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A SURVEY OF PUBLIC SPEAKING IN MONTANA HIGH
SCHOOLS FOR THE ACADEMIC YEAR, 1953-1954

by

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B. A. Montana State University, 1952

Presented in partial fulfillment of the
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Master of Arts

Montana State University

1954

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TABLE OF CONTENTS

CHAPTER	PAGE
INTRODUCTION	1
I. THE PROBLEM AND ITS IMPORTANCE	4
II. REVIEW OF THE LITERATURE	7
III. PROCEDURE	25
IV. RESULTS	28
V. SIGNIFICANCE OF THE RESULTS OF THE SURVEY	51
VI. SUMMARY AND CONCLUSIONS	55
BIBLIOGRAPHY	61
APPENDIXES	64

LIST OF TABLES

TABLE	PAGE
I. Amount of Public Speaking According to Schools Responding to Questionnaire	29
II. Response to Questionnaire According to School Classification	30
III. Public Speaking Courses According to an Elective or a Requirement	32
IV. Length of Time Covered by Public Speaking Course According to Those Responding to Questionnaire	34
V. Speech Textbooks Ranked According to Number of Times Mentioned by Those Completing Questionnaire	37
VI. Amount of Class Time Devoted to Kinds of Speeches According to Persons Completing Questionnaire	39
VII. Amount of Class Time Devoted to Drill and Preparation of Speeches According to Persons Completing Questionnaire	40
VIII. Areas Significant in Evaluation of a Student Speech Ranked According to Those Complet- ing Questionnaire	42
IX. Equipment Available for Public Speaking Course According to Those Completing Questionnaire	43

TABLE	PAGE
X. Value of a High School Speech Course as Rated by Those Teaching Such a Course Who Answered the Questionnaire	45
XI. Reasons for Not Offering Public Speaking According to Those Completing the Questionnaire	46

INTRODUCTION

Anthropologists and morphologists have established that in the evolutionary development of the human being, speech was a recently acquired ability. Broca's convolution of the brain, that area which is considered to be the seat of motor speech, does not occur in anthropoid apes, according to Sherrington.¹ Progressive encephalization had continued through the centuries and, in the Piltdown Man, the convolution occurred for the first time. In the successive Rhodesian and Neanderthal cultures, it became larger and in these cultures the brain development suggested that speech had almost reached the attainment achieved in homo sapiens.

A speech teacher of ancient Rome once observed that God had distinguished man from all other creatures by no other means as powerfully as by the gift of speech. A modern novelist has declared that all life comes back to the question of our speech, the means by which we communicate with one another. If the observations of the ancient teacher and the modern novelist are sound--and most thoughtful people agree that they are--the education for effective speech is paramount for the individual and his culture.²

These, then, are two of the basic facts of speech in its relationship to the total person. Number one, that speech is a recently acquired ability in the evolutionary

¹ Jesse Feiring Williams, A Textbook of Anatomy and Physiology (Philadelphia: W. B. Saunders Company, 1944), p. 210.

² North Central Association, "A Program of Speech Education," The Quarterly Journal of Speech, 38:348, October, 1951.

development of man for which no set of organs exists exclusively but rather is a function superimposed upon those areas primarily designed for breathing or eating. Number two, that speech is important to the human because it is his primary means of communication, the means by which he can express his needs, wants, and desires in addition to his feelings toward more abstract things.

The implications of these facts for the educator are: speech is a learned behavior and speech is the means by which the greatest portion of daily communication is carried on. Studies have been conducted to determine the approximate amount of human activities which involve oral communication. "According to Searson, who made a study of the statements of six thousand individuals who were questioned by him, 50 to 93 per cent of all human activities involve oral communication." It is then a question of how the verbal communication of the individual can best be realized.

Recommendations of these organizations which are concerned with secondary education have formulated long range objectives for an adequate speech education program. One of the first of these objectives of an adequate speech education program is that of providing every high school student with an opportunity to take a fundamental speech

³ Paul J. Ritter, "Speech Education in Public Secondary Schools with Emphasis on the Training of Teachers of Speech," Speech Monographs, 4:135-173, December, 1937.

course. The content of this course should be so organized that these basic facts of speech are made clear to the student; "one, that speech is learned, not inherited; two, that speech is complicated; three, that the act of speech is unified; four, that the requirements of speech vary in differing cultures."

⁴ North Central Association, loc. cit.

CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

For those persons interested in speech education in the state of Montana, no factual information has been available. It is the purpose of this study to present certain facts so that a clear understanding of the status of speech education can effect a necessary improvement of it. It is also the purpose of this study to (1) determine to what extent public speaking courses were taught in the high schools of Montana for the academic year, 1953-1954;¹ (2) to determine the variety of speech experiences which were available to the student, and the basis for judgment of student speeches used by the teacher; and (3) to determine the reasons why a course in public speaking was not taught in those high schools which indicated that the course was not a part of their curriculum offerings.

The status of public speaking in the high schools is felt to be important to the high school administrator, the teacher training institutions in the state, and to the

¹ The term public speaking course was designed to cover all of those speech courses which are beginning speech courses and which are set apart from other courses, an English course for instance, by the fact that they specialize and concentrate in the area of speech. No inclusion was made of the highly specialized speech courses such as radio or of advanced speech courses. An extra-curricular forensic activity was not included in the definition of the term either.

individual high school speech teachers. No absolute standard for each group is suggested but the standards which do exist in Montana are indicated in the answers to the questionnaire. With these facts the high school administrator can decide how his school ranks in providing speech education to its students. The teacher training institutions also can find meaning from this study. They can learn how course requirements for prospective teachers of speech have affected the actual curriculum on the high school level. In those instances where the institutions might wish to act as standard setters for what public speaking in Montana high schools ought to be, then this study will provide a series of statistics which will indicate present course form. The teacher training institutions have a measure by which to determine how little or how much stress should be applied to an area in training future teachers of speech, for this study reveals which forms of speech instruction are stressed and which are possibly slighted in high school speech classes. For the individual high school teachers, the teacher training institutions will give the teacher one basis for comparing her course with what is the ultimate goal of a public speaking course, and this study will provide her with some indication of what other teachers are doing. It will then be necessary for the teacher to find how another school may have solved her problem. In those instances where a particular phase of the speech education

program has been taught with a high degree of success, a sharing of successful methods could help raise the standards in a number of schools. Through discussion, the procedures which are most successful might be made available to all.

In order to better understand the scope of the fundamentals speech course, an examination of the studies of speech education in Montana, in other states, and in the nation was made. This frame of reference formed the basis for the study of Montana which follows.

CHAPTER II

REVIEW OF THE LITERATURE

For a number of years estimates of the amount of public speaking education which was offered in the high schools of Montana were points of conjecture. On the basis of participation in the Interscholastic Speech Tournament held at Montana State University every spring in the month of May, guesses as to high school offerings were made. The results of this guessing yielded no factual information, however, because many schools prepared students for this meet as part of an extra-curricular program apart from any classroom instruction in speech. Although an over-all study of course offerings in Montana public high schools has been conducted, no study of the specific content of speech courses has been made.

