

A STUDY OF THE TEACHING OF SPEECH IN THE
SECONDARY SCHOOLS IN INDIANA

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by

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THESIS APPROVAL SHEET

The thesis of Paul Louis Gill, Contribution
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CHAPTER I

INTRODUCTION

Definition of Terms.---Teaching refers to the act of imparting knowledge to those who assume a pupil or student status by those who assume a teaching status. Speech refers to any form of communication with others by means of speech sounds or gestures. The teaching of speech refers to that form of instruction which illustrates how to communicate with others by means of speech sounds or gestures. Secondary school refers to schools which rank between the elementary schools and the college or the university.

Statement of the Problem.---The purpose of the study was to secure and evaluate information concerning the extent of the teaching of speech in the secondary schools in Indiana.

Importance of the Problem.---Reliable sources indicate that¹ no such study exists concerning this matter. It is hoped that the results of the study will provide an incentive for teachers of speech in the secondary schools in Indiana to make the necessary curriculum changes needed to meet school speech instruction requirements. It is also hoped that the results of the study will

¹Thesis Abstract Series (University of Indiana: School of Education, 1956) Number 8.;

Dissertation Abstracts (University of Michigan: Division of Abstracts of Dissertations and Monographs in Microfilms, 1956) Volume XVIII, Number 1.;

Master's Theses of Indiana State Teachers College (Lists and Classifications from August 1954 - March 1959).

provide an incentive for college administrative officials to make the necessary curriculum changes needed to assure thorough preparation of future teachers of speech for the secondary schools in Indiana.

Limitation of the Problem.---Data for the problem was obtained through the use of questionnaires sent to 500 teachers of speech in Indiana secondary schools. The questionnaire endeavored to secure information concerning the amount of speech instruction each school offered, the extent of speech activities offered, in addition to the use of textbooks and other teaching aids, the speech textbook, or textbooks most widely used in the schools, speech facilities available for school and classroom use, teaching materials used in the classroom, and the academic background (or training) of each teacher of speech. All the above items of information were included in the questionnaire because of the direct bearing which they might have in evaluating the extent of speech instruction in the secondary schools. Names, addresses, and enrollments of teachers of speech in the secondary schools in Indiana were obtained from the 1957-1958 INDIANA SCHOOL DIRECTORY.²

Method of Sampling.---It must be pointed out, first of all, that not all the teachers of speech in the secondary schools in Indiana received a questionnaire. The 1957-1958 INDIANA SCHOOL DIRECTORY listed approximately 745 secondary schools in Indiana, but only 500 were sent questionnaires because it was believed that the methods employed in sampling would afford the information needed to justify the purpose of the study. A combination of the

²Wilbur Young, Indiana School Directory (Indiana: State Department of Public Instruction, 1957-1958).

stratified, proportionate, and area-probability methods of sampling was used. Stratified sampling is a sampling of the population by dividing the area of a particular section into different groups and then a predetermined number of samples are drawn at random to represent that particular group. In this case, the population is represented as school enrollments instead of the number of people contained in a given area.

In proportionate sampling, a number of schools are used to represent a certain group in a given area, and the representation of this group is proportionate to the total number of schools in the total area sampled. Area-probability sampling refers to that sampling which is representative of various geographic areas.

Using the above three methods of sampling, the schools were divided into four groups with each of the schools in each of the groups proportionately representing the total number of schools in the study.

The first group consisted of those schools with enrollments under 100 students. Out of the 235 schools of this size listed in the 1957-1958 INDIANA SCHOOL DIRECTORY, 167 schools were sent questionnaires. This means that more than half of the schools in this first group were chosen to represent the total number of schools in the group. The above methods of sampling were used in selecting schools to represent this group, but at the same time the remaining groups to be classified were considered in order not to place too many questionnaires in any one area in the first group.

The second group consisted of those schools of 100-200 students. Out of 245 of these schools listed in the 1957-1958 INDIANA SCHOOL DIRECTORY, 170 schools were sent questionnaires. Again, more than

half of the schools in this group were chosen to represent the second group. The same procedure of sampling used above was used for the second group, again considering the remaining groups to be classified.

The third group consisted of schools of 200-800 students. Out of the 202 of these schools listed in the 1957-1958 INDIANA SCHOOL DIRECTORY, 100 schools were sent questionnaires. Almost half of the schools in this group were chosen to represent the total number of schools in group three. Although the same methods were employed in selecting those schools to represent the group, more emphasis was placed on the use of the area-probability method than on the other two methods. This was done to prevent congestion of sampling in any one area where the larger schools were located. An accurate representation of schools for this group could not have been obtained if, for instance, the questionnaires were sent to just the larger cities with schools of greater enrollment; therefore, location was the more deciding factor in determining which schools should receive questionnaires.

The last group consisted of schools of 800-4500 students. The 1957-1958 INDIANA SCHOOL DIRECTORY listed 63 schools in this group. Since the number of schools representing this group was small, a questionnaire was sent to each of the schools in the group. The total number of questionnaires sent was 500, thus giving a 67% statewide coverage of secondary schools.

The questionnaires were addressed to teachers of speech, and where no teacher of speech was listed in the directory it was addressed to the head of the English Department. Each teacher of speech

in each school was asked to record the school's entire speech activities.

It must be pointed out that only one questionnaire was sent to each school represented in the sampling. One reason for this was that the questionnaire was designed to include the entire speech program of the individual school. Secondly, it was not possible to include all the teachers of speech in all the schools because the 1957-1958 INDIANA SCHOOL DIRECTORY did not give a complete listing of all the teachers of speech on all the schools.

The school directors were asked to return the questionnaire to the principal of the school. The principal was asked to return the questionnaire to the principal of the school. The principal was asked to return the questionnaire to the principal of the school.

While some of the schools did not return the questionnaire, for the study, the questionnaire was returned by the principal of the school. The principal was asked to return the questionnaire to the principal of the school. The principal was asked to return the questionnaire to the principal of the school.

The study showed that the schools which offered speech instruction on a regular basis had a higher percentage of schools which reported that some form of speech instruction was offered in their school at some time during the 1957-1958 school year.

The first group, with enrollments under 100 students, offered a 100 percent of questionnaires. Sixty-seven questionnaires out of a possible 167 representing the group were returned. Thirty-eight

3. Robert M. V. Traffic, *Functional Research* (New York: Macmillan Company, 1938), p. 20.

CHAPTER II

EXTENT OF THE TEACHING OF SPEECH IN THE SECONDARY SCHOOLS

Percentage of Returns.--Although it is desirable to get 90 to 100 per cent returns to be assured of good representation of the group sampled, the possibility for receiving such a high return from this type of sampling is slight.

The central difficulty in all direct-mail techniques is that the percentage of returns is small. A questionnaire of some interest may be expected to show only a 20% return, even when conditions are favorable. Only rarely does it reach the 40% level.³

If the above statement proves true, the percentage of returns for the study might be considered an adequate number since 255 questionnaires out of a possible 500 were returned. This amounted to almost a 51% return of the total number of questionnaires mailed.

