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A survey of speech education in the high schools of California

Marian Helen Mellgren
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A SURVEY OF SPEECH EDUCATION IN THE HIGH SCHOOLS
OF CALIFORNIA

A Thesis
Presented to
the Faculty of the Department of Speech
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Marian Helen Mellgren
July 1956

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CHAPTER I

THE IMPORTANCE OF SPEECH IN EDUCATION

What is the importance of speech in education? The pages of history bear mute witness to its importance. Speech is as old as the human race; for speech was used before fire, before writing, before drawing. In fact speech may be considered the tool by which man developed civilization. Centuries have gone into the development of speech. Some of the greatest men have given the better part of their lives to the development of speech training.

Historic record of the importance of speech. Historically one of the first bits of evidence that substantiates the importance of speech in education is that of an ancient Egyptian papyrus, dated 3000 B.C. This papyrus was a text for "instructing the ignorant in the knowledge of speech."¹ Corax trained speakers sixty-five generations ago in Syracuse. In the fourth century B.C. Aristotle wrote "Rhetoric" and "Poetics."² Rhetorical theory was first systematized in early Greece and Sicily, especially through

¹A. T. Weaver, "The Case for Speech," The Quarterly Journal of Speech, 25:188, April, 1939.

²A. T. Weaver, G. L. Borchers, D. K. Smith, The Teaching of Speech, pp. 34-36.

the works of Aristotle and of Plato.³ Quintilian, who was born in 35 A.D., was a teacher of oratory. As Romans both Quintilian and Cicero derived much of their rhetorical theory from Greek materials.⁴ English rhetoric in turn developed partly from Roman theory. Higher education first flowered in England during the time of Venerable Bede (673-735). From that time to the date of the first commencement at Harvard in 1642, there existed in England five dominant patterns of rhetoric. They were the Ciceronian; the stylistic, first developed by Bede; the formulary, dating from the middle sixteenth century; the Ramistic, originating from the French philosopher, Pierre de la Ramée, whose work was first translated into English in 1574; and the Baconian, which began in 1605 with the publication of Francis Bacon's Advancement of Learning.⁵

In America much of the higher education in colonial times was conducted orally, not just as lectures and recitations, but as formal original speeches, such as declamations, disputations, commonplacing, and dramatic dialogues, and as essays and poems to be read aloud.⁶ Until the middle

³Wilbur Samuel Howell, "English Backgrounds of Rhetoric," A History of Speech Education in America, p. 4.

⁴Ibid.

⁵Ibid., p. 5.

⁶George V. Bohman, "Rhetorical Practice in Colonial America," A History of Speech Education in America, p. 60.

of the eighteenth century, however, students delivered debates and declamations in English. Popular texts at this time were those by Sheridan and Walker.⁷ In the eighteenth century, training in rhetoric and oratory at Harvard and most colleges had been provided not by one instructor especially selected for the work, but by the incidental direction of tutors giving instruction in a variety of subjects. There had been distinguished men in the eighteenth century who gave serious if not exclusive attention to rhetoric, but they were the exception to the rule. Witherspoon had attempted systematic training at Princeton. Dwight incited interest in rhetoric at Yale, even as a tutor. The job of giving rhetorical training to students frequently was one of the miscellaneous duties college presidents assumed.⁸ In 1771 a wealthy benefactor of Harvard, Nicholas Boylston, by his bequest created the possibility of a chair in rhetoric and oratory. However, it was not until 1805 that John Quincy Adams was elected to the first professorship.⁹

⁷Charles A. Fritz, "Content of Teaching Speech in American Colleges before 1850, with Special References to Its Influence on Present Day Theories," The Quarterly Journal of Speech, 15:135-36, February, 1929.

⁸Marie Hochmuth and Richard Murphy, "Rhetorical and Elocutionary Training in Nineteenth Century Colleges," A History of Speech Education in America, p. 153.

⁹Ibid., p. 155.

Although the system of rhetoric remained about the same in the early years of the nineteenth century, there were differences in goals and ends. Colleges were being pressed to train for professions other than the clergy, for whom the early system of rhetorical training was designed. Even the clergy had begun to demand a new kind of training. "American rhetoric was closely allied with oratory," observes Guthrie, "but gradually moved more and more into the realm of composition and criticism--'belles lettres.'"¹⁰ The textbook most widely used for rhetorical training at the opening of the century and continuing for more than a quarter of a century was Blair's Lectures on Rhetoric and Belles Lettres.¹¹

During the second quarter of the nineteenth century the classical tradition in rhetoric continued and expanded. The innovations occurred in systems of elocution, with special attention to voice and gesture.¹²

In the years 1850 to 1875, elocution no longer remained a required subject, but did continue as an elective. Rhetorical training continued but was modified in the

¹⁰Ibid., p. 157.

¹¹Ibid., p. 158.

¹²Ibid., p. 165.

direction of belles-lettres, and frequently was identified with departments of English. Interest in public speaking was revitalized by intercollegiate oratorical contests. Between 1854 and 1866 prize contests were established in both original oratory and extemporaneous debate. Judges for these contests frequently included such distinguished men as William Cullen Bryant, Whitelaw Reid, and George William Curtis.¹³

Classical traditions went on in the last part of the nineteenth century, but the departments of English were becoming concerned with forms of writing other than oratory. New categories of rhetoric, such as narration, description, exposition, and argumentation, were established by such books as Quackenbos' Advanced Course in Composition and Rhetoric, Genung's The Practical Elements of Rhetoric, and Hill's The Principles of Rhetoric. In the last decade of the century courses in public speaking were established and separated from the usual courses in rhetoric. Oral and written discourse began to be taught separately. Argumentation became almost exclusively the concern of public speaking.¹⁴ Speech as a field--the classical rhetorical

¹³Ibid., p. 168.

¹⁴Ibid., p. 172.

tradition combined with the newer concerns of vocal and physical training--became established clearly if not firmly. The base was supplied for the twentieth-century departments of speech.¹⁵

During the nineteenth century, speech education at the elementary and secondary levels reflected somewhat the influences of current philosophies of speech education at the college level. The first quarter century pictures an extremely meager general education, especially on the lower levels. The sole method of teaching was that of oral reading. The entire curriculum consisted of reading, writing, spelling, and sometimes a little arithmetic, all taught in the language of the people. Speech education in elementary classes was associated with oral reading where the greatest emphasis was consistently placed upon audibility, articulation, enunciation, and pronunciation. Bodily action received very little attention.¹⁶ Instruction in oral reading claimed a larger proportion of time in elementary studies than instruction in all aspects of speaking and reading in the secondary school. Nevertheless, speech

¹⁵Ibid., p. 173.

¹⁶Gladys L. Borchers and Lillian R. Wagner, "Speech Education in Nineteenth-Century Schools," A History of Speech Education in America, p. 279.

training in the secondary schools may have been superior in quality for at least four reasons: the teachers were better educated; the teachers had a more professional attitude; secondary speech programs were not limited merely to oral reading; and the secondary school philosophy indicated a different approach to education.¹⁷ From 1800 to 1825 almost all secondary schools had some kind of extracurricular performances which had their place in speech training. Content ran from spell-downs to declamations, debating, dialogues, and plays.¹⁸

The 1825-1855 period showed signs of a decided improvement in speech training and in education in general at the secondary level. Because of social changes, public school education became broader. Discussion and conversation were now included as methods, as well as oral reading and elocution.¹⁹

From 1855 to 1900 progress in speech education in the high schools seemed less rapid and changes less unusual. During the last two decades of the nineteenth century there came to be a distinction between reading and elocution.

¹⁷Ibid., p. 283.

¹⁸Ibid., p. 284.

¹⁹Ibid., p. 296.

This was the period when silent reading began with the virtual disappearance of oral reading from secondary schools.²⁰ Debate remained one of the most popular forms of speaking activity in the country. Cordell Hull, who attended secondary school in the 1880's, wrote:

The parents of the Willow Grove section were generally farmers, with very limited education, but they were deadly in earnest that their children should get the utmost from their schooling. It was they who established a debating society at the schoolhouse so that their children could develop themselves in debate. They attended the debates and followed the arguments closely and seriously. They would not stand for levity. I remember that at one of the debates various parents rose and protested that some of us had not fully prepared our arguments.

William Jennings Bryan wrote in his memoirs, "In the high school I . . . went a step forward in the art of declamation in the literary society. . . . We had a debating club in the high school."²¹ The forms and methods of reading and speaking in the nineteenth century schools became the courses and activities labeled "speech" in the twentieth century public school.

Gulley and Seabury have described "Speech Education in Twentieth-Century Public Schools" as follows:

²⁰ Ibid., p. 297.

²¹ Ibid., p. 296.

During the early decades of the twentieth century, speech found its place in the curriculum of the high school. Established first in extracurricular debate and dramatics, speech training in various forms gradually appeared in courses of study. The high school itself changed in these years from an institution which served the college-bound few to a center of educational activity which provided basic knowledge and training to almost every youngster in almost every township of the United States. Speech education kept pace with this growth. At the turn of the century it was available to the few in an occasional course, and as extraclass activity it was largely restricted to the superior student. By 1938 . . . it had become at least a small part of almost every school in almost every state. Some schools required a basic course and offered extensive electives. Speech served every student in the classroom, the talented in specialized events, and the handicapped in the clinic. Indeed it prospered in any school which recognized subjects in "proportion to their relative importance for useful and successful living." It found its way also into the elementary school.²²

In 1903 when Professor Baker addressed the meeting of the National Education Association, he called attention to the thriving debate societies in high schools, but deplored the scarcity of courses which could give students sound training and guidance in speech. Debate leagues prospered partially because interested teachers were trying to compensate for inadequate speech training within the school. Some state compensated by promoting activities other

²²Halbert E. Gulley and Hugh F. Seabury, "Speech Education in Twentieth-Century Public Schools," A History of Speech Education in America, p. 471.

than debate. By 1930 Virginia had contests in reading, public speaking, and debate, while Wisconsin had added extempore speaking, extempore reading, declamation, interpretative reading, and play production.²³ Dramatics came into the schools of the twentieth century as an extra-curricular activity. Nearly all schools presented some kind of amateur theatricals to the community. In 1915 the South Bend (Indiana) High School established the first little theater in the public schools. By 1931 eighteen states were holding interscholastic dramatic events. Two national honor societies for high school students helped to foster enthusiasm for public speaking, debate, and dramatics. The National Forensic League, founded in 1925, furnished an appropriate reward for forensic achievement. The National Thespian Society was started in 1929 to encourage dramatic arts in the high schools. The National University Extension Association also contributed to speech education in this period by promoting interscholastic debate on a national level.²⁴

Teachers of speech, however, sought to develop courses in the regular curriculum. O'Neill had told the

²³ Ibid., p. 472.

²⁴ Ibid., p. 473.

first convention of the National Association of Academic Teachers of Public Speaking in 1915 that "academic endeavor" must be their goal.²⁵ Early in the century an occasional secondary school offered a course which we might label "speech." In 1882 three schools in Cincinnati had included Elocution in the regular English program. In 1903 the English syllabus for Greater New York high schools provided classes in argumentation the fourth and seventh semesters. Oral Expression was introduced as a separate course from English in Chicago high schools about 1912. Hunter College High School adopted Oral English in 1914, with emphasis on vocal and speech mechanics, pantomime, class discussion leading to informal debate, and the speaker's material, purpose, manner, and audience. In 1912 a Berkeley, California, high school initiated a Shakespeare course which included student production of one play a year. Steele High School of Dayton, Ohio, in 1916 organized a two-year course called Dramatic Art. By 1920 speech offerings had greatly expanded. A bibliography of 1918 recorded a book in public speaking written for secondary schools, another in Oral English for Secondary Schools, five books in public speaking which could be adapted to high school use, and

²⁵ Ibid.

seven suitable for debate and argumentation courses.²⁶

In 1923 the National Association of Teachers of Speech appointed a special committee "to study the situation and to recommend courses and procedures in speech training and public speaking for secondary schools."²⁷

In 1928 the National Association again appointed a Committee for the Advancement of Speech Training in Secondary Schools, whose aims were "the expansion of speech education in all secondary schools now giving such training, and its introduction into those all too numerous schools which at present fail to offer instruction in speech subjects." By 1932 speech courses were being offered in the high schools of thirty-three of the forty-eight states. In some of the states not having courses, there were extracurricular speech programs. The area of the nation with the least speech training was New England and the east.²⁸ The south made rapid gains during the period of the 1930's.²⁹ Western states too were extending speech education. In the midwest speech education at the secondary level was widely recognized by 1938.³⁰

²⁶Ibid., pp. 474-75.

²⁷Ibid., p. 475.

²⁸Ibid., p. 476.

²⁹Ibid., p. 477.

³⁰Ibid., p. 478.

Speech education in the twentieth century was emphasized first in college departments, spread gradually to secondary schools, and appeared even more slowly in the elementary grades. In 1922 Bullowa reported that "speech training for normal children in the elementary schools is still incidental and occasional." In 1927 Teachers College of Columbia University established the "first class in direct speech education for the elementary school."³¹

By 1936, however, Borchers observed:

. . . today speech is a part of the daily training in the nursery school, it has its place in the program of the kindergarten, and it is an integral part of practically every revised elementary school curriculum . . .³²

Another speech phase introduced in the twentieth century which centered in the elementary school was the speech correction program. The public school's responsibility for aiding the speech-handicapped child became virtually universal.

Imaginative teachers have always sought and used new teaching aids. It is not unusual then that from the very beginning of broadcasting, professional educators were interested in radio. Only four years after the first

³¹Ibid., p. 481.

³²Ibid., p. 482.

commercial broadcast, Dr. Tigert, then Commissioner of Education, evidenced an early interest in the possibilities of radio in education. He wrote: "The school, the library, and the newspaper are usually ranked as the three great educational agencies. The radio promises to take its place as the fourth, and it appears to be fast fulfilling that promise. . . ." ³³ Darrow pioneered among the state departments of education with his organization of the Ohio School of the Air. ³⁴ Haaren High School, New York City, claims the honor of being the first public school to broadcast regularly scheduled instruction classes by radio. It started with the broadcast of accounting lessons in 1923. ³⁵ In Los Angeles, California, in the same year, Mrs. Stanley, Commissioner of Elementary Schools, broadcast talks on history and geography of California to start each school day. ³⁶ In 1930 the National Advisory Council on Radio in Education was organized, and later the more aggressive National Committee on Education by Radio. ³⁷ In a survey of

³³William Levenson, Teaching Through Radio, p. 30.

³⁴Ibid.

³⁵Ibid., p. 31.

³⁶Ibid.

³⁷Ibid., p. 33.

one hundred large cities, conducted by Levenson in 1938, it was found that 87 per cent were making some use of radio to interpret the schools to the public. Continuous programs throughout the year were presented by 56 per cent of the schools.³⁸ During the 1940's one of the broadcasting activities that grew rapidly within the schools was that of the radio workshop. The radio workshop is a laboratory for experimentation, training, and practice in broadcasting techniques and educational content.³⁹ In some schools the radio workshop remained an extracurricular activity. In others, a unit of some conventional subject, such as English or speech, has been devoted to radio. In still others, separate classes in Radio English or Radio Speech have been organized.

Another technical advance with implications for speech education is television. As early as 1934 the use of television as an educational medium was described by the State University of Iowa following experimental presentations.⁴⁰ As consumers of television programs, the schools usually place their first television units in a school

³⁸Ibid., p. 37.

³⁹Ibid., p. 222.

⁴⁰Ibid., p. 455.

auditorium where several classes may enjoy the "show."⁴¹ As producers of television programs the schools probably will receive their first experience as participants in an occasional sustaining program.⁴² In 1950 a Joint Committee on Educational Television was formed. This group attempted to convince the FCC to reserve certain television channels exclusively for the use of non-commercial, educational institutions. As a result, in 1952, 12 per cent of all available channels for television broadcasting to the public were reserved for educational purposes.⁴³ Siepmann reports on the basis of a survey questionnaire in 1952 that the use of television in schools and by schools is most concentrated in the eastern states, with pre-eminent activity in the city of Philadelphia and its surrounding areas. Forty-one school districts in seventeen states reported activity of some kind.⁴⁴ Television is here to stay and brings with its advent a new area in speech education.

Historically then, speech has been an important educational discipline from the time of the ancient Egyptian papyrus in 3000 B.C. to our twentieth century public school

⁴¹Ibid., p. 457.

⁴²Ibid., p. 458.

⁴³Charles A. Siepmann, Television and Education in the United States, pp. 27-29.

⁴⁴Ibid., p. 77.

system. However, the mere historic record of the inclusion of speech in education throughout these centuries is not sufficient justification for its place in our modern school curriculum. What is the importance of speech education today?

The importance of speech education today. Perhaps the first justification for the inclusion of speech in today's curriculum is the very evident predominance of oral communication in our lives. Painter has pointed out that "oral communication is the vehicle for 90 per cent of the exchange of ideas."⁴⁵ Earlier Wrinkle expressed the same conviction.

In out-of-school life the method of expression is preponderantly oral, with writing holding a position of minor importance. In the in-school life of the student the reverse is true in so far as recognition in teaching is concerned. Much concern is shown in the development of abilities in writing, and little attention is given to the development of the ability to speak interestingly as well as correctly . . . having something to express and the ability to express it effectively are certainly as important as correctness of expression.⁴⁶

In 1950 a conference of teachers on English curriculum in an Illinois high school voiced the following opinion:

⁴⁵Margaret Painter, "Guideposts to More Effective Oral Communications," California Journal of Secondary Education, 26:135-39, March, 1951.

⁴⁶William L. Wrinkle, The New High School in the Making, p. 114.

Seventy-five per cent of our graduates will write very few letters and reports, except in conjunction with their vocations. None will write interpretative essays or analyses of books and articles. In their world they will look, listen, and talk. As teachers, we'd better act accordingly.⁴⁷

Wallace goes on to suggest in the same article that "In any art superior achievement comes only through direct instruction and purposeful guidance and practice in the methods and techniques appropriate to the art." Surely all high school students should be given an opportunity for "superior achievement" in an activity that is an all-pervasive element in daily living--speech.

A second justification for the belief that speech education is important today lies in the fact that our country is a democracy. Democracy is essentially a government by talk, a government in which problems are not settled by force, but in which problems are talked out of existence or into solution. Long ago Aristotle identified communication with political freedom under law and with sound ethics, "Communication is for the preservation and progress of a free society and for a good society."⁴⁸ The

⁴⁷Karl L. Wallace, "Education and Speech Education Tomorrow," The Quarterly Journal of Speech, 36:177-83, April, 1950.

⁴⁸A. Craig Baird, "What is Speech? A Symposium," The Quarterly Journal of Speech, 41:146, April, 1955.

schools of the United States have an obligation to train their students in a thorough understanding of democratic principles and ideals. Weaver has emphasized the importance of speech education in a democracy in the following quotation:

Free speech is the very lifeblood of democracy, but speech is really free only when it is effective. Of what value is the right to speak if the would-be speaker is tongue-tied? Freedom of speech is a blessing available only to those who have the capacity and skill to use it. In this statement is epitomized the whole case for speech training in a democracy.

Speech training renders the citizen active rather than passive--a participator rather than a spectator. . . . We mistakenly suppose that we can discharge our duties of citizenship by delegating authority and responsibility to our elected representatives. We tend to let radio commentators do our thinking and exercise our freedom of speech for us. . . .

Speech training helps the citizen to be both tolerant and critical. Tolerance and criticism are not mutually inconsistent; they are complementary. Good citizens must be willing to listen patiently to much argument with which they do not agree; they must be just and generous to points of view quite different from their own, so long as such views are presented sincerely and in good faith. We should never forget that the open mind is more important than the open mouth. . . . But there is another side to this matter; it is possible for minds to be so open that they are drafty, so broad that they are flat. While it is important to discover that there are opinions in the world quite at variance with our own and yet held and defended just as honestly and devoutly, we must learn also that we have an obligation to be critical of careless, insincere, and illfounded assertions when they come to our attention. As we develop skill in the process of supporting our own judgments with reliable evidence, we earn the right to insist that others who make claims shall bear their fair burden of proof also.

Speech training builds convictions and faith. . . . There is a crying need in this as in every generation for citizens who have convictions on social and political issues. We must have citizens who possess and are possessed by an abiding and unshakable faith in our institutions and the fundamental philosophy upon which they rest. . . . We believe that democracy is the best form of government. Through speech we test our theories and build convictions. Only those faiths that have been expressed in our own speech function vitally and dynamically in our daily lives. Speech training helps to build creeds by which we live.