A partial analysis of the extent of speech offerings in the high schools of the state was presented in the study¹ of Antrin E. Barnes Jr., a graduate assistant in the School of Education of Montana State University. His study disclosed that:

Journalism, public speaking, and drama in the order named occupy a minor place in the English offering in

¹ Antrin Earl Barnes Jr., "Educational Offerings in Montana High Schools, 1946-1947," (unpublished Master's thesis, Montana State University, Missoula, 1948).

the state and were found to be offered more frequently in schools of larger enrollment. ²

In frequency of subjects taught in more than twelve per cent of the public high schools of the state, he found that public speaking ranked thirty-sixth. Barnes was further able to obtain information of course offerings for the years 1933-1937, 1939-1940, and 1946-1947. He compared the percentage of Montana public high schools offering various subjects in the field of English for those years. The percentages of high schools teaching speech were: 17 per cent in 1933-1937, 24 per cent in 1939-1940, and 19 per cent in 1946-1947. A 5 per cent decrease in the number of schools teaching public speaking between the years 1939-1940 and 1946-1947 was noted.

While the Barnes study was concerned with the entire subject offerings in the high schools of Montana for a one-year period, the survey conducted by the English Council of the Greater University of Montana ³ was concerned with the teaching of English in the state's high schools. Speech and public speaking were relevant to the study only so far as they pertained to the training of teachers of English. A total of 321 replies to the questionnaire were received and

² Ibid., p. 46.

³ English Council of the Greater University of Montana, "A Study of the Teaching of English in Montana High Schools," (unpublished report prepared by the English Council of the Greater University of Montana, Bozeman, 1950).

of that total 16.6 per cent of the replies of all the English teachers indicated that speech courses (eighty-six courses) had been the most practical to them in their college training. Only two replies listed speech courses as the least practical and a total of fifty-three, or 12.2 per cent of the total, indicated that their most valuable college extra-curricular training had been in speech and debate. These percentages would seem to indicate that practically all of the teachers of English who had had college speech courses considered the training extremely valuable. How much of this training was incorporated in the classes of English which they teach was not indicated by the study.

In 1938 Miss Olive Scholtz, a teacher in the senior high school of Billings, Montana, conducted a survey of speech work in Montana which was included in a report made by Clara E. Krefling.⁴ Miss Scholtz conducted her study by sending a questionnaire to 239 of the high schools of Montana. She received replies from 121 of them. This was a percentage of 50.6. She classified her data according to the school size, and in so doing, she found that a total of eighty-four courses in speech were being taught in high schools of the state in the school year 1937-1938.⁵ In the

⁴ Clara E. Krefling, "The Status of Speech Training in the Secondary Schools of the Western and Eastern States," The Quarterly Journal of Speech, 24:250, April, 1938.

⁵ Speech courses were defined as being speech, debate, and dramatics.

high schools having from one to ten teachers, there were listed forty-six speech courses, six debate courses, and twelve dramatic courses. These ranged in time from two-semester courses to half a semester course. In seven schools with from two to twenty teachers, the breakdown of speech courses was: six two-semester courses in speech; one one-semester course in speech; and one two-semester course in dramatics. The last group of schools was that which had from twenty to sixty-seven teachers. Here it was found that three schools had a two-semester course in speech and four had a one-semester course in speech. Of this group, one school had a one-semester course in dramatics and one school had a one-semester debate course. This study was concerned entirely with relative numbers, so no indication of course content could be gained from it. If the courses listed as dramatics and those listed as debate were subtracted from the total, then the final total of public speaking courses in Montana was reduced to sixty for the 1937-1938 school year.

The problems of Montana education were the primary concern of the studies conducted by Barnes, the English Council of the Greater University of Montana, and Scholtz. The Scholtz study was the only one which was primarily concerned with speech education. The Barnes study showed that speech was taught in 19 per cent of the high schools of the state in 1946-1947. The kind of speech course which was

taught was not indicated in the study. The study was important to the present study so far as it made possible a comparison of percentages for two different years. The study of the English Council of the Greater University of Montana was concerned with the teaching of English in the high schools of the state and of the college training of the teachers of English. Speech training was listed as most practical by 16.6 per cent of the teachers replying to the questionnaire. This information was related to the present study so far as it could reveal an attitude toward public speaking by the teachers of English. In the Scholtz study the number of courses in public speaking in the state for the 1937-1938 school year was disclosed. That total, sixty, was important to this study because a comparison of that number with the number for 1953-1954 could show an increasing or decreasing trend in the amount of speech education available in Montana high schools. Like the Barnes study, no indication of course form or content was given.

The studies of speech education conducted in other states of the nation were important to this study because they gave an indication of just what were the facts of speech education in other states. It would be difficult to compare the findings of these studies with the present study point by point because different techniques were used in gathering the data. In some instances, the opinions of school administrators were used; in others, several persons

in the field of speech were contacted; in still others, a questionnaire to all schools was employed. The facts of these studies were included in the present study because they gave an indication of speech education in other states and because these facts might be valuable to someone doing further research in speech education.

Speech training in the high schools of the southern section of the United States was surveyed by Harley A. Smith⁶ of Louisiana State University. The states of Alabama, Arkansas, Florida, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia were surveyed. Oklahoma, according to the data, appeared to be the most advanced state in providing high school students with a complete speech education program. The number of high schools in the state which offered speech was 534. The larger schools of Texas and Arkansas were mentioned as areas where speech courses were probably given for credit on the basis of wide high school participation in speech contests. No school-wise break-down was available for Louisiana but: "In a survey made last year it was disclosed that there were over 6000 students enrolled in speech."⁷ Educational directors of the states of Alabama,

⁶ Harley A. Smith, "The Status of Speech Training in the Secondary Schools of the South," The Quarterly Journal of Speech, 24:95-101, February, 1938.

⁷ Ibid., p. 98.

Florida, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, and Virginia showed little or no interest in including speech courses in the high school curriculum.

By 1953, however, the state-wide condition of speech education in Mississippi revealed some changes. A questionnaire⁸ was sent to 425 public school administrators to obtain a clearer understanding of the speech training in Mississippi schools. On the basis of seventy returns, the extent and adequacy of speech training in the public schools of the state were determined. Sixty-seven of those returning the questionnaire stated that students in their schools were not receiving adequate training in speech. Such training in speech, in the opinion of 82 per cent of those completing the questionnaire, should consist of more than a one or a two semester course in speech. Extra-curricular speech activities were held in high regard by those completing the questionnaire and 85 per cent of the reporting group indicated that their students took part in an extra-curricular speech program. It was found that approximately 50 per cent of the teachers directing these speech programs in the schools of the state had received inadequate college training in speech. This last term was not fully explained so

⁸ Virginia Lee Harrison and Harvey Cromwell, "A Survey of Speech Training in the Public Schools of Mississippi," The Speech Teacher, 2:37-40, January, 1953.

that what, in the opinion of Harrison and Crowwell, should constitute adequate college preparation is not known.

What a city can do to improve speech offerings was indicated by Zelda H. Kosh in her review of the speech training program in effect in the public schools of Arlington, Virginia.⁹ Mrs. Kosh, Supervisor of Speech Education in Arlington, reported that this program began in 1948 with one part-time consultant and had grown in 1953 to a staff of more than eight people. The most immediate need in the Arlington school system was felt to be with those children whose speech was substandard. On the high school level inservice training and class demonstration was given to English teachers to provide the beginnings of a speech program. By 1953 three full-time speech instructors were working in the white high schools of the city and students were offered nine classes in speech fundamentals, two in dramatics and two for pupils with speech defects. An extensive extra-curricular speech program had been set up. "The goal of the speech department is to help develop well-adjusted children through speech education, and to eliminate speech difficulties early in the elementary grades."¹⁰

⁹ Zelda Homer Kosh, "The Speech Education Program in Arlington Public Schools," The Speech Teacher, 1:55-62, January, 1952.

¹⁰ Ibid., p. 62.

