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THE COLLEGIATE PREPARATION OF SPEECH TEACHERS
IN TWENTY-FIVE TEXAS' LARGEST SENIOR HIGH SCHOOLS

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by
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D. H. F.

ABSTRACT

Frazer, D. Hollis, The Collegiate Preparation of Speech Teachers in Twenty-Five Texas' Largest Senior High Schools, University of Houston, Houston, Texas, 1940

1. Purpose of the Study

The primary purpose of this study was to determine the collegiate background and professional preparation of senior high school public speaking teachers among Texas' largest high schools. The intended use of the results of this investigation is to utilize its findings as a basis for suggesting a constructive program for the improvement of high school public speaking teachers on both the pre-service and in-service levels. The findings are intended to reveal to the individual speech teacher in high school the comparison of of his own degree of specialized speech study with the amount of specialized speech study suggested by criteria set up by teachers of speech, specialists, and by public school administrators. The ultimate purpose of this study is to set up a pattern of general, broad educational preparation, a specialized pursuit in the field of speech, and to provide a uniform pattern of combined courses of study for the high school a speech program.

2 2. Techniques, Procedures, and Sources of Data

The thesis form book by Campbell¹ was followed for the mechanical presentation of the study. The college records revealing the college degrees held by fifty-four senior high school speech teachers and the educational pattern determining the amount of general educational preparation and the amount of specialized college speech made by the individual speech teachers were used. Opinions of school administrators, namely, high school superintendents, supervisors, and principals, were obtained by questionnaires concerning requirements in college study to be made by speech teachers and then studied in relation to the amount of specialized and general academic education actually acquired by high school speech teachers.

Literature published by recognized leaders in the field of teacher preparation was compared with academic educational preparation made by the teachers investigated. Recommended study and practice in the field of public speak-

¹William Giles Campbell, A Form Book for Thesis Writing (Boston: Houghton Mifflin Company, 1939).

ing for high school speech teachers was sought from three sources, namely, from the high school speech teachers, from recognized writers in the field, and from high school administrators. Besides the information gained from these sources the actual educational patterns of the speech teachers were sampled.

3. Conclusions From the Study

This study points out the following findings: (a) as far as professional preparation is concerned, a majority of speech teachers meet the accepted minimum requirement for all high school teachers, that of holding a bachelor's degree or its equivalent; (b) less than ~~two~~ ^{two} thirds of them meet the requirement of many high schools that demand their teachers possess the equivalent of the master's degree; (c) a majority of high school speech teachers are lacking in the desired amount of specialized study of public speaking that they probably should have; (d) Most teachers of public speaking in high school are as well educated, or better, to teach in some field other than that of public speaking; (e) high school speech teachers of public speaking have been poorly advised as to the majors and minors they should take in college; (f) that the general educational pattern of most

speech teachers covers wide and desirable fields of knowledge; (g) where speech teachers did not major or minor in college in the specialized field of speech over sixty-three per cent majored or minored in fields of knowledge the subject matter of which is applicable to practical public speaking in life situations; (h) and many teachers of speech in the largest high schools of Texas have had no college speech work.

4. Recommendations

The writer feels that he is justified on the basis of these findings to recommend that, (a) The prospective public speaking teacher should be advised specifically in order that he may follow a well balanced educational pattern in college; (b) specialization and speech practice should be included in a speech teachers preparation; (c) high school speech teachers who have not specialized in speech study and practice in under-graduate work should do so on the graduate level; (d) a major or a minor in speech should be required of the high school public speaking teacher; (e) prospective and active teachers of speech in high school should follow an educational pattern in college that reaches the fields of knowledge the subject matter of which will be useful in practical

public speaking; (f) and high school public speaking teachers who have had much practical speaking experience should further improve their teaching qualifications by doing specialized work in college study of speech on the graduate level.

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CHAPTER I

THE PROBLEMS AND DEFINITIONS OF TERMS USED

Specialized effort in the professions and in industry has its inevitable effect upon social as well as upon economic life. Specialized effort is justified, rightly, upon the grounds that it promotes efficiency in the field in which specialization is given. Educators, however, constantly remind us that specialization in only one field of endeavor might make the individual less effective and less efficient in society and industry, in that the individual will have been deprived of necessary broadening, cultural knowledge as a result of his time required for specialization.

This broadening, cultural growth, educators tell us, is as necessary an adjunct to any amount of factual knowledge as is the factual knowledge itself. This broadening, cultural growth is necessary, educators agree, to provide the individual with facilities that will fit him to a proper place in society.

Bode,¹ in portraying the well-balanced and effective teacher, points out that specialization, though necessary,

¹Boyd H. Bode, Modern Educational Theories (New York: Macmillan Company, 1929), p. 295.

must not be overworked; nor should the specialist be over-indulged. He concluded:

On the whole, the tendency, at present, is away from narrow specialization. The world is more disposed than formerly to concede that it is possible to be a professor without being a myopic fool. The significance of this tendency lies in the fact that we are moving toward a different conception of what constitutes a cultural education. The essence of such education is being placed more and more in the type of learning which aims to see its subject matter in the perspective of broad human interests.²

Students of education, however, cannot lose sight of the fact that in certain fields of education specialized knowledge is a most necessary requisite for the individual who attempts to teach in a specific field of instruction. There are subjects taught in our secondary schools and colleges by individuals who have had no more than a general knowledge of the subject matter involved therein, perhaps, plus a general academic background in several fields of college and high school required subjects. Even though this be true, no one denies that maximum, effective progress in these fields is seldom realized by individuals so prepared. Specialized preparation versus a general education has been, and no doubt will continue to be, a subject for much discussion for many years; both are required.

²Ibid., p. 299.

1. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to determine the qualifications of public speaking teachers in Texas' largest high schools in terms of specialized and general study of speech work; (2) to ascertain by questionnaire speech teachers' opinions of courses that should be pursued in college by individuals expecting to teach speech; (3) to compare the specific qualifications recognized by authorities as necessary to the teachers of speech with the qualifications actually possessed by Texas speech teachers.

Importance of the study. The recognized cardinal principles of education include the learning of the fundamental processes, and simple deduction affirms the belief that a teacher of any subject must possess a degree of specialized knowledge, in addition to general knowledge, before he can efficiently teach in that field.

Criticism has been directed to the secondary schools of Texas for the haphazard methods employed by school officials in selecting teachers to instruct in the several subject matter fields of our school curriculum.

Some subjects have "caught on", so the speak, and have been added to the regular junior and senior high school cur-

ricula. They have been added as specific subjects as they have proved their merits in a school curriculum intended to fit an individual for a dynamic, active society. Because only one, two, or three classes of newly adopted subjects are offered in a high school, the general method of selecting teachers to instruct in these subjects has been to choose a teacher already employed in the system, and who possesses the nearest equivalent to specialized study in the field of the new subject adopted. In many instances, the teacher is selected who can most easily be spared from the list of teachers who teach the conventional academic subjects.

Some of the subjects that have "caught on" in the junior and senior high school curriculum and like Topsy, "have just grew up", are journalism, public speaking, commercial law, and economics. Invariably, the tendency has been with school superintendents, principals, and boards of education to give these subjects to teachers in their systems who do not have full teaching loads, to some who wish to secure full teaching loads, or to some, in or out of the system, who are the first to ask to be allowed to teach the newly included subjects, or the newly added classes of subjects already included.

As subjects demonstrate their value in a curriculum, the logical tendency on the part of superintendents, princi-

pals, and boards of education, rather, would be to require and seek teachers specialized in the fields of these subjects.

The study of speech, that is, oral communication in the high schools of Texas, though haphazardly presented for several decades, has been demanding recognition as a worthy unit in the curriculum of junior and senior high schools. So long as the conventional system is in vogue, it should be a unit of the curriculum as carefully planned for, and a unit for which teachers are chosen as discriminatingly as for the required conventional academic and vocational subjects.

In practically all the larger schools of Texas, ⁵ junior and senior high schools with enrollments of eight hundred students, or more, there are at least five classes of speech instruction offered, a full-time teacher's load in Texas. In many schools may be found fifteen to twenty classes of speech instruction offered the students. In these larger schools of the state may also be found teachers who are specialized for the duty of speech instruction, or those who "just happened along" and were assigned classes of speech instruction. There are, also, many whose interest by nature and contact gave them a knowledge of good speech practice who are teaching speech in high school, but who have little or no knowledge of proper instruction of specialized English speech

teaching. Though these conditions exist, it has been generally conceded that speech instruction gives best results in those schools where the speech teachers have acquired specialized training for the job of teaching speech.

Woods,³ in setting up a course of study for English and public speaking the subject matter is unique and peculiar, and deserving of specialized study. He concludes that

. . . the art of diction, enunciation, and acceptable language usage must be studied as specialized subjects of the English language field; but, more than studied, it must be practiced."⁴

The Curriculum Division of the Department of Education of Texas⁵ states that the objective of speech training in the high school is to be obtained by a specialized study and application of the processes that contribute to well-rounded speech:

The general objective of speech training in the high school is to develop within the individual those processes that will enable him to live effectively in whatever life situation he may find himself. This objective is reached by the continued developments of

³Manual of Correct English Usage, Junior and Senior High School Departments, Curriculum Bulletin No. 7101, Houston Public Schools, Houston, Texas, 1937-1938, p. 1.

⁴Ibid., pp. 1-2.

⁵Teaching Speech in the Junior and Senior High Schools, Curriculum Division, The State Department of Education, Austin, Texas, 1938, p. 3.

techniques, skills, habits, and personality traits that are necessary for effective living in any democratic society. By a constant correlation with the work in other departments of a school, and by definite specialization in the divisions into which the speech field naturally falls, speech training can and should be specialized.⁶

Inasmuch as any superior teacher must make daily adjustments to fit the needs and interests of his pupils, no logical attempt can be made to set up a course that is too rigid, or say that all worthwhile material for speech instruction can be included in any specialized speech course of study for any high school, or for any high school teacher to follow. It has been assumed by the above authorities⁷ that a course of study for high school instruction should be handled and directed by people especially prepared in the field of speech and oral English.

The question that comes to the casual observer is that since many courses have demonstrated their importance without especially prepared teachers no particular attention should be given to selecting teachers especially prepared in speech work; the answer is, according to specialists in the field, that these courses have demonstrated their value in spite of, and not because of, their instructors.

