to purpose  
Recognizing importance of motivation of the audience  
Preparation and delivery of:
  Speech to inform  
  Speech to entertain  
  Speech to persuade  
  Speech to praise  
  Speech to secure action  
Preparation and delivery of speeches for special occasions.

5. Develop appreciation for dramatic literature.

Opportunity should be provided for:

Participation in one-act plays  
Participation in creative dramatics  
Participation in puppet shows  
Participation in choral reading  
Participation in story telling to classmates and to small children  
Developing ability to interpret literature and to read aloud from the printed page  
Improving bodily language.

6. To develop emotional adjustment through participation in social affairs.
Opportunity should be provided for:
Planning and carrying out class parties
Participation in folk dances
Participation in clubs
Acquiring experience in making dates
Acquiring experience in social behavior according to accepted
customs of the community
Acquiring experience in social courtesies.

7. Continue emphasis on speech re-education for speech
defectives.

By the time that the student has completed the eighth
grade it is expected that he will be well on his way to being
a well-adjusted human being, capable of meeting speech situa-
tions with confidence in his ability to communicate effectively
and enjoyably.

Additional Bibliographical References for Teachers:

Borchers, Gladys and Claude M. Wise, Modern Speech.

Davis, Irene Poole, "Speech Education in the Elementary

_________. "Introducing the Speech Program," The

_________. "A Speech Program for the Changing Elementary
School," The Quarterly Journal of Speech, XXII (1936),
454-457.

Eckelmann, Dorothy and Margaret Parret, "Source Materi-
als for Speech in the Elementary Schools," The Quarterly

Howes, Raymond F., "Training in Conversation," The
Quarterly Journal of Speech, XIV (1928), 253-268.

Longerich, Mary Coates, "The Teaching of Speech in the
Junior High School -- A Program Based on a Study of the Physi-
ological and Psychological Characteristics of the Junior High
State University, Baton Rouge, 1942).
McCarthy, Margaret Mary, "Aids to Prospective Grade Teachers," The Quarterly Journal of Speech, XV (1929), 230-237.


Speech Improvement in the Secondary School

General Statement: In the preceding organization of a speech improvement program, emphasis has been placed on the necessity of integrating speech into the elementary curriculum. It has been pointed out that the program should be directed by the classroom teacher, with the assistance of a speech therapist for severe speech disorders, and with the advice of a trained speech teacher or speech supervisor if either is available. In the secondary school, as in the elementary school, every teacher is a teacher of speech, and speech education should be a part of every classroom recitation. The principles of effective speaking should be stressed by all teachers, in all learning experiences. It is particularly evident that the co-operation of the English teachers is necessary if a program of speech improvement in the secondary school is to succeed. In many of the Louisiana high schools
the entire program of speech improvement will be administered by teachers of English. It is therefore urged that all English teachers prepare themselves for teaching speech by taking, as a minimum, courses in Speech Fundamentals, and in Speech Activities for Classroom Use, or in similar speech education.

The proposed plan of speech improvement in the secondary school, as a part of a complete program of speech improvement, will follow the same general plan of the preceding organization.

It is important to point out that at the present time the State Board of Education of Louisiana accepts three units of speech credit toward graduation, and that the three units of speech are a part of the English Program of Studies. It is further pointed out that Speech III -- the third unit in speech -- can be offered for credit only if it is taken in lieu of the fourth year of regular English. It is therefore necessary, if four years of formal speech improvement are to be offered as speech education courses in the secondary schools of Louisiana, that one of two alternatives be used. Either speech will be taught in the eleventh and twelfth grades without receiving credit toward graduation, or the State Board of Education must be prepared to accept four years of speech for credit. The proposed outline of speech improvement for secondary schools is prepared with a view to the second alternative. This gives the school authorities the opportunity
of viewing a full twelve year program of speech improvement, and shows how the four year program in the secondary school can be organized. If the State Board of Education changes its regulations to permit four years of speech education in the secondary school, then the proposed outline can be followed. If the State Board of Education does not approve a four year program of speech improvement for secondary schools, then the original speech units remain in the program of studies as they are.

Nothing in the proposed program of speech improvement in the secondary school should discourage the use of speech education in any other class, nor does it imply that speech improvement should not be stressed by all teachers in all learning experiences. It is hoped that by a proper use of this outline of a systematic and progressive program of speech improvement in the secondary schools of Louisiana, all teachers in the secondary schools may be able to co-operate in a program of speech improvement. The suggested procedures should increase the opportunities for improving speech in many of the classes in the secondary school such as mathematics, social studies, science, health, English, home economics, and other specialized vocational subjects. In fact, a program of speech improvement can reach maximum success only if every teacher emphasizes the use of effective oral communication in every learning situation, just as history, or mathematics, or any other subject is taught whenever it is needed.
Speech I: Speech Fundamentals

General Statement: Because in some instances there will be pupils entering high school without previous training in speech improvement, a course in Speech Fundamentals should be so organized as to be of practical value to all first year students in the secondary school. Because some schools will offer only one course in speech, the course in Speech Fundamentals should be a general course that includes opportunities for speech improvement in a wide variety of speech situations.

Any program of speech improvement should provide for individual differences. It is recommended that each child, upon entering the secondary school, be given a speech proficiency test to determine what should be offered him to insure his maximum development in speech improvement. The teaching of the course in Speech Fundamentals should be based on the needs of the students. A study of the child's previous speech training as shown on his permanent record will also help the teacher to have a better understanding of the needs of the child in oral communication.

Objectives and Procedures:

1. To develop an understanding of the speech mechanism and how it functions in speech:

The function of the respiratory mechanism
The functions of the breath stream

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The functions of the larynx
The functions of the articulators
The functions of the resonators.