The over-all picture of speech education in the schools of the central states of the nation showed a greater amount of speech activity than had been indicated in the South. In a survey of that ¹¹region reported in 1937, public speaking was being offered in a large number of high schools. A movement to gain academic credit for speech courses and credit toward high school graduation was meeting with success in all areas. It was also indicated that in this section, a great amount of extra-curricular speech work was a part of the program of a large number of high schools. In Illinois speech courses were largely elective and were considered part of the English departments of high schools. In the Illinois School Directory, 303 teachers were listed in the field of speech--speech, public speaking, dramatics, and debate. In Indiana the total number of teachers listed as teaching some phase of speech was 503. A number of speech contests and tournaments were conducted each year in Indiana to provide a large field of operation for the superior ability speech students. No definite survey of the state of Iowa had been conducted in 1937 so that the amount of speech work in the state was an estimate. It was felt by persons in the field of speech that a large number of the high schools of the state were engaged in speech activity. A similar lack of information was found to exist in the state of Kansas. Again it was conjectured that a large

11 Clara E. Krafting, Op. cit., p. 594-602.

number of the high schools of the state had speech courses. In Michigan a revision of the secondary school curriculum was being made to provide some recognition for speech activities. A number of surveys conducted in the state of Minnesota indicated that: "In 39 per cent of the high schools less than 40 per cent of the students receive training in specialized speech courses."¹² In Missouri the speech education program was still in its embryo form. A group, under the leadership of Dr. C. M. Wise, has worked among administrators and the public. On the other hand, in the state of Nebraska approximately 50 per cent of the high schools stressed a speech program during 1937. An attempt to get speech required of all high school students during their junior year in high school was being made by a group in the state of North Dakota. There were, in the year 1936-1937, 103 teachers of speech in the high schools of the state. In the public and parochial schools of Ohio in 1937, there were 550 teachers of speech. Ohio was another state in which an extensive extra-curricular speech program had developed. In South Dakota Mr. George V. Bohman, Dakota Wesleyan University, reported that there were 140 teachers of speech in his state. A survey conducted in Wisconsin in 1933-1934 revealed that 34 per cent of the high school students of the state received some speech training. It was

12 Ibid., p. 598.

true that all of the states of this area did not conduct surveys to gain factual information of speech education in their area, but the comparison of the figures which were available and the experience of people in the field provided some goals toward which other sections could strive.

The western and eastern sections of the nation were treated in a similar manner as the central and southern sections. In this survey,¹³ conducted by Clara E. Krefting, no uniformity of presentation of figures was used. For some states a fairly complete picture was available but in others the general views of persons in education had to suffice. "During the school year 1936-1937, courses in speech were offered in thirty-two high schools; courses in debate were offered in nine high schools; and a course in expression¹⁴ was offered in one high school" was the report from California. In that state it was found that only a small proportion of high school students were taking courses in speech, that these were inadequate to meet the needs of the students, and that a great number of the teachers teaching speech courses were not properly trained. In all there were 127 teachers of speech in the schools of Colorado. This total includes those teachers who taught speech for credit, those

13 Clara E. Krefting, Op. cit., p. 248-257.

14 Ibid., p. 248.

who taught it as an extra-curricular subject and those who taught it as a part of an integrated program. In Idaho, in 1935, there were thirty-seven schools in the state offering classroom instruction in speech. Nevada, New Mexico, Oregon, Utah, and Washington had speech courses which were integrated in the English offerings in the high schools. In some of those states, a separate course of study was available but the general recommendation was that speech be integrated with the English offerings in the high schools. In the eastern section of the United States, Pennsylvania was the only state which was presented as having a speech program available to all students of the high schools of the state. In Connecticut, Maine, Massachusetts, New York, and Vermont, speech training was on an extra-curricular program basis.

A more recent study of speech education in the secondary schools of New York was conducted by Frederick H. Bair and George W. Norwell.¹⁵ They cited the recommendations of the Department of Education of the state:

The state courses of study in English for the elementary grades and for high school note that in the daily life oral expression is of greater importance than written expression and, therefore, suggest that the greater amount of classroom time be devoted to speech.¹⁶

¹⁵ Frederick H. Bair and George W. Norwell, "Speech Improvement in New York State," The Quarterly Journal of Speech, 35:56-59, February, 1949.

¹⁶ Ibid., p. 56.

The state was divided into two sections: New York City and Upper New York State. Bair and Norwell were concerned largely with the information derived from examination of the speech education offered in the schools of New York City. In the high schools there were 174 appointed speech teachers and 16 first assistants, 919 appointed English teachers and 41 first assistants. In the Division of Vocational High Schools the organization of courses placed all pupils under a specialist in speech during one of the eight terms of their English course on the grounds that speech and personality are "inextricably interwoven." There were 25 regularly assigned teachers of speech in this division. For the Upper New York State region the quality and conditions of speech training varied from very poor to very good. Here the best conditions existed in the more populated areas with some rural exceptions. The concept of the importance of speech to the total personality of the individual seemed to be a part of the philosophy encouraged by the state officials in the state of New York.

Mr. Buell Whitehill, Jr. of the University of Pittsburgh was concerned with the exact status of speech education in the schools of Pennsylvania.¹⁷ These schools included elementary and secondary schools and public and

¹⁷ Buell Whitehill, Jr., "Speech Education in Pennsylvania," The Speech Teacher, 2:33-37, January, 1953.

parochial schools. To determine the status of speech education he conducted a survey of the curriculum in the spring of 1949. Questionnaires were sent to the public schools and 581, or 63 per cent, of the 911 questionnaires sent were returned. The same questionnaire was sent to the parochial schools of all but one of the Pennsylvania dioceses. Of a total of 223 questionnaires sent, 199 were returned for a percentage of 89. It was found that speech instruction was offered in two hundred twenty-five, or 29 per cent, of the total number of schools returning the questionnaire. The survey also indicated who was giving the instruction in speech. This instruction was given by a full-time speech teacher in 21 per cent of the schools, by an English teacher in 44 per cent of the schools, and by a part-time speech teacher in 35 per cent of the schools. The question was asked as to why speech instruction was not offered. A total of five hundred fifty-eight, or 71 per cent, indicated that speech was not taught in their schools. Among the reporting schools finance was indicated as the reason for no speech education by 53 per cent of the schools, no need was indicated by 8 per cent of the schools, no teacher available was listed by 38 per cent of the schools, and no time was indicated by 2 per cent of the schools. Some type of extra-curricular speech activity was offered in 71 per cent of the reporting schools with some schools offering more than one extra-curricular activity. The activities

listed and the percentage of schools offering them were: debate, 15 per cent; dramatics, 34 per cent; extemporaneous speaking, 18 per cent; and assembly program, 2 per cent. These activities were directed by a part-time teacher in 83 per cent of the schools reporting. It was found that 91 per cent of the schools reporting were interested in developing a "rounded speech program." It was concluded from these figures that finance was a deterrent factor in the advancement of speech education in Pennsylvania. The training of more teachers of speech was felt to be a need within the state.

These studies of speech education programs in other states of the United States showed that the amount of such training available to high school students varied from state to state. On a sectional basis, the central states seemed to provide a greater amount of speech education than the southern, the eastern, or the western sections. In the southern section the state of Oklahoma appeared to be the most advanced in providing speech training for high school students. The studies indicated that Pennsylvania had been consistent in occupying a leading position in speech education. It is possible to compare the speech education programs of other states of the United States with the speech education program of Montana to discover that aspects of providing such training have become accomplished facts. Where Montana appears to lag, further examination of the

process by which another state has excelled in a particular area could provide a course of action to be followed. In some instances, such as the speech education program in the schools of Arlington, Virginia, where a high degree of success has been achieved, a successful course of action could be suggested for city school systems in this state.