⁶Ibid., p. 5.

⁷Ibid., p. 1.

Williamson,⁸ in his effort to explain how to speak and how to teach speech, points out the fact that speech is a definite unit and field of study, and that it is the composite of several phases of specialized effort that add to each other and become the general field of public, private, and business speech.

He concludes that the preparation for speech work and speech instruction should be thought of in these terms:

If one were planning a long trip by motor, he would get out maps and lay out his route. He would specialize and make an effort to find out what particular difficulties would confront him in the course of his travel, and endeavor to prepare for them. If he planned his route across one of the great American deserts, he would know that he would have to take an extra supply of water, not only for his own use, but for the cooling of his engine also . . . his plans would be made to meet the various difficulties that might lie in his way; he would equip and specialize himself in such a manner that no difficulty would prevent his completing the journey.⁹

When the fact is appreciated by school officials that teachers who instruct in the field of public speaking should have technical, specialized training for speech instruction, in addition to a liberal education, better instruction will be evidenced in the high school. Teachers specialized in

⁸Arleigh B. Williamson, Speaking in Public (New York: Macmillan Company, 1931), p. 386.

⁹Ibid., p. 1.

speech instruction will be found in the larger high schools; however, high school speech teachers should have an advanced conception of time-saving methods in the methods of instruction in public speaking in order that the value of specialization can give greater good to a greater number of people.

Speech work in high school and college may be taught by an elastic course of study, giving the teacher real and experimental opportunity of offering special treatment for special talents of individual students.

Gough and others¹⁰ contend that speech training and speech learning are a specialized process because of the specific uses to which proper speech may be applied, namely, for social intercourse and vocational advancement. They continue to elaborate upon the need for proper speech training by saying:

There are two ways in which you may learn to speak accepted English; first, by imitation - the way you learned to speak as a little child - and second, by a scientific study of the sounds of which English is composed and the way in which these sounds are combined in connected speech.

The first method would be satisfactory if every boy and girl from babyhood up heard only the best English from parents, playmates, and servants, but since few are so fortunate we give little or no weight to this

¹⁰Harry B. Gough, and others, Effective Speech (New York: Harper and Brothers, 1930), pp. 74-75.

method.

The second and only entirely satisfactory method, that of scientific study of the individual and connected sounds, is one you are probably using in your French, German, and Spanish classes in school. There is even more reason for our studying our own language in that same scientific way, if we wish to speak it well. . . . Fortunately for us, a system which is both accurate and satisfactory for the study of languages has been worked out by specialists in the science of phonetics.¹¹

Any student or teacher of speech is fortunate if he speaks one or more languages, in addition to English, but concentrated effort must be used to prevent the carry-over to one of these languages the sounds or the intonation peculiar to that of another. Recognized phonetic study, then, in order that the individual may equip himself with the ability to recognize the sound and intonation of the English language, is necessary in order to speak it and teach it most effectively.

Shurter and Marsh¹² say that public speaking, especially extemporaneous speech, though possible to acquire, must be obtained only through a definite channel of study and practice of the art of correct speech. They point out that we

¹¹Loc. cit.

¹²Edwin Dubois Shurter and Charles Almer Marsh, Practical Speechmaking (Boston: Houghton Mifflin Company, 1929), p. 75.

are likely to think of the great American political triumvirate, Calhoun, Clay, and Webster, as less ready in purely extemporaneous speech than the average statesman of today, and yet each of the three great orators showed gradual development in facility as extempore speakers by speaking much and applying specialized effort to the science and skill of speech delivery.¹³

It is recognized that speech work in the schools cannot be considered specialized unless all of the subjects that make up a course of speech education are studied. Therefore, it is obvious that phonetics, as a study, has its value if a specialized effort is given to it. Prepared speech organization should be studied as a subject. The art of debate should be a subject studied to a point of specialization, if a teacher intends to present a well-rounded speech program to high school speech students. The technique and style in dramatic art require an especially prepared teacher, and so does the teaching of phonetics, the science of word sound, speech delivery, and speech composition.

To say that a teacher of public speaking should be a specialized student in all the fields that have any degree of relation to public speaking would not be practical. Subjects

¹³Ibid., p. 27.

would include practically all the courses taught in high school and college, because good speech is an asset, not only to actors and actresses, radio announcers, public speakers, and teachers, but also to everyone. Just as the voice tells people what the person is, so does the speech reveal the person just as surely.¹⁴ But speech teachers must of a necessity know the technique of good speech development before the student who expects to be a salesman, a business man, or a professional man can be taught a method of self-correction and proper development in good speech. Thus, the great need for a specialist in the field of speech training is a knowledge of technical speech mechanics, formulae for speech correction, methods for organizing thoughts to be expressed orally, and a sufficient understanding of human psychology and current living, to be able to train an individual in what to say and how to say it.

2. DEFINITIONS OF TERMS USED

Qualifications of speech teachers. Qualifications for speech instruction have been interpreted as meaning study, by an individual, in college of a subject peculiarly and definitely related to the field of speech work. The study was not

intended to include personality of individual speech teachers, nor was it intended that the study should reveal the amount of practical experience in public speaking the teachers have had. The investigation did not attempt to reveal the amount of high school study that the teachers have made of speech work. It is assumed that teachers possessing practical experience and, or, high school study of speech may consider them as additional assets to the qualifications for speech teaching that they may hold.

Speech teachers. Speech teachers in Texas are those who teach oral expression in the English language to English-speaking students in high schools.

Specialized speech teacher. Specialized teachers of oral expression include those who instruct in debate, extemporaneous speech, dramatics, declamation, and radio speech among the largest high schools of Texas, ranging in enrollment from eight hundred students to twenty-eight hundred students. Though all schools in Texas in this enrollment bracket were not sampled in this study, an attempt was made to sample a sufficient number of high schools in Texas to make these findings reliable.

Public speaking in Texas high schools. This term was

used to mean the art of teaching business, practical, dramatic, courtroom, and conversational speech.

Specialized speech preparation for speech teachers.

This term was used to mean college preparation in any one phase of speech study, or in specialized college speech study that might lead to specialized study for teaching speech work in the high school in the form of dramatic, political, extemporaneous, or oratorical type of speech.

Phonetics. Phonetics is a term applied to study of proper pronunciation, sound, and derivation of words of the English language. It is the science of speech sounds, their mode of formation, and the way in which they are modified in connected speech.

Speech correction. Speech correction as practiced by the speech teacher meant the processes used in obtaining proper vocal training, converting natural vocal attributes of the individual into more effective qualities, remedying defective speech and voice inherited by the individual student, and developing an increased appreciation of proper speech.

A college course in public speaking. A public speaking course in college meant that a subject dealt with the

general and specific principles of speech technique concerning the types of public speaking and speech instruction taught in high school.

Dramatic study. The study of dramatic art applied to all the phases of dramatic art. The phases of interpretative reading, character make-up, and stage designing were included in the study that attempted to determine the amount of specialized speech training that teachers of speech arts possessed.

Extemporaneous speech study. Extemporaneous speech as a course included the science and art of organizing an oral composition, to be delivered with or without notes. The conception of speech teachers as to the type of speech that becomes extemporaneous is not in harmony with the layman's definition of extemporaneous speaking. The layman, generally, thinks of an extemporaneous speech as one for which no preparation has been given. This type of speech, significant to its title, is an impromptu speech. The term, extemporaneous speech, is determined by the fact that it is a speech the delivery of which may be a read, memorized, impromptu, or a composite style delivery, depending upon the speaker's judgment of appropriateness for the occasion.

Radio speech. The study of radio speech applied to

students interested in announcing over the radio or performing by any act or means in front of a microphone that transmits through radio. Radio speech study meant a further specialization in the field of speech diction, enunciation, pronunciation, and proper speech emphasis. The study also included instruction of radio script writing and radio program planning.

3. Statement of Method of Procedure

Since the terms "authority," "specialist," and "specialization" are often used in this study, a statement concerning the use of these terms is appropriate. A specialist in the field of public speech instruction is generally thought of as a person who can give all the accepted and studied principles that relate to the technique of speech delivery. The term as applied in this study goes further. The term "authority" applies to administrators in the secondary schools, while "specialist" applies to speech teachers in college who are recognized in the speech field, and to the opinion of speech teachers after years of experience in teaching speech. The term "authority" is justified on the basis that many of the most effective speakers of the present day, no doubt, never studied the actual mechanics and technique of speech.

The school principal or superintendent, for instance, is not a specialist in the art and science of speech study, but he is, by the very nature of his position, an authority in deciding the best results he can receive for his school, judging in terms of the amount of general academic preparation or the specialized preparation a teacher has acquired, as related to the results accomplished with the students of his school. The superintendent or principal has recognized the fact that Hitler, who speaks the words his people wish to hear, probably never heard of speech technique until he became internationally known. Many of the modern politicians and ministers of America know nothing of the art and technique of speech principles, but they know how to reach their hearers. Then, if these superintendents and principals of high schools realize the possibility of an individual to accomplish speaking ability without studying speech technique, he should be able to take this fact into consideration in determining from experience whether or not there is some relation between the results of a speech teacher's efforts and the amount of specialized speech preparation that the teacher has had in college study. Hence, the opinions of superintendents and principals should be used in setting up the criteria to determine what are desirable qualifications for a teacher of

public speaking.

Questionnaires. A questionnaire (Appendix A) was sent to teachers of speech seeking to learn the number of courses each had acquired in college study in the field of public speaking. A part of this questionnaire sought the opinion of the speech teachers as to the kinds of subjects directly related to the field of speech that a teacher of public speaking should take in college.

The questionnaire (Appendix B) sent to principals and superintendents responsible for the selection, retention, and promotion in their respective schools, seeking specific recommendations for speech preparation they considered desirable. This latter questionnaire was sent to twenty-six principals and superintendents who have served in the executive field long enough to have made observation of the probable relationship between the results of teachers and the educational preparation of those same teachers.

4. Limitations of Study

The writer recognizes the possible limitations of the questionnaire method of securing data. The questionnaire has been used in the collection of certain types of information, and has been approved by such recognized specialists in the

field of research as Garrett and Schneek. They say:

. . . Questionnaires have been used in studies on personality in order to obtain attitudes or beliefs upon social, economic, and religious issues . . . to discover systematic interests in people, books, sports, vocations, mechanical and social activities, and the like . . . to obtain data on home conditions, occupational status, cultural level, and other environmental facts.