2. To develop an understanding of the importance of ear training in speech production:7
A knowledge of what constitutes hearing
The function of hearing in the recognition of correct articulation, enunciation, and pronunciation
An understanding of the causes of incorrect sound production
Develop skill in ability to listen to sounds and evaluate correctness of sounds.

3. To develop an understanding of what constitutes a pleasing voice, and the importance of developing good voice quality.8
Give attention to:
Pitch control
Projection
Animation
Resonance
Intonation
Articulation
Enunciation
Pronunciation
Flexibility
Breath control.
Provide drills for development of good voice quality
Use poetry reading to train voices to express logical and emotional meaning
Provide drills for correcting common speech defects
Use short speeches to develop confidence in speaking
Make a recording of voices and point out errors that need correction
Evaluate each student's voice
Motivate student to appreciate good speech for himself and for others
Use choral speaking to help students overcome fear and timidity.

7Ibid.
4. To develop ability to use the body in speaking.

Enable student to recognize that speech is a total body activity.
Use pantomimes to communicate meaning.
Develop ability to increase meaning through proper use of gestures.
Show how emotions can be expressed through proper use of voice and body.
Use short dramatizations to develop coordination in bodily activity.
Use group discussion to train students to have something to say and to know how to say it.
Evaluate each student contribution. The teacher should make the first evaluations. Later the students should evaluate each other.

5. To develop improvement in the proper use of oral language.

Get student to recognize that effective speech demands good grammar.
Have students keep record of errors in grammar that are made in class and practice on correct usage.
Improve vocabulary by making a list of new words that occur in reading material in other classes. Look up meaning of each new word in dictionary. Write the word in phonetics. Use as many of the new words in oral class activities as possible. Encourage students to listen for unfamiliar words in radio speeches and in television programs; add the word to the student's vocabulary by method just described. Encourage students to listen critically to other people's speech and to evaluate it.
Have students preside at each class meeting, and learn to conduct the class discussion. Stress the importance of being a discussion leader, and a participant in the discussion.
Develop ability to use parliamentary procedure in all group discussions.

6. To develop improvement in thinking.

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10 Weaver, et al., Speech, 186-211.

11 Woolbert, Fundamentals, 301-367.
Point out the relationship of thinking to speaking.
Show that learning depends on motivation and interest.
Show that one does not know something until he can communicate his thoughts to others so that they can understand what he is communicating.
Use impromptu speaking to develop ability to select a topic and "stick to it" while speaking effectively.
Give student experience in making introductions, in making announcements, in giving a speech of appreciation, in making a speech in the presentation of a gift, in making a speech upon accepting a gift, in making a speech of praise, and in making a nominating speech.
Use argumentative speech to develop ability to present evidence in support of a contention.
Use persuasive speech to develop ability to present the possibilities of action, and then show that one action is best.
Give student experience in extemporaneous speaking.

7. To develop skill in oral interpretation of literature. 12

Stress importance of conveying the author's meaning by proper use of voice, eyes, and facial expression. Interpretation is not acting. The use of any part of the body that attracts attention to the reader rather than to the reading is to be avoided.
Give practice in reading literature which is suited to the student.
Develop the techniques of oral interpretation:
Logical setting
Emotional setting
Proper intonation pattern
Rate, pitch, force, voice quality, inflection, pausing, meaning, and tone
Provide experience in oral interpretation of poetry and prose.
Use choral reading and individual reading.

8. To develop ability to participate in dramatic productions. 13


Develop ability to adjust to group activity.
Stress importance of being responsible for doing one's best to make the play a success.
Develop understanding of simple stage techniques such as:
  - Stage directions
  - Acting a part
  - Projection
  - Memorization of lines
  - Co-operation with other members of the cast
  - Balancing the stage
  - Stage scenery
  - Stage properties
Recognize the importance of:
  - Being on time at rehearsals
  - Co-operating with the director
  - Learning lines according to schedule
  - Using play production as a learning activity
Give each student an opportunity to have a part in at least one dramatic production.

9. To develop skill in argumentation and debate.\(^{14}\)

Enable students to recognize the importance of listening to, and evaluating, evidence on both sides of controversial issues before forming conclusions.
Give opportunity for discussing controversial subjects which are of interest to the students, and within the scope of the understanding of the student.
Encourage student to state his reasons for or against an issue, to listen to statements of other students, and to recognize the right of each individual to share his opinions and evidence with the group.
Enable each student to recognize the importance of "the freedom of speech," and what it means in a democracy.
Provide opportunity for:
  - Selection of a debate topic
  - Wording of a debate proposition of policy
  - Deciding on the issues
  - Choosing a side
  - Finding material to be used as evidence
  - Organizing material
  - Preparing material for delivery
  - Taking part in a debate.

Selected Bibliography for Teachers:

A. State Courses of Study


B. General Speech -- Fundamentals


C. Public Speaking


D. Discussion and Debate

E. Interpretation and Drama


F. Voice and Diction


G. The Speech Mechanism


H. Speech for the Teacher


Speech II A: Public Speaking 18 weeks

General Statement: A course in public speaking at the tenth grade level in the secondary school presupposes that the student will have had at least a semester of speech fundamentals, and perhaps two semesters. It is also probable that he will have had some experience in speech making in the elementary school. But regardless of his prior experiences in getting on his feet and talking, public speaking can be made beneficial to every student. There is perhaps no other speech activity that is as interesting and profitable to all students as a sound basic course in Public Speaking.

It is important to point out a few basic facts about such a course in high school. In the first place, public speaking, like all other speech activities, is communication.
Unlike other speech activities, public speaking employs and emphasizes all factors of oral communication. Here, then, is a course that develops the use of language, thought, voice, and action to improve one's ability to communicate. In the second place, public speaking must and does offer opportunity to develop and appreciate the ethical use of speech. Students must learn to use effective public speaking for the improvement of humanity.