The reports of speech education in the various sections and states of the United States presented a varied amount of information concerning the status of such education. Paul J. Ritter in his study "Speech Education in Public Secondary Schools with Emphasis on the Training of Teachers of Speech" was concerned with speech on a national basis.¹⁸ The specific purposes of his study were:

.....first, to discover through an analysis of the aims, organization, and content of secondary school curricula, reliable information concerning the training necessary; secondly, to study the present training afforded the teachers of speech in the secondary schools of the United States; and, thirdly, to evaluate the training now offered in terms of the needs which appear upon the examination of the curricula. 19

Ritter found that both college instructors and secondary school teachers ranked "practical situations" and "personality development" as the two highest aims of speech

18 Paul J. Ritter, Op. cit., p. 135-173.

19 Ibid., p. 135.

education. An examination of textbooks was made to determine which books were the most widely used. Instructors and teachers were asked to list the books used in these areas of speech education: general, speech science, interpretation, original speech and drama. Under the general speech classification it was found that: Craig, The Speech Arts received mention ninety-three times; Woolbert, The Fundamentals of Speech received mention ninety-two times; O'Neill and Weaver, The Elements of Speech received mention seventy-one times; Gough, Effective Speech, received mention forty-seven times; and Bassett, Hand Book of Oral English received mention forty-six times. Ritter's recommendations for future study expressed the desire that speech education programs in the high schools of the nation be concerned chiefly with the average or normal child with less emphasis on the small group above or below the average. He further suggested that the program of speech education could be made more effective if more knowledge were available on just how a child learns and what can be expected of him at a particular age level.

It is possible to compare the studies and surveys conducted in Montana and in other states and sections of the United States with the recommendations of the North Central Association which pertain to speech education. The

20 North Central Association, Op. cit., p. 347-358.

importance of speech to the child has been expressed by that group in this manner:

.....school programs should give all pupils opportunities to improve their speech through guided experience. The essential speech activities are part of a common learnings program. They are the universal means through which basic information is acquired and social adjustments made both in and beyond the school. Through them personal relationships are facilitated or hindered; through them individuals or groups seek understanding, decision, and action. 21

It is pointed out that speech is the means by which we communicate and that an adequate program has as its basis a testing procedure which determines for every pupil whether or not his speech and hearing meets the standards of his group. An adequate program makes it possible for each student to:

make inquiry and disclose information, ascertain the truth and advocate it, understand literature and interpret it, know the drama and participate in it, evaluate the dynamic powers of radio, television, and the motion picture and to respond intelligently to them. 22

The diversity of educational activities and the resources of schools determine the kind and extent of instruction. With these in mind a minimum program is suggested which includes: fundamentals, reading aloud, discussion, debate, public speaking, drama and theatre, and radio, television, and motion picture. Each school should be equipped with an audiometer and a tape recorder.

21 Ibid., p. 352.

22 Ibid., p. 353.

CHAPTER III

PROCEDURE

To what extent is a public speaking course taught in the high schools of Montana? If a public speaking course is not taught, what are the reasons? What is the content of such a course? In order to answer these questions a questionnaire¹ was formulated which was sent to the high schools of Montana. All questions except number ten of the questionnaire involved facts rather than opinions. No names were asked for or used in the thesis. Every effort was made to insure objectivity. All schools were identified by number only.

The list of high schools in the state of Montana was based in the secondary schools included in the Montana Educational Directory, 1953-1954.² Whenever possible, speech teachers in the schools were contacted. Professor Ralph Y. McGinnis, Director of the Montana High School Speech League, added a number of names to the speech teacher list. When no speech teacher was known to be in a particular school, the questionnaire was sent to the high school principal and when no principal was listed, the questionnaire was sent to the school superintendent.

¹ See Appendix B.

² State Department of Public Instruction, Montana Educational Directory, 1953-1954, Helena, Montana.

In recognition of the fact that a high school teacher or administrator has many demands made upon his time, the questionnaire was limited to one page. The questions were so worded that the answers were limited and specific. In the space reserved for remarks (the back of the sheet was reserved for this purpose) the person answering the questionnaire could express himself in as lengthy a manner as he saw fit.

The questionnaires were sent to the high schools of the state in March of 1954. A letter of explanation and a stamped, addressed envelope were included with each questionnaire. Returns were accepted and recorded from March to the fifteenth of June. Several of the schools which did not complete the questionnaire were represented at the Interscholastic Speech Tournament held at Montana State University in May. An effort was made to contact teachers from those schools and have them complete the questionnaire. Other than that, no effort was made to contact the schools a second time.

When the returns began to arrive, the data were tabulated on a master sheet where the schools were identified by number. Once the master sheet had been completed, the data were further analysed according to: the number of schools having no public speaking course, including the number of such schools by first class district, second class district, third class district, and private; the reasons

why no public speaking course was taught according to first class district, second class district, third class district, and private; schools indicating that a speech course was being taught, including the number of such schools by first class district, second class district, third class district, and private; the total school enrollment compared with the number of students taking public speaking; text books listed and an indication of which books were the most widely used; the length of time covered by the public speaking course indicated by all the schools having the course; the indication of the amount of class time devoted to student speeches and the amount of time devoted to drill and preparation; a tabulation of the percentage of time devoted to the various aspects of drill and preparation; the areas considered important in the teacher's evaluation of student speeches; the special equipment available for the use of the public speaking classes; the teacher's evaluation of the value of a speech course to a student; and the additional remarks made by those completing the questionnaire.

CHAPTER IV

RESULTS

In the state of Montana for the academic year, 1953-1954 it was found that public speaking was taught in fifty-one high schools of the one hundred and twenty high schools which returned the questionnaire. This figure represented 42.5 per cent of the total return of the questionnaire (see table I). When these figures were compared with the findings of Miss Olive Scholtz, a decrease in the number of schools offering the course was noted. In her study Miss Scholtz found that sixty schools, or a percentage of 49.7 of the schools, offered a public speaking course in 1938. Miss Scholtz had a return of 50.6 per cent on her questionnaire as compared to 61.5 per cent return on the present study (see table II).

On the basis of the returns, which were above 50 per cent for all groups,¹ it could be seen that educational opportunities in public speaking were greater for students of the high schools of the first class districts² than for

1 The schools were divided into four groups on the basis of the school listings in Montana Educational Directory, 1953-1954. County high schools were listed by size of the school district.

2 A first class district is one which has a population of eight thousand or more, employs a superintendent who has had at least five years experience in public school work, and is administered by a board of seven trustees.

TABLE I
 AMOUNT OF PUBLIC SPEAKING ACCORDING TO
 SCHOOLS RESPONDING TO QUESTIONNAIRE

School District Classification	Number of Secondary Schools Re- sponding Yes	Per cent of Schools Offering Public Speaking	Number of Secondary Schools Re- sponding No
First Class	6	85.7	1
Second Class	20	40.0	30
Third Class	15	30.0	35
Private	10	76.9	3
	51	42.5	69

TABLE II
 RESPONSE TO QUESTIONNAIRE ACCORDING TO
 TO SCHOOL CLASSIFICATION

School District Classification	Number of Secondary Schools in Districts	Number of Secondary Schools Responding	Per cent of Schools Responding
First Class	9	7	77.7
Second Class	76	50	68.4
Third Class	89	50	55.5
Private	21	13*	61.9
	195	120	61.5

* High school eighty-six had been discontinued.

those in the schools of the second class district³ high⁴ schools or the high schools of the third class districts.⁵ Among the private schools more emphasis seemed to be placed on public speaking than was the case in the public schools of all sizes.