The study showed that 194 schools offered some form of speech instruction and that 61 schools did not. Thus almost 76% of the schools sampled declared that some form of speech instruction was offered in their school at some time during the 1958-1959 school year.

The first group, with enrollments under 100 students, offered a 40% return of questionnaires. Sixty-seven questionnaires out of a possible 167 representing the group were returned. Thirty-eight

³ Robert M.W. Travers, An Introduction to Educational Research (New York: Macmillan Company, 1958), p. 248.

schools replied that speech instruction was presented in their school at some time during the school year. Twenty-nine schools replied that no form of speech instruction was presented during the year.

The second group, with enrollments of 100-200 students, offered a 53% return of questionnaires. Ninety-three questionnaires out of a possible 170 representing the group were returned. Sixty-four schools replied that speech instruction was presented in their school at some time during the school year. Twenty-nine schools reported that no form of speech instruction was presented during the school year.

The third group, with enrollments of 200-800 students, offered a 52% return of questionnaires. Fifty-two questionnaires out of a possible 100 representing the group were returned. Forty-nine schools replied that speech instruction was presented in their school at some time during the school year. Three schools replied that no form of speech instruction was presented during the school year. It was anticipated that the percentage of schools replying that no speech instruction was presented during the school year would be small because the schools in this group represented some of the larger schools throughout the state.

The last group, with enrollments of 800-4500 students, offered a 68% return of questionnaires. Forty-three questionnaires out of a possible sixty-three representing the group were returned. Since the schools in this group represented schools with the greatest enrollments in the state, it was anticipated that all the schools would reply that speech instruction was presented at some time

during the school year. All of the schools replying in this group reported that speech instruction was presented at some time during the school year.

Grade Levels at Which Speech Instruction was Offered.---Three schools out of all the schools surveyed replied that speech instruction was offered at the ninth grade level and that it was offered during both semesters. Thirty-five schools offered speech instruction at the tenth grade level. Twenty-three of the schools offered speech instruction during both semesters of the tenth grade level and six of the schools offered it only during the first semester. This information was not asked for in the questionnaire but was included by some of the teachers of speech in their returns.

Ninety-five schools offered speech instruction at the eleventh grade level. Seventy-seven of the schools offered speech instruction during both semesters of the eleventh grade level and eight schools offered it only during the first semester. One hundred and seventy-four schools offered speech instruction at the twelfth grade level. One hundred and twenty-three of the schools offered speech instruction during both semesters and twenty-three schools offered it only during the last semester. Twenty-seven schools replied that they offered speech instruction at the twelfth grade level but failed to indicate in which semester, or semesters, it was offered.

The larger schools were those offering speech instruction at the ninth and tenth grade levels.

Fifty schools reported that speech instruction was presented as part of an English unit. One hundred and forty-three schools offered speech instruction as separate courses. The remaining

sixty-one schools indicated that no speech instruction was offered during the school year.

Basic Content of the Speech Units and Courses.--The majority of schools reported that general speech was the first unit or course of speech instruction to be introduced as part of the school speech program, either as part of an English unit, or as a separate course. One hundred and ninety-four schools replied that they offered general speech instruction, either as part of an English unit, or as a separate course. One hundred and sixty-seven of these schools replied that they introduced general speech as the first unit or course of speech instruction; twenty-five introduced it as the second unit or course; none of the schools introduced it as the third unit or course; one school introduced it as the fifth unit or course of speech instruction. One hundred and forty-three schools offered general speech instruction as a separate course.

The majority of schools offered discussion and debate as their second unit or course of speech instruction, either as part of an English unit, or as a separate course. One hundred and fifty-seven schools replied that they offered discussion and debate instruction, either as part of an English unit, or as a separate course. Eleven schools introduced discussion and debate as the first unit or course of speech instruction; eighty schools introduced it as the second unit or course; forty-five schools introduced it as the third unit or course; fourteen schools introduced it as the fourth unit or course; and seven schools introduced it as the fifth unit or course of speech instruction. One hundred and six schools offered discussion and debate instruction as a separate course.

The majority of schools offered oral interpretation of literature as the third unit or course of speech instruction, either as part of an English unit, or as a separate course. One hundred and fifty schools replied that they offered instruction in oral interpretation of literature, either as part of an English unit, or as a separate course. Twelve schools introduced oral interpretation of literature as the first unit or course of speech instruction; sixty-six schools introduced it as the second unit or course; fifty-two schools introduced it as the third unit or course; fourteen schools introduced it as the fourth unit or course; and six schools introduced it as the fifth unit or course of speech instruction. Ninety-nine schools offered instruction in oral interpretation of literature as a separate course.

The majority of schools indicated that theatre was the fourth unit or course of speech instruction, either as part of an English unit, or as a separate course. One hundred and nine schools replied that they offered instruction in theatre, either as part of an English unit, or as a separate course. Six schools introduced instruction in theatre as the first unit or course; ten schools introduced it as the second unit or course; thirty-one schools introduced it as the third unit or course; forty-two schools introduced it as the fourth unit or course; and twenty schools introduced theatre as the fifth unit or course of speech instruction. Sixty schools offered theatre instruction as a separate course.

The majority of schools offered radio as the fifth unit or course of speech instruction, either as part of an English unit, or as a separate course. Eighty-three schools replied that they offered

instruction in radio, either as part of an English unit, or as a separate course. Three schools introduced radio as the first unit or course of speech instruction; seven schools introduced it as the second unit or course; thirty schools introduced it as the fourth unit or course; and sixteen schools introduced radio as the fifth unit or course of speech instruction. Thirty-eight schools offered radio instruction as separate course.

Average Speech Class Enrollment.--One hundred and ninety schools out of a possible 194 answered the question concerning the average speech class enrollment. The study showed that the average speech class contained 19.8 students. The smallest speech class averaged four students and the largest class averaged thirty-seven students.