Speech training opens to the citizen his heritage of patriotic literature. . . . Our citizenship will be strengthened by an understanding of what free institutions have meant and how they have been preserved in other crises of human history.

Speech training will help to produce creative leadership. . . . By this time it would seem that the world should know that the pen is mightier than the sword and that the tongue is mightier than either. But we must guarantee that the tongues of our potential leaders are trained to charm the multitudes into the constructive programs through which alone society shall find salvation. An educational system that does not provide its creative minorities with this essential technique of leadership leaves its gates wide open for the entrance of destructive minorities who will take over and coerce the masses, using government as an agency of their own self purposes.⁴⁹

Scanlon wrote in The Quarterly Journal of Speech for October, 1949,

In a slave state speakers must be trained in thought; in a free state they must be trained in thinking. In the slave state the contents, patterns, and limits of thought are prescribed; and the loyal teacher naturally enforces this prescription. In the free state the

⁴⁹Andrew Weaver, Speech: Forms and Principles, pp. 8-16.

teacher has every reason to concern himself primarily with the steps by which a thought--any thought--is reached. Speech training in a democracy is a means of teaching the student to search for new ideas, to re-appraise old ones, to learn how to think in that empirical and inductive fashion which is anathema to the totalitarian state.

We have long lived without atomic science. Whether we can live with it in the dignity of freedom depends in large measure on our ability to solve our problems through the intelligent use of the spoken word. Oral communication is our primary means of adjusting to one another and of securing the cooperation of individuals and of groups. American education must not "fiddle" at the job of teaching speech when the fires of misunderstanding and conflict could destroy us.

Brigance has warned that "the kind of speech education the schools give American youth now will vitally influence the cultural and political system we bequeath to Americans of 2000 A.D."⁵⁰

A third justification for speech education lies in the statement, "Speech makes the man; speech is the man." Speech reflects the increasing stature of an effective individual. Speech education contributes to the two basic

⁵⁰William Norwood Brigance, "Speech in a Democratic Educational System," School Executive, 69:47, April, 1950.

aims of all education: self-realization of the individual and social adjustment of the individual. Frequently interpersonal relationships are ineffective because people cannot or will not communicate clearly. Phelps expressed this idea in The Quarterly Journal of Speech in February, 1950,

The failure of people to get along satisfactorily with others frequently is caused by the inability to speak well. It is not so much a lack of intelligence that brings unhappiness to us as it is a lack of capacity to adapt ourselves to our social surroundings. Speech is the most useful instrument that man has yet devised for establishing and maintaining satisfactory relations with others.⁵¹

Lowell Thomas once said, "I can think of nothing that is more likely to add cubits to your stature than well-rounded training in public speaking."⁵² An individual's business success, his community relationships, his influence on his own children, his recreational activities, his contribution to his times and his society will all be made more effective by the speaking he does. Efficient speaking is a means for integrating the individual and the society in which he lives.

Vocationally no high school student can afford to be deficient in speech skills. How important do leaders in

⁵¹Waldo W. Phelps, "Speech Education in California High Schools," The Quarterly Journal of Speech, 25:122-26, February, 1950.

⁵²Roy C. McCall, Fundamentals of Speech, 1946, p. 16.

various professions believe speech is in education? The following statements are representative opinions of many professional leaders and serve as a fourth justification for speech education in today's curriculum.

Mundt, United States Senator from South Dakota, expresses his opinion as follows:

After nearly fourteen years in our National Congress --ten in the House and four in the Senate--my conviction that speech education, especially training in debate, is one of the top studies by which one can fit himself for public service remains as firm as it did the day I left a career as a teacher of speech to enter the field of politics by running for Congress. In fact, I would be unable to designate any other single study that I would rank above training in public speaking as a "must" for any young American desiring to equip himself for a career in public service. . . . Speech training--especially in debate--teaches pupils to present their own viewpoints consistently, constructively, and convincingly; of equal importance, it trains people to detect the inconsistencies, the inadequacies, and the phony demagogueries which on occasion appear in the argument of one's opponents. . . .⁵³

Public policies both in the field of domestic and foreign affairs are usually the outgrowth of oral discussion in which all available wisdom is marshalled in the most compelling and convincing manner to the end that those who hear the argument may be converted to the proponent's proposals. . . .⁵⁴

Speech education in school is of vital importance to the young American who would enter public life because speech training requires group participation. . . .

⁵³Karl E. Mundt, "Speech Education and Public Service," The Bulletin of the National Association of Secondary-School Principals, A Speech Program for the Secondary School, prepared by the Speech Association of America, 38:5, January, 1954.

⁵⁴Ibid., p. 6.

Modern speech training by specially trained and prepared speech teachers is, therefore, in my opinion, something which should be made available to every pupil who seeks it in every school which is today meeting its full obligation to make today's training adequate for meeting the challenges and opportunities of tomorrow.⁵⁵

Nearly every one associates sciences and mathematics with the engineer. Farr of the Methods Engineering Council stresses also speech training for the prospective engineer.

Technical leadership must include human leadership, and human leadership is based in part upon communication. . . . There must be included knowledge of the subject, ability to impart this to others understandably, and an authoritativeness or bearing that gives others a feeling of confidence. Speech training, started early, is an important aid in the development of the latter two. . . . Practice in effective speaking develops self-confidence which is the basic ingredient in poise. . . . As the engineer advances to a position of authority in his field, he will be asked again and again to inform interested groups of recent developments, and the knowledge that his speaking ability is adequate can make this task a pleasure. The student engineer will do well to develop the art of speaking along with his technical know how.⁵⁶

Hill, Education Director of the Central Division of the National Association of Manufacturers, states that "Speech training is of top-ranking importance to the industrialist." Hill bases this belief partly on the fact that the industrialist must meet the following occasions

⁵⁵Ibid., p. 7.

⁵⁶Donald E. Farr, "Speech Training for Prospective Engineers," The Bulletin of the National Association of Secondary-School Principals, A Speech Program for the Secondary School, prepared by the Speech Association of America, 38:7-8, January, 1954.

that call for speech: the industrialist achieves offices in clubs, lodges, government, boards, and foundations; the industrialist constantly strives to improve employee relations, a program dependent upon communication; industrialists often speak to students in colleges, and there are frequent college-industry conferences and training sessions. Two traits stressed by industry as necessary to succeed in a job are "the ability to express one's self, and the ability to get along with fellow workers." The above facts are but part of the evidence given by Hill to support his judgment of the value of speech training to industry.⁵⁷

Brown, Executive Vice-President of the Ohio Junior Chamber of Commerce, expressed his belief in the value of speech training for the junior executive in the following words:

One of the basic aims of the Junior Chamber of Commerce is leadership training, and Jaycees universally recognize that speech training is an integral part of any rounded program to reach this objective. Jaycee membership is composed of young men between the ages of twenty-one and thirty-five, predominantly young businessmen, and in their daily work two important reasons for speech training are constantly brought to their attention: 1) In every field of business enterprise, skill

⁵⁷Charles N. Hill, "The Value of Speech Training for Men in Industry," The Bulletin of the National Association of Secondary-School Principals, A Speech Program for the Secondary School, prepared by the Speech Association of America, 38:8-10, January, 1954.

in human relations is the fundamental prerequisite to success--and the ability to communicate simply, effectively, and persuasively is the keystone of this skill. 2) It is of vital importance that businessmen be able to present to others, in clear terms, the benefits which all derive from the functioning of our business system. . . . Jaycees recognize that speech training is prerequisite to personal success and essential to the survival of a free, democratic society. To help meet this need, they carry on formal and informal speech training within their local organizations and sponsor nation-wide contests to stimulate the development of speech skills in the high schools.⁵⁸

Sexton, Director of Education for UAW-CIO, voices labor's support of speech education:

Millions of boys and girls who are now in high school will belong to one union or another some time within the next ten or fifteen years. Their ability to function effectively within these organizations will, to a large extent, determine the kind of lives that they will lead, and most especially the kind of economic rewards that they will receive for their work. In order to be able to function effectively within labor unions, one must be able to talk sensibly and effectively, as well as to listen. In common with most modern organizations, labor unions increasingly are attempting to assist their members in developing the skills of communication. As in the rest of our society, a revolution in the arts of communication is in progress within the labor union movement. Discussion increasingly replaces declamation as participation in the movement grows, and as need for the orator and agitator declines. In the union hall and at the bargaining table, persons skilled in communication are at a premium and their talents are highly valued. These people are able to help win economic rewards not only for themselves as

⁵⁸Dwight Brown, "Speech Training for the Junior Executive," The Bulletin of the National Association of Secondary-School Principals, A Speech Program for the Secondary School, prepared by the Speech Association of America, 38:10-12, January, 1954.

individuals but also for their fellow workers. As a result, they very often win considerably prestige amongst their fellows. They may even become important and influential officials of the organizations to which they belong. With the support of the unions, they are also very often effective in influencing the affairs of the communities in which they live. The ability to communicate is all but indispensable in a democratic society. The high school pupil who develops this skill may very well find that its exercise will bring to him greater rewards than any other skill that he has acquired while at school.⁵⁹

Two of the needs that a doctor has for speech are recorded by Margulies of Des Moines, Iowa:

Each contact with a patient is a "speech situation" of the most sensitive kind. Facial expressions, gestures, inflections used in conversation, even the construction of sentences or phrases may mean the difference between health and illness. . . . In recording the patient's history, the doctor must describe in modified terms the symptoms he has just heard, but they must be reduced to the common denominator of precise terminology. To do this he must have a control of the instruments of communication which can come only with many years of training. A belated short course in public speech or English literature is a completely inadequate substitute for early experience in the formation of correct speech habits.⁶⁰

The role of oral communication in the Air Force has been expressed by Colonel Myers, Chief of the Presentation

⁵⁹Brendon Sexton, "Labor Supports Speech Education," The Bulletin of the National Association of Secondary-School Principals, A Speech Program for the Secondary School, prepared by the Speech Association of America, 38:12-13, January, 1954.

⁶⁰Dr. Harold Margulies, "The Doctor's Needs for Speech," The Bulletin of the National Association of Secondary-School Principals, A Speech Program for the Secondary School, prepared by the Speech Association of America, 38:14-15, January, 1954.

Support Division Office, Secretary of the Air Staff,
Washington, D.C.:

It can be said that the work of the United States Air Force could not go on without oral communication. . . . Every conceivable area in which one person supervises or commands or works with others, involves the use of oral communication for purposes of instruction and direction. Every squadron leader, every non-commissioned officer, every group commander, every staff officer must make and reinforce, in spoken terms, the assignments involved in the task. . . . The long and frequently elaborate briefing sessions, in which a commander informs crew members of a training or combat mission, testify to the necessity of insuring that such performance is not only immediately understood but is also sufficiently motivated so that those who listen understand and will want to do what is involved. One of the factors in gauging a man's overall abilities to assume command or other responsibilities is the determination of his ability to speak effectively and persuasively. . . . People, who have been trained to know without having corresponding training in the art and skills of explaining what they know, frequently provide much less help to the solution of problems than should ordinarily be the case. . . . Major General Harmon, the Judge Advocate General of the Air Force, said in a recent conversation, "An individual might be the best lawyer, scientist, or the best anything in the world, but, if he is not able to communicate his ideas to others, he can very easily be doomed to professional failure."⁶¹

Recently the Society for the Advancement of Management sent out questionnaires to five thousand business executives and five hundred deans and professors of

⁶¹Colonel Eugene E. Myers, "The Role of Oral Communication in the Air Force," The Bulletin of the National Association of Secondary-School Principals, A Speech Program for the Secondary School, prepared by the Speech Association of America, 38:16-17, January, 1954.

business administration, asking them to list, in the order of relative importance, all the various subjects they thought should be taught in schools of commerce and business. Both groups rated public speaking at the very top of the list, far above accounting, economics, and all other technical business courses.⁶² It is obvious that speech is a practical tool in the business and professional world.

Perhaps the importance of speech in education can best be summed up in the words of Weaver:

Speech is man's greatest discovery and invention. . . . Speech forms that inner stream of awareness which we call mind. . . . Were speech to fail, our intelligence would lapse to the level of beasts, each individual would dwell apart from his fellows, the structure of society would crumble, the very fabric of life itself would disintegrate, and all the vital processes of civilization would grind to a faltering stop. Speech reflects the history of all that is past and prophesies all that is yet to be. Of speech Confucius said, "What man requires to administer government is that in his words there be nothing incorrect." Dante sang, "It must be done by speech or not at all." And mindful of the power of speech, Mentor Graham, humble teacher of the immortal Lincoln, charged his pupil never to forget that "the right words will guide the world." Speech is man's greatest achievement and his crowning glory.⁶³

"Without speech I can exist," said the sage, "but I cannot live."

⁶²Willard J. Friederich and Ruth A. Wilcox, Teaching Speech in High Schools, p. 6.

⁶³Andrew T. Weaver, "What is Speech? A Symposium," The Quarterly Journal of Speech, 41:153, April, 1955.

This study is a research project attempted to ascertain the status of speech education in the public high schools of the State of California in the spring semester of 1954. It is hoped that the data herein presented will prove of value both to students who are preparing to teach speech and to teacher training departments. The opening chapter attempts to establish the importance of speech in education both through a brief historical record of the existence of speech in education and through four justifications for its inclusion in today's curriculum. Chapter II is a review of previous related studies. Chapter III is a detailed statement of the problem for this study. Chapter IV is a brief account of the procedure used. Chapter V is the presentation of the data; and Chapter VI is an interpretation and summary of the data presented in this study.

CHAPTER II

RELATED STUDIES

This chapter on related studies in the field of speech education has been divided into two main sections. The first section will present data on representative speech education research projects that have been carried out in various sections of the United States, and the second part will deal specifically with speech education surveys in the State of California.

Studies in states other than California. As early as 1918, a speech education survey was made in twenty-six leading normal schools in various sections of the country. Thirteen normal schools had one speech teacher each; three had two; three had three; and seven had none. Six of the normal schools offered oral work in the English department by regular English teachers; four offered work in the English department by special teachers of speech; and sixteen had separate departments, such as Expression, Reading, Technical English, and Public Speaking.¹

¹Elmer H. Wilds, "Speech Education in Normal Schools," The Quarterly Journal of Speech Education, 4:306, May, 1918.

In 1921, Williams at the University of Wisconsin studied the curricula of one thousand high schools accredited by the North Central Association in seventeen member states. He found that only three states, Montana, Indiana, and South Dakota, offered speech in half or more than half of the schools. In the states of Missouri, Kansas, Michigan, Ohio, and Wisconsin, speech was taught in less than one-fourth of the schools. In general the bulletins issued by the state departments of the eastern and southern states contained no references to speech work. Maine and Louisiana did make some provisions for speech training, and New York required that one hour per week per year in secondary schools be devoted to oral English. Of the 1,032 accredited schools in the North Central Association, only 30.3 per cent gave some kind of speech work.²

By 1928 there had been a change in the status of speech training in the teacher training institutions. On December 28th of that year, the National Association of Teachers of Speech authorized a Committee on Speech Education to conduct a survey in teachers' colleges and normal

²R. E. Williams, "A Survey of Speech Training in High Schools of the United States with Recommendations for its Improvement," The Quarterly Journal of Speech, 8:224-25, June, 1922.

schools throughout the United States. Questionnaires were sent to every teacher training institution, and 85 per cent of them were returned. The committee in its report on January 1, 1930, revealed that the speech program in teachers' colleges and normal schools showed definite progress. The academic training of instructors had improved.

There was a decrease in the number of schools offering the speech work on a purely elective basis. One-half the institutions offering speech work were following a system of prerequisites for advanced courses. A general foundation course was being offered more frequently. The survey showed that the teacher training institutions were aware of the need for speech training of teachers, and that the schools were revising their curricula to meet this need.³

Approximately nine years later in 1937 Reutter analyzed and evaluated the speech courses being offered in the secondary schools of South Dakota. He found that 75 per cent of the schools reporting offered speech as a regular subject, and that slightly more than 50 per cent required speech for graduation. The amount of credit

³Committee on Speech Education in Teachers' Colleges and Normal Schools, National Association of Teachers of Speech, A Report, The Quarterly Journal of Speech, 16:43-44, February, 1930.

given for the speech course varied from one-fourth to two.⁴

Krefting in 1937 and 1938 conducted a survey of the state courses of study for speech in various parts of the country. She found that in the west the three states of Arizona, Colorado, and Idaho were most active in speech work; and New Mexico, Nevada, and Washington were the least active. In the east the speech activities were mainly extracurricular. However, in Pennsylvania every secondary school was giving attention to oral English and public speaking. In New York all high school English courses had oral expression as part of their regular work; and 20 per cent of the students were receiving training in speech in addition to the English courses.⁵ In the south, five states had separate courses of study for speech, and nine states included speech training in the English course of study. Both Oklahoma and Florida stressed extracurricular speech. The state of Tennessee referred to their work as the "speech arts." Kentucky offered remedial work in speech. Both

⁴Delbert Reutter, "An Analysis and Evaluation of the Speech Courses in the Secondary Schools of South Dakota" (unpublished Master's thesis, University of South Dakota, 1937).

⁵Clara Krefting, "The Status of Speech Training in the Secondary Schools of Western and Eastern States," The Quarterly Journal of Speech, 24:248, April, 1938.

Mississippi and South Carolina considered speech as part of English.⁶ All twelve states of the central area reported some speech training, which varied from extensive work in Wisconsin to little activity in South Dakota. South Dakota did require one semester of speech as part of the third-year English course. In the 222 secondary schools of the central area there were 264 teachers of speech.⁷

A survey of speech education in the high schools of Pennsylvania was made by Lynch in 1939. This survey revealed that 14 per cent of the Pennsylvania schools reporting offered speech as a separate course; 38 per cent combined speech with other courses; and 46 per cent offered extra-curricular speech. Slightly more than half of the teachers, 52.6 per cent, had had speech while in college. Speech was required in only three schools, a fact which lead Lynch to conclude that speech education actually was not considered a necessary part of the curriculum but was regarded as extra, supplementary, or ornamental.⁸

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

⁷Clara Krefting, "The Status of Speech Training in the Central States," The Quarterly Journal of Speech, 23: 594-602, December, 1937.

⁸G. K. Lynch, "A Survey of Speech Education in the High Schools of Pennsylvania" (unpublished Master's thesis, Pennsylvania State College, 1939), pp. 112-21.

Mackin in his study of the status of speech education in Michigan in 1940 found that 54 per cent of the schools reporting offered one or more separate courses in speech; that 43 per cent had no speech courses; that the majority of those offering speech allowed one unit of credit; and that only .07 per cent of the schools required speech for graduation.⁹

In 1940, also, Schultz studied the status of speech education in the Northeastern educational district of Ohio. She learned that 50 per cent of the schools reporting offered no speech course as a part of the regular curriculum. Of the schools that did offer speech, 83 per cent gave one or more units of credit for the course. In schools with speech courses, the course was an elective and not required. All of the schools did report, however, an extensive extra-curricular speech program. Four speech teachers had had no speech training, and 42 per cent of the speech teachers lacked a minimum of fifteen hours.¹⁰

⁹Edward Mackin, "The Status of Speech Education in Michigan" (unpublished Master's thesis, Wayne University, 1940), p. 257.

¹⁰Dorothy Schultz, "The Status of Speech Education in the Secondary Schools of N. E. Educational District of Ohio" (unpublished Master's thesis, Ohio State University, 1940), pp. 67-71.

A third study in 1940 was that of Ritter, who made a nationwide study on the training of speech teachers in secondary schools. He found that in general the teachers were not adequately trained. His recommended speech background for the secondary school speech teacher included two units of speech science, four units of interpretation, ten units of original speech, and six units of drama. Ritter also made the following three recommendations: (1) that prospective English teachers be required to take a course in speech; (2) that a course in speech correction be required of prospective teachers of speech; and (3) that instruction in speech education be given by every institution attempting to prepare students for the teaching of speech in secondary schools.¹¹

Alabama schools were the subject of a study by Anthony in 1941. She found that 22.2 per cent of the schools reporting offered speech or dramatic arts courses, but that in none of the schools was a speech course required. Twenty of the schools did offer speech credit, but the State Department of Education did not recognize the speech credit as one

¹¹Paul Ritter, "Speech Education in the Public Secondary Schools with Emphasis on the Training of Teachers of Speech" (unpublished Doctoral dissertation, The University of Southern California, 1940), cited by Waldo Woodson Phelps, "A Survey of Speech Education in the Public Senior High Schools of California" (unpublished Doctoral dissertation, The University of Southern California, 1949), p. 15.

of the sixteen units required for graduation.¹²

Trione in her survey of speech education in the small high schools of Wisconsin in 1941 found that speech in some form was available in all of the schools reporting, but that only 231.3 per cent of them offered speech as a separate course.¹³

A study made by Petty in 1944 in Kansas no doubt reflected the fact that during the war years speech departments were being reduced because of the shortage of teachers. She found that 45 per cent of the schools reporting offered general speech courses, and 8 per cent combined speech with English.¹⁴

The speech program in the high schools of New Mexico was found to be weak according to a study made by Purcell in 1946. She reported that slightly more than one-third of the schools offered separate courses in speech. The

¹²Nina Jo Anthony, "A Survey of Speech Education in the Secondary Schools of Alabama" (unpublished Master's thesis, University of Alabama, 1941), p. 291.