The questionnaires and their use in this study related to many of those referred to in the above quotation (Appendix A and B) and, therefore, may seem reliable.

Speech authors, speech students, and college speech instructors. A field of reading material was gathered from instructors of speech whose names and contributions appear in this bibliography. Reading material was gathered from students and authors of practical speech making and from authors of education and speech literature from current periodicals.

Educational reading. Reading material and assembled criteria relating to the amount of educational training and specialized speech study of teachers and the results accomplished in teaching public speaking in high schools were used. A study of the application of professional teaching methods, along with a study of accepted principles that should guide in the preparation of teachers, was used in this study.

Garrett, H. E., and Schneek, M. R., Psychological Tests, Methods, and Results, Part II, p. 122.

These sources may be found in the Bibliography.

Conferences and correspondence. Additional data from practical speech makers, politicians, ministers, and public employees (Appendix C) have been incorporated into this study, to the extent that their experience and the process of their achievements have been investigated, to determine whether they have received speech instruction at the hands of a teacher possessing a general academic college education, or at the hands of a teacher who was specialized in the field of speech and speech teaching.

4. Statement of Organization into Chapters

A preview of the organization of the remainder of the thesis by chapters is presented here. The correlation of the various findings with the objectives of this study can more readily be interpreted. The purpose and intent of each chapter, though briefly reviewed, will be by no means complete in this section, the statement of organization into chapters being the primary object.

Review of the literature. In Chapter II is presented these data of specialists in public speaking, as to the progress that has been made in the field of English speaking in

public. Most of these data deal with the result of practice in speech and the result of aroused interest in the art of self-expression. The literature on the subject of specialized speech is really not found in this chapter; however, the only available literature in this scope of the subject is presented in the following chapters, Chapters II and III. Previous studies in the field of speech have resulted in the findings stated therein.

Along with the findings of students of speech as to the progress made in America as a result of increased practice in speech, as well as the aroused interest in the art of self-expression, forms for speech evaluation, forms for critical study of speakers, and special charts and criteria for recommended improvement in the study and practice of speech have been developed.

Reports and tables explaining the findings from a study made of Texas speech teachers. Chapter III deals with a breaking down of the responses made to questionnaires by speech teachers of Texas as to the amount of specialization each had made in the speech field in terms of college credits. The chapter shows further the general major and minor studies made in college by teachers of speech, as well as the amount of study made by them in the field of subjects related close-

ly to public speaking. It further reveals recommendations of speech teachers as to the nature of study that should be required of a teacher of public speaking in high school.

Chapter IV is a comparison of the findings of the study with the recommendations of authorities of high school educators and speech authorities as to the amount of specialized effort that should be possessed by high school speech instructors and recommendations for correction of high school speech instruction, as well as recommendations for further study of the subject.

CHAPTER II

REVIEW OF THE LITERATURE

Many studies have been made in the field of English speech in regard to the scope of study a speech course should include. The studies of the history and the derivation of speech improvement have been made and the relation of other fields of study to the field of speech has been pursued. The life pursuits of students who have made college speech work, their majors and minors in undergraduate and graduate work have been revealed; to a study of the correlation between a specialized speech teacher and the results he accomplishes has been the compilation of a number of speech principles which have been applied in actual speech practice and speech training. These principles have been arrived at by studies of the actual application of generally accepted speech principles and speech theories. From these studies specific points for self-analysis have been compiled. Also from these studies a general awakening of interest in correct speech and proper speech usage has resulted.

Much has been accomplished within recent years in the improvement of speech and the development of the various speech arts, but the goal of correct speech usage and desirable speech appreciation among the masses, by no means, has

been reached.

Each of the speech arts, platform speaking, platform reading, oral narration, conversation, dramatics, debating, open forum discussion, and radio speech, has a specific goal of its own. They are all, however, interrelated, and great breadth of interest and freedom of expression result from bringing out this correlation. The effort to instruct in the field of speech represents an attempt to offer every individual the right to an opportunity that will enable him to overcome those limitations or inhibitions that interfere with his self-expression and with the power of communication of his ideas publicly or semi-publicly.

In most of the literature studied, an attempt is made to provide a broad course of speech study that equips the gifted student with usable material and learning for growth in terms of his abilities and needs, to provide the average student with material and learning for the growth of which he is capable of using, and to offer the handicapped student confidence, correction, and all possible aid in speech development.

Literature on the scope and phases of speech preparation in high schools and colleges. Craig,¹ whose study has

¹Alice Evelyn Craig, *The Speech Arts*. (New York: The Macmillan Company, 1937), pp. ix-x.

influenced high school instruction, offers a course of speech work that deals with seven phases of specialized speech study, namely; the fundamentals of speech, speech composition, speech interpretation, platform speaking, open forum discussion, platform reading, and dramatic art. In dealing with fundamentals of speech, she places emphasis upon the ability to detect and to appreciate perfection and imperfection in speech by saying,

Train the ear to detect imperfections and weaknesses of voice and diction, but train it with even greater care to detect and perceive the harmonious sound of good, desirable tone-production.²

This ability to discern and detect good and bad tone-production by the individual requires a knowledge of specific principles conducive to good speech. Further, this ability to detect quality of tone-production should equip the individual with the capacity to diagnose needs of a speech student in production of proper tone quality.

Specialists agree that the process of training the student to develop proper tone-production includes the vocalizing of breath, proper posture, varying inflection, correct voice placement, and breath volume. Craig concludes as follows:

²Ibid., p. 19.

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Conditions for good speech tones. . . . see that you have established the prerequisite conditions for free speech tones, namely:

1. Ease and relaxation of the body
2. Correct posture
3. Breath control.³

Raubicheck, Davis, and Carll⁴ present in specific detail, more so than do most writers, the essentials that have to do with voice mechanisms. Other speech specialists recognize the importance of the functions of mechanisms of speech and voice, but of all the interrelated subjects of the speech field most speech specialists place unmistakable emphasis upon the scientific study of those tools that provide phonetic mastery, through knowledge of speaker-audience relationship, speaker-hearer psychology, speech organization, and dramatic appreciation of the general science and art of speaking.

Hayworth,⁵ Whitney,⁶ Wade, Blossom, and Eaton,⁷

³Loc. cit.

⁴Letitia Raubicheck, Estelle H. Davis, and L. Adele Carll, Voice and Speech Problems (New York: Prentice-Hall, Inc., 1931), p. 16.

⁵Donald Hayworth, Public Speaking (New York: The Ronald Press Company, 1935), pp. 91-94.

⁶Leon K. Whitney, Communicative Speaking (Cincinnati: Ginn and Company, 1936), pp. 18-20.

⁷Harold H. Wade, John E. Blossom, and Mary P. Eaton, Expressing Yourself (Boston: Houghton Mifflin Company, 1935), p. 9.

Craig,⁸ Shurter,⁹ and Hammond,¹⁰ in their studies upon the²⁷ fundamentals of speech training, concur in the general theory that the serious student of speech should become familiar with the elements of biology and psychology that relate to speech, and practice the science of proper organization of thought and the actual delivery of oral discourse.

After the fundamental elements that relate to speech and the acquiring of the art of correct speech usage have been learned, the next step for the speech student to take is to put into practical application, through practice in speaking situations, those theories of speech improvement.

Literature on special speech criticism for platform speaking students that a speech teacher should be able to direct, explain, and clarify. Hammond,¹¹ after recommending a well-grounded knowledge of elementary fundamentals of speech, advocates that the speech student should begin, under

⁸Craig, op. cit. p. 273.

⁹Edward Dubois Shurter, Public Speaking (New York: Allyn and Bacon, 1903), p. 131.

¹⁰Newton Baker Hammond, Motivated Speech (Boston: Expression Company, 1929), p. 7.

¹¹Newton Baker Hammond, Socialized Oral English Programs (Boston: Expression Company, 1929), p. 53.

proper supervision, to apply the principles of speech that should

. . . serve as a basis for speech analysis and self-criticism; and, perhaps, the greatest value that will result from such an analytical attention given a speaker will accrue to the critic himself.¹²

if the self-analyst is an honest and conscientious critic.

He offers the following outline as a basis for self-analysis and critical judgment for the teacher and student of correct speech:

A. Speech structure

1. Introduction

- a. Was the reason for presenting this subject to this audience, at this time, made clear?
- b. Was interest in the speaker aroused?
- c. Did he arouse interest in his subject?

2. Body

- a. Was the speech coherent and logically presented?
- b. Did it conform to the law of unity?
- c. Was the speech progressive - did it grow in interest?
- d. Was the speech concrete?
- e. Was illustrative material well used?

3. Conclusion

- a. Did the conclusion relate to the purpose of the speech?
 - b. Did it round out the thought presented?
-

B. Voice

1. Could the speaker be easily heard by all?
2. Was the enunciation clear?
3. Was the voice free from monotony?
4. Was the delivery too rapid or too slow?
5. Did the speaker express himself in an animated manner?
6. Was the speaker's voice sympathetic with his thought?
7. Did he fill pauses with a vowel sound - "uh-uh" or "a-a-a?"

C. Deportment

1. Did the speaker come before the group as if he had a message of interest and had come to serve?
2. Did he look at his audience?
3. Did he hold a position as if interested himself - a good standing position?
4. Were his hands free?
 - a. Not in his pockets
 - b. Not toying with paper or pencil
 - c. Not held behind or before him all of the time
5. Were there detracting mannerisms?

D. Errors

1. Were there grammatical and rhetorical errors?
2. Were there errors in pronunciation and in the use of words?

E. General impressions

1. Was the speech as a whole interesting?
Did it hold attention?
2. Did it seem to be motivated by a definite purpose?
3. Was the speech convincing? Did it leave a lasting impression?
4. Did the speaker know his subject? Was he well prepared?

5. Was the speech too short? Was it too long?¹³

Craig,¹⁴ in setting up a chart for self-analysis for platform speaking, considers that oral announcements, extemporaneous speeches, lectures, presentation speeches, acceptance speeches, campaign speeches, and debate speeches are predominant types of speeches that should come under this classification of speech, and are more studied in high school than any other specific type of speaking; and

. . . to constructively criticize a platform speaking student a mastery of the specific fundamentals of speech is the most essential possession of the critic.