Public speaking was offered as an elective course in more than twice as many schools as offered the course as a requirement. This ratio was true in all groups except the schools of the third class districts. Among these schools the course was an elective in eight schools and a requirement in seven schools (see table III).

The length of time covered by the public speaking course indicated that almost as many schools offered the course for two semesters as offered the course for one semester. According to the survey, only four schools in the state offered a public speaking course of less than one

3 A second class district is one which has a population of one thousand or more and less than eight thousand; it employs a superintendent who has had at least three years' experience in public school work; it is controlled by a board of five members.

4 A third class district is one with a population of less than one thousand and is controlled by a board of three members. A third class district employing more than one teacher may employ either a superintendent or principal or both. The one room rural schools of which there are slightly over nine hundred with an enrollment of approximately 9,300 are not included here.

5 No definition of private schools is included in the directory. It can be assumed that they are schools which are not required to meet the district specifications required of the public schools of the state.

TABLE III
PUBLIC SPEAKING COURSES ACCORDING
TO AN ELECTIVE OR A REQUIREMENT

School District Classification	Number of Schools Teaching Pub. Speaking	No. of Schools Pub. Speaking Is an Elective	No. of Schools Pub. Speaking Is Required
First Class	6	5	1
Second Class	20	14	6
Third Class	15	8	7
Private	10	9	1
	51	36	15

semester. A greater emphasis on public speaking seemed to prevail among the private schools than among the public schools. Of the ten private schools which responded to the questionnaire, seven schools offered a full year of public speaking (see table IV).

If it can be assumed that a more effective job of teaching can be done in a smaller class, all other things being equal, then the students of the high schools of the third class districts should be better trained in public speaking than any other group. The average size of the public speaking classes among the schools of that group was ten. In the schools of the first class districts the average size class was twenty-two. In the schools of the second class districts the average size of the public speaking class was twenty and among the schools of the private group the average size of the classes was twenty-five. In all groups deviations from these averages were noted. Among the first class district schools, one school indicated that twenty-five was the average size of the public speaking class and another school indicated that seventeen was the average size. These two schools represented the extremes in average class size in the first class districts. In the schools of the second class districts one school represented one extreme with thirty students indicated as comprising an average size class and the school which had the least number of students per class listed six as an average.

TABLE IV
 LENGTH OF TIME COVERED BY PUBLIC SPEAKING
 COURSE ACCORDING TO THOSE RESPONDING
 TO QUESTIONNAIRE

School District Classification	One Semester	Two Semesters	Part of a Semester in Weeks
First Class	5	1	0
Second Class	12	8	1 (9)
Third Class	10	4	1 (6)
Private	1	7	2 (6,9)
	28	20	4

In the third class districts the average class size ranged from forty-four students in one school to three students in another school. Among the private schools, the school with the most pupils per average class listed forty-four and another school indicated the least number of students per average class with eight students listed.

The total enrollment in the public speaking classes in the schools of the first class districts which responded to the questionnaire was 820. In the schools of the second class districts the total number of students enrolled in such courses was 481 while in the schools of the third class districts the total was 204 students. In the private schools of Montana 303 students were enrolled in the public speaking classes. In 61.5 per cent of the high schools of Montana 1808 students were enrolled in public speaking classes for the school year 1953-1954. These figures included the students who elected to take public speaking as well as those who were required to take the course. The figures do not include the number of students in advanced speech courses or in specialized courses. No attempt was made to include that group in the questions of the survey.

In all, twelve different textbooks were listed as being used by the schools having a public speaking course. No attempt was made to evaluate the textbooks and no count of them was requested. The question only that the teacher indicate the title and the author of the textbook or books

used in teaching the course in public speaking. No textbook was used for the course in ten schools. In these schools several teachers replied that a number of books were available in the school library and these books formed both reference and textbook material for the course. In a number of instances the teachers completing the questionnaire indicated that notes which they had taken formed the portion of the course which was devoted to reference material (see table V).

In most of the schools of Montana student speeches occupied a larger amount of the time in public speaking than did drill and preparation. In the private schools this was not true, for among these schools drill and preparation accounted for 52.8 per cent of the time in an average public speaking class. In the schools of the first class districts it was found that the average per cent of class time spent on student speeches was 56.7 per cent and 43.3 per cent of the class time was devoted to drill and preparation. In the schools of the second class districts it was found that the average per cent of class time spent on student speeches was 61.5 per cent and 38.5 per cent of the class time was devoted to drill and preparation. Student speeches accounted for 50.6 per cent of the class time on the average in the schools of the third class districts and drill and preparation accounted for 49.4 per cent of the time.

TABLE V
 SPEECH TEXTBOOKS RANKED ACCORDING TO
 NUMBER OF TIMES MENTIONED BY THOSE
 COMPLETING QUESTIONNAIRE

<u>Speech Textbook Titles*</u>	<u>Speech Textbook Authors</u>	<u>No. of Times Mentioned</u>
<u>Experience in Speaking</u>	Hackett and Seely	9
<u>The Art of Speaking</u>	Elson and Peck	8
<u>Speech</u>	Starett, Foster, McBurney	7
<u>American Speech</u>	Hedde and Brigance	6
<u>Speech</u>	Weaver and Borchers	4
<u>Ease in Speech</u>	Painter	3
<u>Your Speech and Mine</u>	Watkins and Frost	2
<u>New and Better Speech</u>	Woolbert and Weaver	2
<u>Speech Arts</u>	Craig	1
<u>Speech Fundamentals</u>	Smith	1
<u>Speech for All</u>	Fort	1
<u>Stage and the School</u>	Ommarney	1

* No request was made for the publishers or publication date of the textbooks used.

The kinds of speech experiences which were emphasized in the public schools showed some variance with the kinds of speech experiences emphasized in the private schools. Among the public schools about a third of the class time in an average class was spent on extemporaneous speeches and on discussion. In the average public speaking class of the private schools a third of the class time was devoted to memorized speeches and to declamation. It was interesting to note that more emphasis was placed on radio in the public speaking classes of the schools of the third class districts than was the case for any other group (see table VI).

Major emphasis in the area of drill and preparation varied from group to group. In the schools of the first and second class districts speech composition was the area of instruction which received the greatest amount of attention. Vocabulary was the leader in the schools of the third class districts while voice quality received the greatest amount of attention in the classes of the private schools. With the exception of these leading activities, the schools of all groups showed no wide variance in the other areas of drill and preparation (see table VII).

Content, audience reaction, and personality were felt to be of major importance by the majority of those completing the questionnaire. Gesture, humor, and quoted material were considered of some importance to no importance in

TABLE VI
 AMOUNT OF CLASS TIME DEVOTED TO KINDS
 OF SPEECHES ACCORDING TO PERSONS
 COMPLETING QUESTIONNAIRE

Kinds of Speeches	School District Classification			
	First Class	Second Class	Third Class	Private
1. Impromptu	8.6%	9.1%	9.2%	6.1%
2. Extemporaneous	34.1%	21.6%	16.7%	7.2%
3. Memorized	6.1%	15.3%	11.4%	20.0%
4. Debate	9.1%	8.8%	9.6%	13.3%
5. Declamation	4.0%	4.3%	7.5%	19.4%
6. Radio	5.8%	4.6%	6.7%	2.7%
7. Discussion	12.5%	11.4%	14.6%	7.7%
8. Pantomime	1.6%	3.8%	4.6%	1.6%
9. Choral Reading	1.5%	4.1%	3.2%	3.3%
10. Oral Interpretating	7.6%	6.8%	6.6%	12.2%
11. Other*	6.7%	10.0%	12.1%	8.3%

*Drama and classroom procedures were the most frequently mentioned other activities in the order named.