¹³Phyllis Anne Trione, "A Survey of Speech Education in the Small High Schools of Wisconsin with Implications for Prospective Teachers of Speech" (unpublished Master's thesis, University of Wisconsin, 1941), p. 216.

¹⁴Mary Deane Petty, "Status of Speech Education in the High Schools of Kansas, 1943-44" (unpublished Master's thesis, University of Denver, 1944), p. 149.

majority of these considered speech an elective subject; only two schools required speech. The majority of the schools included speech as part of the English course or as an extracurricular activity. However, the extracurricular program was found to be weak also, the most popular activity being the presentation of plays. There was no state program of speech correction in New Mexico. Most of the instructors who handled the speech work had neither a major nor a minor in the speech field, but were English teachers.¹⁵

Montgomery reported in 1950 that in the western states not more than 27 per cent of the high schools of any one state had debate teams. According to Schmidt, in 1949, the eastern states must have had about 2 per cent participation in debate, since all of New England, New York, New Jersey, and Maryland schools together had about 430 high school debate teams and the Statistical Abstract for 1946 reported about 3,700 high schools in those areas.¹⁶

In 1950, according to the summary of a few of the more progressive states in the matter of speech education, prepared by Knower for the Ohio Association of College

¹⁵Marian Helen Purcell, "A Survey of Speech Education in the Public High Schools of New Mexico" (unpublished Master's thesis, University of Denver, 1946), p. 209.

¹⁶Willard J. Friederich and Ruth A. Wilcox, Teaching Speech in High Schools, p. 154.

Teachers of Speech, no state had speech courses in more than 63 per cent of its high schools. No state reported more than fifty speech correctionists, and only four reported more than thirty.¹⁷

Studies in the state of California. In 1937 Dr. Kersey, Superintendent of Schools for Los Angeles, investigated through a committee the amount and extent of speech education in the city schools. He found that most schools were doing almost nothing in specific speech training and that the main reason for this condition was the lack of teachers trained in speech. He recommended that all tenth grade English be oral and that there be additional separate speech course work.¹⁸

A year later, in 1938, Karr made a study of the Los Angeles County secondary schools in an attempt to discover whether or not there were any significant changes in curricula, in methods, or in the results of speech training as a result of the integration of social studies and English. He learned that integration had not decreased the number of

¹⁷Ibid., p. 10.

¹⁸Robert Cathcart, "Investigating California High School Speech Activities to Determine the Need for an Improved Speech Program" (unpublished Master's thesis, Redlands University, 1947), p. 53.

specialized speech classes, the number of speech teachers, nor the extent of remedial instruction. There did seem to be a movement away from some forms of speech contests.¹⁹

An investigation into the speech activities in California high schools to determine whether or not these schools had established and maintained an adequate speech training program was conducted by Catheart in 1947. He discovered that 50 per cent to 80 per cent of the schools reporting offered specialized speech courses, which were usually public speaking or dramatics on an elective basis. Ten per cent of the schools required one semester of speech for graduation. Forty-five per cent of the schools claimed that speech training was being given in other courses, in most cases by English teachers. Sixty-five per cent of the schools had an extracurricular speech program. The extracurricular speech was handled by interested teachers or by teachers with the lightest teaching program. The majority of the high schools were doing nothing about speech

¹⁹Harrison Karr, "An Investigation of Speech Activities in the High Schools of Los Angeles County with Special Attention to the Effects of an Integrated Program upon the Aims, Methods, Results of Speech Training" (unpublished Doctoral dissertation, The University of Southern California, 1938), cited by Waldo Phelps, "A Survey of Speech Education in the Public Senior High Schools of California" (unpublished Doctoral dissertation, University of California, 1949), p. 20.

disorders.²⁰

Two years later, in 1949, Phelps also conducted a survey of speech education in the public senior high schools of California. He found that of the total enrollment of the eighty-four schools he visited, 7.5 per cent of the students were enrolled in curricular speech classes.²¹ The curricular emphasis in the required and elective speech classes was as follows: 3.6 per cent, public speaking; 3 per cent, drama; .5 per cent, radio; and .2 per cent, debate.²² Three and two-tenths per cent of the teachers were engaged in teaching speech with only .7 per cent of these on a full-time speech schedule.²³ In the extracurricular speech program, 80 per cent included dramatics; 23 per cent included debate; 24 per cent included radio broadcasting; and 55 per cent included participation in community activities.²⁴ In the remedial speech program 27 per cent of the

²⁰Cathcart, loc. cit.

²¹Waldo Woodson Phelps, "A Survey of Speech Education in the Public Senior High Schools of California" (unpublished Doctoral dissertation, University of Southern California, 1949), p. 76.

²²Ibid., p. 78.

²³Ibid.

²⁴Ibid., p. 79.

schools had arrangements for speech clinic assistance. However, less than .5 per cent of the students were actually being given help.²⁵ As far as the speech training of the teachers was concerned, Phelps found that 26 per cent of the speech instruction was being given by teachers with a speech major; 31 per cent, by teachers with a speech minor; and 42 per cent, by teachers with less than a speech minor.²⁶

Surveys in the field of speech education have been conducted at intervals in all parts of the country since 1918; each succeeding study has revealed the progress being made in the extent and amount of speech training.

²⁵Ibid., p. 80.

²⁶Ibid., pp. 81-83.

CHAPTER III

STATEMENT OF THE PROBLEM

For five thousand years speech has played a role in education. The chapter on Related Studies revealed just how important the role of speech was in education from 1918 to 1949. The concern of this thesis is the present role of speech education in the public high schools of the State of California.

I. DEFINITIONS OF TERMS USED

Speech education. Speech is the oral communication of an idea. "Speech education" is the teaching of theory, principles, and techniques that help to develop this oral communication into a skill and an art. Speech education includes the classical traditions of public speaking, debate, and persuasion; the newer concepts of social and business speech, drama, discussion, and corrective speech; and the current media of mass communication, radio, and television. All speech education may be classified into three main categories: original speech, interpretative speech, and scientific speech.

Public high schools. "Public high schools" are those schools supported not by private groups but by the state and

which include either grades nine through twelve as a four-year high school or grades ten through twelve as a senior high school.

II. THE PROBLEM

Statement of the problem. The problem considered by this thesis is the extent and amount of speech education in the public high schools of the State of California.

Required speech classes. One phase in ascertaining the status of speech education is to establish the extent to which high school students are enrolled in required speech classes. Definite data needs to be obtained as to the grade level of the required speech class, the size of the class, the requirements for admission, the length of the course, the textbooks used, the amount of credit earned toward graduation, and the classification of the course in relationship to English.

Elective speech classes. A second phase in examining the status of speech education is to learn the extent to which high school students are enrolled in the following elective speech classes: general speech, drama, debate, radio, and television. The data suggested above for the required speech classes should also be secured for the elective speech classes. Certain aspects of the problem are

related to specific elective courses. Drama raises questions in regard to the following: the inclusion of stagecraft, the place for rehearsals, the number and type of dramatic productions, and the use of play proceeds. Whether or not the national high school debate topic is used is of interest in evaluating debate. Pertinent to the status of radio and television speech is the frequency of broadcasts and telecasts.

Extracurricular speech. A third aspect in the status of speech education is the extent of the extracurricular speech program. This would be revealed through the type of activities considered extracurricular, the amount of graduation credit given, the community speech activities, and the contests in which the students participate, and the state and national speech organizations to which the students belong.

Clinical speech. A fourth consideration in learning the status of speech education is the extent of the clinical or corrective speech work. The availability of a speech clinician and the method of allowing time for the clinical work are important.

Curricular emphases. A fifth question related to the status of speech education is concerned not only with the

curricular emphases in speech classes, but also with the aspects of speech emphasized in both English and social studies classes. Of interest too is the correlation of the speech activities with other departments.

Speech equipment. The amount of equipment available for speech work is a sixth consideration in establishing the status of speech education.

Evaluation. A seventh phase of the problem is data concerning the oral and written evaluation of the speech activities.

Teachers of speech. Another important part of the status of speech education is related to the extent and amount of the speech training of the teachers who provide the speech instruction. Pertinent too is information regarding the class load of the teachers and compensation for the teacher of extracurricular speech.

Differences relative to size. Significant to the status of speech education will be the revelation of any differences relative to the above questions that are caused by differences in the size of the schools.

These specific questions all have a bearing upon the status of speech education in the secondary schools of California. The following chapter describes the procedure by which the answers to these questions were secured.

CHAPTER IV

PROCEDURE

The procedure used in this study is descriptive research based upon the research survey. Whitney defines descriptive research as "fact-finding with adequate interpretation."¹ The research survey is

. . . an organized attempt to analyze, interpret, and report the present status of a social institution, group, or area. It deals with a cross-section of the present, of duration sufficient for examination--that is, present time, not the present moment. Its purpose is to get groups of classified, generalized, and interpreted data for the guidance of practice in the immediate future.²

This research survey was conducted by means of a four-page questionnaire which was sent to speech teachers in two hundred high schools in the State of California. A copy of the questionnaire may be found in the Appendix. A code number on the questionnaire identified the size of school replying. The names of the two hundred speech teachers were secured from the California School Directory; the questionnaire was sent not just to a school, but to a specific teacher within the school.

¹F. L. Whitney, The Elements of Research (third edition), p. 160.

²Ibid., p. 161.

The questionnaire was devised with the thought of requiring a minimum amount of writing on the part of the recipient. Consequently, the format of the questionnaire was two columns per page with brief questions requiring single word answers or short, objective multiple choice answers that needed only to be checked.

The returned questionnaires were divided into five groups according to the size of the school replying as revealed in the code number on the questionnaire. One group represented schools under five hundred in enrollment; a second group, schools 501 to 1,000; a third, schools 1,001 to 1,500; a fourth, schools 1,501 to 2,000; and a fifth, schools 2,001 to 2,500.³

In tabulating the answers, a separate chart was made for each specific question asked; each chart was divided into the five enrollment groups. From the tabulation charts, percentages were then figured based upon the number of returns in each enrollment group. The percentages were recorded on tables and are presented in Chapter V.

³This division into small, medium, and large high schools follows the division commonly used by the National Association of Secondary-School Principals in their monthly Bulletin.

CHAPTER V

PRESENTATION OF THE SURVEY DATA

What was the status of speech education in the secondary schools of California during the spring semester of 1954? The following chapter by explanations and tables will present the data obtained from the questionnaires.

I. SCHOOLS PARTICIPATING IN SURVEY

Number of schools. Table I shows that a total of 200 questionnaires were sent to secondary schools in California and that 132 replies were received. To schools with an enrollment of less than 500, forty-two questionnaires were sent and twenty-six replies received, a percentage return of 61.9 per cent. Fifty-two questionnaires were sent to schools with an enrollment of 500 to 1,000; thirty-eight replies were received, a percentage of 73.07 per cent. To schools with an enrollment of 1,000 to 1,500, forty-five questionnaires were sent and thirty-two replies received, representing 71.11 per cent return. To schools with an enrollment of 1,500 to 2,000, thirty-nine questionnaires were sent and twenty-one replies were received, representing 53.84 per cent return. Twenty-two questionnaires were sent to schools enrolling 2,000 to 2,500 students; fifteen replies were received, a return of 68.18 per cent. The total per

TABLE I
NUMBER OF QUESTIONNAIRES SENT AND RETURNED

Enrollment	Number Sent	Number Returned	Per Cent Reply
0 - 500	42	26	61.90
501 - 1,000	52	38	73.07
1,001 - 1,500	45	32	71.11
1,501 - 2,000	39	21	53.84
2,001 - 2,500	22	15	68.18
Total	200	132	66.00

cent return of the 200 questionnaires was 66 per cent. After the tabulations of the answers had already been completed, five additional replies to the questionnaire were received; these replies are not included in the data herein presented.

Class of school. A picture of the type of secondary school replying to the questionnaire is presented in Table II. Of the twenty-six replies from schools with an enrollment of less than 500, two of the schools, or 7.69 per cent, were senior high schools that included grades ten through twelve; twenty-three, or 88.46 per cent, were high schools that included grades nine through twelve; and one, or 3.85 per cent, was a school that included grades seven through twelve. Of the thirty-eight questionnaires from schools with an enrollment of 500 to 1,000, eleven, or 28.82 per cent, were senior high schools that included grades ten through twelve; twenty-seven, or 71.18 per cent, were high schools that included grades nine through twelve. Of the thirty-two replies from schools with an enrollment of 1,000 to 1,500, eleven, or 34.37 per cent, were from senior high schools that included grades ten through twelve; nineteen, or 59.38 per cent, were high schools that included grades nine through twelve; and two, or 6.25 per cent, were schools that included grades seven through twelve. Of the

TABLE II
TYPE OF SECONDARY SCHOOL REPLYING

Enrollment	No. of Replies	Type of Secondary School					
		Grades 10-12		Grades 9-12		Grades 7-12	
		#	%	#	%	#	%
0 - 500	26	2	7.69	23	88.46	1	3.65
501 - 1,000	38	11	28.82	27	71.18		
1,001 - 1,500	32	11	34.37	19	59.38	2	6.25
1,501 - 2,000	21	10	47.62	10	47.62	1	4.76
2,001 - 2,500	15	10	66.66	5	33.34		
Total	132	43	32.58	84	63.64	4	3.03

twenty-one replies from schools with an enrollment of 1,501 to 2,000, ten, or 47.62 per cent, were senior high schools that included grades ten through twelve; ten, or 47.62 per cent, were high schools that included grades nine through twelve; and one, or 4.76 per cent, was a school that included grades seven through twelve. Of the fifteen replies from schools with an enrollment of 2,001 to 2,500, ten, or 66.67 per cent, were senior high schools that included grades ten through twelve; five, or 33.34 per cent, were high schools that included grades nine through twelve. Of the total 132 questionnaires returned, forty-three, or 32.58 per cent, represented senior high schools that included grades ten through twelve; eighty-four, or 63.64 per cent, represented schools that included grades nine through twelve; and four, or 3.03 per cent, represented schools that included grades seven through twelve.

II. GENERAL SPEECH CLASSES

Required General Speech

Number of required speech classes. The number of schools that had required speech classes is shown in Table III. Of the twenty-six schools with an enrollment of less than 500, five, or 19.23 per cent, had required speech classes. Of the thirty-eight schools with an enrollment of 501 to 1,000, two, or 5.26 per cent, had required speech

TABLE III
 NUMBER OF SCHOOLS WITH REQUIRED SPEECH CLASSES

Enrollment	Replies	Required Speech Classes	
		#	%
0 - 500	26	5	19.23
501 - 1,000	38	2	5.26
1,001 - 1,500	32	5	15.63
1,501 - 2,000	21	2	9.52
2,001 - 2,500	15	2	13.33
Total	132	16	12.12

classes. Of the thirty-two schools with an enrollment of 1,001 to 1,500, five or 15.63 per cent, had required speech classes. Of the twenty-one schools with an enrollment of 1,501 to 2,000, two, or 9.52 per cent, had required speech classes. Of the fifteen schools with an enrollment of 2,001 to 2,500, two, or 13.33 per cent, had required speech classes. Sixteen schools, or 12.12 per cent, had required speech classes.

Grade level of required speech classes. The grade level at which speech classes were required is shown in Table IV. Of the schools with an enrollment of less than 500, one school required a speech class at grade seven; two had required speech classes at grade eleven; and two had required speech classes that included students from both grades eleven and twelve. Of the schools with an enrollment of 501 to 1,000, one school had a required speech class at grade ten; two schools required speech classes at grade eleven; and one school required a speech class at grade twelve. Of the schools with an enrollment of 1,001 to 1,500, one school required a speech class at grade seven; one at grade eight; one at grade nine; two at grade ten; and one that included students from both grades eleven and twelve. Of the schools with an enrollment of 1,501 to 2,000, one required a speech class at grade nine; one included

TABLE IV
 DISTRIBUTION OF REQUIRED SPEECH CLASSES AS TO GRADE LEVEL

Enrollment	Grade Level						
	7	8	9	10	11	12	11-12
0 - 500	1				2		2
501 - 1,000				1	2	1	
1,001 - 1,500	1	1	1	2			1
1,501 - 2,000						1	1
2,001 - 2,500			1				1
Total	2	1	2	3	4	2	5

students from both grades eleven and twelve; and one school required student body officers to take speech. Of the schools with an enrollment of 2,001 to 2,500, one school required a speech class at grade nine; one school required a speech class that included students from both grades eleven and twelve.

Size of required speech classes. Table V presents the size of the required speech classes. Of the schools with an enrollment of less than 500, one school reported a required speech class of ten students; two schools had required speech classes of twenty students; and one school had twenty-five students in the required speech class. Of the schools with an enrollment of 501 to 1,000, one school had a required speech class with twenty-four students; and one had twenty-five students. Of the schools with an enrollment of 501 to 1,000, one school had a required speech class with twenty-four students; and one had twenty-five students. Of the schools with an enrollment of 1,001 to 1,500, two schools had thirty students in the required speech classes; one school had thirty-five students; one school had thirty-seven students; and one had forty. Of the schools with an enrollment of 1,501 to 2,000, one school had thirty students in the required speech class. Of the schools with an enrollment of 2,001 to 2,500, one school had twenty-five students

TABLE V
CLASS SIZE OF REQUIRED SPEECH CLASSES

Enrollment	Class Size					
	1-15	16-20	21-25	26-30	31-35	35
0- 500	1	2	1			
501-1,000			2			
1,001-1,500				2	1	2
1,501-2,000					1	
2,001-2,500			1	1		
Total	1	2	4	3	2	2

in the required speech class; and one had thirty students. The size of the required speech classes ranged from ten students to forty students.

Textbooks used by required speech classes. The titles and the authors of the textbooks used by the required speech classes are listed in Table VI. Of the schools with an enrollment of less than 500, one used Our Speech by Dodd and Seabury; and one used Better Speech by Weaver, Borchers, and Woolbert. Of the schools with an enrollment of 501 to 1,000, two schools used Ease in Speech by Painter. Of the schools with an enrollment of 1,001 to 1,500 one school used Personality Through Speech by Atkinson; one used Living Speech by Borchers; one used You and Your Speeches by Buehler; one used Your Voice and Speech by Raubicheck; one used Speech: A High School Course by Sarett, Foster, and McBurney; one used Your Speech and Mine by Watkins and Frost. Six schools did not report the textbooks being used.

Graduation credit for required speech class. Table VII, page 63, shows the number of schools giving credit toward graduation for the required speech classes. Three schools, or 11.54 per cent, with an enrollment of less than 500 gave credit toward graduation. Two schools, or 5.26 per cent, with an enrollment of 501 to 1,000 gave credit. Four schools, or 12.5 per cent, with an enrollment of

TABLE VI

TEXTBOOKS USED BY REQUIRED SPEECH CLASSES

Textbook	0-500		501-1,000		1,001-1,500		1,501-2,000		2,001-2,500		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
Atkinson, <u>Personality Through Speech</u>					1	3.13					1	.75
Borchers, Gladys, <u>Living Speech</u>					1	3.13					1	.75
Buehler, E.D. <u>You and Your Speeches</u>					1	3.13					1	.75
Dodd, Celeste, and Hugh Seabury, <u>Our Speech</u>	1	3.85									1	.75
Painter, Margaret, <u>Ease In Speech</u>			2	5.26							2	1.5
Raubicheck, Letitia <u>Your Voice and Speech</u>					1	3.13					1	.75
Sarett, Lew, Wm. Foster & James McBurney, <u>Speech: A High School Course</u>					1	3.13					1	.75
Watkins, Rhoda & Eda Frost, <u>Your Speech and Mine</u>					1	3.13					1	.75
Weaver, Andrew, Gladys Borchers & Chas. Woolbert, <u>Better Speech</u>	1	3.85									1	.75

TABLE VII
SCHOOLS GIVING CREDIT TOWARD GRADUATION FOR
REQUIRED SPEECH COURSES

Enrollment	No.	Percentage
0- 500	3	11.54
501-1,000	2	5.26
1,001-1,500	4	12.5
1,501-2,000	0	.0
2,001-2,500	2	13.33
Total	11	8.3

1,001 to 1,500 gave credit; and two schools, or 13.33 per cent, with an enrollment of 2,001 to 2,500 gave credit. No schools with an enrollment of 1,501 to 2,000 reported giving credit toward graduation for required speech classes.