Craig's platform speaking criteria are quoted as follows:

I. Thorough content

1. Concepts or ideas: interesting
2. Continuity: clear and logical
3. Originality: ready and varied

II. Speech composition

1. Organization (outline) of subject matter
 - Introduction: brief and effective
 - Discussion: sustained in interest
 - Conclusion: forcible and finished
2. Grammatical usage: correct
3. Paragraph structure: diversified
4. Sentence structure: diversified
5. Vocabulary: ample and discriminating

III. Speech delivery

¹³Ibid., pp. 7-8.

¹⁴Craig, op. cit., p. 264.

1. Conditions
(breathing, relaxation, standing): good
2. Expression: forceful and sincere
3. Tempo: well-regulated
4. Voice (diction)
Enunciation: distinct and finished
Pronunciation: correct and pure
5. Voice (tones)
Flexibility: easy and free
Resonance : melodious and rich

IV. Relation with audience

1. Directness: considerate
2. Platform deportment: courteous and poised
3. Oneness with audience: all-inclusive¹⁵

Gray's¹⁶ study of speech needs concludes that speech learning and speech teaching may be a composite of several subjects, but that the real art of effective speech cannot be developed until the speaker escapes slower thinking. He says that a

. . . brief organized with complete sentences prevents the speaker from going to the platform without his speech ideas thought through to their definite conclusions.¹⁷

He concludes that:

It is not sufficient for a speaker just to know what a good speech is. He must also know how to con-

¹⁵Craig, op. cit., p. 273.

¹⁶Stanley J. Gray, Communicative Speaking (Boston: Expression Company, 1928), p. 167.

¹⁷Ibid..

struct a good speech, if he expects to pass it on to an audience. There are some speech factories that turn out finished speeches for any occasion at very reasonable prices; but they are not worth the paper they are written on. A good speech must represent diligent effort on the part of the speaker who delivers it. A great actor can buy a play from the author and successfully pass it on to his audience. A great musician can likewise pass on a great piece of music. Here, the actor and musician are artists. Their performance is the thing people are interested in. The drama and the music are only secondary. The speech, however, bears a different relationship to the speaker. People do not attend a speaking occasion to hear the speaker, so much as they do to hear his speech. The speech is the important thing and the speaker only secondary.¹⁸

So far as the writer knows, no study has been made in the field of specialized speech training to point out the correlation between the specialized speech teacher and the improvement made by schools in the fields of speech; however, Shurter and Marsh¹⁹ conclude in their study of the value of specialized and practiced speech that

. . . the style of the speaker must be an expression of the speech habits he has formed in everyday life.

They say further:

Our speech is greatly influenced by environment. Fortunate is the child who hears good English habitually spoken in the home; whose parents take an intelligent interest in the language he is acquiring.²⁰

¹⁸Ibid., p. 227.

¹⁹Shurter and Marsh, op. cit., p. 68.

²⁰Ibid., p. 70.

Literature on the importance of the growth plus the development of correct speech. The distinct degree of correlation between specialized, practiced speech and the development of correct speaking is pointed out by Mosher²¹ in his course of public speaking. He explains that the most important theory by which one may progress in speechmaking is to practice, and while practicing, to keep the specific fundamentals of speaking in mind. In showing the effect of public interest and special effort on the part of the American public, he says:

Among the many developments during the Great War was a widespread activity in public speaking. The Four Minute Men organization, the Red Cross, the Liberty Loans, the Y. M. C. A., the Recruiting, and many other important activities called for speakers in the conduct of their campaigns. In response, thousands of people, young and old, "found their voice," and with it an opportunity to do their bit in helping to win the war. These people, with widely varying degrees of effectiveness, gave their services and enjoyed the personal advantages which come from the ability to speak to their fellows.

This ability carries with it a distinction, a degree of fitness for leadership. The school-boy who can tell his mates about the plans for an athletic association; the clerk who can address his colleagues on the working conditions in their establishment; the business-man who can discuss before his associates the formation of a chamber of commerce; the physician who can speak to his profession on a new method of treating a disease - all of these are in a position to be especially useful and influential by reason of their

²¹ Joseph A. Mosher, Public Speaking (New York: Macmillan Company, 1931), p. 172.

speaking ability. Furthermore, aside from the practical value, a clear-cut, pleasing style of speaking is a mark of training, of culture, which immediately makes a favorable impression in whatever situation its possessor finds himself, whether in private conversation or speaking to an audience.

These facts are being more and more widely recognized, and the speaking activity during the war is only a striking instance of the generally awakened interest in the use of the voice. College presidents, directors of technical schools, prominent leaders in political, social, and professional life have in recent years specifically urged the desirability of developing in young men and women the power to speak well. Such organizations as the Y. M. C. A. and the Y. M. H. A. have instituted classes in speaking. Business men have joined together in speaking clubs under the direction of an instructor. A "Better Speech Week" movement has been inaugurated. So far-reaching a project as the "Speaking Clubs of America" has been launched. As a result of the growing demand for better speaking, schools and colleges have begun to devote more attention to this phase of education. More time is being given to the study of speech; new courses are being inaugurated; classes in English to Foreigners, with special emphasis on the spoken word, are springing up all over the country; oral English is gaining a more prominent position in the grade schools. Even correspondence schools are offering courses in public speaking. We are, it seems, on the way not only to removing the cause for this oft-repeated charge of being a nation with disagreeable voices and slovenly speech, but also to becoming a nation of clear, correct, agreeable and impressive speakers.

This is looking a long way ahead because the speech problem in this country is a very difficult one. The average American has been and is exceedingly careless about his speech. Then, too, we are numerous people, living in a country whose great extent gives rise to many variations from a single standard. Moreover, we are constantly receiving from various countries people who produce in America a manner of speech which is a confused mixture of all kinds of expression. But the signs of determined effort to overcome these corruptive

factors are encouraging; and, aside from the motive of self-interest, it should be a matter of pride with every student to play a part in the movement for better American speech.²²

²²Ibid., pp. 1-2.

Summary and Conclusions

In addition to the great breadth and scope of the public speaking field, an awakening of public interest in speech has been realized, each, perhaps, responsible for the other. As a result of each factor, the research and literature reviewed have indicated that preparation for teaching public speaking has progressed to a point worthy of further study. If the correlation between specifically prepared teachers of speech and desirable speech improvement in most situations is high, such a study may have proved highly valuable.

As specialists in the field of speech instruction have pointed out, before an art or science can be specialized in, there must be certain criteria by which standards may be set up. These same specialists concur in the opinion that standards for speech criticism must be set up. Craig,²³ Hammond,²⁴ and Mosher²⁵ agree on the essential points of criticism for a speaker, as well as the principles for speech organization.

Speech as an art for practical use is considered to be most improved when practice of the correct art is continual. Practice in the correct, or accepted, form of public speaking

²³Craig, op. cit., p. 274.

²⁴Hammond, op. cit., p. 52.

²⁵Mosher, op. cit., p. 173.

delivery cannot be determined unless certain standards are accepted as the most desirable. This seems to be the agreement of the literature found on this subject to date; thus, the question of determining who shall be considered an authority can be answered by saying that the literature presented here is offered as representing principles that have been tried and proved worthwhile. Further, it is logical to say that if these principles are agreed upon as good principles of speech learning to be mastered, they must be learned. To learn them means specialization. To learn them well means constant practice.

Speech is improved by a knowledge of speech principles. A knowledge of speech principles is not sufficient if these principles cannot be practiced. Thus, it is safe to conclude by stating that a specialized student of speech will not always be assured of becoming a great speaker, but a specialized knowledge of speech principles may enhance an individual's ability to teach speech. This last statement is made to correct the impression that "having something to say" is the only requirement of a good speaker. It is made because the writer is aware that some of the best speakers defy every principle recognized in speech instruction - speakers, in many instances, who may have gained confidence originally by adhering to accepted speech form and technique and then

later, abandoning them. It is made because the writer believes from authority that a vast majority of the best speakers cannot defy the recognized fundamentals of public speaking that are taught in college and high school courses to individuals who seek to improve their method of oral communication.

CHAPTER III

ANALYSIS OF SPEECH TEACHERS' EDUCATIONAL QUALIFICATIONS AS RELATED TO COLLEGE STUDY IN GENERAL ACADEMIC CURRICULA AND SPECIALIZATION IN SPEECH STUDY

1. Introduction

It is the purpose of this chapter to reveal the college preparation acquired by teachers of speech in high school, among the fifty-four studied, in terms of semester hours of college work. The analysis will include the amount of credits earned in college for the purpose of meeting degree requirements, as well as to determine the amount and nature of specialized study in the field of speech in preparation for the teaching of public speaking in high school.

These data reveal the amount of general academic, cultural, and specialized study possessed by the individual speech teacher, as well as by a composite of the fifty-four teachers.

2. General data

The number of high school speech teachers in the largest high schools of Texas will be found in the tables which are in this chapter. Table I reveals that all speech

TABLE I

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS HOLDING DEGREES AND DIPLOMAS, 1940

Degree or diploma	Number of teachers holding degree or diploma	Per cent of teachers holding degree or diploma
1. High school diploma	54	100
2. One year's college training	54	100
3. Two years' college training	54	100
4. Three years' college training	54	100
5. Equivalent of bachelor's degree	54	100
6. Equivalent of master's degree	17	31.4
7. Equivalent of doctor of philosophy or doctor of education degree	1	1.9

teachers have the equivalent of a high school diploma and the equivalent of the bachelor's degree. Only 31.4 per cent have acquired the equivalent of either the master of arts, the master of education, or the master of science degree. Less still, only 1.9 per cent have attained the equivalent of of the doctor of philosophy or the doctor of education degree.

In fact, in terms of the average board of education's demands as to the college preparation that a high school teacher should possess, all speech teachers possess more than the minimum requirement. For, according to the rules of the Southern Association of Colleges and Secondary Schools, the agency that determines the educational rating of high schools in Texas, high schools may employ a maximum of two per cent of their teachers with college training less than a bachelor's degree.