Objectives and Procedures:

1. To understand what public speaking is, and what is its importance.  

Definition: the ability to effectively use the voice and body to communicate thought through oral language to the listeners.

Importance: it is a means of influencing the listener or listeners to act as the speaker wants him or them to act.

2. To understand the purposes of speaking:

All speaking has for its ultimate purpose the getting of a desired response. However, in order to facilitate a better understanding of public speaking, five purposes are included:

To inform
To impress
To entertain
To convince
To actuate.

3. To develop an understanding of the speaking situation.

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16 Ibid., 178-191, 307-357.
4. To develop ability to prepare and deliver a speech.

Choosing a subject
Locating material
Collecting material
Organizing material
Preparing speech for oral delivery
Delivering speech.

The first speech should be a short informative speech. The teacher should evaluate the first speech for the speaker and the class. Criteria for evaluation should be worked out co-operatively. Students should be motivated to make each speech better than the preceding one. During the semester each pupil should prepare and deliver:

A speech to inform
A speech to impress
A speech to entertain
A speech to convince
A speech to actuate.

The speaking situation should be as nearly natural as possible. Students should speak on subjects within the understanding of the audience of classmates. Opportunities should be presented for pupils to make speeches on different subjects before groups outside the class.

5. To develop ability to prepare and deliver an informative speech.¹⁷

Studying and comprehending the materials
Selecting the materials for presentation
Phrasing a central thought
Determining the type of informative speech best suited to
presentation of materials
Partitioning the subject
Developing an outline for presentation
Delivering the speech orally.

The forms of informative speech: 18
- Descriptive
- Narrative
- Expository
- Appraisal or criticism.

6. To develop ability to prepare and deliver an argu­
mentative speech. 19

Framing of the proposition
Partitioning of the proposition into logical parts
Preparing argumentative speech outlines
Delivering the speech.

7. To develop ability to deliver speeches for special
occasions. 20

- Speech of introduction
- Speech of welcome
- Speech of response to welcome
- Speech of presentation
- Speech of acceptance
- Speech of farewell
- Speech of eulogy
- Speech of commendation
- Speech of commemoration
- Speech of good will
- Story telling.

Experiences in giving speeches for special occasions
should be first developed in the classroom under the appraisal

18 Ibid., 183-184.
19 Ibid., 208-238.
20 Ibid., 243-279.
of the instructor and students. Then students should be encouraged to take advantage of every opportunity to speak before other groups.

8. To develop ability to evaluate public speaking.

Evaluate the speaker
Evaluate the speech
Evaluate the evaluations.

Every student contribution in public speaking should be evaluated, first by the teacher, then, as students gain experience in speaking, by the students. The evaluation experience should be most helpful in improving ability to make a speech. **Constructive criticism** is implied.

9. To understand the need for, and the use of, support.21

Purposes of support:
To clarify
To prove
To amplify.

Kinds of support:
Oral materials
Visual.

10. To develop ability to improve in the use of language in speaking.

Use language for clarity
Use language for vividness
Use language for impressiveness.

Throughout all of the speaking experiences, the student should be encouraged to speak in the best conversational manner, to make the maximum use of his voice and body in getting a wide range and fine distinctions in meaning, and to

21.Ibid., 280-332.
develop a general appreciation and understanding of the English language.

Additional Readings Recommended for Teachers:


**Speech II B: Oral Interpretation**

18 weeks

**General Statement:** Whereas public speaking is original speaking, oral interpretation is communicating the logical and emotional meaning from the printed page to an audience. Some literature is written for oral reading. Poetry is not appreciated unless it is read aloud. Then there are occasions when a student must read aloud from the printed material, such as the "reading of the minutes" at a business meeting, reading announcements, etc. In all such speaking situations, the reader should keep in mind that the ability to use the voice to project the author's meaning is essential. As in all communication, the synchronization of body and voice in getting the meaning and expressing it to the auditors is of great importance in oral interpretation. "It is the material that is important, and the interpreter uses technique as a means of communicating the material, not the material as a vehicle for displaying technique."^22

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Objectives and Procedures:

1. To develop the ability to select and evaluate material for oral interpretation.23

Sources of material
Choosing the material
Universality
Individuality
Suggestion.

Analyzing the selection
Organizational and logical content
The author's attitude
Unity and harmony
Variety and contrast
Balance and proportion.

Begin class reading with choral verse. Emphasis should be placed on relaxation, tone quality, articulation, pronunciation, rhythm, and flexibility.

Following a unit on choral reading, give experience in individual reading of simple, interesting poetry. Emphasis should be given to the idea that poetry is to be enjoyed by the reader and the audience.

2. To gain skill in analysis, preparation, and presentation of material.24

Analysis:
Grouping
Group sentence
Group values
Group motive
Group sequence
Denotation
Connotation
Central idea
Punctuation.

23 Ibid., 13-50.
Preparation:
Practice reading aloud for familiarity with meaning and words
Practice reading aloud with the idea of communication in mind. The audience must hear and see through the reader.

Presentation:
Be confident
Be relaxed
Be aware of audience response
Read from book or manuscript
Use an extempore introduction
Pause a few seconds before beginning
Adjust voice to size of room
Pause at the end of the reading for a few seconds.

Evaluation of performance:
Was it well received?
Did the audience enjoy the interpretation?
How could it have been improved?

Experience in reading different kinds of literature, in progressive degrees of difficulty should be afforded. Students should be encouraged to read aloud at home, and to smaller children. In all situations, the important thing to remember is: be thoroughly prepared before reading aloud to others.