TABLE VII
 AMOUNT OF CLASS TIME DEVOTED TO DRILL AND
 PREPARATION OF SPEECHES ACCORDING TO
 PERSONS COMPLETING QUESTIONNAIRE

Kinds of Drill and Preparation	School District Classification			
	First Class	Second Class	Third Class	Private
1. Written English	10.3%	8.4%	11.4%	11.2%
2. Voice Quality	14.1%	9.4%	15.0%	23.7%
3. Vocal Variety	15.8%	11.3%	8.2%	14.3%
4. Grammar	9.1%	15.7%	10.4%	5.6%
5. Vocabulary	11.6%	13.4%	21.4%	10.0%
6. Articulation	11.6%	10.1%	14.2%	12.5%
7. Speech Composition	24.1%	22.6%	12.5%	18.1%
8. Other	3.0%	6.3%	5.3%	5.6%

judging a student speech according to the group completing the questionnaire. Several teachers indicated that in their classes one or two of the areas of evaluation of a student speech were concentrated upon at a time and extra drill and preparation in those phases of the work was given (see table VIII).

Equipment available for the use of the public speaking classes included recorders and films. All but nine of the schools of the state which offered a course in public speaking had recorders available for the course and more than half of the schools had films available. A space was provided for the listing of any other equipment. Under the heading of other, the most frequently mentioned kind of equipment was a public address system. One school indicated that a record cutter was a part of its special equipment (see table IX).

Almost four out of every five persons who taught a course in public speaking felt that the value of the course to the student was excellent. In eleven instances the value was felt to be good. No evaluations of fair, poor, or no value were given. The importance of a public speaking course in the curriculum can be assumed to be high in the opinion of these persons. The group teaching the course in public speaking was the only one whose answers were tabulated because they were felt to be the group which was in a position to make an evaluation based on practical experience.

TABLE VIII

AREAS SIGNIFICANT IN EVALUATION OF A
STUDENT SPEECH RANKED ACCORDING TO
THOSE COMPLETING QUESTIONNAIRE

Areas of a Student Speech To Be Evaluated	Evaluation from 5 (Very Important) to 0 (No Importance)																						
	First Class Districts			Second Class Districts			Third Class Districts			Private													
1. Content	5	4	3	2	1	0	5	4	3	2	1	0	5	4	3	2	1	0					
2. Gesture	4	2	0	0	0	16	3	0	1	0	0	10	4	0	0	0	5	3	0	0	1	0	
3. Audience Reaction	0	3	2	0	0	2	4	4	7	1	0	1	3	3	4	0	1	1	1	3	2	1	1
4. Eye Contact	5	1	0	0	0	10	5	5	0	0	0	4	4	6	0	0	3	4	2	0	0	0	0
5. Outline	3	3	0	0	0	6	8	5	1	0	0	3	6	4	1	0	0	4	2	2	0	0	1
6. Subject	2	3	0	1	0	0	6	1	9	2	0	2	4	3	4	1	0	4	1	2	1	0	1
7. Vocal Variety	2	2	2	0	0	7	6	7	0	0	0	8	1	3	2	0	0	4	3	2	0	0	0
8. Humor	1	4	0	0	0	2	3	8	6	1	0	2	1	9	2	0	0	0	5	2	1	1	1
9. Quoted Material	1	0	2	2	1	0	0	1	8	6	4	1	1	3	5	2	2	0	1	1	3	3	1
10. Movement	0	2	3	1	0	0	0	7	6	6	0	1	1	3	4	1	2	0	3	1	3	0	2
11. Personality	4	2	0	0	0	9	4	5	2	0	0	8	2	1	1	1	1	1	5	0	2	1	0
12. Appearance	3	2	1	0	0	0	4	7	9	0	0	4	3	5	2	0	0	6	1	0	2	0	0

TABLE IX
EQUIPMENT AVAILABLE FOR PUBLIC SPEAKING COURSE
ACCORDING TO THOSE COMPLETING QUESTIONNAIRE

School District Classification	Number of Schools Teaching Pub. Speaking	Recorder	Films	Other
First Class	6	6	6	1
Second Class	20	19	12	7
Third Class	15	9	7	1
Private	10	8	3	1
	51	42	28	10

For those not teaching the course, an evaluation would be pure supposition (see table X).

To enlarge the public speaking offerings in the state of Montana more teachers and more space will have to be supplied the schools, according to the opinions of fifty-five of those persons completing the questionnaire. Space limitation included curriculum crowding as well as physical plant according to the remarks of several of those completing the questionnaire. No course was taught in nine of the schools because no need was recognized. The most immediate problem then could be assumed to exist in providing more teachers and more space (see table XI).

The results of the questionnaire indicated that in sixty-nine of the high schools of the state no public speaking course was offered to the students. This represented 57.5 per cent of the total return. This percentage of high school students were not being given the opportunity to participate in even a minimum speech education program. The reasons for this lack fell into two categories: no teacher available and space limitation. For fifty-five of the sixty-nine schools which indicated that no public speaking course was offered these were the reasons which were listed. A further explanation of these reasons was given in the remarks contained in some of the questionnaires. Space limitation was in the area of the teaching load in the case of three schools. Space limitation was identified as

TABLE X

VALUE OF A HIGH SCHOOL SPEECH COURSE AS
 RATED BY THOSE TEACHING SUCH A COURSE
 WHO ANSWERED THE QUESTIONNAIRE

School District Classification	Total Sch.	Excellent	Good	Fair	Peor	No Value
First Class	6	5	1	0	0	0
Second Class	20	15	5	0	0	0
Third Class	15	12	3	0	0	0
Private	10	8	2	0	0	0
	51	40	11	0	0	0

TABLE XI
 REASONS FOR NOT OFFERING PUBLIC
 SPEAKING ACCORDING TO THOSE
 COMPLETING THE QUESTIONNAIRE

School District Classification	Total No Sch.	Teacher Available	Finance	Space Limitation	No Need
First Class	1	0	0	1	0
Second Class#	30	10	6	13	3
Third Class#	35	17	5	12	6
Private	3*	1	0	1	0
	69	28	11	27	9

Some schools listed more than one reason.

* High school eighty-six had been discontinued and was counted as not having public speaking.

curriculum time in the case of six schools. This originated, they indicated, from the rulings of the State Department of Public Instruction. School twenty-nine reported:

This is the first in several years which this school has not had a class of some kind of speech work. The reasons are rather curious ones and, I feel, ones which need some general airing in the interest of speech work in Montana.

Ours is a well-staffed school, although at present, we have two and one half teachers carrying the load of twelve sections of English. There is no speech class and would be none even if we had three full teachers.

It is felt by the administration that since speech (and journalism) cannot be counted as the fourth year of English toward the state requirement for graduation that speech is superfluous in the curriculum of most high schools. Therefore, we offer no preparation in speech.

Needless to say, this is a deplorable situation even for one who is not a qualified teacher of speech. Nearly everyone, teacher and citizen alike, feels the need for such training.

This same thought was echoed in the remarks from school one hundred and thirty-seven: "We have too few teachers to offer speech this year, since we must have English IV. Before, we have had a half year of speech." These remarks would seem to indicate that the official recognition of speech by the State Department of Public Instruction was lacking.