Participation in School Speech Activities. The study showed that 100 schools reported that they had a speech club or organization. Of these schools, 60 reported that they had a speech club or organization for boys, 60 reported that they had a speech club or organization for girls, and 40 reported that they had a speech club or organization for both boys and girls. The study also showed that 100 schools reported that they had a speech contest or competition. Of these schools, 60 reported that they had a speech contest or competition for boys, 60 reported that they had a speech contest or competition for girls, and 40 reported that they had a speech contest or competition for both boys and girls. The study also showed that 100 schools reported that they had a speech festival or assembly. Of these schools, 60 reported that they had a speech festival or assembly for boys, 60 reported that they had a speech festival or assembly for girls, and 40 reported that they had a speech festival or assembly for both boys and girls. The study also showed that 100 schools reported that they had a speech award or prize. Of these schools, 60 reported that they had a speech award or prize for boys, 60 reported that they had a speech award or prize for girls, and 40 reported that they had a speech award or prize for both boys and girls. The study also showed that 100 schools reported that they had a speech scholarship or fund. Of these schools, 60 reported that they had a speech scholarship or fund for boys, 60 reported that they had a speech scholarship or fund for girls, and 40 reported that they had a speech scholarship or fund for both boys and girls. The study also showed that 100 schools reported that they had a speech teacher or advisor. Of these schools, 60 reported that they had a speech teacher or advisor for boys, 60 reported that they had a speech teacher or advisor for girls, and 40 reported that they had a speech teacher or advisor for both boys and girls. The study also showed that 100 schools reported that they had a speech committee or board. Of these schools, 60 reported that they had a speech committee or board for boys, 60 reported that they had a speech committee or board for girls, and 40 reported that they had a speech committee or board for both boys and girls. The study also showed that 100 schools reported that they had a speech sponsor or supporter. Of these schools, 60 reported that they had a speech sponsor or supporter for boys, 60 reported that they had a speech sponsor or supporter for girls, and 40 reported that they had a speech sponsor or supporter for both boys and girls. The study also showed that 100 schools reported that they had a speech budget or fund. Of these schools, 60 reported that they had a speech budget or fund for boys, 60 reported that they had a speech budget or fund for girls, and 40 reported that they had a speech budget or fund for both boys and girls. The study also showed that 100 schools reported that they had a speech record or book. Of these schools, 60 reported that they had a speech record or book for boys, 60 reported that they had a speech record or book for girls, and 40 reported that they had a speech record or book for both boys and girls. The study also showed that 100 schools reported that they had a speech yearbook or magazine. Of these schools, 60 reported that they had a speech yearbook or magazine for boys, 60 reported that they had a speech yearbook or magazine for girls, and 40 reported that they had a speech yearbook or magazine for both boys and girls. The study also showed that 100 schools reported that they had a speech newspaper or journal. Of these schools, 60 reported that they had a speech newspaper or journal for boys, 60 reported that they had a speech newspaper or journal for girls, and 40 reported that they had a speech newspaper or journal for both boys and girls. The study also showed that 100 schools reported that they had a speech radio or television program. Of these schools, 60 reported that they had a speech radio or television program for boys, 60 reported that they had a speech radio or television program for girls, and 40 reported that they had a speech radio or television program for both boys and girls. The study also showed that 100 schools reported that they had a speech film or video program. Of these schools, 60 reported that they had a speech film or video program for boys, 60 reported that they had a speech film or video program for girls, and 40 reported that they had a speech film or video program for both boys and girls. The study also showed that 100 schools reported that they had a speech record or book. Of these schools, 60 reported that they had a speech record or book for boys, 60 reported that they had a speech record or book for girls, and 40 reported that they had a speech record or book for both boys and girls. The study also showed that 100 schools reported that they had a speech yearbook or magazine. Of these schools, 60 reported that they had a speech yearbook or magazine for boys, 60 reported that they had a speech yearbook or magazine for girls, and 40 reported that they had a speech yearbook or magazine for both boys and girls. The study also showed that 100 schools reported that they had a speech newspaper or journal. Of these schools, 60 reported that they had a speech newspaper or journal for boys, 60 reported that they had a speech newspaper or journal for girls, and 40 reported that they had a speech newspaper or journal for both boys and girls. The study also showed that 100 schools reported that they had a speech radio or television program. Of these schools, 60 reported that they had a speech radio or television program for boys, 60 reported that they had a speech radio or television program for girls, and 40 reported that they had a speech radio or television program for both boys and girls. The study also showed that 100 schools reported that they had a speech film or video program. Of these schools, 60 reported that they had a speech film or video program for boys, 60 reported that they had a speech film or video program for girls, and 40 reported that they had a speech film or video program for both boys and girls.

Participation in School Speech Activities. The study showed

CHAPTER III

STUDENT PARTICIPATION IN SCHOOL SPEECH ACTIVITIES

Student Speech Organizations.--Ninety-three schools stated that they maintained a student speech organization in their school during the 1958-1959 school year. The remaining one hundred and one schools did not have any semblance of such an organization in their school. The two most popular clubs were the National Thespian Society and the National Forensic League. Nineteen schools maintained a National Thespian Society and twelve schools maintained a National Forensic League. A table listing the names of all the organizations and the number of schools maintaining the organizations appears on the following page.

Requirements for Membership in Speech Organizations.--Fifty-seven schools stated that membership in their speech organizations was open to all students in the school, and thirty-two schools claimed that membership was not open to all students. Fifty-five of these schools required their students to participate in speech activities in order to obtain membership in the organization, and thirty-six schools did not. Four schools offered no reply as to whether or not membership was open to all students, and two schools offered no reply as to whether or not students were required to participate in speech activities for membership in the organization.

Participation in School Speech Activities.--The study showed

TABLE I

SPEECH ORGANIZATIONS AND THE NUMBER OF
SCHOOLS MAINTAINING THEM

Name	Number of Schools
National Thespian Society	19
National Forensic League	12
Drama Club	8
Speech Club	6
Forensic Club	6
Masque and Gavel	5
Speech Arts	5
Forensic League	4
Thespians	4
Debate Club	3
Optimist Speech Club	2
Student Theatre	1
Speakers	1
Wranglers	1
Philophetorians	1
Mask and Wig	1
Radio Club	1
Speech and Debate Club	1
Amard	1
Glib Guys and Dolls	1
Kappa Delta Chi	1
Mount Dramatics Club	1
Bronco Broadcasters	1
Drama Guild	1
Theatre Guild	1
Tau Sigma Chi	1
Thespian Troupe	1
Speech Class	1
Junior Forensic League	1
Central Dramatics Club	1
TOTAL	93

TOTAL

93

that in the majority of schools, students participated in some form of speech activity. One hundred and fifty-four schools reported that their students participated in speech activities at some time during the school year, and thirty-five schools replied that their students did not. Five schools failed to reply to this question.

Ninety-five schools stated that their students participated in forensic contests, and ten of these schools required participation in the contests as part of the speech unit or course. Seventy-four schools indicated that their students participated in oral interpretation of literature contests, and four of these schools required participation in the contests as part of a unit or course. One hundred and three schools claimed that their students participated in theatre productions, and thirteen of these schools required participation in theatre production as part of a unit or course. Forty schools replied that their students participated in live radio productions, and nine of these schools required participation in live radio productions as part of a unit or course. Thirty-five schools stated that their students participated in taped radio productions, and eight of these schools required participation in taped radio productions as part of a unit or course. Thirteen schools indicated that their students participated in television productions, but none of these schools made participation in television productions a unit or course requirement.

Not all of the one hundred and fifty-three schools participated in all of the speech activities mentioned in the questionnaire. Fifty-nine schools did not participate in forensic contests; eighty schools did not participate in oral interpretation of literature

contests; fifty-one schools did not participate in theatre productions; one hundred and fourteen schools did not participate in live radio productions; one hundred and nineteen schools did not participate in taped radio productions; and one hundred and forty-one schools did not participate in television productions.