Table II shows the number and the per cent of the teachers who majored or minored in the various phases of twelve fields of knowledge. As can be seen by this table, only 25.9 per cent of the high school speech teachers majored and only 3.7 per cent minored in the field of public speaking. If it were an accepted principle by the leaders in the field of teacher education that a teacher of speech should have majored or minored in the field of public speaking in college,

TABLE II

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS ACQUIRING COLLEGE MAJORS AND MINORS IN ELEVEN PRINCIPAL FIELDS OF KNOWLEDGE, 1940*

Subject matter	Number of majors	Per cent of majors	Number of minors	Per cent of minors
1. Public speaking	14	25.9	2	3.7
2. Dramatics	4	7.4	6	11.1
3. English	13	24.1	18	33.3
4. History	9	16.6	10	18.5
5. Social studies			6	11.1
6. Mathematics	2	3.7	2	3.7
7. Science	6	11.1	4	7.4
8. Music	1	1.9		
9. Education	4	7.4	2	3.7
10. Foreign language	1	1.9	2	3.7
11. Business administration			2	3.7

*A college major is the completion of a minimum of twenty-four semester hours in one field of study, and a college minor is the completion of a minimum of fifteen college semester hours in one field of study.

only 29.6 per cent of the teachers of speech contacted in this study are wholly qualified to teach speech.

In other words, 71.4 per cent of the teachers of speech in high schools of Texas are better qualified to teach in some field of study other than in the field of public speaking. It may be noted further from Table II, however, that 24.1 per cent of the teachers of speech majored in the field of English, and 33.3 per cent of them minored in that field. Further still, 71.4 per cent of the group majored in dramatics, and 11.1 per cent minored in dramatics. The fact that 55.4 per cent of the group majored or minored in the English field, 18.5 per cent majored or minored in the dramatics field, and 29.6 per cent majored or minored in the speech field shows that 51.3 per cent of the individual teachers acquired more than eighteen semester hours in college in three very closely related fields.

According to Kербow,¹ specialists in the field of education generally believe that public speaking, dramatics, and English are closely related. He says:

Many teachers rightly consider specialized education in public speaking as a necessary part of their preparation for teaching English, . . . It is quite

¹Alva Lee Kербow, The Education of Senior High School Teachers of Houston, Texas, as Revealed by Collegiate Transcripts, (unpublished Doctor's Field Study No. 1, Colorado State College of Education, Greeley, 1939), pp. 58-59.

generally agreed among educators that English teachers should make some specialized contacts in dramatics,

. . . .

Other than the three closely related fields of knowledge that 51.3 per cent of the teachers contacted as a major or a minor, 48.7 per cent of the group majored and minored in eight other fields of knowledge, namely: 16.1 per cent majored in history, and 18.5 per cent minored in history; none majored in the social studies, but 11.1 per cent minored in the social studies; 3.2 per cent majored in mathematics, and 3.7 per cent minored in mathematics; 11.1 per cent majored in science, and 7.4 per cent minored in science; 1.9 per cent majored in music, and none minored in music; 7.4 per cent majored in education, and 3.7 per cent minored in education; only 1.9 per cent majored in foreign languages; and, lastly, none majored in business administration, but 3.7 per cent minored in business administration.

Like all fields of learning, the study of public speaking has its many ramifications and articulated phases that go to round out a study of the art. As was stated early in this chapter from Table II, only 25.9 per cent of the teachers sampled in this study majored in the field of public speaking in college. Table III A reveals even further that the average high school speech teacher is not very well specialized

TABLE III A

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS WHO RECEIVED SPECIALIZED SPEECH TRAINING IN COLLEGE IN TERMS OF SEMESTER HOURS IN THE VARIOUS PHASES OF SPEECH STUDY

Subject	Number of majors	Per cent of majors	Number of minors	Per cent of minors
1. Phonetics				
2. Dramatics	6	11.1	4	7.4
3. Extemporaneous speech				
4. Oratory				
5. Debate				
6. Radio speech				
7. Speech composition				

in the field of study in which he is teaching. It reveals that no phase of public speaking was specialized in except dramatics, 11.1 per cent majoring in dramatics, and 7.4 per cent minoring in that field. No other subject in the public speaking field was studied as a major or minor in college.

Table III B reveals that not more than four, or 7.4 per cent, of the teachers of speech in Texas high schools have specialized in the study of any particular phase of public speaking to the extent of acquiring from twelve to fifteen semester hours college credit. Only 3.7 per cent specialized to this extent in phonetic study, and the same per cent acquired twelve to fifteen hours in each of the subjects of speech composition, debate, and oratory. Not one acquired more than nine hours in the study of radio speech. It is interesting to note that as the number of semester hours column in each category in Table III B decreases, the number of teachers who fall in this same category increases. Table III B shows further that 7.4 per cent of the teachers acquired from nine to twelve semester hours in each of the subjects of phonetics, extemporaneous speech, and speech composition. As many as 11.1 per cent acquired from nine to twelve hours in dramatics, and 5.5 per cent acquired this amount of hours in the study of debate.

Table III C shows that an increasing number of teach-

TABLE III B

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS WHO RECEIVED SPECIALIZED SPEECH TRAINING IN COLLEGE IN TERMS OF SEMESTER HOURS IN THE VARIOUS PHASES OF SPEECH STUDY, 1940

Subject	Number who ac- quired 12 to 15 hours	Per cent who ac- quired 12 to 15 hours	Number who ac- quired 9 to 12 hours	Per cent who ac- quired 9 to 12 hours
1. Phonetics	2	3.7	4	7.4
2. Dramatics	4	7.4	6	11.1
3. Extemporan- eous speech	4	7.4	4	7.4
4. Oratory	2	3.7		
5. Debate	2	3.7	3	5.5
6. Radio speech				
7. Speech compo- sition	2	3.7	4	7.4

TABLE III C

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS WHO RECEIVED SPECIALIZED SPEECH TRAINING IN COLLEGE IN TERMS OF SEMESTER HOURS IN THE VARIOUS PHASES OF SPEECH STUDY, 1940

Subject	Number who ac- quired 6 to 9 hours	Per cent who ac- quired 6 to 9 hours	Number who ac- quired less than 6 hours	Per cent who ac- quired less than 6 hours
1. Phonetics	4	7.4	44	81.4
2. Dramatics	9	16.6	29	53.7
3. Extemporan- eous speech	6	11.1	38	73.1
4. Oratory	3	5.5	49	35.1
5. Debate	4	7.4	43	79.6
6. Radio speech	5	9.2	47	87.3
7. Speech compo- sition			47	87.3

ers acquired from six to nine hours credit in the specialized phases of the public speaking field over the number of those who acquired from nine to twelve hours as was revealed in Table III B. Since this fact exists, it is easy to see that of the 25.9 per cent who majored in the field of public speaking, as was revealed in Table II, those individuals evidently did so with a small amount of study in each subject in the entire field of public speaking. This is revealed by the fact that Table III C shows that as many as 87.3 per cent have acquired less than six hours credit in speech composition and in radio speech, two recognized phases of study in the field of public speaking. Seventy-nine and six-tenths per cent have acquired less than six hours college credit in extemporaneous speech, 35.1 per cent less than six hours of college credit in oratory, and 8.1 per cent less than six hours credit in the study of phonetics.

3. Degree of Teacher Preparation in Terms of Specialized Study in the Entire Speech Field and in Studies Related, or Foreign, to the Public Speaking Field of Study

The number of semester hours credit acquired in college work, in the composite field of public speaking, including dramatics, is seen in Table IV. The table shows that

TABLE IV

THE EDUCATIONAL QUALIFICATION OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS IN TERMS OF TOTAL COLLEGE SEMESTER HOURS ACQUIRED IN THE ENTIRE SPEECH FIELD, 1940

Degree of specialization in speech, including dramatics	Number of teachers acquiring semester hours of speech study	Per cent of teachers acquiring semester hours of speech study
1. Over 24 hours	13	33.3
2. Over 18 hours	8	14.8
3. Between 12 to 18 hours	8	14.8
4. Between 6 to 12 hours	6	11.1
5. Between 3 to 6 hours	2	3.7
6. No college speech hours	12	22.2

33.3 per cent majored, while only 14.8 per cent minored, in the speech field. The same number minored in the study that acquired from twelve to eighteen semester hours in public speaking. Only 11.1 per cent had from six to twelve semester hours credit, while of those who held any college speech credits, only 3.7 per cent had between three and six semester hours.

Looking again at Table IV, one may see that, even including dramatics as a specialized public speaking credit, 22.2 per cent of the high school speech teachers had acquired no speech credits.

Considering the number that have majored in public speaking, exclusive of dramatics, as revealed in Table II, it is seen that almost as many teachers are teaching public speaking who have no credits from college in that field (22.2 per cent in Table IV) as there are teachers of speech who have majored in public speaking (25.9 per cent, as revealed by Table II).

The fact that this study intends to deal primarily with the amount of specialized educational preparation for teaching public speaking in high school should not cause the reader to lose sight of the fact that there are fields of knowledge closely related to actual public speaking. Any teacher who instructs in public speaking for practical use

could well afford to be informed in these fields.

Table V shows that 16.6 per cent majored, and 18.5 per cent minored, in history. It has been pointed out earlier in this chapter, and is verified by Table V, that 24.1 per cent majored and 33.3 per cent minored in English. Terming the social studies field as a separate field from history, no majors were found here, and only 7.4 per cent minored in the field of social studies. In business administration there were no majors, and only 3.7 per cent minors, and in the field of music only 1.9 per cent majors are seen and no minors.

Table VI shows that 3.7 per cent majored and 3.7 per cent minored in mathematics in college, a field of study considered by many as foreign to public speaking. There were 11.1 per cent majoring and 7.4 per cent minoring in a natural science, and 1.9 per cent majoring, with 7.4 per cent minoring in foreign language, both fields of little relation to public speaking as a field of study.