Additional Readings Recommended for Teachers:


Speech III A: Group Discussion and Debate 18 weeks

General Statement: If a speech improvement program for elementary schools and secondary schools is in progress at a given school, students will have a good deal of experience in
group discussion and argumentative speech before getting into the junior or senior year of the secondary school. However, many students will have only a semester of speech fundamentals before taking a course in group discussion and debate. It is therefore necessary to plan such a course to fit both types of situations. In order to accomplish as much as possible in one semester course, this proposed outline will combine group discussion and debate into one general subject, and develop the study accordingly. To assist high school teachers to prepare students for contest debating, a brief plan is presented at the end of the outline.

The proposed outline of a course in group discussion and debate is developed on the philosophy that it is by means of group discussion and debate that man is able to fit himself to intelligently participate in a democracy as an active citizen; and that it is through training in discussion and argumentation that a student learns to listen critically to others, to weigh evidence for and against controversial issues, and communicate his decisions to others. Debating is regarded, not as exhibitionism or merely as a means of winning debate contests, but rather as public speaking in its most advanced form. Discussion is defined as "the co-operative deliberation of problems by persons thinking and conversing together in face-to-face or co-acting groups under the direction of a
leader for purposes of understanding and action." Debate is defined as oral argumentation.

Objectives and Procedures:

1. Preparation for argumentation.

The place of discussion and debate in a democracy
Purpose of discussion and debate
The pattern of discussion as compared to that of debate
Contemporary use of discussion and debate.

First steps in discussion
Considerations of the selection of problems for discussion and propositions for debate.
Investigation of the problem and proposition.
Using the library, collecting information, recording materials.
A tour of the library under the leadership of a librarian.

Analysis of the basic problems, "Using discussion methods"
Formulation and phrasing of the basic problem.
Analysis of the basic problem
Setting the criteria for the solution
Relationship between basic problem and the issues
Organize the class into groups of four or five members for group discussion and for investigation. Evaluate the findings.

Analysis of the debate proposition
Continue to work in small groups with a leader in charge of each group. After the work is finished as a group, each group leader serves on a committee to report its findings. Use several kinds of group discussions, such as panel, round-table, symposium.

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27 Karl F. Robinson and John W. Keltner, "Suggested Units in Discussion and Debate for Secondary Schools," The Bulletin of the National Association of Secondary School Principals, XXXVI (1952), 45-78. Material used in this outline is taken from an analysis of the article.
Evaluation of student contributions.

2. Construction of the debate case.28

Methods of outlining
Give students practice in outlining argumentative material

The development of the case from the issues
Methods of division and partition
Methods of case construction
Methods and philosophy of:
  Burden of proof
  *Prima facie* case
  Presumption.

Methods of support
The relationship between evidence and reasoning, and their application to the case.

In small groups have each student present both reasoning and evidence in support of some argument from the case that is under consideration. Again in small groups working co-operatively, develop an affirmative case.

In a general session following the group meetings, representatives of each group should present the outline of the case which their group developed. Use panel-forum type of presentation.

Have the entire group discuss the affirmative case.
Have the entire group discuss the negative case.

The direct-class debate plan.

3. Refutation.

Methods of refutation
The principles and methods of refutation, and rebuttal; their place in debate; their use and misuse. Fallacies: their detection and their disposal.

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28Ibid.
Have small groups present arguments. Then have other groups refute the arguments. Evaluate the merits of arguments and refutation.

Prepare slips for each argument. Have students select a slip and prepare a refutation and present it before the class. Have both group and instructor evaluation.

Show the relationship between fallacies of reflective thinking and fallacies of demonstration.

4. Oral language and delivery.

Use of language as it relates to argumentative discourse:
- Clearness
- Vividness
- Impressiveness
- Communicativeness

Methods of delivery in argumentation:
- Extemporaneous from outline of brief
- Extemporaneous without brief -- few notes.

5. A training program in debate.29

First Week

Introduce the squad to the objectives and values in debating
Give preliminary training of students to develop a "questioning mind"
Develop an interest in problems of everyday life.
Start the investigation of the question for debate
Make tentative definitions of terms
Introduce students to debating materials in the library
Orientate them to the nature of evidence; facts and opinions of authorities.

Second Week

Begin the specific search for evidence on the question
Study kinds of evidence, tests for evidence

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Conduct round-table discussions with affirmative and negative groups; draw up outlines of possible cases. Present a demonstration debate using veterans. Make recordings of these speeches, if possible. Criticize and show applications of principles, use of argument and evidence.

**Third Week**

Give instructions of the duties of affirmative and negative speakers in debate. Discuss techniques of affirmative and negative debating. Conduct rounds of practice debates for the entire squad; use tentative pairings and cases. Give thorough criticism of all debates.

**Fourth Week**

Formulate definite cases for affirmative and negative teams. Prepare speech outlines carefully to correspond to cases. Run off practice debates with one veteran-one novice teams. Conduct refutation drills stressing:
(a) Ways of handling arguments
(b) Methods of refutation
(c) Preparation of refutation outlines for meeting particular arguments.

**Fifth and Sixth Weeks**

Conduct intrasquad practice debates. Do intensive work on speeches, polishing composition and delivery. Enter practice tournament and individual interscholastic practice debates to give all debaters experience. Pair speakers and rotate sides to give them experience with both sides and different personalities. Note best team combinations.

**Seventh Week**

Select the team of teams which are to debate in judged state debates. Polish case and delivery, giving detailed criticisms in group situations; conduct individual conference. Point the use of statistics, relationship of the individual speeches to the whole case; check selection of material for running refutation and rebuttal points; work on technique for summary. Give final instructions for first official-judged league debates.
Additional Reading References for Teachers:


NUEA Handbook. Published annually by the National Association of University Extension Associations. Bower Aly, University of Missouri, Editor.