Twelve schools stated that their only school speech activity consisted of a class play which was presented during the last semester of the senior year. Four schools replied that their students participated in American Legion Oratorical contests.⁴ Seven schools included school convocations as part of their speech activities.

A table follows showing the number of schools participating in school speech activities and the number of schools requiring participation in school speech activities as part of a speech unit.

TABLE II

NUMBER OF SCHOOLS PARTICIPATING IN SPEECH ACTIVITIES AND
THE NUMBER OF SCHOOLS MAKING PARTICIPATION A REQUIREMENT

Speech Activity	Number of Schools	Requirement
Forensic Contests	95	10
Oral Interpretation Contests	74	4
Theatre Productions	103	13
Live Radio Productions	39	9
Taped Radio Productions	35	8
Television Productions	13	0
American Legion Contests	4	0
Convocations	7	0
TOTAL	370	44

⁴These contests are sponsored annually by the American Legion and are open to all high school students. Colleges award scholarships to the winners.

CHAPTER IV

UTILIZATION OF SPEECH AIDS AND FACILITIES BY TEACHERS OF SPEECH

Frequency of Teaching Aids Used.--The study indicated that recordings were the most widely used teaching aid used by teachers of speech in presenting speech instruction. One hundred and sixty-one teachers of speech employed this aid. Reference books found in the library were the second most widely used teaching aid, they were used by one hundred and twenty-seven teachers of speech. Other teaching aids and the order of frequency of their use were: bulletin boards, used by ninety-eight teachers; pictures, used by ninety-one teachers; films, used by eighty-seven teachers; pamphlets, employed by eighty-five teachers; field trips to professional theatres, used by forty-eight teachers; field trips to radio stations, by forty-three teachers; filmstrips, by forty-two teachers; model stage properties, by forty teachers; and field trips to television stations, by thirty-seven teachers of speech.

Teachers of speech using the above mentioned aids were asked to assign a numerical rank to their choice of teaching aids if they considered one type to be of more help in presenting speech instruction than others. They ranked the following aids respectively:

- (1) recordings, (2) pamphlets and bulletin boards, (3) pictures, (4) films, (5) library reference books, (6) model stage properties, and (7) field trips to radio stations, to professional theatres,

and to television stations.

Recordings were ranked first but were the most widely used teaching aid. Library reference books were ranked fifth but were the second most widely used teaching aid. Bulletin boards were ranked second but were the third most widely used teaching aid. Pamphlets were ranked second also but were considered the fifth most widely used teaching aid. Pictures were ranked third in order of preference but were the fourth most widely used teaching aid. Model stage properties and field trips were ranked low in the order of preference and were the least used teaching aids.

Three teachers of speech stated that they did not use any of the above mentioned aids in teaching. Other aids used by some of the teachers were newspapers, courtroom visits, outside speakers and community programs. The frequency of utilization of these was quite low.

Use of Speech Facilities and Their Availability For Use.--

Teachers of speech were asked to list those speech facilities which were used in teaching as well as their availability for use. One hundred and seventy-six teachers had access to (and used) a tape recorder; seventeen teachers did not have access to a tape recorder. One hundred and thirty-three teachers had access to (and used) a public address system; thirty-two teachers did not have access to a public address system. Twenty-nine teachers did not reply to this part of the question. Ninety-five teachers had access to (and used) record playback equipment; fifty-one did not have access to such equipment; and forty-eight did not reply. One hundred and forty teachers had access to (and used) stage facilities; twenty

did not have such equipment; and thirty-four offered no reply. Twenty-five teachers stated that they had access to (and used) a radio studio; ninety-nine did not have a radio studio; and seventy teachers offered no reply.

As was mentioned above, one hundred and sixty-one teachers used recordings in the teaching of speech units and courses; thirty-three did not have access to recordings. Nine schools maintained their own school owned and operated radio station; one hundred and seven did not; and seventy-seven teachers did not reply. Fifty-two schools had access to (and used) city radio broadcasting facilities; one hundred and thirty-two did not; and ten teachers offered no reply. Twenty-two schools had access to city television broadcasting facilities; one hundred and fifty-one did not; and twenty-one teachers did not reply.

Frequency of Speech Textbooks Used in the Schools.—The study showed that twenty different speech textbooks were used in the schools by teachers of speech. Fifteen of these were general speech textbooks and five were specialized textbooks in theatre. Six teachers of speech stated that they used their own personally organized speech syllabus. Thirty-one teachers of speech did not offer a reply to this part of the questionnaire.

NEW AMERICAN SPEECH by Hedde and Brigance was the most widely used speech textbook.⁵ Ninety-six teachers used this textbook.

SPEECH—A HIGH SCHOOL COURSE by Sarett, Foster, and McBurney was the

⁵Wilhelmina G. Hedde and William N. Brigance, New American Speech (New York; J.B. Liffincott Co., 1957).

Francis H. Sarett, Catherine Nelson, and Edward Snowball, Speech (New York: Harcourt, Brace and Co., 1933).

second most widely used textbook, preferred by forty-seven teachers.⁶ YOUR SPEECH by Griffith, Nelson, and Stasheff was the third most used textbook, preferred by thirty-four teachers.⁷ A more complete listing of speech textbooks and the number of teachers using them appears on the next page.

Preference of Speech Textbooks.—Reasons for using one textbook over another were both varied and general. Forty-six teachers of speech preferred one textbook to another because they considered it to be the "best". Twenty-one stated that the textbooks they used were "only satisfactory in meeting the needs of speech instruction". Eleven teachers were using county-adopted textbooks. Three teachers preferred one textbook to another because it was "brief, concise, and to the point". Seven teachers used one textbook because it was "extensive enough to meet the needs of the speech unit or course". Six teachers stated that the choice of speech textbook was not theirs but that of the school's administrative board. Ninety-seven teachers offered no reason for preferring one speech textbook to another, and two teachers did not use textbooks because "they did not like texts".

⁶Lew Sarett, William T. Foster, and James H. McBurney, Speech—A High School Course (Boston: Houghton Mifflin Co., 1956).

⁷Francis Griffith, Catherine Nelson, and Edward Stasheff, Your Speech (New York: Harcourt, Brace and Co., 1955).