In the course of experience acquired in teaching public speaking in high school by the teachers sampled, the writer concluded that courses recommended by these speech teachers might indicate what the teacher of speech thought most beneficial to study in college in preparing to teach high school public speaking. The teachers studied were asked

TABLE V

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS WHO MAJORED OR MINORED IN COURSES IN COLLEGE RELATED TO THE USE OF PUBLIC SPEAKING IN REAL LIFE SITUATIONS, 1940

Subject	Number who ac- quired a major	Per cent who ac- quired a major	Number who ac- quired a minor	Per cent who ac- quired a minor
1. History	9	16.6	10	18.5
2. English	13	24.1	16	33.3
3. Social studies			4	7.4
4. Music	1	1.9		
5. Business administration			2	3.7

TABLE VI

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SENIOR HIGH SCHOOL SPEECH TEACHERS IN TEXAS WHO MAJORED OR MINORED IN SUBJECTS WITH LITTLE OR NO RELATION TO THE FIELD OF PUBLIC SPEAKING, 1940

Subject	Number who ac- quired a major	Per cent who ac- quired a major	Number who ac- quired a minor	Per cent who ac- quired a minor
1. Mathematics	2	3.7	2	3.7
2. Science	6	11.1	4	7.4
3. Foreign language	1	1.9	4	7.4

to list as many as three or four subjects considered necessary to be studied in college for one who plans to teach high school public speaking. No emphasis was placed upon whether or not the courses recommended should be of specialized or general educational subject matter. It will be noted by a summary of these answers, however, in Table VII that the largest percentage of recommended college subjects for speech teachers fell in specialized phases of speech study. For instance, the study of phonetics - a course in word study was recommended by 60.5 per cent of the teachers responding. Next among the subjects recommended for the high school speech teacher was a course in extemporaneous speech, advocated by 50 per cent, while debate was suggested by 42.1 per cent, and followed closely by dramatics as a subject that was recommended by 39 per cent.

Other subjects of study that may be classified as specialized speech work were less uniformly listed as necessary knowledge for a teacher than were the ones mentioned above. These were speech interpretation (readings and elocution), 10.5 per cent; radio speech, 10.5 per cent; group discussion work, 7.8 per cent; voice and tone culture, 18.4 per cent; and oratory, 5.2 per cent.

The fields of knowledge that are not directly related to public speaking, but the knowledge of which as taught in

TABLE VII

THE NUMBER AND THE PERCENTAGE OF THIRTY-EIGHT SENIOR HIGH SCHOOL SPEECH TEACHERS RECOMMENDING VARIOUS FIELDS OF KNOWLEDGE TO BE STUDIED BY HIGH SCHOOL TEACHERS OF SPEECH, 1940

Field of study	Number recommending	Per cent recommending
1. Psychology	1	2.6
2. Speech interpretation	4	10.5
3. Radio speech	4	10.5
4. Debate	17	42.1
5. Group discussion	3	7.8
6. Voice and tone culture	7	18.4
7. Phonetics	23	60.5
8. Economics	3	7.8
9. Government	7	18.4
10. Dramatics	15	39.0
11. Extemporaneous speech	19	50.0
12. Oratory	2	5.2
13. History	5	13.1
14. Foreign language	6	15.7
15. English	11	28.9

college, any practical public speaker should profit by, were listed as necessary to a high school speech teacher in irregular distribution. Bearing in mind that the recommendations of these subjects were asked for without regard to specialization in the field, it will be remembered that they were listed as one of the "three or four" subjects that a speech teacher should study in college.

English was recommended by 28.9 per cent; foreign language was listed by 15.7 per cent; and history was suggested by 13.1 per cent. The study of government was recommended by 18.4 per cent, economics by 7.8 per cent, while psychology was recommended by only 2.6 per cent. A total of fifteen fields of study was advocated by the 38 teachers responding to the question asking for suggested fields of knowledge necessary to a high school teacher of speech.

Table VIII shows the number and the percentage of subjects in the field of speech that are taught most as specialized speech subjects in high school. The subjects listed in this table are taught by speech teachers who teach no other subject. Eighteen and five-tenths per cent of the teachers sampled teach nothing but extemporaneous speech, and 9.2 per cent teach only dramatics. Of all the other special fields of public speaking that are offered, only 1.9 per cent of the teachers contacted teach each of the following subjects,

TABLE VIII

**THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR SPEECH
TEACHERS IN TEXAS WHO TEACH SPECIALIZED COURSES OF
PUBLIC SPEAKING IN HIGH SCHOOL, 1940**

Name of course	Number who teach this course only	Per cent who teach this course only
1. Oratory	1	1.9
2. Dramatics	5	9.2
3. Debate	1	1.9
4. Extemporaneous speech	10	18.5
5. Speech interpre- tation	1	1.9

namely: oratory, debate, and speech interpretation.

It is too much to expect that every person who teaches one phase of public speaking must be educated as a college major or minor in that phase of speech; however, it is desirable to know the phases of public speaking that are taught in high schools and the amount of teacher preparation made in that subject matter field. As was pointed out by the analysis found in Chapter III, and substantiated by Appendix I, no one phase of public speaking was specialized in except dramatics by high school teachers, even as a major or a minor, so far as separate phases of speech study are concerned. This study does not contend that every teacher of speech should possess a college major in the particular phase of speech he teaches. It will be noted however, that there are more teachers who are teaching special phases of speech than there are those who majored or minored in any particular phase of speech in college.

Since high school teachers are not expected to finish undergraduate work in college with a major or minor in the particular phase of speech in which they are instructing, it is necessary in this study to determine the combination of speech courses taught by high school teachers. In many instances, according to the responses to the questionnaire (Appendix I), teachers of speech in high school teach two or

more subjects of public speaking.

Table IX shows that the programs of speech teaching are well-balanced among eight different combinations of speech subjects. Five and five-tenths per cent teach the combinations of oratory and debate, and the same per cent of fifty-four teachers sampled teach the program combination of of dramatics and extemporaneous speech. Each of several program combinations of speech subjects is taught by high school teachers, namely, debate and dramatics; oratory and speech interpretation; oratory and extemporaneous speech; and radio speech and extemporaneous speech. Only 1.9 per cent of the fifty-four teachers sampled taught the speech combination of subjects known as radio speech and speech interpretation.

Since this study has reached many teachers in schools that require the teacher of speech to instruct in several subjects, Table X shows that of the teachers who teach high school speech subjects, eighteen, or 33.3 per cent, of the fifty-four speech teachers sampled teach the following speech program combinations: radio speech, extemporaneous speech, and speech interpretation; radio speech, extemporaneous speech, and debate; and the five-fold combination of extemporaneous speech, debate, dramatics, oratory, radio speech, and speech interpretation.

Only 7.4 per cent of fifty-four teachers instructing

TABLE IX

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR TEACHERS IN TEXAS WHO TEACH SPEECH PROGRAMS IN HIGH SCHOOLS COMPOSED OF TWO SPECIALIZED SPEECH COURSES, 1940

Combination program of two speech subjects	Number who teach this combination	Per cent who teach this combination
1. Oratory and debate	3	5.5
2. Dramatics and ex- temporaneous speech	3	5.5
3. Radio speech and speech interpretation	1	1.9
4. Debate and dramatics	2	3.7
5. Oratory and extemp- oraneous speech	2	3.7
6. Debate and extemp- oraneous speech	5	9.2
7. Debate and radio speech	2	3.7
8. Radio speech and extem- poraneous speech	2	3.7

TABLE X

THE NUMBER AND THE PERCENTAGE OF FIFTY-FOUR TEACHERS IN TEXAS WHO TEACH SPEECH PROGRAMS OF THREE OR MORE SPECIALIZED SPEECH SUBJECTS IN HIGH SCHOOL, 1940

Combination program of three or more speech subjects	Number who teach this combination	Per cent who teach this combination
1. Oratory, dramatics, and debate	1	1.9
2. Radio speech, extemporaneous speech, and speech interpretation	2	3.7
3. Oratory, extemporaneous speech, and debate	4	7.4
4. Radio speech, extemporaneous speech, and dramatics	1	1.9
5. Speech interpretation, extemporaneous speech, and debate	4	7.4
6. Radio speech, extemporaneous speech, and debate	2	3.7
7. Extemporaneous speech, debate, dramatics, oratory, radio speech, and speech interpretation	2	3.7

high school speech are teaching the combinations of oratory, extemporaneous speech, and debate. The percentages of those who taught each of the combinations of oratory, dramatics, and debate, and radio speech, extemporaneous speech, and dramatics were 1.9 per cent.

4. Summary and Conclusions

It was the purpose of this chapter to study the amount of specialized speech study in terms of semester hours made in college by high school speech teachers.

Approximately three-fourths of the public speaking teachers in high schools have not acquired a major in the field of speech. Only two-thirds of them have acquired a college minor in the field. Well over twenty per cent of them acquired no college credits in the field of speech in their college work.

In terms of college majors and minors acquired, about sixty-seven per cent of the high school teachers of public speaking are better educated to teach in some field other than that of public speaking. The extent of the teaching preparation in terms of college degrees shows that all have the equivalent of the bachelor's, over 31.0 per cent hold the equivalent to the master's, and 1.9 per cent have acquired the equivalent to the doctor of philosophy or the doctor of

education degrees.

In professional preparation, high school speech teachers meet the requirement of a broad pattern of general or liberal education usually recommended by specialists in teacher education. Courses studied in college by them reach all the fields of the arts and sciences in which the use of practical public speaking is applied in actual life situations.

Finally, the writer concludes that the public speaking courses most frequently taught by high schools are those designed for practical use, namely, extemporaneous speech, debate, dramatics, and radio speech.

CHAPTER IV

ANALYSIS OF RECOMMENDED COLLEGE PREPARATION FOR HIGH SCHOOL PUBLIC SPEAKING TEACHERS MADE BY TWENTY-SIX HIGH SCHOOL SUPERINTENDENTS, SUPERVISORS, AND PRINCIPALS

1. Introduction

This chapter will deal with an analysis of responses made by twenty-six high school superintendents, supervisors, and principals to a quest for recommended college preparation that a high school speech teacher should possess. Chapter III was concerned with an analysis of the specialization in speech work made in college by fifty-four high school speech teachers, plus an analysis of the study made in fields of knowledge other than public speaking.

It is well understood that many teachers become teachers without definitely preparing for that profession. It is further understood that many of those who become teachers cannot always know by the time they enter college just what courses they will be expected to teach; however, the assistance that can be given by college and high school curricular guidance may be seen here.

2. Recommendations listed

In Table XI, of twenty-six recommendations made for the high school speech teacher's college preparation twenty-four advocated specialization of speech study in college.

In other words, 96.3 per cent answered affirmatively the question, "If your teacher is teaching speech two-thirds of his teaching program, do you prefer that he possess a minimum of a minor in specialized college speech study?" (Appendix B). The same per cent answered affirmatively the question, "If your teacher is teaching speech for a full teaching program, do you prefer a major in the study of speech in college?" Only two out of the twenty-six, 3.7 per cent, answered the question by saying the degree of specialization in speech was incidental to a liberal or broad college education.