**Speech III B: Drama 18 weeks**

**General Statement:** A course in drama for high school juniors or seniors should be organized to provide advanced learning experiences for students who have had previous training in dramatics at the elementary school level and a course in **Speech Fundamentals** in the secondary schools and for students who have had limited or no experiences in such activities. Again, it is emphasized that a course in drama should provide experiences in communication. **Play Production** is not intended to be a device for making money for the school, but it is an educational device for giving students experience in emotional and social adjustment.
Objectives and Procedures.

1. To develop appreciation for the drama. 30

The student and the drama
The relation between drama and school
The importance of dramatics to the development of the individual
Provide experience in group activities such as pantomimes, dramatizations, and group reading of a well-chosen one-act play.

2. The play and its structure.

The exposition
The plot
The characters
The theme
Dialogue, action, and situation.

The types of drama
Tragedy and Comedy
Farce
Melodrama
Sentimental comedy
Satire
Fantasy
Allegory
Folk-play.

3. The history of the drama.

The legitimate theatre
The Federal theatre
The motion picture
Radio drama
The drama of the future.

4. Interpreting the drama.

Pantomime
Continue to practice group pantomimes

Voice and diction
Discuss importance of voice and diction in communication.

30Katherine Ommanney and Pierce Ommanney, The Stage and the School, Rev. ed. (New York: Harper and Brothers Publishers, 1950). All material on drama is from this source.
Provide experiences for students to hear recordings of famous voices. Evaluate.
Have recordings made of students' voices. Evaluate. Practice drills in enunciation, articulation, and pronunciation.

Bodily action
Show importance of use of body in communication.

Characterization
Have students portray different characters. Evaluate. Have group organize and produce short dramatizations.

Acting
Individual and class activities in acting
Have students learn acting techniques.

5. Produce the play.

Fundamentals of play production
Organization of the staff
Directing the play
Rehearsing the play
Performing the play.

Understanding the stage setting
Scenery
Lights
Costumes.

Provide opportunity for each student to have a part in a one-act play.

Provide opportunity for each student to have a part in a full-length play.

Speech IV: Advanced Speech Activities 36 weeks

General Statement: A fourth year of speech in the secondary school should be a course designed to complete a well-rounded program of general speech improvement by offering to the seniors specific opportunities for the utilization of previous speech training to further develop some individual interests in speech education. Such a course is predicated upon the assumption that the State Department of Education will
approve such a course, and also that a school is ready for a four-year program by having already instituted three years of speech for all students. It must be kept in mind that a progressive and systematic program of speech improvement for the elementary and secondary schools of Louisiana cannot be effected at once, but must take place over a period of years. This does not imply that such a program cannot be started at once; nor does it imply that students cannot be fitted into a program at any given time. The speech improvement program makes allowances for individual differences at all levels of instruction. However, as a twelfth year course, the Advanced Speech Activities Course should be the culmination of the entire program of speech improvement.

The outline of Advanced Speech Activities will vary from the one used for other speech courses in that it will offer units in several advanced speech situations, and leave the matter of selection to the teacher and the class.

Unit I Advanced Parliamentary Procedure 3 weeks

Objectives and Procedures:

1. To develop ability to understand and use parliamentary procedure in all forms of public meetings.


During all speaking situations, employ what has been
learned about communication in group discussions, in debate, in public speaking.

Center emphasis on developing ability to listen critically.

**Unit II Oral Interpretation**

**Objectives and Procedures:**

1. To develop experience in giving a student recital of oral reading.

   Review oral interpretative techniques.

   Have each student arrange a thirty minute program in oral interpretation. Have the program evaluated by the class before the student begins preparation. Emphasize choice of material, cutting, and technique of delivery.

   Have each student give a thirty minute recital.

   Evaluate.

**Unit III Public Speaking**

**Objectives and Procedures:**

1. Extemporaneous speaking.

   Review procedures involved in extemporaneous speaking.

   Have students prepare a list of possible subjects for extemporaneous speaking. Use current local, state, and national problems.

   Choose subjects for extemporaneous speaking from the list that has been prepared. Evaluate each choice.

   Collect and organize material on each subject. Use cards for taking notes. Outline each subject.
Draw a subject and deliver a five minute speech on it. Analyze each speech, and give a critical judgment of it. Select a committee of three pupils to judge a speech. Have every student serve on three different committees.

2. Oratorical declamation. 3 weeks
Develop understanding of meaning and importance of oratorical declamation as an educational device.

Read several famous rhetorical declamations. Analyze each to determine what made it famous. (Analysis of style in writing.) Learn the background of the speaker. Determine what there was about his speaking that made his oration well-received.

Select an oratorical oration for study and delivery. Give special emphasis to communication in delivery. Use natural, vivid, impressive style. Refrain from exhibitionism.

3. Humorous declamation. 3 weeks
Use same procedure as in 2. above.

4. Original oratory. 6 weeks
Develop understanding of importance of original oratory. Choose a subject for original oration. Evaluate choice of subject. Select a subject within the understanding of the speaker and audience.
Collect material on the subject.
Arrange the material. Keep length within ten minutes.
Write the oration. Use appropriate language for speaking. Rewrite for "polishing."
Memorize the oration. Practice speaking the oration in memorization. Listen to the oration. Analyze how it sounds to the speaker. Be communicative in practice.

Deliver the oration.

Have class committees evaluate each oration.

**Unit IV Play Production**

**Objectives and Procedures:**

1. Review techniques of play production.
2. Select a play from eleventh or twelfth grade English testbook for class production.
3. Analyze the play.
4. Cast the play.
5. Select committee to work on costumes. Enlist help of Home Economics Department.
6. Select committee to build stage sets. Enlist help of carpentry class, or any similar class in vocations.
7. Select committee to handle stage lighting. Enlist help from local electricians, class in electricity.
8. Select properties committee.
9. Select advertising committee. Prepare a program.

Sell tickets.