TABLE III

SPEECH TEXTBOOKS AND THE NUMBER OF SCHOOLS USING THEM

Author, Title and Publisher	Number of Schools
Hedde and Brigance. <u>New American Speech:</u> J.B. Lippincott Co.....	96
Sarett, Foster and McBurney. <u>Speech--A High School Course:</u> Houghton Mifflin Co.....	47
Griffith, Nelson and Stasheff. <u>Your Speech:</u> Harcourt and Brace.....	34
Ommaney. <u>The Stage and the School:</u> McGraw-Hill Co.....	14
Barnes and Sutcliffe. <u>On Stage, Everyone:</u> Macmillian and Co.....	9
Clark and Carlile. <u>38 Basic Speech Experiences:</u> Idaho State College Press.....	8
Weaver and Borchers. <u>Speech:</u> Harcourt and Brace.....	3
Paine. <u>Ease in Speech:</u> Heath and Co.....	3
Elson and Peck. <u>The Art of Speaking:</u> Ginn and Co.....	2
Watkins and Frost. <u>Your Speech and Mine:</u> Lyons and Carnahan Co.....	2
O'Hara. <u>Invitation to the Theatre:</u> Harper Brothers.....	1
Boys, Murphy and Kendall. <u>Discussion and Debate:</u> National Debate Research.....	1
Nelson and Atkinson. <u>Speech and Your Personality:</u> Sanborn Co.....	1
Pollack. <u>Speak Up:</u> Macmillan and Co.....	1
Crocker. <u>Argumentation and Debate:</u> American Book Co.....	1
Selden and Sellman. <u>Stage Scenery and Lighting:</u> Appleton Century and Crofts.....	1
Hahn. <u>Basic Principles of Speech:</u> McGraw-Hill Co.....	1
Gilman, Aly and Ried. <u>Fundamentals of Speaking:</u> Macmillian Co.....	1
Soper. <u>Basic Public Speaking:</u> Oxford Press.....	1
McBurney and Wrangle. <u>Art of Good Speaking:</u> Prentice-Hall Co.....	1

CHAPTER V

ACADEMIC BACKGROUNDS OF TEACHERS OF SPEECH

Variations of Degrees.--One hundred and thirteen teachers held bachelor's degrees and the majority of these were the degree Bachelor of Arts. Seventy-eight teachers of speech held Master's degrees and the majority of these were the degree Master of Arts. One teacher held a Doctor of Education Degree, and one teacher held a Doctor of Philosophy Degree. Twenty-four teachers out of 194 received degrees from colleges and universities located outside the state of Indiana.

Forty-five teachers indicated that their major area of study was speech; ninety-two majored in English; twenty-eight majored in Education; seven teachers majored in Language Arts; eleven majored in Social Studies; three majored in Liberal Arts; two in Psychology; two in Supervision; and one each in Home Economics, Administration, Guidance and Art.

Speech Teaching Backgrounds of Teachers of Speech.--The number of years of teaching experience for each teacher was divided into five year spans. Sixty-eight teachers reported that they had been teaching from 1-5 years; twenty-eight from 5-10 years; twenty-one from 10-15 years; sixteen from 15-20 years; nineteen from 20-25 years; sixteen from 25-30 years; thirteen from 30-35 years; five from 35-40 years; and one for forty-five years.

Speech Training Backgrounds of Teachers of Speech.--The table below provides the number of speech courses (not credit hours) which teachers of speech stated they had received credit.

TABLE IV

NUMBER OF SPEECH COURSES OF TEACHERS OF SPEECH ^a

Number of Courses	Number of Teachers
1	19
2	27
3	30
4	15
5	13
6	9
7	1
8	9
10	6
12	9
14	6
15-20	9
21-25	18
26-30	4
31-40	7
41-50	3
60-70	2
71-80	2

^aNote: The last four teachers in the table having from 60-80 courses in speech held a Master's Degree and were working toward a higher degree.

7. A unit of course in general speech was the most widely pre-
sented form of speech instruction and was offered in 64% of
the schools.
8. A unit of course in basic speech was the least frequently
offered form of speech instruction, it was offered in 42%

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions.—The following conclusions are based on 255 questionnaire returns out of a possible 500:

1. One hundred ninety-four, or 76%, of the 255 secondary schools in Indiana offered some form of speech instruction during the 1958-1959 school year.
2. All of the 255 schools surveyed offered speech instruction either at the eleventh grade level, or at the twelfth grade level, or at both levels.
3. Ninety-five schools offered speech instruction at the eleventh grade level at some time during the school year.
4. One hundred seventy-four schools offered speech instruction at the twelfth grade level at some time during the school year.
5. One hundred forty-four schools offered speech instruction in the form of separate courses.
6. Fifty schools offered speech instruction as part of an English unit.
7. A unit or course in general speech was the most widely presented form of speech instruction and was offered in 86% of the schools.
8. A unit or course in radio speech was the less frequently offered form of speech instruction, it was offered in 42%

- of the schools.
9. In their programs of speech instruction, over 50% of the schools introduced speech in the following order: (1) general speech, (2) discussion and debate, (3) oral interpretation of literature, (4) theatre, and (5) radio.
10. The average speech class enrollment was 19.8 students.
11. Student speech organizations were maintained in 44% of the schools.
12. Fifty-seven schools stated that membership in their speech clubs was open to all students in the school, and thirty-two schools replied that it was not.
13. Fifty-five schools required their students to participate in speech activities in order to gain membership in the club, and thirty-six did not.
14. Students in 29% of the schools participated in some form of speech activity during the school year.
15. Only 22% of the schools required their students to participate in speech activities as part of the speech unit or course.
16. Recordings were the most widely used teaching aids, and were employed by 82% of the teachers.
17. Library reference books were the second most widely used teaching aids, and were employed by 65% of the teachers.
18. Over 50% of the teachers ranked the following teaching aids in order of preference: (1) recordings, (2) pamphlets and bulletin boards, (3) pictures, (4) films, (5) library reference books, (6) model stage properties, and (7) field trips to radio stations, professional theatres, and television stations.

19. The three most widely used speech textbooks were: NEW AMERICAN SPEECH, SPEECH--A HIGH SCHOOL COURSE, and YOUR SPEECH.
20. The percentage of teachers preferring one textbook to another because it was "satisfactory" and "met the needs of the speech course" amounted to 49%.
21. Eleven teachers were using county-adopted speech textbooks.
22. Almost 51% of the teachers did not offer any reason for preferring one textbook to another.
23. Almost 70% of the schools had access to (and used) a tape recorder, public address system, and stage facilities.
24. Almost 50% of the schools had access to (and used) record play-back equipment.
25. Twenty-four schools had radio studios but did no live broadcasting.
26. Nine schools in the state have radio facilities and did live broadcasting during the school year.
27. The percentage of schools having access to city broadcasting facilities amounted to 32%.
28. The percentage of schools having access to city television broadcasting facilities amounted to 22%.
29. The majority or 58% of the teachers of speech held a bachelor's degree, and 40% held a master's degree.
30. The majority of teachers of speech, or 47%, majored in English; 23% majored in speech; and 14% majored in education. The percentage of teachers of speech who had majored in other fields was quite low.
31. In the number of speech courses ranging from 1 to 80, over

- 50% of the teachers of speech who had majored in English had from 1-12 courses in speech.
32. In the number of speech courses ranging from 1 to 80, 45% of the teachers of speech who had majored in speech had from 15-25 courses in speech.
33. Almost 40% of the teachers of speech were either beginning teachers, or had been teaching from 1-5 years, and 32% of the teachers had been teaching over twenty years.
34. Schools employing two or more speech teachers were those with enrollments from 800-4500 students.
35. Some of the comments offered by teachers of speech concerning the major problems preventing speech instruction from being a required subject in Indiana High Schools were:
- a. "Lack of adequately trained speech teachers."
 - b. "Teaching loads too heavy to include speech."
 - c. "Lack of administrative interest and support in the subject."
 - d. "School enrollments too small to include speech even as an extracurricular activity."
 - e. "Reluctance of speech teachers to teach in schools with small enrollments."
 - f. "Speech instruction still in the experimental stage."
 - g. "Inadequate amount of speech facilities available to teachers and schools."