The remarks of some schools indicated that they were solving the problem of including public speaking in their curriculum offerings by offering the course on alternating years. Six schools indicated that this was their policy. School one hundred and fifteen summed up the position of these schools with this comment: "We offer it every other

year, interchanging with English IV because our enrollment is small and so is our faculty." Two schools remarked that a rearrangement of their faculty would make it possible to offer public speaking during the 1954-1955 year. One school indicated that an attempt was being made to reschedule courses in order to include public speaking.

There were those areas of the state which apparently had had little success with a public speaking course. The remarks from this group (four schools indicated a negative evaluation) showed that one administrator found that all speech work in English classes stopped when a public speaking course was a part of the curriculum and that the course was elected because of scheduling problems of students. One of the teachers who responded to the questionnaire indicated that in her opinion the speech course was the catch-all for those students who could not make credits in other courses. In another instance the weak teaching of the teacher was advanced as the reason for not having the course. In the last case the community attitude was cited:

In this logging community few students see a need for oral or written communication, for their parents have not had this training, see no need for it, and do not particularly admire it. They think it useless clap-trap.

The replies from several schools contained more elaboration on the value of a public speaking course than the heading listed in question twelve of the questionnaire. In school one hundred and twenty-seven the value of the

relatively new public speaking course was expressed thusly:

We require all freshmen to take one year of speech and make it an elective to anyone else in the high school. This is the second year of required speech and the school board, myself and the community feel it is one of the most worthwhile courses we have.

The success of individual students in the public speaking course was expressed in the remarks from school one hundred and eleven:

Many of the students have shown definite marks of improvement in getting up before the class to talk. Many of the students had to over-come fear. It took one boy all year to do so. He would not get up before the class. Finally, he took part in a panel discussion and following that he was able to get up alone and speak.

All the students now show enthusiasm in taking part in all speech work, most of all because they realize their need for speech training and their desire to improve themselves.

The remarks from school fourteen expressed the value of the public speaking course in this manner: "It is my considered opinion that a year's course in speech should be included as one of the state's requirements of four years of English."

The questionnaire did not specifically request that the responding schools indicate whether or not the course was offered for credit, but the remarks of two teachers of the schools replying indicated that the course was on a volunteer basis. School seventy reported:

We have a volunteer speech class which I have held once a week over the last two years. We have followed no organized program as such nor have we used a text. However, we have given a number of prepared talks, acted out skits, done pantomimes, and put on one-act plays.

A number of these presentations have been put on before local groups. I think any and all speech class

work is highly valuable. We have no regular classes as such during school hours due to my load in English.

In seven of the schools which responded to the questionnaire remarks indicated that speech work which was offered in the school was combined with work in journalism or in English. These remarks generally concluded that in the combination with other subjects, the speech work was placed in a minor role. The combination of speech with another subject was felt to be only a partial solution to the problem of more speech education.

CHAPTER V

SIGNIFICANCE OF THE RESULTS OF THE SURVEY

In a study of this kind the main thing was to get the facts down accurately and in an accessible form. Persons interested in improving the teaching of public speaking in Montana secondary schools could work more purposefully and efficiently if they know the facts about the present situation.

For instance, the knowledge of the amount of public speaking offered in the high schools of Montana could provide the high school administrator with a basis for comparing his school with other high schools of the state. Also, if it can be assumed that an administrator is interested in providing educational opportunities to his students which are equal to those provided in other schools, then the study could answer that question in regard to public speaking. The comparison of percentages of schools offering public speaking showed that 85.7 per cent of the first class district schools had a public speaking course and 30 per cent of the third class district schools had it. It can be seen that educational opportunity in the area of public speaking was not equal between the first class district schools and the third class district schools. The third class district administrators have explained this to some extent in their answers to the question of why a course was not taught. No

teacher available and space limitation were the leading reasons for no course. It was also significant to note that among the third class district schools which did offer the course eight schools included it as an elective and seven schools included the course as a requirement. This would seem to indicate that in the third class district schools, the smaller school enrollment and the smaller sized faculty might have restricted the over-all course offerings to such an extent that few elective courses were available.

The administrator might question the worth of the public speaking course. If so, two factors might indicate how the course was evaluated by those schools where it was offered. First of all, twenty schools in the state devote an entire year to the public speaking course and twenty-eight devote one semester to it. Only four schools offer the course for less than one semester. Secondly, in the opinion of the teachers where the course was taught, the value of the course to the student was felt to be excellent or good. Not one reply indicated that the course was fair, poor or of no value. For the administrator who was concerned with the aims of a speech class, the averages of the kind of speech experiences available to the student might indicate these aims. Among the first class district schools extemporaneous speeches and discussion received more attention than any other kinds of speeches; extemporaneous speeches and memorized speeches occupied the leading positions in the

second class district schools; like the first class district schools, the third class district schools devoted the greatest amount of time to extemporaneous speeches and discussion; memorized speeches and declamation ranked first and second in the private schools. These rankings might lead to the conclusion that among the public schools more concentration was placed on the student composed speech and the student expression of ideas than was the case in the private schools.

For the teacher training institutions of the state, the number of schools offering a course in public speaking and the number not offering the course because no teacher was available furnished a basis for predicting the demand for public speaking teachers. No course of study for public speaking in Montana exists but an examination of the course as it was taught could indicate some general strengths and weaknesses. If the teacher training institutions accept the long range aims of the North Central Association that an adequate program of speech education makes it possible for each student to:

make inquiry and disclose information, ascertain the truth and advocate it, understand literature and interpret it, know the drama and participate in it, evaluate the dynamic powers of radio, television and the motion picture and to respond intelligently to them, 1

then when a disparity exists between what is and what ought to be such a disparity could be brought to the attention of

1 North Central Association, Log. cit., p. 353.

the prospective teachers of public speaking. Radio received less attention in the speech classes of all groups than did memorized speeches. This may have been a weak point in the public speaking courses in Montana.

An examination of those textbooks which were indicated as being used in the schools of the state would furnish the prospective teacher with some indication of what books would be available to her. If these books and others in the field were examined critically, a sense of the possible over-all organization of a speech course could be gained by the prospective teacher.

Studies of speech education in other states of the United States have indicated that groups within the state have worked toward making speech a required subject for all high school students. If a group of teachers in the state of Montana wished to further such an aim, they would have to have the facts of the present amount of speech education available in the state and the opinions of the persons concerned with it. This study would have meaning to such a group of teachers.

CHAPTER VI

SUMMARY AND CONCLUSIONS

It was the purpose of this study to: (1) determine to what extent a public speaking course was taught in all of the high schools of Montana for the academic year, 1953-1954; (2) to determine the content of the course in regard to the variety of speech experiences which are available to the student and to the basis for judgment of student speeches used by the teacher; and (3) to determine the reasons why a course in public speaking was not taught in those high schools which indicated that the course was not a part of their curriculum offerings.

A questionnaire was formulated which was sent to all of the high schools of the state. The returns were recorded on a master sheet where the schools were divided according to district classification. The Montana Educational Directory, 1953-1954 was used as a source for this division. There were four classifications for the high schools of the state: schools of the first class districts, schools of the second class districts, schools of the third class districts, and schools listed as private. The responses were then analysed according to each question.

Before continuing with the findings of the study it might be wise to indicate the limitations of the study. The entire picture of public speaking in Montana could be

presented because 38.5 per cent of the schools did not reply to the questionnaire. On the basis of the 61.5 per cent return which was received, assumptions of the status of public speaking in the rest of the state could be made.