10. Select ushers.
11. Present the play.
12. Evaluate the work of committees and the production of the play.
Unit V Choral Reading  
4 weeks

Objectives and Procedures:

1. Review techniques in oral reading.
2. Organize a verse speaking choir.
3. Select literature for choral reading. Evaluate each selection.
4. Develop ability to participate in a verse speaking choir. Emphasize progress in emotional adjustment. Stress importance of communication.
5. Arrange a program of choral reading.
6. Present a program of choral readings to an audience of parents and selected guests.
7. Evaluate the project in choral reading.

Additional Reading for Teachers:


CHAPTER IV

THE ADMINISTRATION OF A PROGRAM OF SPEECH IMPROVEMENT

The formulation of state educational policies for the elementary and secondary schools of Louisiana is the responsibility of the State Board of Education. The State Board is a representative board consisting of eleven members elected for a term of six years. Each of the eight congressional districts elects one member, and each of the three public service commission districts elects a member.

The administration of educational policy in the elementary and secondary schools of Louisiana is the responsibility of the State Superintendent of Education, who is elected for a term of four years, and who serves as secretary to the State Board of Education. In order to carry out the educational policies, the State Superintendent appoints his advisory staff, and assigns to them their duties.

The formulation of educational policy at the parish level in Louisiana is the responsibility of the parish school board. This board may adopt any school policy that is not contrary to the policy of the State Board of Education and the laws of the state. The responsibility for carrying out parish school board policy is the duty of the parish superintendent of education, who, with the permission of the parish
board, appoints the parish supervisory staff.

The formulation and administration of educational policy for the individual school in Louisiana is the responsibility of the school principal and his staff, including the classroom teachers. The principal may formulate and administer any educational policy that is not in conflict with parish and state policy. It is the duty of the classroom teachers to carry out the assignments which are given to them by the school principal.

It is evident, therefore, that the administration of a statewide program of speech improvement in the elementary and secondary schools of Louisiana must go through a channel of responsibility as is shown by the following diagram:

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State Department of Education
    State Superintendent of Education
    State Supervisor of Speech Improvement
     Parish School Board
     Parish Superintendent of Education
     Parish Supervisor of Instruction
      High School Principal
      High School Speech Teacher
       Speech Therapist
        Classroom Teacher
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In Chapter II of this study it has been shown that a systematic and progressive program of speech improvement is academically justified, philosophically sound, and is
essential to a complete program of general education in the elementary and secondary schools of Louisiana and should be included in a general program of education. It has also been shown that speech improvement, by its very nature and scope, necessitates special consideration in the training of the personnel who will have the responsibility of directing a program of speech improvement, and that such training is peculiar to the field of complete communication. It is recommended, then, that the State Superintendent add to his supervisory staff a Supervisor of Speech Improvement and grant to him such authority as is needed to implement a systematic and progressive program of speech improvement in the elementary and secondary schools of the state.

A supervisor of speech improvement should possess the following qualifications:

1. Proper certification under Louisiana law for teaching speech

2. Master of Arts degree in speech education, and a minimum of 48 semester hours of graduate work distributed over such fields as:
   - School administration, philosophy, guidance, and supervision
   - Theatre, drama, and interpretation
   - Public address
   - Science and correction
   - Fundamentals and speech education

3. Three years of successful classroom teaching experience

4. Three years of successful school administration experience

5. Proficiency in oral and written communication.
At the parish level of administration it should be the responsibility of the parish school board, through its superintendent of schools, to provide a speech teacher or teachers, for each school.

It should be the responsibility of the speech teacher, in cooperation with the school principal, parish supervisor, and the classroom teachers, to organize and administer a program of speech improvement in the school. At this level, should there be more than one speech teacher, the principal will designate the one to be responsible for the program. To be properly qualified to direct a general program of speech improvement in a school, a speech teacher should have 18 to 24 semester hours of speech that are distributed over a broad field, and at least 6 semester hours of speech correction, in addition to her practice teaching in speech.

The administration of the speech correction program for serious speech disorders which need the attention of a therapist will be the responsibility of the speech therapist at whatever level the need justifies. The speech therapist should work in cooperation with the director of the speech improvement program, and the classroom teachers. To be properly qualified to render maximum service in a general program of speech improvement, the speech therapist should meet the state certification requirements for speech and hearing, and also have 18 to 24 semester hours of general speech courses including at least 6 hours in public speaking, and three
semester hours each in *Fundamentals of Speech for Classroom Teachers*, and *Speech Activities for Classroom Use*.

The administration of a general program of speech improvement at the elementary school level will be the responsibility of the classroom teacher, who will work in cooperation with the school principal, the director of speech improvement, the speech therapist, and the other classroom teachers. All elementary school teachers, in addition to the regular academic preparation for certification, should have at least one course in speech correction, namely, *Speech Correction for the Classroom Teacher*, one course in *Speech Activities for Classroom Use*, and one course in *Speech Fundamentals for the Classroom Teacher*.

To prepare classroom teachers in the secondary schools, with the exception of teachers of speech, for a general program of speech improvement, each teacher should have a course in *Speech Fundamentals for the Classroom Teacher*, and a course in *Speech Activities for Classroom Use*.

Administration of a general program of speech improvement at the classroom level, in the preceding discussion, has included some specific speech course requirements for classroom teachers. In order that such courses may be organized and offered by the state teacher training institutions of Louisiana, a brief outline of each course is made a part of this study.
Fundamentals of Speech for Classroom Teachers

The course in Fundamentals of Speech for the Classroom Teacher is designed to be introduced at the college freshman level and is to be required of all students who have enrolled in teacher training.

The general objectives of the course are:

1. To help the student develop an awareness of the impression his speech makes on others
2. To help the student recognize his individual needs for speech improvement through self-evaluation
3. To develop proficiency in the use of oral communication.