Length of required speech course. In Table VIII is revealed the length in time of the required speech courses. Three, or 60 per cent, of the schools with required speech courses in the enrollment group of under 500 had a one-semester course; two, or 40 per cent, had a two-semester course. Both schools reporting a required speech course in the enrollment group of 501 to 1,000 had a one-semester course. All five of the schools in the enrollment group of 1,001 to 1,500 had a one-semester course. Both schools with required speech course in the enrollment group of 1,501 to 2,000 had a one-semester course. Both schools with required speech courses in the enrollment group of 2,001 to 2,500 had two-semester courses. Seventy-five per cent of the schools with required speech classes had one-semester courses; and 25 per cent had two-semester courses.

Relationship to English. Table IX, page 66, lists the circumstances under which the required speech course might be substituted for English. Of the schools with an enrollment of less than 500, one school required the speech course in place of one-half year of English; one school

TABLE VIII
 LENGTH OF REQUIRED SPEECH COURSE

Enrollment	One Semester		Two Semesters	
	No.	Percentage	No.	Percentage
0- 500	3	60.	2	40.
501-1,000	2	100.		
1,001-1,500	5	100.		
1,501-2,000	2	100.		
2,001-2,500			2	100.
Total	12	75.	4	25.

TABLE IX

CIRCUMSTANCES UNDER WHICH REQUIRED SPEECH COURSE
MAY BE SUBSTITUTED FOR ENGLISH

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	#	%	#	%	#	%	#	%	#	%	#	%
None			1	2.63	1	3.12	1	4.76	1	6.67	4	3.
Considered in Eng. course	1	3.85			2	6.25					3	2.27
Substituted for specific yr. of Eng.			1	2.63							1	.75
If certain grade point av.							1	4.76	1	6.67	2	1.5
Special permission	1	3.85									1	.75
For non-college student	1	3.85									1	.75

substituted the course for English if grade level credit was lacking; and one school required non-college students to take the required speech course in place of English. Of the schools in the enrollment group of 501 to 1,000, one school permitted no substitution; and one school permitted the speech course to be substituted for senior English. Of the schools with an enrollment of 1,001 to 1,500, one school permitted no substitution; one school considered the speech course an English course for either general or college preparatory majors; and one school replaced one semester of tenth grade English with the required speech class. Of the schools with an enrollment of 1,501 to 2,000, one school permitted no substitution; and one school permitted the speech course to be substituted for senior English if the student had a grade of "B." Of the schools with an enrollment of 2,001 to 2,500, one school permitted no substitution of the required speech course for English; and one school permitted a substitution if the student had a "C" average the four previous semesters.

Elective General Speech

Number of elective general speech classes. Table X shows the number of schools with elective general speech classes. Twenty-two schools, or 84.62 per cent, with an enrollment of under 500 had elective general speech classes.

TABLE X
SCHOOLS WITH ELECTIVE GENERAL SPEECH CLASSES

Enrollment	Replies	Elective Speech	
		No.	Per Cent
0- 500	26	22	84.62
501-1,000	38	36	94.74
1,001-1,500	32	31	96.88
1,501-2,000	21	20	95.24
2,001-2,500	15	14	93.33
Total	132	123	93.18

Of these twenty-two schools, sixteen reported one elective general speech class each; and six schools reported two elective general speech classes each. Of the schools with an enrollment of 501 to 1,000, thirty-six, or 94.74 per cent, had elective general speech classes. Of these thirty-six schools, twenty had one class each; twelve had two classes each; one school had three classes; and two schools had four classes each. Thirty-one schools, or 96.88 per cent, with an enrollment of 1,001 to 1,500 had elective general speech classes. Of these thirty-one schools, fifteen had one class each; seven had two classes each; three had three classes each; three had four classes each; two had five classes each; and one school did not report the number of elective general speech classes. Of the schools with an enrollment of 1,501 to 2,000 twenty schools reported elective general speech classes. Of these twenty schools, eight had one class each; one school varied between one or two classes; seven schools had two classes each; one school had three; two schools had four classes each; one school had five classes; and one school did not indicate the number of elective general speech classes. Fourteen schools, or 93.33 per cent, with an enrollment of 2,001 to 2,500 had elective general speech classes. Of these fourteen schools, three had one class each; two had two classes each; four had

three classes each; one had four classes; one had five classes; two had seven classes each; and one school did not report the number of elective general speech classes. The total number of schools with elective general speech classes was 123, or 93.18 per cent.

Grade level of elective general speech. The grade level of the elective general speech classes is illustrated in Table XI. Of the schools with an enrollment of less than 500, one had an elective general speech class at eleventh grade level; one had a twelfth grade level class; one had a ninth and tenth grade combination; four had eleventh and twelfth grade combinations; eight had tenth through twelfth grade combinations; and seven had ninth through twelfth grade combinations. Schools with an enrollment of 501 to 1,000 reported the following grade level combinations: one school a ninth and tenth grade combination; one school a tenth and eleventh grade combination; twelve schools an eleventh and twelfth grade combination; seventeen schools a tenth through twelfth grade combination; and five schools a ninth through twelfth grade combination. Of the schools with an enrollment of 1,001 to 1,500 one school had an elective general speech class at the seventh grade level; two had classes at the eleventh grade level; three had classes at the twelfth grade level; one had a ninth and tenth grade

TABLE XI
 GRADE LEVEL OF ELECTIVE SPEECH CLASSES

Enrollment	7	8	9	10	11	12	9- 10	10- 11	11- 12	10- 12	9- 12
0- 500					1	1	1		4	8	7
501-1,000							1	1	12	17	5
1,001-1,500	1				2	3	1		12	11	4
1,501-2,000						3			9	5	4
2,001-2,500						2			3	9	
Totals	1				3	9	3	1	40	50	20

combination; twelve had eleventh and twelfth grade combinations; eleven had tenth through twelfth grade; four had ninth through twelfth grade. Of the schools with an enrollment of 1,501 to 2,000 three had twelfth grade level classes; nine had eleventh and twelfth grade combinations; five had tenth through twelfth grade; and four had ninth through twelfth grade combinations. In the enrollment group of 2,001 to 2,500 there were two schools with elective general speech classes at the twelfth grade level; three had eleventh and twelfth grade combinations; and nine schools had tenth through twelfth grade level combinations.

Size of elective general speech. The size of the elective general speech classes can be seen in Table XII. Of the schools with an enrollment of less than 500 students, one school had a class with six students; three schools reported classes with ten students; two schools had twelve students each; one school had fourteen students; two schools had fifteen students; one school had eighteen students; seven schools had twenty students; and three schools had twenty-five students each in the elective general speech class. Of the schools with an enrollment of 501 to 1,000, one school reported ten students in the elective general speech class; one school had twelve students; three schools had fifteen students each; one school had sixteen;

TABLE XII
 SIZE OF ELECTIVE GENERAL SPEECH CLASSES

Enrollment	Below 15	16-- 20	21-- 25	26-- 30	31-- 35	36
0- 500	9	8	3			
501-1,000	5	7	10	11	2	
1,001-1,500		9	5	13	2	1
1,501-2,000	1	4	4	8	2	1
2,001-2,500		2	4	6		1
Totals	15	30	26	38	6	3

three had eighteen; three had twenty; two had twenty-two; one had twenty-three; two had twenty-four; five had twenty-five; one had twenty-six; one had twenty-eight; nine had thirty; one had thirty-three; and one had thirty-five students. Of the schools with an enrollment of 1,001 to 1,500, one school reported sixteen students in the elective general speech class; one school had eighteen students in the class; seven schools had twenty students each; one school had twenty-two students; four schools had twenty-five students; one school reported twenty-six students in the class; one school had twenty-seven students; four schools had twenty-eight students; one school had twenty-nine students; six schools had thirty students each; two schools had thirty-five students each; and one school had thirty-eight students in the elective general speech class. Of the schools with an enrollment of 1,501 to 2,000, one school had twelve students in an elective general speech class; one school had eighteen students; three schools had twenty students; one school had twenty-two students; three schools had twenty-five students; one school had twenty-eight students; seven schools had thirty students each; one school had thirty-two students; one school had thirty-three students; and one school reported a range of thirty-six to forty students in the elective general speech class. Of the schools

with an enrollment of 2,001 to 2,500, two schools had twenty students each in the elective general speech class; four schools had twenty-five students each; two schools had twenty-eight students each; four schools had thirty students; and one school had thirty-six students in the elective general speech class.

Requirements for admission to elective general speech.

A summary of the requirements for admission to the elective general speech class is given in Table XIII. Of the schools with an enrollment of less than 500, sixteen schools, or 61.54 per cent, reported no requirements for admission to the elective general speech class. Three schools in this enrollment group had a class level requirement for admission as follows: one, junior standing; another, junior or senior standing; and a third, upperclass standing. One school required permission from the instructor for admission. Two schools, or 7.69 per cent, indicated a beginning course was a prerequisite for an advanced course. Three schools, or 11.53 per cent, reported such personal qualifications as willingness to work, ability to take orders, team spirit, and parental approval as requirements for admission to the class. Of the schools with an enrollment of 501 to 1,000, eighteen schools, or 47.36 per cent, had no requirements for admission to the elective general speech class. Three

TABLE XIII

REQUIREMENTS FOR ADMISSION TO ELECTIVE GENERAL SPEECH CLASS

Enrollment	None		Class Level		Grade Av. in English		Permis- sion of Teacher or Coun.		Beginning Course Pre- requisite for Adv.		Personal Qualif- ications	
	#	%	#	%	#	%	#	%	#	%	#	%
0- 500	16	61.54	3	11.53			1	3.85	2	7.69	3	11.53
501-1000	18	47.36	3	7.89	3	7.89	4	10.53	3	7.89	4	10.53
1000-1500	14	43.75	4	12.5	5	15.63	3	9.38	3	9.38	4	12.5
1501-2000	5	23.81	8	38.1	1	4.76	3	14.29	1	4.76	2	9.52
2001-2500	2	13.33	2	13.33	2	13.33	2	13.33	1	6.67	2	13.33
Totals	55	41.66	20	15.15	11	8.33	13	9.84	10	7.57	15	11.36

schools, or 7.89 per cent, had a class level requirement as follows: two schools required a tenth grade standing, and one school required a junior or senior grade standing. Three schools, or 7.89 per cent, required a grade average in English, which ranged from a "C" average in one school to an "A" or "B" average in another, for admission. Four schools, or 10.53 per cent, required permission of the teacher or counselor. Three schools, or 7.89 per cent, indicated a beginning course was a prerequisite for an advanced course. Four schools, or 10.53 per cent, mentioned such personal qualifications as need, interest, or desire as requirements for admission. Of the schools with an enrollment of 1,001 to 1,500, fourteen schools, or 43.75 per cent, reported no requirements for admission to the elective general speech class. Four schools, or 12.5 per cent, required a certain class level for admission. Five schools, or 15.63 per cent, required a grade average in English, ranging from a "C" in one school to an "A" or "B" in other schools, for admission. Three schools, or 9.38 per cent, required permission of the teacher or counselor for admission. Three schools also indicated a beginning course was a prerequisite for an advanced course in elective general speech. Four schools, or 12.5 per cent, reported personal qualifications along interest and ability lines as requirements for admission. Of the schools with an enrollment of

1,501 to 2,000, five, or 23.81 per cent, reported no requirements for admission to the elective general speech class. Eight schools, or 38.1 per cent, required a definite class level as a requirement for admission. One school required a grade of "B" or better in English as a requirement for admission. Three schools, or 14.29 per cent, required permission of the teacher or the counselor. One school indicated a beginning course was a prerequisite for an advanced course. Two schools, or 9.52 per cent, reported interest as a personal qualification required for admission to the class. Of the schools with an enrollment of 2,001 to 2,500, two schools, or 13.33 per cent, reported no requirements for admission to the elective general speech class. Two schools had a class level requirement; two required a certain grade average in English; two required permission of the teacher or the counselor; one required a beginning course as a prerequisite for an advanced course; and two required such personal qualifications as desire or special need.

Textbooks used by elective general speech. Table XIV presents the titles and the authors of the textbooks used by the elective general speech classes. Three schools with an enrollment of less than 500 used The Art of Speaking by Elson and Peck; two schools used American Speech by Hedde

TABLE XIV

TEXTBOOKS USED BY ELECTIVE GENERAL SPEECH CLASSES

Titles and Authors of Textbooks	0-	501-	1001-	1501-	2001-	Total	
	500	1000	1500	2000	2500	#	%
Anderson, Virgil, "Training the Speaking Voice"			1			1	.76
Atkinson, and Nelson, "Personality Through Speech"		1				1	.76
Buehler, E.C., "You and Your Speeches"			1			1	.76
Craig, Alice E., "The Speech Arts"		2	4	3		9	6.82
Elson, E.F., and Alberta Peck, "The Art of Speaking"	3	5	5	4	1	18	13.64
Gough, Harry B., "Effective Speech"		1	1	1		3	2.27
Hedde, Wilhelmina, and William Brigance, "American Speech"	2	5	4	2		13	9.85
McCall, Roy, "Fundamentals of Speech"	1	1	1			3	2.27
Ommanney, Katherine, and Pierce Ommanney, "The Stage and the School"		1				1	.76
Painter, Margaret, "Ease in Speech"		3	11	2	5	21	15.91
Poletti, Ernest, "Streamlined Speech"	1					1	.76
Raubicheck, Letitia, "Your Voice and Speech"			1			1	.76
Sarett, Lew, William Foster, and James McBurney, "Speech: A High School Course"	3	4	1	2	2	12	9.09
Watkins, Rhoda, and Eda Frost, "Your Speech and Mine"	3	2	2	1		8	6.06
Weaver, Andrew, and Gladys Borchers, "Speech"		1	1		1	3	2.27
Weaver, Andrew, Gladys Borchers, and Charles Woolbert, "The New Better Speech"	1					1	.75
Whitney, "Directed Speech"		1				1	.76

and Brigance; one school used Fundamentals of Speech by McCall; one used Streamlined Speech by Poletti; three schools used Speech: A High School Course by Sarett, Foster, and McBurney; three schools used Your Speech and Mine by Watkins and Frost; and one school used The New Better Speech by Weaver, Borchers, and Woolbert. Of the schools with an enrollment of 501 to 1,000, one used Personality Through Speech by Atkinson and Nelson; two used The Speech Arts by Craig; five schools used The Art of Speaking by Elson and Peck; one school used Effective Speech by Gough; five schools used American Speech by Hedde and Brigance; one used Fundamentals of Speech by McCall; one used The Stage and the School by Ommanney and Ommanney; three used Ease in Speech by Painter; four used Speech: A High School Course by Sarett, Foster, and McBurney; two used Your Speech and Mine by Watkins and Frost; one school used Speech by Weaver and Borchers; and one school used Directed Speech by Whitney. Of the schools with an enrollment of 1,001 to 1,500, one school used Training the Speaking Voice by Anderson; one used You and Your Speeches by Buehler; four schools used The Speech Arts by Craig; five schools used The Art of Speaking by Elson and Peck; one used Effective Speech by Gough; four used American Speech by Hedde and Brigance; one used Fundamentals of Speech by McCall; eleven schools used Ease in Speech by Painter; one used Your Voice and Speech by Raubicheck; one

used Speech: A High School Course by Sarett, Foster, and McBurney; two schools used Your Speech and Mine by Watkins and Frost; one used Speech by Weaver and Borchers. Of the schools with an enrollment of 1,501 to 2,000, three schools reported using The Speech Arts by Craig; four schools used The Art of Speaking by Elson and Peck; one used Effective Speech by Gough; two schools used American Speech by Hedde and Brigance; two schools used Ease in Speech by Painter; two used Speech: A High School Course by Sarett, Foster, and McBurney; and one used Your Speech and Mine by Watkins and Frost. Of the schools with an enrollment of 2,001 to 2,500, one school used The Art of Speaking by Elson and Peck; five schools used Ease in Speech by Painter; two schools used Speech: A High School Course by Sarett, Foster, and McBurney; and one school used Speech by Weaver and Borchers. The four textbooks used most frequently by the high schools were Ease in Speech by Painter, used by twenty-one schools, or 15.91 per cent; The Art of Speaking by Elson and Peck, used by eighteen schools, or 13.64 per cent; American Speech by Hedde and Brigance, used by thirteen schools, or 9.85 per cent; and Speech: A High School Course by Sarett, Foster, and McBurney, used by twelve schools, or 9.09 per cent.

Graduation credit for elective general speech. The number of schools that reported giving credit toward

graduation for the elective general speech classes is listed in Table XV. Twenty schools with an enrollment of less than 500 gave credit toward graduation for the elective general speech class, a percentage of 76.92. Of the schools with an enrollment of 501 to 1,000, thirty-five, or 92.11 per cent, gave credit toward graduation. Thirty schools, or 93.75 per cent, with an enrollment of 1,001 to 1,500 gave credit. Nineteen schools, or 90.48 per cent, with an enrollment of 1,501 to 2,000 gave credit. Of the schools with an enrollment of 2,001 to 2,500, fourteen, or 93.33 per cent reported giving credit toward graduation. The total number of schools that gave credit toward graduation for the elective general speech classes was 118, or 89.39 per cent.

Length of elective general speech class. Table XVI, page 84, furnishes a report on the length of the elective general speech classes. Of the schools with an enrollment of less than 500, only one offered a one-semester course; twenty, or 90.9 per cent, had two-semester courses; and one school reported a variation between a one- or two-semester course. Of the schools with an enrollment of 501 to 1,000, three, or 8.33 per cent, reported one-semester courses; twenty-six, or 72.22 per cent, offered two-semester courses; six, or 16.94 per cent, reported a variation between one- or two-semester courses. Six schools, or 19.35 per cent, with

TABLE XV
GRADUATION CREDIT FOR ELECTIVE GENERAL SPEECH COURSES

<u>Enrollment</u>	<u>No.</u>	<u>Per Cent</u>
0- 500	20	76.92
501-1000	35	92.11
1001-1500	30	93.75
1501-2000	19	90.48
2001-2500	14	93.33
<u>Total</u>	<u>118</u>	<u>89.39</u>

TABLE XVI

LENGTH OF ELECTIVE GENERAL SPEECH COURSE

Enroll- ment	One Semester		Two Semesters		One or Two Semesters		Two or Three Semesters		Four Semesters		More Than Two Semesters	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500	1	4.55	20	90.90	1	4.55						
501-1000	3	8.33	26	72.22	6	16.94						
1001-1500	6	19.35	22	70.97	2	6.45	1	3.23				
1501-2000	7	35.0	8	40.0	3	15.0	1	5.0				
2001-2500	3	21.43	6	42.86	1	7.14			2	14.29	1	7.14
Totals	20	15.15	82	62.12	13	9.84	2	1.51	2	1.51	1	7.58

an enrollment of 1,001 to 1,500 had one-semester courses; twenty-two, or 70.97 per cent, had two-semester courses; two schools, or 6.45 per cent, reported a variation between a one- or two-semester course; and one school had a variation between a two- or three-semester course. Of the schools with an enrollment of 1,501 to 2,000, seven, or 35 per cent, had one-semester courses; eight, or 40 per cent, had two-semester courses; three reported a variation between a one- or two-semester course; and one had a variation between a two- or three-semester course. Of the schools with an enrollment of 2,001 to 2,500, three, or 21.43 per cent, had one-semester courses; six, or 42.86 per cent, had two-semester courses; one had a variation between a one- or two-semester course; two had four-semester courses; and one school merely reported that the length of the course was longer than two semesters. In all the enrollment groups the highest percentage was a two-semester course.

Relationship of elective general speech to English.