Recommendations.---The author recognizes this study to be essentially a survey and that the important results of the study are reported as conclusions. To make recommendations of a general

nature would result only in extreme generalization, rather than specific recommendations with the exception of the following:

1. Speech must be considered a separate course of study on the college level before it can be considered a separate course of study in the secondary schools.
2. Institutions of higher learning concerned with the training of teachers should recognize the close relationship of English and speech instruction in the secondary schools in Indiana, and college curricula should be so intergrated as to provide adequate instruction in both English and speech for prospective teachers in these two areas.
3. Secondary schools now offering instruction in all the fields of speech should serve as models for those that do not.
4. In recognition of the importance of speech training as an intergral part of the public education process, the author of this study recommends that a survey similar to this one in purpose be repeated periodically. The data thus gained would serve as a means of ascertaining changes and improvements in the speech instructional program in the secondary schools in Indiana.

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APPENDICES

TABLE 1

Class of 1947
Enrollment
Actual Federal
Government
Location

High School
Enrollment
Actual Federal
Government
Location

High School
Enrollment
Actual Federal
Government
Location

High School
Enrollment
Actual Federal
Government
Location

APPENDIX A

HIGH SCHOOLS REPRESENTED IN THE SURVEY
AND THEIR ENROLLMENTS

High School
Enrollment
Actual Federal
Government
Location

High School
Enrollment
Actual Federal
Government
Location

High School
Enrollment
Actual Federal
Government
Location

High School
Enrollment
Actual Federal
Government
Location

ADAMS COUNTY

Pleasant Mills - 92
 Wabash Twp. - 139
 Adams Central - 230
 Berne-French Twp. - 237
 Decatur - 347
 Decatur Catholic - 126

ALLEN COUNTY

Lafayette Central - 93
 Lake Twp. - 124
 Monroeville - 182
 Springfield Twp. - 129
 Elmhurst - 749
 Fort Wayne Central - 1403
 " " North - 1924
 " " South - 1879
 Woodburn - 204
 Fort Wayne Catholic - 1742
 Concordia Lutheran - 555

BARTHOLOMEW COUNTY

Columbus - 1388

BENTON COUNTY

Folwer - 189
 Boswell - 91
 Ambia - 66
 Parish Grove - 53
 Pine Twp. - 34
 Wadena - 22
 York Twp. - 17

BLACKFORD COUNTY

Roll - 85
 Monpelier-Harrison - 241

BOONE COUNTY

Pinnell - 55
 Granville - 122
 Dover - 74
 Perry Central - 32
 Thorntown - 176
 Whitetown - 82
 Lebanon - 441

BROWN COUNTY

Helmsburg - 149

CARROLL COUNTY

Burlington - 126
 Cutler - 56
 Flora - 165
 Deer Creek - 40
 Delphi - 372

CASS COUNTY

Twelve Mile - 60
 Young America - 74
 Galveston - 136
 New Wavely - 48
 Tipton Twp. - 140
 Washington Twp. - 89
 Logansport - 1290

CLARK COUNTY

Charlestown - 475
 Silver Creek - 369
 Jeffersonville - 1020

CLAY COUNTY

Harrison Twp. - 150
 Lewis Twp. - 98
 Posey Twp. - 155
 Sugar Ridge - 27
 Brazil - 417

CLINTON COUNTY

Forest - 117
 Scircleville - 51
 Kiklin - 156
 Michigantown - 88
 Sugar Creek - 26
 Colfax - 79
 Frankfort - 764
 Pilgrim Holiness - 102

CRAWFORD COUNTY

English Sterling - 197
 Marengo - 110
 Milltown Cons. - 102

DAVISS COUNTY

Bogard Twp. - 60
 Elmore Twp. - 95
 Reeve Twp. - 91
 Odon-Madison - 240

DEARBORN COUNTY

Dillsboro - 121
 Moores Hill - 126
 Aurora - 439
 Bright - 128

DECATUR COUNTY

St. Paul - 88
 Sandusky - 35
 Clarksburg - 108
 Jackson - 79
 New Point - 86
 Sand Creek - 171

DEKALB COUNTY

Smithfield Twp. - 146
 Auburn - 414
 Butler - 655
 Garrett - 440
 Riverdale - 155
 Waterloo-Grant - 194

DELAWARE COUNTY

Royerton - 530
 Cowan - 120
 Center - 78
 Daleville - 169
 Eaton - 198
 Muncie Central - 2130
 " Burris - 365
 Albany - 142

DUBOIS COUNTY

Dubois - 176
 Birdseye - 74
 Ireland South - 108
 Jasper - 585

ELKHART COUNTY

Millersburg - 129
 Bristol - 132
 Concord - 351
 Elkhart - 3686
 Goshen - 835
 Middlebury Comm. - 149

FAYETTE COUNTY

Fairview - 28

FAYETTE COUNTY (Con't)

Harrisburg - 97
 Alquina - 71
 Orange - 60
 Connersville - 1103

FLOYD COUNTY

New Albany - 2148
 Georgetown - 182
 Mt. St. Francis - 96

FOUNTAIN COUNTY

Hillsboro - 53
 Wallace - 60
 Kingman - 110
 Richland Twp. - 99
 Attica - 435
 Veedersburg - 196

FRANKLIN COUNTY

Laurel - 100
 Whitewater Twp. - 100
 Brooksville - 459

FULTON COUNTY

Aubboenaubbee - 75
 Fulton - 89
 Talma - 63
 Richland Center - 75
 Kewanna - 94
 Grass Creek - 59
 Rochester - 437

GIBSON COUNTY

Mackey - 108
 Francisco - 94
 Haubstadt - 108
 Owensville - 169
 Hazleton - 42
 Papatola - 68

GRANT COUNTY

Swayzee - 21
 Van Buren - 342
 Fairmont - 362
 Marion - 1119
 Mississinewa - 552
 Bennett - 128

GREENE COUNTY

Solsberry - 91
 Marco - 61
 Lyons - 80
 Midland - 115
 Bloomfield - 404
 Jasonville - 120
 Switz City - 176
 Linton-Stockton - 437

HAMILTON COUNTY

Sheridan - 308
 Carmal - 364
 Fischers - 108
 Westfield - 189
 Walnut Grove - 112
 Noblesville - 633
 Indiana Academy - 187

HANCOCK COUNTY

Wilkinson - 144
 Mt. Comfort - 100
 Hancock Central - 191
 New Palestine - 186
 Greenfield - 441