Procedure:

1. Introduction
   The importance of speech in communication
   The audible and visible aspects of oral communication
   The relationship of spoken language to thought
   The differences between language for writing and language for speaking
   The development of speech habits
   The philosophy of speech education
   What is effective oral communication?

2. Voice improvement
   The impression that one's voice makes upon the listener

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This brief outline of a course in Fundamentals of Speech for Classroom Teachers is based in part on the outline of a similar course used at Michigan State College, which is included in Voice and Diction Drillbook for Students in Speech by Lucia C. Morgan, published by Wm. C. Brown Co., Dubuque, Iowa.
What are the characteristics of a good voice?
Discuss briefly the characteristics of a good voice.

What is the importance of listening to voice improvement?
Prepare material for use in recording the voice on platter.
Make a recording of each student's voice.
Play the recording and listen for voice defects.
Have students evaluate their own voices and each other's voices. Attempt to draw from the students the impressions that each voice recording makes. What causes the particular impression?
Ask each student to listen to ten different voices and write the impressions created on the listener by each voice.
Continue the evaluation of the recordings. As each student makes a response in class, the instructor should make a mental evaluation of the voice, and record the impression for future discussion.
Have each student discuss the voices he heard, and his impressions of each. What was there about the voice that attracted the listener? What was unpleasant? Did the voice interfere with communication? How?

It is quite probable that in the discussion of the ten voices, the student will change his own voice to imitate the voice he heard. The student will then recognize that his voice can be modified. He is then ready for drills in voice improvement. Point how the student may improve his own voice.

At this point the instructor lectures on the requirements of speech and discusses in order:
Source of energy
Vibrators
Articulation
Pronunciation.

Each of the speech requirements is discussed as it relates to speaking.
The physiology of the speech mechanism is described
Use models if available. If not, use charts

This is followed by tests and drills in securing:
Breath control
Pitch control
Agreeable voice quality
Precise articulation-enunciation
Correct pronunciation

For drills, the student gives oral readings and short talks.
Each is evaluated in light of what improvement is being made.

During the discussion and drills on voice quality,
sounds are introduced phonetically, and the student learns
phonetic recognition of sounds. All of the English sounds
are introduced by phonetic symbols, IPA. Student learns how
each sound is made, and produces each sound separately and in
association with other sounds — blending. Continue study of
phonetics until students can make transcriptions of conversa-
tional speech in standard southern speech. Practice transcrip-
tions in sub-standard southern speech until the student can
clearly hear and identify errors. Discuss possible errors
and their causes. Practice to eliminate errors. Emphasize
intonation patterns. The use of the dictionary is introduced
in the drills for correct pronunciation. Show that the dic-
tionary is an authority on meaning but not for pronunciation
of southern speech. Point out the important differences.
Compare the diacritical markings for pronunciation with
phonetics. Learn to use both. Be sure that the student knows
how to use the dictionary, and can explain its use to others.
3. Improvement in use of body

In all preceding exercises, the student should be made aware of the need for the use of the body in communication. At this stage, definite drills should be used to body control in speaking.

4. Improvement in communication

In the preceding activities, speech has been divided into elements for effective improvement in each part. It is now time to put the elements back together and use the whole speaking mechanism for complete communication.

Review the importance of the body, voice, language, and thought in communication.

Have each student practice giving impromptu speeches, extemporaneous speeches, and prepared speeches.

Have each student do prepared oral readings.

Near the end of the semester have each student make a second recording, compare it with the first recording, and evaluate his improvement.

Recommended Readings for Students:


Speech Correction for the Classroom Teacher

The course in Speech Correction for the Classroom Teacher is designed to be introduced at the college junior level for all elementary education majors.

The general objectives of the course are:

1. To obtain a body of knowledge necessary for participation in a speech correction program
2. To recognize the major types of speech disorders and to deal wisely with speech handicapped children in the classroom
3. To examine a child for articulatory defects and to designate sound errors phonetically
4. To treat simple articulatory defects
5. To know what not to do.

The course is designed for one semester. Two clock hours per week should be devoted to lecture and theory. Two clock hours per week will be devoted to clinical observation and practice. Practice by students will depend on permission of the director of the clinic. It is suggested that wherever feasible, the student avail himself of opportunities to observe speech therapists in action, and to visit schools where a program of speech correction is in progress.

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2This brief outline of a course in Speech Correction for the Classroom Teacher is based on the outline of Speech Correction for Beginners, by Cordelia Brong of Louisiana State University, Baton Rouge, Louisiana, and the outline of a course in speech correction at Southwestern Louisiana Institute, Lafayette, Louisiana, Minor Speech Disorders Survey, under the direction of Roy Murphy, Head of Speech Department.
Procedure:

I. Introduction

What is speech education?
What is speech re-education?
What is the role of the classroom teacher in a speech correction program?

II. Normal vs. abnormal speech

Recognition of speech sounds and their production
Identification of sound errors
Understanding of speech development, normal and retarded

III. Survey of Speech Disorders

A. Types of disorders

Articulation
Voice
Stuttering
Retarded speech
Cleft palate
Cerebral palsy
Impaired hearing
Aphasia

B. Description of the disorder

Causes of the disorder
Discovering the defect
What kinds of defects to treat in the classroom
What kinds of defects not to treat in the classroom
Where to send child with serious speech disorder
What kind of treatment to be given to each defect that can be treated in the classroom
What can classroom teacher do in speech rehabilitation?

Recommended Readings and Practice Exercises:


Speech Activities for Classroom Use

A course in Speech Activities for Classroom Use is designed to be introduced at the college senior level, preferably before the education major has had practice teaching, and is to be required of all education majors. In the teaching of this course the instructor should be guided by the

3This brief outline of Speech Activities for Classroom Use is based on the experiences and observations of the author.
needs of the students. In some classes the students may represent all levels of instruction, while in other classes the students may represent only two or three levels. However, the proposed outline includes activities for speech improvement at all levels of instruction. It is recommended that the units worked up in this course be used in practice teaching.