Table XVII presents the circumstances under which the elective general speech class could be substituted for English. Of the schools with an enrollment of less than 500, fifteen, or 57.69 per cent, reported no substitution permitted; seven schools, or 26.92 per cent, permitted the course to be substituted for either junior or senior English;

TABLE XVII

CIRCUMSTANCES UNDER WHICH SELECTIVE GENERAL DUTY
MAY BE SUBSTITUTED FOR ENLISTMENT

Enroll- ment	None	Course of 1 yr.	1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.	7 yr.	8 yr.	9 yr.	10 yr.	11 yr.	12 yr.	13 yr.	14 yr.	15 yr.	16 yr.	17 yr.	18 yr.	19 yr.	20 yr.	Special Permission	
																								Consider- ed an Enl. for Spec.
500	15 57.69		7	26.92	1	3.55	1	3.55															1	3.55
501- 1000	12 36.56	7	18.42	10	26.32			1	2.65	1	2.65												3	7.69
1001- 1500	11 24.39	5	15.63	9	23.15	1	3.12	2	6.25	6	18.75												1	3.12
1501- 2000	3 14.29	7	35.33	6	28.07			1	4.76	2	9.52													
2001- 2500	4 26.57	2	13.28	5	33.55					1	5.67												2	13.28
Totals	45 34.09	21	15.9	37	28.03	2	1.51	5	5.76	10	7.52											7	5.3	

one school permitted a substitution if the student was a college preparatory; one school permitted a like substitution if the student was a non-college preparatory student; and one school permitted the substitution by special permission. Of the schools with an enrollment of 501 to 1,000, twelve, or 31.58 per cent, permitted no substitution; seven, or 18.42 per cent, considered the elective general speech class as an English course; ten, or 26.32 per cent, permitted the class to be substituted for a specific year of English; one permitted a substitution if the student was a non-college preparatory student; one school permitted a substitution if the student had a "B" average in English in his junior year; three schools, or 7.89 per cent, granted the substitution by special permission of either the administration or the English department. Of the schools with an enrollment of 1,001 to 1,500, eleven, or 34.38 per cent, permitted no substitution; five schools, or 15.63 per cent, considered the elective general speech class an English course; nine schools, or 28.13 per cent, permitted the class to be substituted for a specific year of English, such as the junior or the senior year; one school permitted the substitution for college preparatory students; two schools permitted the substitution for students who were non-college preparatory; six schools granted the substitution to students with a certain grade average in English; one school

permitted the substitution only under special circumstances. Of the schools with an enrollment of 1,501 to 2,000, three, or 14.29 per cent, permitted no substitution; seven, or 33.33 per cent considered the speech class an English course; six, or 28.57 per cent, permitted the class to be substituted for a specific year of English; one school permitted the non-college preparatory students to make the substitution; two schools, or 9.52 per cent, permitted the substitution for students who had a certain grade average in English. Four schools with an enrollment of 2,001 to 2,500 permitted no substitution of the elective general speech class for English; two schools, or 13.33 per cent, considered the speech class an English course; five, or 33.33 per cent, permitted the speech class to be substituted for a specific year of English; one school permitted the substitution for students who had a certain grade average in English; and two schools, or 13.33 per cent, permitted the substitution by special permission of the counselors or the administration.

III. SPECIAL SPEECH CLASSES

Drama

Method of including drama. The methods the schools used to include drama in the curriculum are shown in Table XVIII. Of the schools with an enrollment of less than 500,

TABLE XVIII
METHODS OF INCLUDING DRAMA IN CURRICULUM

Enroll- ment	As a Separate Class		In the Speech Course		In the English Course		As Extra- Curricular	
	No.	%	No.	%	No.	%	No.	%
0- 500	10	38.46	10	38.46	2	7.69	12	46.15
501- 1000	28	73.68	8	21.05	2	5.26	8	21.05
1001- 1500	29	90.63	2	6.25	2	6.25	1	3.13
1501- 2000	21	100.0					3	14.29
2001- 2500	13	86.67	1	6.67			3	20.0
Totals	101	76.52	21	15.9	6	4.55	27	20.45

ten schools, or 38.46 per cent, offered drama as a separate course; ten schools also included drama in the speech course curriculum; two schools, or 7.69 per cent, included drama in the English course; and twelve, or 46.15 per cent, taught drama as an extracurricular activity. Of the schools with an enrollment of 501 to 1,000, twenty-eight, or 73.68 per cent, offered drama as a separate class; eight schools, or 21.05 per cent, included drama in the speech course; two schools, or 5.26 per cent, taught drama in the English course; and eight schools, or 21.05 per cent, considered drama an extracurricular activity. Of the schools with an enrollment of 1,001 to 1,500, twenty-nine, or 90.63 per cent, offered drama as a separate course; two, or 6.25 per cent, included drama in the speech course curriculum; two schools also included drama in the English course curriculum; and one school offered drama as an extracurricular activity. All the schools with an enrollment of 1,501 to 2,000 taught drama as a separate class; in addition three schools also offered drama as an extracurricular activity. Thirteen schools, or 86.67 per cent, with an enrollment of 2,001 to 2,500 offered drama as a separate class; one school included drama in the speech course curriculum; and three schools taught drama as an extracurricular activity.

Number of drama classes. Table XIX gives the number of drama classes scheduled in each school. Eleven schools, or 42.31 per cent, reported one class of drama each in the enrollment group of less than 500. Sixteen schools, or 42.11 per cent, with an enrollment of 501 to 1,000 had one drama class each; eleven, or 28.95 per cent, had two classes each; and three, or 7.98 per cent, had three each. Ten schools, or 31.25 per cent, with an enrollment of 1,001 to 1,500 had one drama class each; eight schools, or 25 per cent, reported two drama classes each; and seven schools, or 21.88 per cent, had three classes each. Of the enrollment group of 1,501 to 2,000, one school reported just one drama class; nine schools, or 42.86 per cent, had two drama classes each; four schools, or 19.05 per cent, had three drama classes each; three, or 14.29 per cent, had four drama classes each; and one school reported five classes. Schools with an enrollment of 2,001 to 2,500 reported the number of drama classes as follows: three, or 20 per cent, had one drama class each; four, or 26.67 per cent had two classes each; four, or 26.67 per cent, had three classes each; two schools, or 13.33 per cent, had four classes each; and one school reported five classes of drama.

TABLE XIX
NUMBER OF DRAMA CLASSES WITHIN SCHOOL

Enroll- ment	One		Two		Three		Four		Five	
	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500	11	42.31								
501- 1000	16	42.11	11	28.95	3	7.89				
1001- 1500	10	31.25	8	25.0	7	21.88				
1501- 2000	1	4.76	9	42.86	4	19.05	3	14.29	1	4.76
2001- 2500	3	20.0	4	26.67	4	26.67	2	13.33	1	6.67
Totals	41	31.06	32	24.24	18	13.64	5	3.79	2	1.57

Grade level of drama classes. The variation in the grade level at which the drama classes were offered is shown in Table XX. Of the schools with an enrollment of less than 500, six, or 23.08 per cent, offered the course to the eleventh and twelfth grades combined; one school offered the drama class to ninth through twelfth grades; and four schools offered the course to tenth through twelfth grades. One school with an enrollment of 501 to 1,000 offered the drama class to tenth graders; one school offered the class at the twelfth grade level; ten schools, or 26.32 per cent, gave the class at the eleventh and twelfth grade level combined; six schools, or 15 per cent, had a ninth through twelfth grade level combination; and twelve schools, or 31.58 per cent, had a tenth through twelfth grade combination. Of the schools with an enrollment of 1,001 to 1,500, two offered the drama class at the eleventh grade level; three at the twelfth grade level; four, or 12.5 per cent, to an eleventh and twelfth grade combination; five, or 15.63 per cent, to a ninth through twelfth grade combination; ten, or 31.25 per cent, to a tenth through twelfth grade combination; and one to a tenth and eleventh grade combination. One school with an enrollment of 1,501 to 2,000 offered the drama class at the eighth grade level; one school gave the course at the tenth grade level; eight schools, or 38.1 per cent, offered the drama course to an eleventh and twelfth

TABLE XX

GRADE LEVEL OF DRAMA CLASSES

Enrollment	8		10		11		12		11-12		9-12		10-11			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
0-500									6	23.08	1	3.85	4	15.38		
501-1000			1	2.63			1	2.63	10	26.32	6	15.0	12	31.58		
1001-1500					2	6.25	3	9.38	4	12.5	5	15.63	10	31.25	1	3.13
1501-2000	1	4.76	1	4.76					8	38.1	4	19.05	4	19.05		
2001-2500					1	6.67	1	6.67	4	26.67			8	53.33		
Totals	1	.76	2	1.51	3	2.37	5	3.79	32	24.24	16	12.12	38	28.79	1	.76

grade combination; four schools, or 19.05 per cent, gave the class to a ninth through twelfth grade combination; and four schools also gave the class to a tenth through twelfth grade combination. Of the schools with an enrollment of 2,001 to 2,500, one school offered the drama class at the eleventh grade level; one gave the course at the twelfth grade level; four schools, or 26.67 per cent, gave the class to an eleventh through twelfth grade combination; and eight schools gave the course to a tenth through twelfth grade combination, a per cent of 53.33.

Size of drama classes. The size of the drama classes is pictured in Table XXI. Of the schools with an enrollment of less than 500, one school reported ten students in the drama class; two schools had twelve students each; one school had sixteen students; four schools had twenty students each; two schools had twenty-five students; and one school reported thirty-five students in the drama class. Of the schools with an enrollment of 501 to 1,000, one school had thirteen students in the drama class; one school had fourteen students; five schools had fifteen students each; one reported sixteen students in the class; one had nineteen students; four schools had twenty students each; one had twenty-three students; another had twenty-four students; seven schools had twenty-five students each; one school had

TABLE XXI
SIZE OF DRAMA CLASSES

Enroll- ment	Below 15		16-20		21-25		26-30		31-35		36 plus	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
C- 500	3	11.54	5	19.23	2	7.69			1	3.85		
501- 1000	7	18.42	6	15.79	9	23.68	6	15.79				
1001- 1500	2	6.25	6	18.75	3	9.38	10	31.25	3	9.38	1	3.13
1501- 2000			2	9.52	3	14.29	8	38.1	3	14.29	1	4.76
2001- 2500	1	6.67	4	26.67	4	26.67	4	26.67			1	6.67
Totals	13	9.85	23	17.42	21	15.9	28	21.21	7	5.3	3	2.27

twenty-seven; another had twenty-eight; another had twenty-nine; and three schools had thirty students each in the drama class. Of the schools with an enrollment of 1,001 to 1,500, two schools reported fifteen students in the drama classes; one school had sixteen students; three schools had eighteen students; two schools had twenty students; one reported twenty-one students; two had twenty-five students each; ten schools had thirty students each in the drama classes; two schools had thirty-two students; one had thirty-three students; one had thirty-five students; and one school reported forty students in the drama class. Of the schools with an enrollment of 1,501 to 2,000, one school reported sixteen students in the drama class; one school had twenty students; one had twenty-three; two had twenty-five students each; two had twenty-six students each; three had twenty-eight students; one had twenty-nine students; two had thirty students; two had thirty-two students each; one had thirty-five students; and one reported forty students in the drama class. Schools with an enrollment of 2,001 to 2,500 reported the number of students in the drama classes as follows: one school had fifteen students in the class; one had eighteen; three had twenty students; four had twenty-five students; one had twenty-eight students; three had thirty; and one school reported forty students in the drama class. The over-all range in the size of the drama

classes ranged from ten students to forty students.

Requirements for admission to drama class. In Table XXII are listed the requirements for admission to the drama class. Of the schools with an enrollment of less than 500, three schools reported no requirements for admission to the drama class; one school required a "B" average in Speech Arts for admission to the class; two schools required permission of the instructor; and three schools asked for such personal qualifications as desire and talent. Schools with an enrollment of 501 to 1,000 reported their requirements for admission to the drama class as follows: twelve schools, or 31.58 per cent, had no requirements for admission; two schools required a junior standing; four schools, or 10.53 per cent, required a certain grade point average; six schools, or 15.79 per cent, required permission of the instructor; two schools, or 5.26 per cent, indicated prerequisite courses for advanced drama classes; and four schools, or 10.53 per cent, indicated personal qualifications such as interest and success. Of the schools with an enrollment of 1,001 to 1,500, eleven, or 34.38 per cent, reported no requirements for admission to the drama class; three, or 9.38 per cent, required a certain class level; six, or 18.75 per cent, required a certain grade point average; six also required permission of the instructor; three, or

TABLE XXII

REQUIREMENTS FOR ADMISSION TO DRAMA CLASS

Enroll- ment	None		Class Level		Grade Point Aver.		Permis- sion of Instructor		Prereq. Course for Adv. Course		Personal Qualifica- tions	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500	3	11.54			1	3.85	2	7.69			3	11.54
501- 1000	12	31.58	2	5.26	4	10.53	6	15.79	2	5.26	4	10.53
1001- 1500	11	34.38	3	9.38	6	18.75	6	18.75	3	9.38	4	12.5
1501- 2000	3	14.29	5	23.81	2	9.52	6	23.57	1	4.76	3	14.29
2001- 2500	5	33.33	1	6.67	1	6.67	4	26.67	3	20.0	1	6.67
Totals	34	25.76	11	8.33	14	10.61	24	18.18	9	6.82	15	11.36

9.38 per cent, indicated prerequisite courses for the advanced drama course; and four, or 12.5 per cent, indicated personal qualifications as a requirement for admission to the drama class. Schools with an enrollment of 1,501 to 2,000 reported requirements for admission to the drama class as follows: three, or 14.29 per cent, had no requirements for admission; five schools, or 23.81 per cent, required a certain class level; two schools, or 9.52 per cent, required a certain grade point average; six schools, or 28.57 per cent, required permission of the instructor; one school indicated a prerequisite course as a requirement for admission to an advanced drama course; and three schools, or 14.29 per cent, mentioned personal qualifications as a requirement for admission. Of the schools with an enrollment of 2,001 to 2,500, five schools, or 33.33 per cent, had no requirements for admission; one school required a certain class level; one school required a certain grade point average; four schools, or 26.67 per cent, required the permission of the instructor; three, or 20 per cent, required a prerequisite course for an advanced course; and one school mentioned personal qualifications as a requirement for admission to the drama class.

Textbooks used by drama classes. The titles and the authors of the textbooks used by the drama classes are listed in Table XXIII. Of the schools with an enrollment of less than 500, one school used A Stage Crew Handbook by Cornberg and Gebauer; one used Drama and Dramatics by Fish; and four schools had as their text The Stage and the School by Ommanney and Ommanney. Of the schools with an enrollment of 501 to 1,000, five schools reported using Rehearsal by Franklin, a percentage of 13.16 per cent; one school used Effective Speech by Gough; and ten schools, or 26.32 per cent, used The Stage and the School by Ommanney and Ommanney. Schools with an enrollment of 1,001 to 1,500 reported using only two textbooks as follows; one school used Rehearsal by Franklin; and eleven schools, or 34.32 per cent, used The Stage and the School by Ommanney and Ommanney. One school with an enrollment of 1,501 to 2,000 used a textbook called Modern Play Production; one used Rehearsal by Franklin; and nine schools used The Stage and the School by Ommanney and Ommanney. One school with an enrollment of 2,001 to 2,500 reported using Plays by Shakespeare; and six, or 40 per cent, used The Stage and the School by Ommanney and Ommanney. The two textbooks used most frequently by all the schools were The Stage and the School by Ommanney and Ommanney, used by forty schools, or 30.3 per cent, and Rehearsal by Franklin, used by seven

TABLE XXIII
TEXTBOOKS USED BY DRAMA CLASSES

Title and Author	No.	%	No.	%	No.	%	No.	%	No.	%	Total
	0-500		501-1000		1001-1500		1501-2000		2001-2500		
<u>Drama and Dramatics</u> , Fish	1	3.85									1 .75
<u>Effective Speech</u> , Gough			1	2.63							1 .75
<u>Modern Play Production</u>							1	4.76			1 .75
<u>Plays</u> , Shakespeare									1	6.67	1 .75
<u>Rehearsal</u> , Franklin			5	13.16	1	3.13	1	4.76			7 5.3
<u>Stage and School</u> , Ormanney	4	15.38	10	26.32	11	34.38	9	42.86	6	40.0	40 30.3
<u>Stage Crew Handbook</u> , Cornberg	1	3.85									1 .75
No Text	3	11.54	8	21.05	4	12.5	4	19.05	4	26.67	23 17.42

schools, or 5.3 per cent.

Graduation credit for drama. Table XXIV shows the number of schools that gave credit toward graduation for the drama classes. Nine schools, or 34.62 per cent, with an enrollment of less than 500 gave credit. Twenty-six schools, or 68.42 per cent, with an enrollment of 501 to 1,000 gave credit. Twenty-seven schools, or 84.38 per cent, with an enrollment of 1,001 to 1,500 gave credit. Eighteen schools, or 85.71 per cent, with an enrollment of 1,501 to 2,000 gave credit. Of the schools with an enrollment of 2,001 to 2,500, twelve, or 80 per cent, gave credit toward graduation for the drama classes.

Rehearsal rooms for dramatic productions. The use of three possible rehearsal rooms for the drama productions is pictured in Table XXV, page 105. Of the schools with an enrollment of less than 500, one school reported the use of a little theater; twenty-one, or 80.77 per cent, used the auditorium stage; and fourteen, or 53.85 per cent, used only the classroom. Schools with an enrollment of 501 to 1,000 reported their rehearsal rooms as follows: four, or 10.53 per cent, had the use of a little theater; twenty-three, or 60.53 per cent, used the auditorium stage; and twenty-four, or 63.16 per cent, used the classroom. Eleven schools, or 34.38 per cent, with an enrollment of 1,001 to 1,500 used a little

TABLE XXIV
SCHOOLS GIVING CREDIT TOWARD GRADUATION FOR
DRAMA CLASSES

<u>Enrollment</u>	<u>No.</u>	<u>Per Cent</u>
0- 500	9	34.62
501-1000	26	68.42
1001-1500	27	84.38
1501-2000	18	85.71
2001-2500	12	80.0
<u>Totals</u>	<u>92</u>	<u>69.7</u>

TABLE XXV
REHEARSAL ROOMS FOR DRAMA PRODUCTIONS

Enrollment	Little Theater		Auditorium Stage		Classroom	
	No.	%	No.	%	No.	%
0-500	1	3.85	21	80.77	14	53.85
501-1000	4	10.53	23	60.53	24	63.16
1001-1500	11	34.38	20	62.5	18	56.25
1501-2000	6	28.57	16	76.19	15	71.43
2001-2500	7	46.67	13	86.67	12	80.0
Totals	29	21.97	93	70.45	83	62.88

theater; twenty schools, or 62.5 per cent, used the auditorium stage; and eighteen, or 56.25 per cent, used the classroom. Of the schools with an enrollment of 1,501 to 2,000, six, or 28.57 per cent, had a little theater; sixteen, or 76.19 per cent, used the auditorium stage; and fifteen, or 71.43 per cent, used their classrooms. Seven schools, or 46.67 per cent, with an enrollment of 2,001 to 2,500 had little theaters for rehearsals; thirteen schools, or 86.67 per cent, used the auditorium stage; and twelve, or 80 per cent, used the classroom.

Method of including stagecraft. Two methods of including stagecraft in the curriculum are shown in Table XXVI. Ten schools, or 38.46 per cent, with an enrollment of less than 500 taught stagecraft as part of the drama course; and two schools, or 7.69 per cent, taught a separate course in stagecraft. Schools with an enrollment of 501 to 1,000 reported as follows: eighteen, or 47.37 per cent, included stagecraft in the drama course; and seven, or 18.42 per cent, had separate stagecraft courses. Of the schools with an enrollment of 1,001 to 1,500, eleven, or 34.38 per cent, taught stagecraft in the drama course; and seventeen, or 53.13 per cent, had separate courses. Five schools, or 23.81 per cent, with an enrollment of 1,501 to 2,000 included stagecraft in the drama course; seventeen, or 60.95 per cent,

TABLE XXVI
METHODS OF INCLUDING STAGECRAFT IN CURRICULUM

Enrollment	<u>Part of Drama</u>		<u>Separate Course</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
0- 500	10	38.46	2	7.69
501-1000	18	47.37	7	18.42
1001-1500	11	34.38	17	53.13
1501-2000	5	23.81	17	80.95
2001-2500	2	13.33	12	60.00
<u>Totals</u>	<u>46</u>	<u>34.85</u>	<u>55</u>	<u>41.67</u>

had separate courses. Schools with an enrollment of 2,001 to 2,500 reported as follows: two, or 13.33 per cent, included stagecraft in drama; twelve, or 80 per cent, had separate courses in stagecraft. Schools under 1,000 in enrollment seemed generally to include stagecraft in the drama course; and schools over 1,000 in enrollment seemed more generally to teach separate classes in stagecraft.