Specialized public speech study was listed in ten categories, as is indicated in Table IX, and principals were asked to list no more than, nor less than, four of these subjects that would be most desirable for a teacher of speech to pursue in college. Table XII shows that all of these subjects were checked as being desirable preparation for a high school teacher of public speaking. The study of extemporaneous speech was checked by 65.3 per cent as the most necessary subject in the specialization of speech work. Debate was con-

TABLE XI

THE NUMBER AND THE PER CENT OF TWENTY-SIX HIGH SCHOOL SUPER-
INTENDENTS, SUPERVISORS, AND PRINCIPALS ADVOCATING SPECIAL-
IZED SPEECH STUDY FOR THE HIGH SCHOOL SPEECH TEACHER

Amount of speech specialization advocated	Number advocating	Per cent advocating
Minimum of a minor in speech where teacher teaches speech two-thirds teaching time	24	96.3
Minimum of college speech major for full time speech teacher	24	96.3
College speech credits incidental to a broad college education	2	3.7

TABLE XII

THE NUMBER AND THE PERCENTAGE OF SPECIALIZED PHASES OF PUBLIC SPEAKING ADVOCATED AS COLLEGE SUBJECTS FOR THE HIGH SCHOOL SPEECH TEACHER BY TWENTY-SIX HIGH SCHOOL SUPERINTENDENTS, SUPERVISORS, AND PRINCIPALS.

Subject matter recommended	Number recommending	Per cent recommending
1. Extemporaneous speech	17	65.3
2. Debate	15	57.7
3. Phonetics	12	46.1
4. Radio speech	11	42.3
5. Dramatics	11	42.3
6. Speech organization	10	38.4
7. Voice and tone production	10	38.4
8. Oratory	9	34.6
9. Speech and reading interpretation	6	23.7
10. Speech mechanics	3	11.5

sidered by 57.7 per cent as one of the four most important special phases of speech that prospective speech teachers should include in their patterns on the college level. Less than one-half, 46.1 per cent, advocated phonetics as the most necessary phase of speech for a public speaking specialist to follow. Forty-two and three-tenths per cent considered dramatics, and the same number considered radio speech as the most necessary subjects of speech to an individual preparing to teach the art of speech. About three-eighths, or 38.4 per cent, thought that speech organization should be stressed in study as a specialized subject of public speaking teaching preparation, while the same per cent considered that the study of voice and tone production, too, was the most necessary for a speech teacher. Slightly more than one-third, 33.6 per cent, recommended the study of oratory for the high school speech teacher as the most important study; 23.7 per cent thought speech interpretation and reading recitations were the most important; and only 11.5 per cent listed specialization in the study of speech mechanics as the most important specialized phase of public speaking for the teacher to study. No explanation in this study was made to indicate just what a study of speech mechanics would be understood to include a study of the theory of the use and effect of body,

face, eye, and other physical movements of the speaker without regard to the actual practice of application of the principles studied in the course.

Table XIII shows the subjects that were advocated by superintendents, supervisors, and principals as the most beneficial educational pattern that a teacher should pursue in college, other than the specialized study of speech. To the request, "Assuming that a teacher has met your school's standards for a specialized speech teacher, check four of thirteen subjects in the principal fields of knowledge not related to public speaking as a specialized subject that you would most prefer your speech teacher to possess," (Appendix B) vocational education and art were not listed by a single individual returning the questionnaire. The table shows that a large majority of the twenty-six administrators urged English, education, and psychology as important subjects to be studied in college in preparation to teach speech work in high school. Those recommending English were 76.9 per cent; those recommending psychology were 65.3 per cent; and the same per cent advocated college study of courses in education. These recommendations for curricular patterns for prospective high school speech teachers do not attempt to convey the idea that these recommendations were made to the teacher to ac-

TABLE XIII

THE NUMBER AND THE PERCENTAGE OF SUBJECTS FROM THIRTEEN FIELDS OF KNOWLEDGE RECOMMENDED AS COLLEGE SUBJECTS TO BE STUDIED BY HIGH SCHOOL SPEECH TEACHERS BY HIGH SCHOOL SUPERINTENDENTS, SUPERVISORS, AND PRINCIPALS.

Subject recommended	Number recommending	Per cent recommending
1. English	20	76.9
2. Education	17	65.3
3. Psychology	17	65.3
4. Government	14	53.8
5. Social science	13	50
6. History	10	38.4
7. Biology	4	14.3
8. Economics	3	11.5
9. Music	1	3.8
10. Foreign language		
11. Physical education		

quire a major, or even a minor, in the fields of knowledge mentioned; but they reflect the opinions of administrators that these subjects listed in the table are considered beyond specialized speech preparation as the four most important subjects to be studied by the high school speech teacher in college.

Government, a study that most specialists of teacher education consider in line with the field of practical speech study, was recommended by 53.8 per cent as a college subject; social science was advocated by 50.0 per cent; while history, as a subject separate from social science, was suggested by 38.4 per cent. Economics was considered most valuable as a college subject by 11.5 per cent; biology was urged by 15.3 per cent; and 3.8 per cent advocated music as a subject that should be contacted in college by the high school speech teacher.

3. Summary and Conclusions

In the opinion of the writer, the foregoing analysis shows conclusively that public school administrators and supervisors advocate specialized study in the field of public speaking made in college by teachers of high school speech. It is evident that the opinions of these sources should be

considered if secondary education is to be directed by administrators and supervisors. Certainly, if these program directors of education in secondary schools are to be recognized, their recommendations for teachers' college education patterns must be heeded.

An analysis of principals' and superintendents' recommendations for speech teachers' curricular pattern is included in this study in order to determine whether or not high school speech teachers have specialized in the field of public speech arts, to determine whether or not the college majors and minors of speech teachers are sufficiently related to speech work to be of maximum value as a teaching aid, and to point out a need for educational and curricular guidance for those who intend to enter the field of speech teaching.

Evidently, there is a high degree of agreement among administrators, supervisors, and principals on the one hand (as evidenced by the analysis in this chapter) and by specialists in the preparation of speech teachers (as indicated in Chapter II). The analysis clearly points out the degree and the extent of specialized preparation that a speech teacher in high school should follow in college by pointing out the four most beneficial courses of speech that a speech teacher should study in college in making preparation for speech

instruction.

The foregoing analysis indicates more than a recommended specialized speech study in college for the high school speech teacher. It indicates the desired subjects that should be included in a prospective high school speech teacher's pre-service preparation in fields other than public speaking. Psychology, English, and Government are some of the most prominently mentioned subjects that should be included in a speech teacher's college pattern.

The subjects that are recommended by the high school administrators were limited to four. The fact that Chapter III points out what speech teachers in Texas high schools have studied in college as majors and minors gives an insight as to whether the teachers of speech have sufficiently contacted the subjects thought to be most helpful to the public speaking teacher. Certainly, if a large majority of the administrators think that English is the most necessary subject to be studied in college for speech teachers, the teacher possessing the most desirable kind of credits in college work should at least have made a first or second minor in that field. More than this, however, the analysis gives most prominently the degree of specialization in speech work desired by educational administrators in the public speaking field to be made by high school speech teachers.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

From a study of these data, it will be observed that the degree of specialized study in public speaking in college varies among the different teachers. The pattern of teacher preparation followed by the speech teacher is shown, and, therefore, the educational program followed in college by individual teachers, besides their speech study, is revealed. The findings from these data do not go so far as to reveal the amount of high school speech study made by the individual; nor do they determine the amount, if any, of actual public speaking experience, acting, or broadcasting the individual teachers have had. To this extent this study does not answer any and all questions as to how well prepared are the high school speech teachers of Texas to teach speech.

Kerbow¹ contends that the number of college majors and minors a teacher possesses in the field that he instructs is no criterion of his ability. He says:

The fact that a teacher has a major in the subject he teaches does not necessarily mean that he is better

¹Alva Lee Kerbow, The Education of Senior High School Teachers of Houston, Texas, as Revealed by Collegiate Transcripts, p. 205.

qualified to teach the subject than is a teacher with a minor in the subject. A teacher with only a minor . . . may have had four years of the subject in high school, while the teacher with a major may have had little or no high school credit in the subject. There is no evidence that the teacher's high school preparation was taken into consideration at the time he entered college except that certain "solids" were required for entrance in 85 per cent of the cases.²

Perhaps the same thought involved in the above quotation applies more to the public speaking field than to any other general field of knowledge, because the public looks upon the teacher of students of speech as being able to deliver public speech performances of practical, and often, of fantastic design. This experience may have come to many who have not even had a course in college speech study. To defy the generally accepted doctrine of most leaders of teacher preparation, however, and to say that an individual is qualified to teach public speaking because he has spoken in public is nothing less than absurd.

The fact that a public speaker is a minister, for instance, having appeared before many groups, does not necessarily qualify him as a high school speech teacher. The high school or college student who makes a valedictory speech is not thereby qualified as a specialized speech teacher. Even

²Ibid., pp. 205-206.

in our universities and colleges where public relations for the institutions are assisted by students broadcasting over the radio, the students, by virtue of their broadcasting experience, are not sent out to teach speech. On the other hand, neither is a teacher with an advanced degree necessarily qualified to teach speech in high school.

The findings of this study that point out the degree of specialization made in college speech work by high school speech teachers may be better appreciated by a comparison of the speech work with other fields. The physical education teacher is not necessarily qualified to teach physical education because he is a great football coach; nor is the mathematics teacher necessarily qualified to teach geometry in high school because he has had the experience of planning and building a house. This idea does not minimize the theory of educating through doing. It does adhere to the principle accepted by most educators that the actual ability to do, without a basic philosophy as well as a scientific approach to the problems involved, does not represent sufficient qualifications for teaching those problems, - speech in this instance. Because an individual without form or science can jump a rope that is elevated six feet does not qualify him to teach another individual to accomplish the same feat. Thus,

it can be concluded that even though many speakers reach the height of public acclaim with little knowledge of the recognized principles, techniques, and methods of public speaking, as long as public speaking is taught as a field of art, or science, the teacher must recognize the need for study of the accepted principles, techniques, and methods that make for effective speaking.

To conclude that a teacher is not qualified to teach public speaking unless he has had at least a college major or minor in that field is in accord with accepted requirements for teaching in other fields of knowledge.