No point by point definition of the terms used in the questionnaire was made so that a certain amount of uncertainty might have existed in the minds of those who completed the questionnaire. The terms were those which occur commonly in the vocabulary of the speech teacher. Public speaking was intended to cover the beginning speech course, that course which took special note of speech in its various forms and aspects.

The study was limited to the public speaking classes and no attempt was made to examine the advanced or specialized speech courses which might be taught in the high schools of the state. The extra-curricular speech activities of the high schools of the state were not included in the requests of the questionnaire.

No inclusion of a request for information of the college training of the high school teachers was made. The amount of speech training could be conjectured from the replies as to the content of the public speaking course. However, it was felt that such conjecture would be beyond the scope of the present study.

The survey revealed that of the 61.5 per cent of the schools responding to the questionnaire 42.5 per cent of the

high schools of the state taught a course in public speaking. These schools were further classified according to the school district classification and there it was found that 85.7 per cent of the first class district schools offered a course in public speaking, 40 per cent of the schools of the second class districts offered the course, 30 per cent of the schools of the third class districts offered the course, and 76.9 per cent of the private schools offered the course. A total of sixty-nine schools in the state which responded to the questionnaire did not offer a course in public speaking.

Public speaking was a required course in fifteen of the high schools of Montana and an elective course in thirty-six schools. In the schools of the third class districts, seven of the fifteen schools which had the course required students take the course.

The average size of the public speaking classes was determined for each of the classifications. In the schools of the first class districts it was found that twenty-two students was the average size of the class. In the second class districts the average class size was twenty students. Ten students comprised the average sized class of the schools of the third class districts while twenty-five was the average sized class of the private schools.

The total enrollment in the public speaking classes in the high schools of Montana for the 1953-1954 school

year was 1808 students. According to district classification the total enrollments were: first class districts, 820; second class districts, 481; third class districts, 204; and private, 303.

According to the number of times mentioned, Experience in Speaking by Hackett and Seely was found to be the most widely used textbook. The Art of Speaking, Elson and Peck; Speech, Starett, Foster, and McBurney; and American Speech, Hedde and Brigance were the books which followed in the order mentioned.

It was found that twenty-eight schools had a one-semester course in public speaking and twenty schools had a two-semester course. Only four schools had a course of less than one semester.

The amount of class time allotted to drill and preparation and to student speeches showed that in the schools of the first class districts was 56.7 per cent of class time devoted to student speeches and 43.3 per cent devoted to drill and preparation. In the second class district schools 61.5 per cent of the class time was spent on student speeches and 38.5 per cent on drill and preparation. In the schools of the third class districts the percentages were 50.6 per cent student speeches and 49.4 per cent drill and preparation. In the private schools the student speeches occupied 47.2 per cent of the time and drill and preparation occupied 52.8 per cent.

When the kinds of student speeches were further analysed it was found that the extemporaneous type of speech and discussion ranked first and second in per cent of time in the schools of the first, second, and third class districts. Memorized speeches and declamation ranked first and second in the private schools. Among the various areas important in drill and preparation all districts indicated that speech composition, voice quality, and vocal variety were the leading activities. In some cases one or the other was the top but the total of the three indicated that they were important in all districts.

In the evaluation of student speeches the responses from all schools indicated: content was important, audience reaction was important, eye contact was important, subject was important, vocal variety was important, personality was important and appearance was important; while gesture, outline, humor, quoted material, and movement were not considered to be particularly significant.

The rating of the value of a high school speech course showed that forty persons felt that it was excellent and ten persons felt that it was good. No one completing the questionnaire marked the value of the course as fair, poor, or no value. Several persons elaborated on the value of the course in the area reserved for remarks.

It was found that twenty-eight of the schools indicated no public speaking course was taught because of no

teacher available, eleven had no course because of finance, twenty-seven had no course because of space limitation, and nine had no course because of no need.

The amount and kind of speech instruction which is given in the elementary grades would be of value since this area is entirely unknown.

The amount of speech instruction which is a part of the average English class and its form would provide a more complete picture of Montana speech education.

A study of the forensic speech activities of the state would present another aspect of the speech education program in the state. It would have the value of showing just what outlet for talent was available to those persons who possessed a great deal of interest in a speech program.

If a broader program of speech education is to be developed in the state of Montana it will be necessary to determine the opinions of the school administrators. Such a survey would make it possible to prepare teachers according to their wants and needs.

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APPENDIXES

APPENDIX A

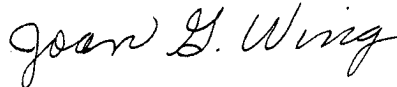
Speech Department
Montana State University
Missoula, Montana
March 12, 1954

Dear High School Speech Teacher:

In order to determine the extent of speech education in the high schools of Montana, this survey is being conducted under the direction of Professor Ralph Y. McGinnis of Montana State University. As a high school speech teacher, you are certainly best qualified to help us collect the necessary data. The validity of the survey will depend on the cooperation which you teachers give us.

Would you please fill out and return this questionnaire? A stamped, addressed envelope is enclosed for your convenience. We really appreciate your assistance.

Sincerely yours,



(Mrs.) Joan Gibson Wing

APPENDIX B

SPEECH QUESTIONNAIRE

1. Is a course in public speaking taught in your high school? Yes ___ No ___
(If your answer is no, please answer question 13.)
2. Is this course elective ___ or required ___?
3. What is the average size of your speech class? _____
4. What is the total enrollment in your public speaking classes for the 1953-54 school year? _____
5. What is the title and author of the textbook (or books) used for the course?

6. What length of time does your speech course cover? One semester _____
Two semesters _____ Part of one semester (number of weeks) _____
7. Approximately what percentage of class time is devoted to:
A. _____ Student speeches? B. _____ Drill and preparation?
8. What percentage of 7A (above) do you devote to each of the following kinds of speeches? (Your total should not exceed 100%.)

1. Impromptu _____	7. Discussion _____
2. Extemporaneous _____	8. Pantomime _____
3. Memorized _____	9. Choral reading _____
4. Debate _____	10. Oral interpreting _____
5. Declamation _____	11. Other _____
6. Radio _____	12. _____
9. What percentage of 7B (above) do you devote to each of the following?
(Your total should not exceed 100%.)

1. Written English _____	5. Vocabulary _____
2. Voice quality _____	6. Articulation _____
3. Vocal variety _____	7. Speech composition _____
4. Grammar _____	8. Other _____
10. Rank according to importance the areas you consider significant in evaluation of a student speech. (5 = very important; 0 = no importance)

1. Content	5	4	3	2	1	0
2. _____	5	4	3	2	1	0

1. Content	5	4	3	2	1	0
2. Gesture	5	4	3	2	1	0
3. Audience reaction	5	4	3	2	1	0
4. Eye contact	5	4	3	2	1	0
5. Outline	5	4	3	2	1	0
6. Subject	5	4	3	2	1	0
7. Vocal variety	5	4	3	2	1	0
8. Humor	5	4	3	2	1	0
9. Quoted material	5	4	3	2	1	0
10. Movement	5	4	3	2	1	0
11. Personality	5	4	3	2	1	0
12. Appearance	5	4	3	2	1	0
13. Other _____	5	4	3	2	1	0
	5	4	3	2	1	0

11. Does your school have equipment available for the speech course?

Recorder _____ Films _____ Other _____

12. Please check the work which in your opinion best describes the value of a high school speech course. Excellent ___ Good ___ Fair ___ Poor ___ No value ___

13. What are the reasons for not offering a public speaking course in your school? No teacher available ___ Finance ___ Space limitation ___ No need ___

14. Remarks (Please use the back of this sheet.)