The general objectives of the course are:

1. To recognize the importance of speech education as an integral part of general education
2. To understand the philosophy of speech education
3. To recognize the importance of effective communication by the teacher in the classroom
4. To promote speech improvement in the classroom by integrating speech activities into the regular classroom curriculum at any level of instruction.

Procedure:

1. Introduction
   The relationship between speech education and education in general
   The philosophy of speech education
      The relationship between oral communication and thought
      The difference between language for speaking and language for writing
      The audible and visible aspects of communication
      The theory of confrontation, and its importance
      The importance of oral communication to successful teaching.
2. The types of speech activities

A. Individual speech activities

- Pantomime
- Rhythmic games
- Singing games
- Oral reading
- Experience stories
- Morning news
- Picture reading
- Descriptions
- Announcements
- Charades
- Talks
- Making introductions

B. Group speech activities

- Relaxation games
- Word games
- Sound games
- Speech games
- Listening activities
- Puppetry
- Shadow plays
- Question and answer periods
- Socialized recitation
- Group discussion
- Evaluating periods

Parliamentary procedure
The speech activities should be grouped by the class according to teaching levels. Discuss briefly the techniques and importance of each activity or groups of activities.

3. Work up a teaching unit

This is done by the instructor and the class as a cooperative unit. Bring into the unit as many speech activities as possible. Show how each speech activity contributes to speech improvement and is necessary to the success of the unit.

4. According to the size of the class, have each student, or each pair of students, work up a teaching unit. Each unit, based on the level of instruction in which he hopes to teach, should include at least three different speech activities.

5. During the time that the class is working outside of class in preparing the teaching units, the class continues to discuss and evaluate the types of speech activities. If the students wish, they may turn the class into a typical school classroom, and, using the students as elementary or high school students, do the actual teaching of a unit. Group activities should be developed in such a case, such as choronic speaking, panel discussion, dramatizations, listening activities on a group basis, etc.

Whenever students make verbal contributions, or at some other time during the class period, there should be an evaluation of the student's ability to communicate. If speech errors occur, exercises should be used for correction.
6. Presentation and evaluation of student teaching units

If time permits, have a second round of preparation and presentation of different teaching units, including different speech activities.

Readings and Exercises Recommended for Education Majors:

General Speech Improvement


Storytelling, Talks, Conversation


Creative Dramatics


Puppets


Poetry for Oral Reading


Choral Speaking


Listening Activity

Public Speaking


Parliamentary Procedure


Courtesy


Games and Dances


Play Production


Curriculum Correlation

CHAPTER V
CONCLUSIONS

An analysis of the evidence which has been presented in this study, in the opinion of the author, points to the following conclusions:

1. A speech improvement program in the elementary and secondary schools of Louisiana is directly concerned with progressive and systematic improvement in the use of audible and visible aspects of speech in the total process of communication of a wide range and fine distinctions in meaning.

2. Speech education is academically justified and philosophically sound.

3. Speech improvement is consistent with the philosophy of general education, and is essential to a complete program of education.

4. A speech improvement program should progress systematically from the first grade through the twelfth grade.

5. The organization of a speech improvement program provides for the introduction of speech improvement at any level of instruction.

6. A program of speech improvement at the elementary level is most likely to succeed when integrated into the regular curriculum by the classroom teacher. At the secondary school level, a program of speech improvement should be
directed by a speech teacher.

7. A progressive and systematic program of effective speech improvement is dependent on classroom teachers who, through pre-service or in-service training, are academically qualified to participate in such a program.

8. Teacher training institutions should include in their curriculum for elementary education majors a course in Speech Fundamentals for Teachers, in Speech Correction for the Classroom Teacher, and Speech Activities for Classroom Use; and for secondary education majors a course in Speech Fundamentals for Teachers, and Speech Activities for Classroom Use.

9. The administration of a program of speech improvement in the elementary and secondary schools of Louisiana should be the responsibility of a state supervisor of speech improvement at the state level, and a certified speech teacher at the school level.

10. The administration of a speech correction program for seriously speech handicapped children should be the responsibility of a speech therapist, who meets the requirements of state certification in speech and hearing, and who has a broad background in general speech education.

11. A progressive and systematic program of speech improvement for the elementary and secondary schools of Louisiana should provide speech education for all children to
the extent that a program of extra-curricular speech activities is no longer necessary; but in those schools where a complete program of speech improvement is not feasible, the organization of a program of speech improvement encourages an extra-curricular program of speech activities by providing each school with teachers who are capable of directing the extra-curricular program.
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Elmer Reid Minchew was born at Taylor, Bienville Parish, Louisiana, January 26, 1908. He attended elementary school at Taylor and Gibsland and was graduated from Castor High School in 1925. He received his B.A. degree from Louisiana College in the spring of 1929, and accepted the position of assistant principal and coach at the Bienville High School during the same year. After one year at Bienville, he accepted a teaching job at Lisbon High School in Claiborne Parish, where he remained for two years. In the fall of 1932 he was elected to the principalship of the Castor High School, where he has remained until the present time, with the exception of three years in the Army Air Force. He received his Master of Arts degree in speech from Louisiana State University in August, 1938. He continued his academic education at Louisiana State University in the field of speech education, and is a candidate for the Ph.D. degree.
EXAMINATION AND THESIS REPORT

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Major Field: Speech

Title of Thesis: The Organization and Administration of a Speech Improvement Program for the Elementary and Secondary Schools of Louisiana.

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

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Date of Examination:

July 25, 1955