Length of drama class. Table XXVII illustrates the length of the drama classes. Of the schools with an enrollment of less than 500, only one had a one-semester course; but ten, or 36.46 per cent, had two-semester courses. Schools with an enrollment of 501 to 1,000 reported the length of the drama classes as follows: two, or 5.26 per cent, had one-semester courses; twenty-four, or 63.16 per cent, had two-semester courses; and three, or 7.9 per cent, indicated a variation between one- or two-semester courses. Four schools, or 12.5 per cent, with an enrollment of 1,001 to 1,500 had one-semester courses; twenty schools, or 62.5 per cent, had two-semester courses; one school had a three-semester course; and two schools, or 6.25 per cent, reported a variation between a one- or a two-semester course. Of the schools with an enrollment of 1,501 to 2,000, three, or 14.29 per cent, had one-semester courses; nine, or 42.86 per cent, had two-semester courses; two, or 9.52 per cent,

TABLE XXVII
LENGTH OF DRAMA CLASSES

Enroll- ment	One Semester		Two Semesters		Three Semesters		One or two Semesters		Two or Three Semesters		Six Semesters	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500	1	3.85	10	38.46								
501- 1000	2	5.26	24	63.16			3	7.9				
1001- 1500	4	12.5	20	62.5	1	3.13	2	6.25				
1501- 2000	3	14.29	9	42.86	2	9.52	3	14.29	2	9.52	1	4.76
2001- 2500	4	26.67	2	53.33	1	6.67	1	6.67				
Totals	14	10.61	71	53.79	4	3.03	9	6.82	2	1.51	1	.76

had a variation between a two- or a three-semester course; and one school reported a six-semester course. Four schools with an enrollment of 2,001 to 2,500 had one-semester courses; eight schools, or 53.33 per cent, had two-semester courses; one school had a three-semester course; and one school had a variation between a one- or a two-semester course.

Dramatic productions. Table XXVIII reveals the types of drama produced by the various schools. Of the schools with an enrollment of less than 500, twenty schools, or 76.92 per cent, produced three-act plays as follows: seven schools reported give one three-act play each; eleven schools gave two three-act plays each; and two schools gave three three-act plays each. In this same enrollment group fourteen schools, or 53.85 per cent, gave one-act plays as follows: three schools reported giving one one-act play each; two schools gave two one-act plays each; one school gave three one-act plays; four schools gave four one-act plays each; two schools gave five one-act plays; one school gave six one-act plays; and one school gave ten one-act plays. Twelve schools, or 46.15 per cent, with an enrollment of under 500 also produced assemblies as follows: one school gave one assembly; three schools gave two assemblies; one school gave three assemblies; one school gave four assemblies;

TABLE XXVIII
 TYPES OF DRAMA PRODUCTION

Enrollment	Three-Act		One-Act		Assembly	
	No.	%	No.	%	No.	%
0- 500	20	76.92	14	53.85	12	46.15
501-1000	30	78.95	27	71.05	18	47.37
1001-1500	28	87.5	21	65.63	19	59.38
1501-2000	18	85.71	16	76.19	11	52.38
2001-2500	13	86.67	12	80.0	11	73.33
Totals	109	82.58	90	68.18	71	53.79

two schools gave five assemblies; one school gave ten assemblies; and two schools produced twelve assemblies. One school in this enrollment group also reported giving a Christmas pageant. Thirty schools, or 78.95 per cent, with an enrollment of 501 to 1,000 reported giving three-act plays as follows: ten schools gave one three-act play each; fifteen schools gave two three-act plays each; three schools gave three three-act plays each; two schools gave four three-act plays each. In this same enrollment group of 501 to 1,000, twenty-seven, or 71.05 per cent, reported production of one-act plays as follows: three schools produced one one-act play each; six schools produced two one-act plays each; eight schools gave three one-act plays each; one school reported a variation between two or three one-act plays produced; one school reported four one-act plays; another reported five one-act plays; another reported six one-act plays; another gave seven one-act plays; still another gave eight one-act plays; two schools presented ten one-act plays; one school gave fifteen one-act plays; and one school produced twenty one-act plays. Eighteen of the schools, or 47.37 per cent, in this same group of 501 to 1,000 gave school assemblies as follows: one reported giving but one assembly; three schools gave two assemblies each; two schools gave three assemblies; two gave four; three schools gave six assemblies each; two schools gave ten each; one

reported giving fifteen assemblies; another gave sixteen assemblies; and one reported giving thirty assemblies; one reported the number of assemblies as "many"; and another, as "some." Twenty-eight schools, or 87.5 per cent, with an enrollment of 1,001 to 1,500 produced three-act plays as follows: five schools gave one three-act play each; seventeen schools gave two three-act plays each; five schools gave three three-act plays each; and one school produced four three-act plays. Twenty-one schools, or 65.63 per cent, with an enrollment of 1,001 to 1,500 produced one-act plays as follows: two schools produced one one-act play each; three schools gave two one-act plays each; five schools gave three one-act plays each; three schools gave four one-act plays; one school gave ten one-act plays; another gave eleven one-act plays; still another gave thirteen one-act plays; three schools gave fifteen one-act plays each; and one school gave twenty-five one-act plays. Nineteen schools, or 59.38 per cent, with this same enrollment of 1,001 to 1,500 also reported giving assemblies as follows: four schools gave one assembly each; five schools produced two assemblies each; one school reported a variation between two or three assemblies; three schools gave four assemblies each; two schools gave five assemblies each; one school gave six assemblies; one reported a variation between six to eight

assemblies; one school gave forty assemblies; and one school reported the number of assemblies as one a week. One school in this same enrollment group also reported producing a musical show. Eighteen schools, or 85.71 per cent, with an enrollment of 1,501 to 2,000 produced three-act plays as follows: three schools gave one three-act play each; fourteen schools produced two three-act plays each; one school reported giving one or two three-act plays; and one school gave an evening performance of a Christmas program. Sixteen schools, or 76.19 per cent, in this same enrollment group of 1,501 to 2,000 gave one-act plays as follows: one school gave one one-act play; one school gave two one-act plays; another reported giving more than two one-act plays; three schools gave four one-act plays each; two schools gave six one-act plays; one school gave from three to six one-act plays; one gave eight one-act plays; two schools gave ten one-act plays; one reported giving from six to ten one-act plays; another, from twelve to fifteen one-act plays; one school used the term "many" and another the term "varies" in reporting the number of one-act plays produced. Eleven schools, or 52.38 per cent, in the enrollment group of 1,501 to 2,000 produced assemblies as follows: four schools gave two assemblies each; two schools gave four assemblies each; one school gave five; two schools gave eight assemblies; another gave twenty; and still another gave thirty assemblies.

Thirteen, or 86.67 per cent, of the schools with an enrollment of 2,001 to 2,500 produced three-act plays as follows: four schools gave one three-act play each; four schools also gave two three-act plays each; and two schools produced three three-act plays. Twelve schools, or 80 per cent, in this same enrollment group produced one-act plays as follows: one school gave one one-act play; two schools gave two one-act plays; one reported giving either one or two one-act plays; two schools gave three one-act plays; two schools gave four one-act plays each; and one school reported giving from ten to twenty one-act plays. Eleven, or 73.33 per cent, of the schools with an enrollment of 2,001 to 2,500 reported giving school assemblies as follows: three produced two assemblies each; one produced from fifteen to twenty assemblies; another produced one assembly a week. In this last enrollment group three schools reported giving three-act plays, but did not give the number; three also reported producing one-act plays, but did not give the number; and five gave assemblies, but did not give the number.

Relationship of drama to English. The circumstances under which a drama class could be substituted for English are listed in Table XXIX. Of the schools with an enrollment of less than 500, eleven, or 42.31 per cent, permitted

TABLE XXIX

CIRCUMSTANCES UNDER WHICH DRAMA CLASS
MAY BE SUBSTITUTED FOR ENGLISH

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	11	42.31	17	44.74	15	46.88	5	23.81	3	20.0	51	38.64
Considered an English Course		3.85	2	5.26	2	6.25	8	38.1	3	20.0	16	12.12
Substituted for specific year of English	1	3.85	6	15.79	4	12.5	4	19.05	5	33.33	20	15.15
Substituted for certain grade average in English			1	2.63	4	12.5	1	4.76	1	6.67	7	5.3
Special per- mission			1	2.63	3	9.38			1	6.67	5	3.79
If non-college	1	3.85									1	.75

no substitution; one school considered the drama class an English class; one permitted the drama class to be substituted for a specific year of English; and one school permitted the substitution for non-college preparatory students. Seventeen schools, or 44.74 per cent, with an enrollment of 501 to 1,000 permitted no substitution; two schools considered the drama class an English course; six schools, or 15.79 per cent, permitted the substitution for a specific year of English; one school permitted the substitution if the student had a certain grade average in English; and one school permitted the substitution if the student failed English. Of the schools with an enrollment of 1,001 to 1,500, fifteen, or 46.88 per cent, permitted no substitution; two, or 6.25 per cent, considered the course an English course; four schools, or 12.5 per cent, permitted drama to be substituted for a specific year of English; and three, or 9.38 per cent, permitted the substitution by special permission. Schools with an enrollment of 1,501 to 2,000 reported as follows: five, or 23.81 per cent, permitted no substitution; eight schools, or 38.1 per cent, considered drama an English course; four, or 19.05 per cent, permitted drama to be substituted for a specific year of English; and one school would substitute drama for students with a specific grade average in English of a "B." Three schools, or 20 per cent, with an enrollment of 2,001 to 2,500

permitted no substitution of drama for English; three schools also considered drama an English course; five schools, or 33.33 per cent, allowed drama to be substituted for a specific year of English; one permitted the substitution if the student had a "B" average in two previous years of English; and one allowed the substitution by decision of the counselors. In all, fifty-one, or 38.64 per cent of the schools did not permit the substitution; sixteen, or 12.12 per cent, considered drama an English course; twenty, or 15.15 per cent, allowed drama to be substituted for a specific year of English; seven, or 5.3 per cent, substituted drama if the student had a certain grade average in English; five, or 3.79 per cent, required special permission for the substitution; and one permitted the substitution for non-college preparatory students.

Use of play proceeds. Table XXX lists the ways in which the various schools used the play proceeds. Of the schools with an enrollment of less than 500, one school used the proceeds for the band; five schools, or 19.23 per cent placed the proceeds in a drama fund; five schools also put the money in the general student body fund; one school used the proceeds to help finance the high school annual; eleven schools, or 42.31 per cent, contributed the proceeds to the

TABLE XXX

WAYS IN WHICH PLAY PROCEEDS ARE USED

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Band	1	3.85									1	.75
Drama Fund	5	19.23	14	36.84	10	31.25	2	9.52			31	23.48
Field Trip			1	2.63	1	3.13					2	1.52
General Student Body Fund	5	19.23	8	21.05	9	28.13	10	47.62	8	53.33	40	30.3
High School Annual	1	3.85									1	.75
Junior-Senior Class	11	42.31	12	31.58	10	31.25	3	14.29	2	13.33	38	28.79
Memorials			1	2.63							1	.75
N.F.L. Budget							1	4.76			1	.75
Scholarships			1	2.63							1	.75
Stage Furnishings	1	3.85	2	5.26	4	12.5			1	6.67	8	6.06

junior or senior class funds; and one school used the money for stage furnishings. Schools with an enrollment of 501 to 1,000 reported the proceeds used in the following ways: fourteen, or 36.84 per cent, placed the proceeds in the drama fund; one school used the money for a field trip; eight schools, or 21.05 per cent, placed the money in the general student body fund; twelve schools, or 31.58 per cent, contributed to the junior or senior class funds; one school gave the proceeds to a memorial fund; one school also contributed the money to a scholarship fund; and two schools, or 5.26 per cent, bought stage furnishings with the proceeds. Ten schools, or 31.25 per cent, with an enrollment of 1,001 to 1,500 placed the play proceeds in a drama fund; one school used the money for a field trip; nine schools, or 28.13 per cent, placed the money in the general student body fund; ten schools, or 31.25 per cent, contributed the proceeds to the junior or senior class funds; and four schools, or 12.5 per cent, used the money for stage furnishings. Of the schools with an enrollment of 1,501 to 2,000, two, or 9.52 per cent, placed the proceeds in a drama fund; ten schools, or 47.62 per cent, placed the proceeds in a general student body fund; three contributed the funds to the junior or senior classes; and one used the proceeds to take care of the National Forensic League budget. Eight

schools, or 53.33 per cent, with an enrollment of 2,001 to 2,500 placed the proceeds in the general student body fund; two schools, or 13.33 per cent, contributed to the junior or senior classes; and one school used the money for stage furnishings. There were three ways in which the play proceeds were used most frequently throughout all the schools; forty, or 30.3 per cent, placed the proceeds in the general student body fund; thirty-eight, or 28.79 per cent, contributed the proceeds to the junior or senior classes; and thirty-one, or 23.48 per cent, placed the proceeds in a drama fund.

Debate

Method of including debate. The methods of including debate in the speech curriculum are shown in Table XXXI. Of the schools with an enrollment of under 500, one school taught debate as a separate class; eleven, or 42.31 per cent, offered debate as part of a speech class; two, or 7.69 per cent, included debate in the English class; and one taught debate as an extracurricular activity. Schools with an enrollment of 501 to 1,000 included debate in the curriculum as follows: one taught debate as a separate class; twenty-six, or 68.42 per cent, included debate as part of the speech course; one offered debate in the English class; one also taught debate in the social studies course;

TABLE XXXI

METHODS OF INCLUDING DEBATE
IN THE SPEECH CURRICULUM

Enroll- ment	Separate Class		Part of Speech Class		Part of Eng. Class		Part of Social Studies		Extra- curricular	
	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500	1	3.85	11	42.31	2	7.69			1	3.85
501- 1000	1	2.63	26	68.42	1	2.63	1	2.63	3	7.89
1001- 1500	3	9.38	20	62.5	1	3.13			11	34.38
1501- 2000	3	14.29	12	57.14					5	23.81
2001- 2500	5	33.33	8	53.33	1	6.67	1	6.67	3	20.00
Totals	13	9.85	77	58.33	5	3.79	2	1.51	23	17.42

and three, or 7.89 per cent, gave debate as an extra-curricular activity. Three schools, or 9.38 per cent, with an enrollment of 1,001 to 1,500 taught debate as a separate class; twenty, or 62.5 per cent, included debate in the speech class; one offered debate as part of the English course; and eleven, or 34.38 per cent, taught debate as an extracurricular activity. Of the schools with an enrollment of 1,501 to 2,000, three, or 14.29 per cent, offered debate as a separate class; twelve, or 57.14 per cent, included debate in the speech course; and five, or 23.81 per cent, taught debate as an extracurricular activity. Schools with an enrollment of 2,001 to 2,500 included debate in the curriculum as follows: five, or 33.33 per cent, taught debate as a separate class; eight, or 53.33 per cent, included debate as part of the speech course; one offered debate in the English course; one also taught debate in the social studies course; and three, or 20 per cent, gave debate as an extracurricular activity.

Grade level of debate class. Table XXXII reveals the grade level of the classes in debate. One school with an enrollment of less than 500 included the tenth through the twelfth grade in the debate class. One school with an enrollment of 501 to 1,000 also offered the class to the tenth through the twelfth grade. Of the schools with an

TABLE XXXII
GRADE LEVEL OF DEBATE CLASSES

Enroll- ment	11-12		9-12		10-12	
	No.	%	No.	%	No.	%
0- 500					1	3.85
501- 1000					1	2.63
1001- 1500	1	3.13			2	6.25
1501- 2000	1	4.76	1	4.76	1	4.76
2001- 2500	2	13.33			2	13.33
Totals	4	3.03	1	.76	7	5.3

enrollment of 1,001 to 1,500 one school included the eleventh and the twelfth grade in the debate class; and two schools, or 6.25 per cent, included the tenth through the twelfth grade in the class. One school with an enrollment of 1,501 to 2,000 offered the class on the eleventh and the twelfth grade level; one included the ninth through the twelfth grade; and one also included the tenth through the twelfth grade. Schools with an enrollment of 2,001 to 2,500 offered the debate class at the following grade levels: two, or 13.33 per cent, included the eleventh and the twelfth grade; and two also included the tenth through the twelfth grade.

Size of debate class. The average size of the debate classes is pictured in Table XXXIII. One school with an enrollment of less than 500 had twenty students in the debate class. One school with an enrollment of 501 to 1,000 had twenty-five students in the class. Two schools with an enrollment of 1,001 to 1,500 had fifteen students each in the classes; and one had seventeen students. Of the schools with an enrollment of 1,501 to 2,000, one school had fifteen students; one had eighteen students; and one had thirty-two students. Schools with an enrollment of 2,001 to 2,500 reported the size of the debate classes as follows: one had ten students; one had from ten to fifteen students;

TABLE XXXIII
AVERAGE SIZE OF DEBATE CLASSES

Enroll- ment	Below 15		16-20		21-25		26-30		31-35	
	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500			1	3.85						
501- 1000					1	3.63				
1001- 1500	2	6.25	1	3.13						
1501- 2000	1	4.76	1	4.76					1	4.76
2001- 2500	2	13.33	2	13.33			1	6.87		
Totals	5	3.79	5	3.79	1	.76	1	.76	1	.76

one had eighteen; another had twenty students; and one had thirty students in the debate class.

Requirements for admission to debate. The requirements for admission to the debate class are listed in Table XXXIV. Of the schools with an enrollment of less than 500, one school required permission of the instructor; and one school required certain personal qualifications. There were no requirements for admission to the debate class in schools with an enrollment of 501 to 1,000. One school with an enrollment of 1,001 to 1,500 required a grade point average of "A" or "B" in English and history; two required permission of the instructor; and one school listed beginning speech as a prerequisite course. One school with an enrollment of 1,501 to 2,000 had no requirement for admission to the debate class; one required permission of the instructor; and one school listed public speaking as a prerequisite course for the debate class. Of the schools with an enrollment of 2,001 to 2,500, three, or 20 per cent, required permission of the instructor; two, or 13.33 per cent, listed speech one or basic speech as a prerequisite course; and one listed the personal qualification of intelligence.

TABLE XXXIV
 REQUIREMENTS FOR ADMISSION TO DEBATE CLASS

Enroll- ment	None		Grade Point Av.		Permission of Inst.		Prereq. Course		Personal Qualific.	
	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500					1	3.85			1	3.85
501- 1000										
1001- 1500			1	3.13	2	6.25	1	3.13		
1501- 2000	1	4.76			1	4.76	1	4.76		
2001- 2500					3	20.00	2	13.33	1	6.67
Totals	1.	.76	1	.76	7	5.3	4	3.03	2	1.51

Textbooks used by debate class. Table XXXV contains the titles and the authors of the textbooks used by the debate classes. One school with an enrollment of less than 500 reported using a National Debate Handbook. Schools with an enrollment of 501 to 1,000 did not list the use of any debate textbook. One school with an enrollment of 1,001 to 1,500 used How to Debate by Summers, Whan, and Rousse; and one used a National Debate Handbook. One school with an enrollment of 1,501 to 2,000 used Competitive Debating by Musgrave; one used Discussion and Debate by Ewbank and Auer; one used Modern Debating by Nichols Publishing House; and one school listed The Art of Speaking by Elson and Peck. One school with an enrollment of 2,001 to 2,500 reported using a National Debate Handbook.

Use of national high school debate topic. The number of schools that reported using the national high school debate topic is recorded in Table XXXVI, page 131. Six schools, or 23.08 per cent, with an enrollment of less than 500 used the national debate topic. Ten schools, or 26.32 per cent, with an enrollment of 501 to 1,000 used the topic. Of the schools with an enrollment of 1,001 to 1,500, sixteen, or 50 per cent, used the national topic. Ten schools, or 47.62 per cent, with an enrollment of 1,501 to 2,000 used the topic. Eight schools, or 53.33 per cent, with an

TABLE XXXV

TEXTBOOKS USED BY DEBATE CLASS

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None					3	9.38	1	4.76	2	13.33	6	4.55
Elson, E.F., and Alberta Peck, <u>The Art of Speaking</u>							1	4.76			1	.76
Eubank, Henry, & J.J. Auer, <u>Dis- cussion & Debate: Tools of a Democracy</u>							1	4.76			1	.76
Musgrave, <u>Compet- itive Debating</u>							1	4.76			1	.76
<u>National Debate Handbooks</u>	1	3.85			1	3.13			1	6.67	3	2.27
Nichols Publishing House, <u>Modern Debating</u>							1	4.76			1	.76
Summers, Harrison, Forest Whan & Thomas Rousse, <u>How to Debate</u>					1	3.13					1	.76

TABLE XXXVI
NUMBER OF SCHOOLS USING NATIONAL HIGH
SCHOOL DEBATE TOPIC

Enrollment	National Topic	
	Number	Per cent
0- 500	6	23.08
501-1000	10	26.32
1001-1500	16	50.00
1501-2000	10	47.62
2001-2500	8	53.33
Totals	50	37.87

enrollment of 2,001 to 2,500 reported using the national debate topic.