HARRISON COUNTY

Lanesville - 115
 North Central - 250
 Elizabeth - 155
 Laconia - 84

HENDRICKS COUNTY

Amo - 76
 North Salem - 105
 Stilesville - 61
 Clayton - 167
 Brownsburg - 322
 Lizton - 59
 Avon - 180
 Plainfield - 442
 Charlton - 138

HENRY COUNTY

Mooreland - 134
 Cadiz - 67
 Sulphur Springs - 86
 Mt. Summit - 154
 Spiceland - 155

HENRY COUNTY (Con't)

Knightstown - 372
 Middletown-Fall Cr. - 185
 New Castle - 1323

HOWARD COUNTY

Northwestern - 281
 Kokomo - 2401

HUNTINGTON COUNTY

Clear Creek - 64
 Huntington Twp. - 164
 Jackson Twp. - 139
 Lancaster Twp. - 117
 Rock Creek Center - 90
 Union Twp. - 61
 Bippus - 53
 Huntington - 742

JACKSON COUNTY

Medora - 103
 Vallonia - 71
 Tampico - 73
 Clearspring - 124
 Freetown - 71
 Brownstown - 230
 Shields - 807

JASPER COUNTY

Remington - 138
 Tefft - 49
 DeMotte - 159
 Fair Oaks - 92
 Rensselaer - 422

JAY COUNTY

Bryant - 98
 I.P.Gray - 102
 Madison - 96
 Portland-Wayne - 574
 Redkey - 99

JEFFERSON COUNTY

Deputy - 99
 Hanover - 155
 Madison - 502
 Central - 188
 Shawe Memorial - 141

JENNINGS COUNTY

Paris Crossing - 138
 Hayden - 96
 Vernon-North - 734

JOHNSON COUNTY

Trafalgar - 113
 Nineveh - 85
 Whiteland - 194
 Union - 118
 Center Grove - 300
 Franklin - 491
 Greenwood - 214

KNOX COUNTY

Decker Chapel - 48
 Monroe City - 117
 Decker - 115
 Frichton - 82
 Edwardsport - 108
 Sandborn - 74
 Freelandville - 80
 Vincennes-Lincoln - 997
 Union Central - 134

KOSCIUSKO COUNTY

Claypool - 92
 Beaver Dam - 56
 Mentone - 147
 Sidney - 76
 Leesburg - 96
 Atwood - 87
 North Webster - 160
 Syracuse - 192
 Milford - 134
 Pierceton - 187

LAGRANGE COUNTY

Brighton - 68
 Wolcottville - 90
 Howe Military - 230
 Springfield - 54
 Newbury-Van Buren - 128

LAKE COUNTY

Lowell - 699
 Calumet Twp. - 1000
 Crown Point - 1059

LAKE COUNTY (Con't)

E.C. Washington - 1201
 E.C. Roosevelt - 820
 East Gary Edison - 325
 Gary Edison - 487
 Emerson - 818
 Froebel - 718
 Mann - 1033
 Wallace - 1579
 Roosevelt - 1514
 Tolleston - 796
 Wirt - 512

Griffith - 750
 Hammond Clark - 831
 High - 1853
 Tech - 1471
 Morton - 994

Hobart - 1114
 Whiting - 396
 Hammond Noll - 1416

LAPORTE COUNTY

Wanatah - 82
 Clinton Twp. - 42
 LaCrosse - 69
 Hanna - 63
 Rolling Prairie - 260
 Mill Creek - 105
 Westville - 146
 Stillwell - 70
 Union Twp. - 146
 Laporte - 1370
 Michigan City - 1241

LAWRENCE COUNTY

Guthrie Twp. - 91
 Marshall Twp. - 124
 Heltonville - 139
 Huron - 92
 Williams - 123
 Bedford - 662

MADISON COUNTY

Madison Height - 1512
 Summitsville - 150
 Alexandria - 382
 Anderson - 1474
 Willkie - 753
 St. Mary - 199
 St. Joseph - 28

MARION COUNTY

Southport - 953
 Warren Central - 1108
 Ben Davis - 1824
 Ind'polis Tech - 4150
 Ripple - 1887
 Attucks - 1540
 Manual - 1800
 Wash. - 1941
 Wood - 860
 Shortridge - 2349
 Howe - 1804

North Central - 1103
 Tudor Hall - 114
 Cathedral - 776
 Hendricks - 118
 Ladywood - 97
 Marydale - 31
 Park - 56
 Scecina - 1226

MARSHALL COUNTY

Lapaz - 162
 West Twp. - 102
 Lincoln - 521

MARTIN COUNTY

Loogootee - 189
 High - 224
 Butler Twp. - 32
 Clay - 144
 Mecico - 118
 Bunker Hill - 145
 Chile - 78
 Deedsville - 62
 Converse - 119
 Peru - 901

MONROE COUNTY

Stinesville - 105
 Unionsville - 74
 Ellettsville - 185
 Bloomington - 1377
 University - 483

MONTGOMERY COUNTY

Ladoga - 111
 Coal Creek - 98
 Darlington - 114

MONTGOMERY COUNTY (Cont)

Alamo - 49
 New Ross - 72
 Waynetown - 92
 New Market - 117
 Crawsfordville - 499

MORGAN COUNTY

Monrovia - 156
 Eminence - 142
 Martinsville - 904
 Mooresville - 350

NEWTON COUNTY

Beaver Twp. - 342
 Goodland - 106
 Brooks-Iroquois - 119
 Kent - 143

NOBLE COUNTY

Avilla - 176
 Rome City - 145
 Cromwell - 76
 Albion - 230
 Kendallville - 447
 Ligonier - 198

ORANGE COUNTY

Paoli - 629

OWEN COUNTY

Patrickburg - 108
 Gosport - 108
 Cloverdale - 184

PARKE COUNTY

Florida Twp. - 98
 Bridgeton - 62
 Montezuma - 97
 Bellmore - 35
 Bloomingdale - 54

PERRY COUNTY

Bristow - 74
 Oil Twp. - 99
 Troy - 85
 Cannelton - 191
 Tell City - 548

PIKE COUNTY

Otwell - 149
 Spurgeon - 85
 Petersburg - 318

PORTER COUNTY

Hebron - 159
 Jackson Center - 58
 Morgan Twp. - 67
 Kouts - 118
 Wheeler - 131
 Washington Twp. - 70
 Valparaiso - 917

POSEY COUNTY

Mt. Vernon - 596
 Griffin - 55
 Poseyville - 117

PULASKI COUNTY

Francesville - 147
 Star City - 78
 Medaryville - 145

PUTNAM COUNTY

Roachdale - 120
 Fillmore - 97
 Reelsville - 99
 Greencastle - 519

RANDOLPH COUNTY

Ridgeville - 100
 Spartanburg - 90
 Jackson - 43
 Lynn - 175
 Union City - 244
 Farmland - 101
 Green - 46