Whether or not college authorities agree on the minimum or maximum number of hours a teacher should take in his field of specialization, either on the graduate or undergraduate level, the teacher finds difficulty in securing a teaching position unless college transcripts will show that he has a major or minor in the field in which he aspires to teach. Considering the prime basis upon which most high school superintendents select their teachers, that of evaluating the amount of acquired college study in the teacher's field, these data point out that the degree of broad, general educational preparation of Texas high school speech teachers, based on the degree of specialized speech study recommended

recommended by school administrators, compares favorable with teacher preparation in other fields.

Including the fact that 31.4 per cent of the speech teachers sampled have acquired the equivalent of the master's degree, a large number of teachers have had insufficient preparation in the field of public speaking, while others who did not specialize in the field of public speaking in their under-graduate level have off-set this inadequacy by studying in the speech field on the graduate level. This is interpreted to mean that there are few colleges in Texas (since a majority of the teachers sampled attended Texas colleges and universities) that advise prospective teachers of speech as to the specific nature of their educational patterns. As has been pointed out by many studies made, it appears that there exists no uniform effort among colleges to advise prospective speech teachers as to the majors and minors to be taken.

The analysis of this study goes so far as to show the degree of specialization made by high school speech teachers in each phase of public speaking. The phases were arbitrarily listed in terms of subjects and courses, the title of the subject indicating the content thereof. It is, doubtless, too much to expect that all high school teachers of public speaking should possess a major in any one field of speech.

This, perhaps, would be undesirable in most instances because in many cases teachers have over-emphasized and professionalized contacts in their own field so it becomes of a non-functional nature.³ To be an excellent high school history teacher does not require that a teacher shall have majored in American history, or any other phase of history. From the data of this study the courses that are studied most in college, as well as the courses that college students of speech are asked to teach in high school, are revealed.

College authorities may differ constantly about the degree of specialization of speech work that should be made by a high school speech teacher, but high school administrators whose duty it is to investigate teacher preparation for the subjects they teach overwhelmingly recommend that any full-time teacher of high school public speaking should possess at least a college major (minimum of 24 semester hours) in the public speaking field. Of twenty-six administrators responding, twenty-four considered that a minimum of a college speech minor is necessary for a teacher who teaches public speaking subjects that consume two-thirds of his teaching load.

If the opinion of high school superintendents, super-

³Ibid., p. 205.

visors, and principals whose task it is to study the relation between a teacher's degree of specialized study in the field in which he is teaching and the results he receives are to be recognized, it is incumbent upon the students of education to correct them, or to admit the basis that justifies them.

Contrary to some studies that have been made concerning the educational qualifications of teachers in the general fields of knowledge, the high school speech teachers have attempted to balance their educational pattern and to meet the desire for specialized study in their pursuit of graduate work. It is true that many colleges require prerequisites for certain courses in a field of study, but the findings of this study show that graduate students have taken these courses with a standard depreciation of credit hours in order to comply with specialization in the field of study to be taught required by school officials. Because many colleges place emphasis upon an arbitrary sequence in which courses must be studied, a teacher taking up a study on the graduate level may be forced to take reduced credit in a course of his chosen field because he has not had the required prerequisite subjects during his under-graduate study.

More than two-thirds of the teachers of public speaking in Texas high schools fall short of the professional

preparation recognized by leading educators, since that percentage have acquired less than the equivalent of the master's degree.⁴

Though findings by this study proved that qualifications for instructing high school public speaking mean more than a preparation to teach, it appears that specialized qualifications to speak and to teach go further than the acquisition of a generalized academic education. On the basis of the data presented in this investigation, the writer justifies the statement that schools that offer courses now in an experimental stage, especially public speaking, should choose with care the teachers for their courses, or suffer in the quality and result of public speaking courses taught in their schools.

1. Recommendations

(1) Consideration should be given by administrators to the amount of specialized speech study made by prospective high school public speaking teachers when selecting speech instructors.

(2) All speech teachers should have a broad, liberal education to correspond with a pattern of specialized speech study in college. The degree of practice and specialized speech

⁴Kerbow, op. cit., p. 211.

study advocated by Craig, Gough, Shurter, and others, referred to in Chapter II, should be followed by prospective speech teachers.

(3) The amount of college credits obtained in the field of public speaking should not necessarily serve as the only criterion for determining the extent of specialized study in the speech field, although in order to conform with the requirements made by school administrators a college major or a minor is a necessary prerequisite for a teacher who seeks to teach in high school.

(4) Since it was found by previous investigation that high school teachers should possess the equivalent of a master's degree,⁵ prospective high school public speaking teachers should acquire the equivalent of a master's degree.

(5) The teacher's college transcripts should be kept uniform in terms of semester and term hours, so that the employing personnel can conveniently compare it to its own requirements.

(6) Speech teachers who have been fortunate enough to have specialized in speech work should follow an educational pattern that includes many fields of knowledge.

(7) Speech teachers should be encouraged to pursue further courses in preparation for teaching public speaking with the

⁵Kerbow, op. cit., p. 211.

intention of promoting specialized professional preparation, the mastery of related subjects to public speaking, and for personal achievement.

(8) The teacher of speech should investigate the requirements made of them by employing personnel.

(9) The prospective teacher of high school public speaking should not become content with the acquisition of practical public experience; but he should pursue specialized study of the actual principles of public speaking.

CHAPTER VI

SUGGESTED PROBLEMS FOR FURTHER STUDY

The findings of this study suggest many other studies relating to the educational preparation of senior high school speech teachers. The teachers of public speaking are teaching in a field that should prepare people for the use of practical, effective, and ever modern subject matter.

The limits that abound for the speech teachers to prepare themselves to teach in a particular field of speech have been presented. Speech teachers and school administrators however, might well concern themselves with a further study of the specific qualifications that a high school speech teacher should possess in order that the teacher might present the most effective results in his field.

Speech teachers and school administrators might well concern themselves with the phase of public speaking that is growing in recognition by the public. For instance, radio, with dramatic productions, the "open air" meetings, sermons, and political speaking has become a dissemination process of oral expression that has exceeded all expectations. Shall more stress be placed upon the mastery of this process? The recording machines have become more effective. Shall the art

of voice recording be stressed more? An investigation as to the amount of high school speech credit that the average high school student should take might be made. The amount of practical speech practice that is possessed by the high school teacher might, no doubt, show that many speech teachers learned "how to do by doing." The speech teachers of a given area might, or might not, have had similar educational background as to their general educational patterns. If these things may be related to the effectiveness of a speech teacher's efforts, they may profitably be shown.

Is the high school speech student using his high school speech preparation when he leaves the high school? Is there an indication of greater or less demand for public speaking instruction in high school than there was ten years previously? Finally, the results of findings from these mentioned questions, plus this and other studies, might throw a revealing search light on the needs and progress of English speaking on public and semi-public occasions.

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APPENDIX A

QUESTIONNAIRE FOR HIGH SCHOOL SPEECH TEACHERS

Please check the phase or phases of speech you are teaching at present:

- ☐ Dramatics
- ☐ Speech interpretation
- ☐ Extemporaneous speech
- ☐ Debate and argumentation
- ☐ Declamation and oration
- ☐ Radio speech
- ☐ Oral composition
- ☐ Exclusive phonetics

Name of school, and address, in which you are teaching

Colleges or universities attended

Other colleges or universities attended

Major studies

Minor studies

Diploma, degree (or degrees), or certificate held

Please state the number of semester credit hours
you have received in the following courses:

Course	Number of hours	Name of college or university
Correction of speech defects		
Dramatic study		
Phonetics		
Extemporaneous speech		
Debate		
Voice and tone produc- tion		
Radio speech		
Speech interpretation		
Speech construction		
Oratory		

Please recommend at least three college courses that
a teacher of high school speech should study in college:

APPENDIX B

QUESTIONNAIRE TO SUPERINTENDENTS AND PRINCIPALS

I. Please check your official position below:

1. ☐ Superintendent2. ☐ Principal3. _____
Name and address of school

II. Please check below the courses in the fields of public speaking that you prefer a teach of speech in your high school to have pursued in college study. Limit selection to four courses.

1. ☐ Dramatics2. ☐ Extemporaneous speech3. ☐ Phonetics4. ☐ Debate5. ☐ Radio speech6. ☐ Speech and reading interpretation7. ☐ Voice and tone-production8. ☐ Speech organization9. ☐ Radio and platform speech mechanics10. ☐ Oratory

III. If a teacher were teaching two-thirds of his full teaching load in public speaking work, would you prefer he at least had minored in the field of speech in college?

1. ☐ Yes2. ☐ No

IV. Has your experience with teachers of speech shown any correlation between the college training of the teacher of speech and the results he receives in high school teaching?

1. ☐ Yes

2. ☐ No

V. All other traits of the individual teacher being desirable, can you say you prefer a teacher of public speaking in your school who specialized, majored, in the study of speech in college work?

1. ☐ Yes

2. ☐ No

VI. Assuming a teacher meets your desired qualifications that a speech teacher should possess in speech training in college, please check below the courses you would prefer your speech teacher having studied in college, courses not directly related to the specialized study of speech. Limit selection to four courses.

1. ☐ Government

7. ☐ English

2. ☐ Psychology

8. ☐ Foreign language

3. ☐ History

9. ☐ Social science

4. ☐ Biology

10. ☐ Economics

5. ☐ Music

11. ☐ Physical education

6. ☐ Education

12. ☐ Vocational education

13. ☐ Art

VII. Please list any other subject closely related to the field of speech that a speech teacher in high school should pursue in college, if any has been omitted here.

1. _____
2. _____
3. _____

APPENDIX C

APPENDIX C

The writer's personal conversation and correspondence with public characters would indicate that instruction from a teacher specialized and particularly equipped to teach public speaking can, and often does, change the entire course of life's pursuits for the individual who is the recipient of a qualified speech teacher's efforts.

L. E. Jones, assistant to the United States Under-Secretary of the Interior, 1940, says that an especially equipped public speaking teacher changed his intended life's career from that of an engineer to that of a student of public affairs. Incidentally, Jones has become a lawyer, has served as secretary to a United States Supreme Court Judge, and at the age of twenty-six years holds his present position for the public.

G. K. Rogers, Minister, Lyndon B. Johnson, Congressman, Manley Head, State Senator, and many others concur in this general opinion.

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