Graduation credit for debate. The number of schools giving credit toward graduation for debate classes is given in Table XXXVII. One school with less than 500 students gave credit. One school with an enrollment of 501 to 1,000 gave credit. Three schools, or 9.38 per cent, with an enrollment of 1,001 to 1,500 reported giving credit. Of the schools with an enrollment of 1,501 to 2,000, two schools, or 9.52 per cent, gave credit toward graduation. Five schools, or 33.33 per cent, with an enrollment of 2,001 to 2,500 reported giving credit toward graduation for the debate classes.

Length of debate class. Table XXXVIII, page 134, presents the length of the debate classes. One school with less than 500 students had a two-semester course. One school with an enrollment of 501 to 1,000 had a two-semester course. Three schools, or 9.38 per cent, with an enrollment of 1,001 to 1,500 had a two-semester course. Schools with an enrollment of 1,501 to 2,000 reported the length of the debate courses as follows: three, or 14.29 per cent, had a one-semester course. Of the schools with an enrollment of 2,001 to 2,500, one had a one-semester course; three, or 20 per cent, had two-semester courses; and one reported a

TABLE XXXVII
SCHOOLS GIVING CREDIT TOWARD GRADUATION
FOR DEBATE CLASSES

Enrollment	Credit	
	Number	Per cent
0- 500	1	3.85
501-1000	1	2.63
1001-1500	3	9.38
1501-2000	2	9.52
2001-2500	5	33.33
Total	12	9.09

TABLE XXXVIII
LENGTH OF DEBATE CLASSES

Enroll- ment	One Semester		Two Semesters		Four Semesters	
	No.	%	No.	%	No.	%
0- 500			1	3.85		
501-1000			1	2.63		
1001-1500			3	9.38		
1501-2000	3	14.29				
2001-2500	1	6.67	3	20.00	1	6.67
Totals	4	3.03	8	6.06	1	.76

four-semester course.

Relationship of debate to English. The circumstances under which debate could be substituted for English are reported in Table XXXIX. Of the schools with an enrollment of less than 500, one reported no substitution permitted; and one school permitted debate to be substituted for the third year of English. Schools with an enrollment of 501 to 1,000 did not report any circumstances for substitution. Of the schools with an enrollment of 1,001 to 1,500, one school permitted debate to be substituted for the third year of English if the student would then take a fourth year of English; one school permitted the substitution if the student had an "A" or a "B" average in his sophomore year; and one permitted the substitution with a counselor's permission. One school with an enrollment of 1,501 to 2,000 did not permit any substitution of debate for English. Schools with an enrollment of 2,001 to 2,500 permitted substitution as follows: two schools, or 13.33 per cent, permitted no substitution; one permitted the substitution for a semester of junior or senior English; and one school allowed the substitution during the senior year if a certain English test was passed.

TABLE XXXIX

CIRCUMSTANCES UNDER WHICH DEBATE MAY BE SUBSTITUTED FOR ENGLISH

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	1	3.85					1	4.76	2	13.33	4	3.03
Substituted for specific year of English	1	3.85			1	3.13			1	6.67	3	2.27
Substituted if certain grade average in English					1	3.13			1	6.67	2	1.51
Counselor's permission					1	3.13					1	.76

Radio Speech

Method of including radio speech. Table XL reveals the methods of including radio speech in the curriculum. Of the schools with an enrollment of less than 500, twelve schools, or 46.15 per cent, included radio speech as part of the speech course; two, or 7.69 per cent, included radio speech in the drama class; and one taught radio speech in the journalism class. Five schools, or 13.16 per cent, with an enrollment of 501 to 1,000 had separate radio speech classes; eighteen, or 47.37 per cent, included radio as part of the speech class. Of the schools with an enrollment of 1,001 to 1,500, three, or 9.38 per cent, had separate radio speech classes; fifteen, or 46.88 per cent, taught radio speech in the speech class; two, or 6.25 per cent, included radio speech in the drama course; two also included radio in the English course; and two taught radio speech as an extracurricular activity. Two schools, or 9.52 per cent, with an enrollment of 1,501 to 2,000 had separate radio speech classes; twelve, or 57.14 per cent, included radio speech in the speech class; two, or 9.52 per cent, included radio speech in the drama class; and one taught radio speech as an extracurricular activity. Schools with an enrollment of 2,001 to 2,500 reported including radio speech as follows: three, or 20 per cent, had separate radio speech classes; six, or 40 per cent, had radio speech included in the speech

TABLE XL

METHODS OF INCLUDING RADIO SPEECH IN THE CURRICULUM

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Separate radio speech class			5	13.16	3	9.38	2	9.52	3	20.00	13	9.85
Part of speech class	12	46.15	18	47.37	15	46.88	12	57.14	6	40.00	63	47.73
Part of drama class	2	7.69			2	6.25	2	9.52			6	4.55
Part of English class					2	6.25					2	1.51
Part of journal- ism class	1	3.85									1	.76
Extracurricular activity					2	6.25	1	4.76	1	6.67	4	3.03

course; and one taught radio speech as an extracurricular activity.

Grade level of radio speech class. The grade level of the radio speech classes is given in Table XLI. There were no radio speech classes in the lowest enrollment group. Two schools with an enrollment of 501 to 1,000 offered the radio speech course to eleventh and twelfth graders combined; and three schools offered their courses at the tenth through the twelfth level combined. Three schools with an enrollment of 1,001 to 1,500 had their courses open to the ninth through the twelfth grades. Of the schools with an enrollment of 1,501 to 2,000, one school offered the course at the twelfth grade level; another school gave the course to eleventh and twelfth graders combined. One school with an enrollment of 2,001 to 2,500 gave the course at the twelfth grade; another included the eleventh and the twelfth grades; and one opened the course to the tenth through the twelfth grades.

Size of radio speech class. The size of the various radio speech classes can be seen in Table XLII, page 141. Of the schools with an enrollment of 501 to 1,000, one school reported twelve students in the radio speech class; one had twenty-four; and another had twenty-five students. One school with an enrollment of 1,001 to 1,500 had fifteen students in the class; another had twenty. Two schools with

TABLE XLI
 GRADE LEVEL OF RADIO SPEECH CLASSES

Enroll- ment	12		11-12		9-12		10-12	
	No.	%	No.	%	No.	%	No.	%
0- 500								
501- 1000			2	5.26			3	7.89
1001- 1500					3	9.38		
1501- 2000	1	4.76	1	4.76				
2001- 2500	1	6.67	1	6.67			1	6.67
Totals	2	1.51	4	3.03	3	2.27	4	3.03

TABLE XLII
 SIZE OF RADIO SPEECH CLASSES

Enroll- ment	Below 15		16-20		21-25	
	No.	%	No.	%	No.	%
0- 500						
501-1000					2	5.26
1001-1500	1	3.13	1	3.13		
1501-2000	2	9.52				
2001-2500			2	13.33	1	6.67
Totals	4	3.03	3	2.27	3	2.27

an enrollment of 1,501 to 2,000 had fifteen students each in the radio speech classes. Of the schools with an enrollment of 2,001 to 2,500, one school reported eighteen students in the class; one school had twenty; and one school had twenty-five students in the radio speech class. No school reported a class larger than twenty-five in any of the enrollment groups.

Requirements for admission to radio speech. The requirements for admission to the radio speech class are listed in Table XLIII. Of the schools with an enrollment of 501 to 1,000, three reported no requirements for admission to the class; one did not permit freshmen in the course; one school required a grade point average of "B" for the advanced radio speech class; and two schools listed such personal qualifications as interest as requirements. Two schools with an enrollment of 1,001 to 1,500 indicated no requirements for admission; and one school had the requirement of an audition. One school with an enrollment of 1,501 to 2,000 required public speaking one as a prerequisite course; and one school required try-outs or the instructor's permission. Schools with an enrollment of 2,001 to 2,500 reported their requirements for admission as follows: one school required either oral expression or beginning drama as a prerequisite course; another required

TABLE XLIII

REQUIREMENTS FOR ADMISSION TO RADIO SPEECH CLASS

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None			3	7.89	2	6.25					5	3.79
Certain class level			1	2.63							1	.76
Grade point average			1	2.63							1	.76
Prerequisite course							1	4.76	2	13.33	3	2.27
Permission of instructor					1	3.13	1	4.76			2	1.51
Personal qualifications			2	5.26					1	6.67	3	2.27

basic speech as a prerequisite; one listed personal qualifications of voice and ability to read as a requirement.

Textbooks used in radio speech class. Very few textbooks were reported being used by the radio speech classes. Table XLIV lists the four that were reported. One school with an enrollment of 501 to 1,000 used Creative Broadcasting by Skornia, Lee, and Brewer. One school with an enrollment of 1,501 to 2,000 used Radio and Television by Ewbank and Lawton; another used Radio English by French, Levenson, and Rockwell. One school with an enrollment of 2,001 to 2,500 used Handbook of Radio Production by Barnouw.

Graduation credit for radio speech. The number of schools that gave credit toward graduation for the radio speech classes is reported in Table XLV, page 146. Five schools, or 13.16 per cent, with an enrollment of 501 to 1,000 gave credit. Four schools, or 12.5 per cent, with an enrollment of 1,001 to 1,500 gave credit. One school enrolling 1,501 to 2,000 students gave credit. Three schools, or 20 per cent, with an enrollment of 2,001 to 2,500 gave credit toward graduation for the radio speech classes.

Length of radio speech class. Table XLVI, page 147, gives a record of the length of the radio speech classes. One school with an enrollment of 501 to 1,000 had a

TABLE XLIV

TEXTBOOKS USED BY RADIO SPEECH CLASSES

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None			2	5.26	1	3.13			2	5.26	5	3.79
Barnouw, Erik <u>Handbook of Radio Production</u>									1	6.67	1	.76
Ewbank, Henry and Sherman Lawton, <u>Radio and Tele- vision</u>							1	4.76			1	.76
French, Florence, William Levenson & Vera Rockwell, <u>Radio English</u>							1	4.76			1	.76
Skornia, H. J., Robert Lee & Fred Brewer, <u>Creative Broadcasting</u>			1	2.63							1	.76

TABLE XLV

SCHOOLS GIVING CREDIT TOWARD GRADUATION
FOR RADIO SPEECH CLASSES

Enrollment	C r e d i t	
	Number	Per cent
0- 500		
501-1000	5	13.16
1001-1500	4	12.5
1501-2000	1	4.76
2001-2500	3	20.00
Total	13	9.85

TABLE XLVI
LENGTH OF RADIO SPEECH CLASSES

Enrollment	One Semester		Two Semesters		Four Sem.	
	No.	%	No.	%	No.	%
0- 500						
501-1000	1	2.63	4	10.53		
1001-1500			4	12.5		
1501-2000	1	4.76				
2001-2500	1	6.67	1	6.67	1	6.67
Totals	3	2.27	9	6.82	1	.76

one-semester course in radio speech; and four schools, or 10.53 per cent, had two-semester courses. Four schools also with an enrollment of 1,001 to 1,500 had two-semester courses. One school enrolling 1,501 to 2,000 students had a one-semester course. Schools with an enrollment of 2,001 to 2,500 reported the length of the radio speech classes as follows: one school had a one-semester course; one school had a two-semester course; and one school had a four-semester course.

Relationship of radio speech class to English. The circumstances under which the various schools permitted radio speech to be substituted for English are shown in Table XLVII. Of the schools with an enrollment of 501 to 1,000, one school did not permit the substitution; one school considered the course an English course; and one school permitted the substitution if the student failed English. Two schools with an enrollment of 1,001 to 1,500 did not permit the substitution; one school permitted the course to be substituted for a year of English. One school with an enrollment of 1,501 to 2,000 considered the course an elective English course at the senior level. Two schools with an enrollment of 2,001 to 2,500 did not permit any substitution for English; and one school permitted the radio speech course to be substituted for the third year of English.

TABLE XLVII

CIRCUMSTANCES UNDER WHICH RADIO SPEECH MAY BE
SUBSTITUTED FOR ENGLISH

Enrollment	None		Considered an English Course		Sub. for Specific Yr. of Eng.		Special Permission	
	No.	%	No.	%	No.	%	No.	%
0- 500								
501-1000	1	2.63	1	2.63			1	2.63
1001-1500	2	13.33	1	3.13				
1501-2000			1	4.76				
2001-2500	2	13.33			1	6.67		
Totals	5	3.79	3	2.27	1	6.67	1	.76

Radio class broadcasts. Whether or not the students in radio speech broadcasted regularly or occasionally is shown in Table XLVIII. Three schools with an enrollment of less than 500 broadcasted regularly, a percentage of 11.54; and five schools broadcasted occasionally, a percentage of 19.23. Of the schools with an enrollment of 501 to 1,000, eight or 21.05 per cent, broadcasted regularly; and three, or 7.89 per cent, reported occasional broadcasts. Three schools, or 9.38 per cent, with an enrollment of 1,001 to 1,500 broadcasted regularly; and eight, or 25 per cent, broadcasted occasionally. Of the schools with an enrollment of 1,501 to 2,000, four, or 19.05 per cent, had regular broadcasts; and four, or 19.05 per cent, had occasional broadcasts. Seven schools, or 46.67 per cent, with an enrollment of 2,001 to 2,500 had occasional broadcasts.

Television Speech

Method of including television speech. The methods of including television speech in the curriculum are portrayed in Table XLIX, page 152. Three schools with an enrollment of less than 500 reported including television speech in the regular speech course; one school included this type of speech in the English course; and one school also included television speech in the drama course. Six schools, or 15.79 per cent, with an enrollment of 501 to 1,000 included

TABLE XLVIII
 FREQUENCY OF STUDENT BROADCASTS

Enrollment	Regular		Occasional	
	No.	%	No.	%
0- 500	3	11.54	5	19.23
501-1000	8	21.05	3	7.89
1001-1500	3	9.38	8	25.0
1501-2000	4	19.05	4	19.05
2001-2500			7	46.67
Totals	18	13.64	27	20.45

TABLE XLIX

METHODS OF INCLUDING TELEVISION SPEECH IN THE CURRICULUM

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Separate class									1		1	.76
Part of speech	3	11.54	6	15.79	6	18.75	3	14.29	3		21	15.91
Part of English	1	3.85									1	.76
Part of drama	1	3.85					1	4.76			2	1.51
Part of radio sp.			2	5.26	1	3.13	1	4.76			4	3.03
Extracurricular									2	13.33	2	1.51

television speech in the speech course; and two schools included television speech with radio speech. Six schools, or 18.75 per cent, with an enrollment of 1,001 to 1,500 included television speech as part of the speech class; one included this type of speech in the drama course; and one school included television speech with radio speech. Only one school had a separate television speech class, this school being in the enrollment group of 2,001 to 2,500. This television speech class was taught at the eleventh and twelfth grade level. In this same enrollment group, three schools included television speech as part of the speech course; and two schools taught television speech as an extracurricular activity.

Frequency of student telecasts. Table L shows the frequency of the student telecasts. Two schools, or 7.69 per cent, with an enrollment of less than 500 reported occasional student telecasts. Two schools, or 5.26 per cent, with an enrollment of 501 to 1,000 also reported occasional student telecasts. Four schools, or 12.5 per cent, with an enrollment of 1,001 to 1,500 had occasional student telecasts. Two schools, or 9.52 per cent, with an enrollment of 1,501 to 2,000 had occasional telecasts. One school with an enrollment of 2,001 to 2,500 had regular student telecasts in a weekly show; and one school reported occasional student telecasts.

TABLE L
 FREQUENCY OF STUDENT TELECASTS

Enrollment	Regular		Occasional	
	No.	%	No.	%
0- 500			2	7.69
501-1000			2	5.26
1001-1500			4	12.5
1501-2000			2	9.52
2001-2500	1	6.67	1	6.67
Totals	1	.76	11	8.33

Textbooks used by television speech class. The use of only two textbooks for television speech was indicated in the survey. One school with an enrollment of 1,501 to 2,000 used Radio and Television by Ewbank and Lawton. One school with an enrollment of 2,001 to 2,500 used The Television Program by Stasheff and Bretz.

IV. EXTRACURRICULAR SPEECH

Extracurricular activities. Listed in Table LI are the types of activities included in the extracurricular speech program. Of the schools with an enrollment of less than 500, fourteen, or 55.85 per cent, included assemblies; two, or 7.69 per cent, had choral reading; one school reported contests as an activity; four schools, or 15.38 per cent, included debate; four schools also included discussion; seven schools, or 26.92 per cent, had extemporaneous speech; one school included oratory; twenty-one schools, or 80.77 per cent, listed plays as an activity; five, or 19.23 per cent, had a speech or a drama club; and two included other activities such as the graduation speaker and program material for local fraternal organizations. Schools with an enrollment of 501 to 1,000 reported their extracurricular program as follows: seventeen, or 44.74 per cent, had assemblies; two, or 5.26 per cent, had choral reading; four, or 10.53 per cent, included contests; eight, or 21.05 per

TABLE LI

TYPES OF ACTIVITIES INCLUDED IN THE EXTRACURRICULAR SPEECH PROGRAM

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Assemblies	14	53.85	17	44.74	13	40.63	7	33.33	10	66.67	61	46.21
Choral reading	2	7.69	2	5.26	1	3.13	2	9.52	1	6.67	8	6.06
Contests	1	3.85	4	10.53	2	6.25	1	4.76	2	13.33	10	7.56
Debate	4	15.38	8	21.05	16	50.00	8	38.1	7	46.67	43	32.58
Discussion	4	15.38	7	18.42	9	28.13	4	19.05	6	40.00	30	22.73
Extemporaneous speech	7	26.92	14	36.84	17	53.13	7	33.33	8	53.33	53	40.15
Oratory	1	3.85	1	2.63			1	4.76			3	2.27
Plays	21	80.77	22	57.89	22	68.75	11	52.38	11	73.33	87	65.91
Speech or Drama Club	5	19.23	9	23.68	17	53.13	14	66.67	8	53.33	53	40.15
Other Activities	2	7.69					2	9.52			4	3.03

cent listed debate; seven, or 18.42 per cent, included discussion; fourteen, or 36.84 per cent, had extemporaneous speech; one mentioned oratory; twenty-two, or 57.89 per cent, included plays; and nine, or 23.68 per cent, had a speech or a drama club. Thirteen schools, or 40.63 per cent, with an enrollment of 1,001 to 1,500 had assemblies; one school reported including choral reading; two schools, or 6.25 per cent, reported contests; sixteen, or 50 per cent, included debate; nine, or 28.13 per cent, mentioned discussion; seventeen, or 53.13 per cent, had extemporaneous speech; twenty-two, or 68.75 per cent, included plays as an activity; and seventeen, or 53.13 per cent, mentioned a speech or a drama club. Schools with an enrollment of 1,501 to 2,000 included these activities in their extracurricular speech program: seven schools, or 33.33 per cent, had assemblies; two, or 9.52 per cent, had choral reading; only one included contests; eight, or 38.1 per cent, mentioned debate; four, or 19.05 per cent, included discussion; seven, or 33.33 per cent, included extemporaneous speech; only one mentioned oratory; eleven, or 52.38 per cent, had plays as an activity; fourteen, or 66.67 per cent, included a speech or a drama club; and two mentioned other activities such as impromptu speaking and operettas. Ten schools, or 66.67 per cent, with an enrollment of 2,001 to 2,500

included assemblies in the extracurricular speech program; only one school had choral reading; two, or 13.33 per cent, had contests; seven, or 46.67 per cent, included debate; six, or 40 per cent, had discussion; eight, or 53.33 per cent, mentioned extemporaneous speech; eleven, or 73.33 per cent, included plays; eight, or 53.33 per cent, reported having a speech or a drama club.