RIPLEY COUNTY

Cross Plains - 97
 Versailles - 188
 Holton - 85
 New Marion - 61
 Batesville - 313
 Milan - 185
 Sunman - 128

RUSH COUNTY

Milroy - 129
 Mays - 98
 Carthage - 114
 Manilla - 76
 Morton Memorial - 93
 Rushville - 479

ST. JOSEPH COUNTY

Greene Twp. - 179
 Madison - 181
 New Carlisle - 475
 Lakeville - 190
 Mishawaka - 1915
 South Bend Adams - 1296
 Central - 1858
 Riley - 1386
 Wash. - 975
 St. Francis - 51
 St. Joseph - 1439
 St. Mary - 230

SCOTT COUNTY

Lexington - 122

SHELBY COUNTY

Morristown - 198
 Boggstown - 63
 Flat Rock - 84
 Shelbyville - 795

SPENCER COUNTY

Chrisney - 194
 Rockport - 305
 St. Meinrad - 285

STARKE COUNTY

Hamlet - 77
 Grovertown - 125
 San Peirre - 62
 North Judson - 337

STEBEN COUNTY

Flint - 44
 Pleasnat Lake - 81
 Bellefountain - 124

SULLIVAN COUNTY

Hymera - 138
Carlise-Haddon - 118

SWITZERLAND COUNTY

Patriot-Posey - 64

TIPPECANOE COUNTY

Monitor - 79
Dayton - 123
Monmorenci - 66
Klondike - 168
Lafayette Jeff. - 1254
West Lafayette - 378

TIPTON COUNTY

Jefferson Twp. - 94
Windfall - 153

UNION COUNTY

Brownsville - 66
Union - 112

VANDENBURGH COUNTY

Evansville-Bosse - 1900
Central - 1852
Reitz - 1471
North - 1259
Mater Dei - 983
Reitz Mem. - 1430

VERMILLION COUNTY

Cayuga - 128
Dana - 70
Hillsdale - 53
St. Bernice - 63

VIGO COUNTY

Fayette - 151
Pimento - 61
Glenn - 216
Prairie Creek - 64
Riley - 88
West Terre Haute - 175
Terre Haute Gerstmeyer - 899
Wiley - 646
Gibault - 56

WABASH COUNTY

Lafontaine - 120
Roann - 57
Wabash - 591

WARREN COUNTY

West Lebanon - 103
Williamsport - 109

WARRICK COUNTY

Millersburgh - 94
Elberfield - 99
Selvin - 51
Tennyson - 101
Boonsville - 505

WASHINGTON COUNTY

Campbellsburg - 122
Salem-Washington - 675

WAYNE COUNTY

Boston - 77
Centerville - 252
Whitewater - 74
Williamsburg - 82
Fountain City - 94
Economy - 49
Milton - 107
Webster - 60
Hagerstown Twp. - 336
Richmond - 1853

WELLS COUNTY

Jackson Center - 71
Liberty Center - 67
Petroleum - 90
Union Center - 78
Bluffton - 450

WHITE COUNTY

Reynolds - 68
Burnettsville - 112
Buffalo - 63
Idaville - 59
Brookton - 119
Wolcott - 150

WHITLEY COUNTY

Cleveland Twp. - 169
Lerwill - 140
Columbia City - 503

Department of Education

Division of Secondary Education

Office of the Director
1919-1920

Indiana
Indianapolis

APPENDIX B

ACTUAL QUESTIONNAIRE SENT TO TEACHERS OF SPEECH
IN THE SECONDARY SCHOOLS OF INDIANA

Name of School

INDIANA STATE TEACHERS COLLEGE

Terre Haute, Indiana

Department of Speech

Dear Teacher of Speech:

As a graduate student in speech, I am interested in learning of the extent of the teaching of speech in the secondary schools in Indiana; therefore, this brief questionnaire is being sent to teachers of speech in Indian secondary schools.

To our knowledge no such study exists concerning this matter. It is hoped that the results of this study will aid in the preparation of future teachers of speech for the secondary schools in Indiana.

Will you please complete the enclosed questionnaire and return it in the self-addressed stamped envelope at your earliest convenience? A summary of the findings will be made available to you, if you so desire.

Sincerely,

Paul L. Gill
Graduate Student
Indiana State Teachers College

Name of School _____

I. Is speech taught in your school? yes ___ no ___

If "yes", please indicate the semester in which it is taught and during what year or years.

<u>year</u>	<u>first semester</u>	<u>second semester</u>
Junior _____	_____	_____
Senior _____	_____	_____

Is speech taught as part of an English unit _____, or as a separate course? _____

II. If speech is taught, what is the basic content of the course? If more than one of the speech activities listed is included, please check as many as needed. Indicate by number the order in which these are introduced into the course.

	order
a) general speech _____	_____
b) debate and discussion _____	_____
c) radio-TV _____	_____
d) theatre _____	_____
e) oral interpretation _____	_____
f) if course includes activity not mentioned above, please state activity _____	

What is the average number of students in each speech course? _____

III. What is the name of your school's student speech organization?

Is membership open to all students? yes ___ no ___

Are students required to participate in speech activities in order to gain membership into the organization? yes ___ no ___

IV. Do students participate in school speech contests or productions? yes ___ No ___

If "yes", please check (x) below those activities in which they do participate. If the participation is the result of class requirement, please check item twice. (xx)

- a) forensics contests _____
- b) oral interpretation contests _____
- c) theatre productions _____
- d) live radio productions _____
- e) taped radio productions _____
- f) live television productions _____
- g) if other activity not mentioned above, please indicate.

V. In teaching speech courses, which of the following teaching aids do you use? If you consider one type to be of more help than others, please assign a numerical rank to your choices.

- a) recordings _____
- b) pamphlets _____
- c) bulletin boards _____
- d) pictures _____
- e) filmstrips _____
- f) films _____
- g) model stage properties _____
- h) field trip to radio station _____
- i) field trip to television station _____
- j) field trip to professional theatre _____
- k) library texts _____
- l) please list others you may find helpful which are not mentioned above. _____

VI. Please give title, author and publisher of textbooks used in the speech course(s) you teach.

<u>Title</u>	<u>Author</u>	<u>Publisher</u>
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Please state your reason for preferring one text over another.

VII. Please check (x) the following speech facilities which you use in your school. If they are not used because they are not available for use, please check item twice. (xx)

- a) tape recorder _____
- b) public address system _____
- c) record play-back equipment _____
- d) stage facilities _____
- e) radio studio _____
- f) recordings _____
- g) school owned and operated radio station _____

Does your school have access to any of the following?

- a) city radio broadcasting facilities _____
- b) city television broadcasting facilities _____

VIII. Your academic background:

I now have a _____ degree in the field of _____
from (institution) _____

Number of years you have been teaching _____

Please give approximate number of speech courses with
which you are credited. _____

IX. If you wish to receive the results of this study, please
give your name and address.

Name _____

Address _____

29915

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