Teachers of extracurricular speech. Table LII

identifies the teachers that coached the extracurricular speech. Of the schools with an enrollment of less than 500, one teacher taught art; five, or 19.23 per cent, were drama teachers; eight, or 30.77 per cent were English teachers; one was a music teacher; two were social studies teachers; and eleven, or 42.31 per cent, were speech teachers. Schools with an enrollment of 501 to 1,000 reported the teachers coaching extracurricular speech as follows: seven, or 18.42 per cent, were drama teachers; one was an English teacher; one was the forensics teacher; one was music; one was social studies; twenty-two, or 57.89 per cent, were speech teachers, and one school reported that any teacher interested coached the extracurricular speech. Six drama teachers, or 18.75 per cent, in schools with an enrollment of 1,001 to 1,500 coached the extracurricular speech; two English teachers directed such activities; one social studies

TABLE LII

TEACHERS COACHING EXTRACURRICULAR SPEECH

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Art	1	3.85									1	.76
Drama	5	19.23	7	18.42	6	18.75	1	4.76	4	26.67	23	17.42
English	8	30.77	1	2.63	2	6.25	3	14.29	1	6.67	15	11.36
Forensics			1	2.63			1	4.76	1	6.67	3	2.27
Music	1	3.85	1	2.63							2	1.51
Social Studies	2	7.69	1	2.63	1	3.13					4	3.03
Speech	11	42.31	22	57.89	26	81.25	15	71.43	8	53.33	83	62.88
Any teacher interested			1	2.63			1	4.76			2	1.51

teacher did; and twenty-six, or 81.25 per cent, were speech teachers who directed the activities. The following teachers directed the extracurricular speech in schools with an enrollment of 1,501 to 2,000; one was a drama teacher; three, or 14.29 per cent, were English teachers; one was a forensics teacher; fifteen, or 71.43 per cent, were speech teachers; and one school assigned the task to any teacher interested. Of the schools with an enrollment of 2,001 to 2,500, four schools had drama teachers coaching the extracurricular speech; one school had an English teacher; one school had a forensics teacher; and eight schools, or 53.33 per cent, had speech teachers directing the extracurricular speech program.

Compensation for extracurricular speech. Two possible ways by which schools compensated the teacher of extracurricular speech are indicated in Table LIII. One school with an enrollment of less than 500 gave the teacher a lighter class load; and two schools compensated by extra pay. Three schools, or 7.89 per cent, with an enrollment of 501 to 1,000 assigned a lighter class load to the teacher of extracurricular speech; and seven, or 18.42 per cent, compensated by extra pay. Three schools also with an enrollment of 1,001 to 1,500 assigned a lighter class load; and seven gave extra pay. Three schools, or 14.29 per cent,

TABLE LIII
 COMPENSATION FOR TEACHERS OF EXTRACURRICULAR SPEECH

Enrollment	Lighter Class Load		Extra Pay	
	No.	%	No.	%
0- 500	1	3.85	2	7.69
501-1000	3	7.89	7	18.42
1001-1500	3	9.38	7	21.88
1501-2000	1	4.76	3	14.29
2001-2500	4	26.67	3	20.00
Totals	12	9.09	22	16.67

of the schools with an enrollment of 1,501 to 2,000 gave extra pay and one school assigned a lighter class load. Four schools, or 26.67 per cent, with an enrollment of 2,001 to 2,500 permitted a lighter class load; and three, or 20 per cent, compensated by extra pay.

Community speech activities. The number of schools that had students participate in community speech activities is reported in Table LIV. Twenty-one schools, or 80.77 per cent, with an enrollment of less than 500 had such student participation. Thirty schools, or 78.95 per cent, with an enrollment of 501 to 1,000 participated in community speech activities. Twenty-eight, or 87.5 per cent, with an enrollment of 1,001 to 1,500 had student participation. Fifteen, or 71.43 per cent, with an enrollment of 1,501 to 2,000 had student participation. Fourteen schools, or 93.33 per cent, with an enrollment of 2,001 to 2,500 had student participation in community speech activities.

Speech contests. Tabulated in Table LV, page 164, are the many speech contests in which the various schools participated. Of the schools with an enrollment of less than 500, four, or 15.38 per cent, participated in the American Legion contest; two, or 7.69 per cent, included the Junior Chamber of Commerce contest; three, or 11.54 per cent, mentioned the contest sponsored by the Knights of Pythias;

TABLE LIV
SCHOOLS HAVING STUDENT PARTICIPATION IN
COMMUNITY SPEECH ACTIVITIES

Enrollment	Number	Per cent
0-500	21	80.77
501-1000	30	78.95
1001-1500	28	87.5
1501-2000	15	71.43
2001-2500	14	93.33
Total	108	81.82

TABLE LV

SPEECH CONTESTS IN WHICH SCHOOLS PARTICIPATED

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Legion	4	15.38	11	28.95	12	37.5	11	52.38	6	40.00	44	33.33
Bank of America							1	4.76			1	.75
Bill of Rights							1	4.76			1	.75
Civic Club			1	2.63							1	.75
Civitan Club									1	6.67	1	.75
Community Chest					1	3.13					1	.75
D.A.R.			1	2.63					1	6.67	2	1.52
Elks			1	2.63	1	3.13					2	1.52
Express							2	9.52			2	1.52
F.F.A.			1	2.63	1	3.13					2	1.52
Hearst					1	3.13	1	4.76	1	6.67	3	2.27
Herald							3	14.29			3	2.27
Junior Chamber of Commerce	2	7.69	3	7.89	2	6.25	3	14.29	3	20.00	13	9.85
Kiwanis												
Knights of Pythias	3	11.54	5	13.16	6	18.75	7	33.33	2	13.33	23	17.42
Lions	19	73.08	22	57.89	17	53.13	15	71.43	9	60.00	62	62.12
Native Sons & Daughters	3	11.54	9	23.68	5	15.63	10	47.62	4	26.67	31	23.48
N.F.L.			4	10.53	3	9.38	3	14.29	4	26.67	14	10.61
Odd Fellows					1	3.13					1	.75
Optimists							2	9.52			2	1.52
Orange Festival							1	4.76			1	.75

TABLE LV (Continued)

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Red Cross					1	3.13					1	.75
Rotary	1	3.65	1	2.63	1	3.13					3	2.27
Science League			1	2.63							1	.75
Shakespearian Festival							1	4.76			1	.75
State College Speech Contests	1	3.65	2	5.26	5	15.63			1	6.67	9	6.82
Student Contest- Local	2	7.69	3	7.89	4	12.5	2	9.52	1	6.67	12	9.09
Student Contest- Regional	3	11.54	5	13.16	5	15.63	3	14.29	3	20.00	19	14.39
Student Contest- State			1	2.63	1	3.13	2	9.52	2	13.33	6	4.55
Toastmasters			1	2.63	2	6.85					3	2.27
V.F.W.			1	2.63							1	.75

nineteen, or 73.08 per cent, participated in the Lions Club contest; three schools, or 11.54 per cent, entered the contest sponsored by the Native Sons and Daughters; one was in the Rotary contest; one school included a state college speech contest; two mentioned student contests at the local level; three schools, or 11.54 per cent, also included student contests at the regional level. Schools with an enrollment of 501 to 1,000 reported the speech contests entered as follows: eleven, or 28.95 per cent, participated in the American Legion; one school entered the Civic Club contest; one school participated in the contest sponsored by the Daughters of the American Revolution; one entered the Elks Club contest; one included the Future Farmers of America contest; three, or 7.89 per cent, participated in the Junior Chamber of Commerce contest; five schools, or 13.16 per cent, entered the Knights of Pythias contest; twenty-two schools, or 57.89 per cent, included the Lions Club contest; nine, or 23.68 per cent, were in the contest given by the Native Sons and Daughters; four schools, or 10.53 per cent, mentioned the contest sponsored by the National Forensic League; one school entered a Rotary contest; one school participated in a Science League contest; two schools, or 5.26 per cent, included state college contests; three, or 7.89 per cent, mentioned student contests at the local level; five, or 13.16 per cent,

participated in student contests at the regional level; one mentioned a student contest at the state level; one school participated in the Toastmasters contest; and one school included a contest sponsored by the Veterans of Foreign Wars. Twelve schools, or 37.5 per cent, with an enrollment of 1,001 to 1,500, participated in the contest sponsored by the American Legion; one school mentioned a speech contest sponsored by the Community Chest; one included the Elks Club contest; one also included the contest given by the Future Farmers of America; one school entered a Hearst sponsored contest; two schools participated in the Junior Chamber of Commerce contest; six schools, or 18.75 per cent, entered the Knights of Pythias contest; seventeen schools, or 53.13 per cent, included the Lions Club contest; five schools, or 15.63 per cent, entered the contest sponsored by the Native Sons and Daughters; three participated in the National Forensic League contests, a per cent of 9.38; one school entered the Odd Fellows contest; one school included a Red Cross contest; another mentioned the Rotary contest; five schools, or 15.63 per cent, entered contests given by state colleges; four schools, or 12.5 per cent, entered student contests at the local level; five, or 15.63 per cent, entered such student contests at the regional level; one entered the student contest at the state level; and two schools participated in the Toastmasters contest. Of the schools with an

enrollment of 1,501 to 2,000, eleven, or 52.38 per cent, participated in the American Legion contest; one school mentioned the Bank of America contest; one mentioned the Bill of Rights contest; two schools, or 9.52 per cent, entered the Express contest; one school entered the contest sponsored by Hearst; three schools, or 14.29 per cent, included the Herald contest; seven schools, or 33.33 per cent, participated in the Knights of Pythias contest; fifteen schools, or 71.43 per cent, entered the Lions Club contest; ten, or 47.62 per cent, entered the contest given by the Native Sons and Daughters; three, or 14.29 per cent, included the National Forensic League contest; two schools, or 9.52 per cent, mentioned the contest sponsored by the Optimists; one school mentioned the Orange Festival contest; another school included the Shakespearean Festival; two schools, or 9.52 per cent, included student contests at the local level; three, or 14.29 per cent, included such contests at the regional level; and two schools, or 9.52 per cent, mentioned student contests at the state level. Schools with an enrollment of 2,001 to 2,500 reported their contests entered as follows: six, or 40 per cent, entered the American Legion contest; one school participated in the Civitan Club contest; one school listed the contest given by the Daughters of the American Revolution; one school included a

Hearst sponsored contest; three schools, or 20 per cent, included the Junior Chamber of Commerce contest; two, or 13.33 per cent, mentioned the Knights of Pythias contest; nine, or 60 per cent, participated in the Lions Club contest; four, or 26.67 per cent, entered the Native Sons and Daughters contest; four also entered the National Forensic League contest; one school listed a state college contest; one listed a student contest at the local level; three, or 20 per cent, gave student speech contests at the regional level; and two, or 13.33 per cent, participated in student contests at the level of the state. The contest entered most frequently by the schools was the Lions Club contest, participated in by eighty-two schools, or 62.12 per cent. The three contests ranking next in popularity were the American Legion contest, entered by forty-four schools, or 33.33 per cent; the contest sponsored by the Native Sons and Daughters, entered by thirty-one schools, or 23.48 per cent; and the Knights of Pythias contest, entered by twenty-three schools, or 17.42 per cent.

Contest preparation time. Table LVI presents a picture of the time during which the students were coached for the above contests. Sixteen schools, or 61.54 per cent, with an enrollment of less than 500 coached the students during class; and twenty schools, or 76.92 per cent,

TABLE LVI
 TIME DURING WHICH STUDENTS COACHED FOR CONTESTS

Enrollment	During Class		After School	
	No.	%	No.	%
0- 500	16	61.54	20	76.92
501-1000	21	55.26	28	73.68
1001-1500	18	56.25	25	78.13
1501-2000	12	57.14	17	80.95
2001-2500	9	60.00	12	80.00
Totals	76	57.58	103	77.27

coached the students after school. Of the schools with an enrollment of 501 to 1,000, twenty-one schools, or 55.26 per cent, coached the students during class; and twenty-eight schools, or 73.68 per cent, prepared the students after school. Eighteen schools, or 56.25 per cent, with an enrollment of 1,001 to 1,500 worked with the students during class; and twenty-five schools, or 78.13 per cent, prepared them after school. Schools with an enrollment of 1,501 to 2,000 reported their time for coaching as follows: twelve, or 57.14 per cent, worked during class; and seventeen, or 80.95 per cent, coached the students after school. Nine schools, or 60 per cent, with an enrollment of 2,001 to 2,500 coached the students during class; and twelve, or 80 per cent, worked with the students after school to prepare them for the speech contests.

State and national speech organizations. Membership in state or national speech organizations is reported in Table LVII. Two schools with an enrollment of less than 500 belonged to the National Forensic League; three schools, or 11.54 per cent, had membership in regional speech leagues. Of the schools with an enrollment of 501 to 1,000, four, or 10.53 per cent, belonged to the National Forensic League; two, or 5.26 per cent, had joined regional speech leagues; and three schools, or 7.89 per cent, belonged to the

TABLE LVII
MEMBERSHIP IN STATE OR NATIONAL SPEECH ORGANIZATIONS

Enrollment	N. F. L.		Regional League		Thespians	
	No.	%	No.	%	No.	%
0- 500	2	7.69	3	11.54		
501-1000	4	10.53	2	5.26	3	7.89
1001-1500	8	25.00	4	12.5	2	6.25
1501-2000	9	42.86	5	23.81	2	9.52
2001-2500	6	40.00	5	33.33		
Totals	29	21.97	19	14.39	7	5.3

Thespians. Eight schools, or 25 per cent, with an enrollment of 1,001 to 1,500 belonged to the National Forensic League; four, or 12.5 per cent, had membership in regional speech leagues; and two, or 6.25 per cent, had joined the Thespians. Schools with an enrollment of 1,501 to 2,000 reported their membership as follows: nine, or 42.86 per cent, belonged to the National Forensic League; five, or 23.81 per cent, belonged to regional speech leagues; and two, or 9.52 per cent, had joined the Thespians. Six schools, or 40 per cent, with an enrollment of 2,001 to 2,500 belonged to the National Forensic League; and five, or 33.33 per cent, had membership in regional speech leagues. In all, twenty-nine schools, or 21.97 per cent, had membership in the National Forensic League; nineteen schools, or 14.39 per cent, belonged to regional speech leagues; and seven, or 5.3 per cent, had joined the Thespians.

V. REMEDIAL SPEECH

Number of schools with speech clinicians. Recorded in Table LVIII are the number of schools that reported having speech clinicians. Only one school with an enrollment of less than 500 reported having a speech clinician. Three schools, or 7.89 per cent, with an enrollment of 501 to 1,000 had speech clinicians. Eleven schools, or 34.38 per cent, with an enrollment of 1,001 to 1,500 had speech

TABLE LVIII
SCHOOLS HAVING A SPEECH CLINICIAN

Enrollment	Number	Per cent
0- 500	1	3.85
501-1000	3	7.89
1001-1500	11	34.38
1501-2000	12	57.14
2001-2500	11	73.33
Totals	38	28.79

clinicians. Twelve schools, or 57.14 per cent, with an enrollment of 1,501 to 2,000 had the services of a clinician. Eleven, or 73.33 per cent, with an enrollment of 2,001 to 2,500 had such services. The percentage of schools with speech clinicians was higher in schools with the larger enrollment groups.

Selection of students for remedial work. Table LIX presents the basis for selection of the students for remedial speech work. One school with an enrollment of less than 500 selected the students on the basis of teacher recommendation. Three schools, or 7.89 per cent, with an enrollment of 501 to 1,000 used this same means of selection. Seven schools, or 21.88 per cent, with an enrollment of 1,001 to 1,500 selected the students on the basis of teacher recommendation; and five schools, or 15.63 per cent, conducted speech tests. Of the schools with an enrollment of 1,501 to 2,000, ten, or 47.62 per cent, used teacher recommendation; and six schools, or 28.57 per cent, used speech tests. Seven schools, or 46.67 per cent, with an enrollment of 2,001 to 2,500 used teacher recommendation as the basis of students for remedial speech; and five schools, or 33.33 per cent, used speech tests for such selection.

TABLE LIX
BASIS FOR SELECTION OF STUDENTS FOR
REMEDIAL SPEECH

Enrollment	Teacher Recommendation		Speech Test	
	No.	%	No.	%
0- 500	1	3.85		
501-1000	3	7.69		
1001-1500	7	21.88	5	15.63
1501-2000	10	47.62	6	28.57
2001-2500	7	46.67	5	33.33
Totals	28	21.21	16	12.12

Method of allowing time for remedial work. The various methods of allowing time for remedial speech work are shown in Table LX. One school with an enrollment of less than 500 allowed time during the study period. Of the schools with an enrollment of 501 to 1,000, one had a regular remedial speech class on the school schedule; two schools, or 5.26 per cent, excused the students from other classes; and one conducted the work during study periods. Eight schools, or 25 per cent, with an enrollment of 1,001 to 1,500 excused the students from other classes; one gave remedial speech work during the study periods; and two, or 6.25 per cent, taught remedial speech before or after school. Schools with an enrollment of 1,501 to 2,000 reported allowing the following time for remedial work: two schools, or 9.52 per cent, had a regular class in speech work; nine schools, or 42.86 per cent, excused the students from other classes; two, or 9.52 per cent, conducted the work during study periods; and one taught remedial speech before or after school. One school with an enrollment of 2,001 to 2,500 had a regular remedial speech class on the schedule; seven, or 46.67 per cent, excused the students from other classes; one school worked with the students during their study periods; and one school taught remedial speech before or after school. Schools allowed time for remedial speech

TABLE LX
METHODS OF ALLOWING TIME FOR REMEDIAL SPEECH

Enrollment	As a Regular Class		By excuse from Classes		During Study Period		Before or after School	
	No.	%	No.	%	No.	%	No.	%
0- 500					1	3.85		
501-1000	1	2.63	2	5.26	1	2.63		
1001-1500			8	25.00	1	3.13	2	6.25
1501-2000	2	9.52	9	42.86	2	9.52	1	4.76
2001-2500	1	6.67	7	46.67	1	6.67	1	6.67
Totals	4	3.03	26	19.7	6	4.55	4	3.03

work most frequently by excusing the students from other classes. This method was used by twenty-six schools, or 19.7 per cent.

VI. SPEECH IN THE CLASSROOM

Curricular emphases in speech class. What types of speech activities were included in the speech curriculum? This information is tabulated in Table LXI. Of the schools with an enrollment of less than 500, eight, or 30.77 per cent, included assembly production; eight also included choral reading; fourteen, or 53.85 per cent, taught conversation; twelve, or 46.15 per cent, included debate; eighteen, or 69.23 per cent, included diction; fourteen, or 53.85 per cent, taught dramatic art; seventeen, or 65.38 per cent, listed extemporaneous speaking; sixteen, or 61.54 per cent, included interpretation of prose and poetry; eleven, or 42.31 per cent, mentioned listening to records; twelve, or 46.15 per cent, included oral reports; fourteen, or 53.85 per cent, listed panel discussion; fourteen also included parliamentary procedure; twenty-one, or 80.77 per cent, taught public speaking; nine, or 34.62 per cent, included radio listening; fourteen, or 53.85 per cent, mentioned radio speech; twelve, or 46.15 per cent, taught round table discussion; eleven, or 42.31 per cent, included

TABLE LXI

TYPES OF SPEECH ACTIVITIES INCLUDED IN THE SPEECH CURRICULUM

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Assembly pro- duction	8	30.77	12	31.58	13	40.63	3	14.29	9	60.00	45	34.09
Choral reading	8	30.77	16	42.11	13	40.63	9	42.86	6	40.00	52	39.39
Conversation	14	53.85	24	63.16	21	65.63	15	71.43	9	60.00	83	62.88
Debate	12	46.15	26	68.42	23	71.88	15	71.43	12	80.00	88	66.67
Diction	18	69.23	31	81.58	29	90.63	21	100.00	14	93.33	113	85.61
Dramatic art	14	53.85	22	57.89	19	59.38	11	52.38	10	66.67	76	57.58
Extemporaneous speaking	17	65.38	35	92.11	30	93.75	20	95.24	15	100.00	117	88.64
Interpretation of prose and poetry	16	61.54	28	73.68	30	93.75	17	80.95	12	80.00	103	78.03
Listening to records	11	42.31	22	57.89	11	34.38	12	57.14	11	73.33	67	50.76
Oral reports	12	46.15	26	68.42	24	75.00	13	61.9	8	53.33	83	62.88
Panel discus- sion	14	53.85	32	84.21	29	90.63	20	95.24	14	93.33	109	82.58
Parliamentary procedure	14	53.85	26	68.42	27	84.38	18	85.71	13	86.67	98	74.24

TABLE LXI (Continued)

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Table	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Public speaking	21	80.77	35	92.11	32	100.00	21	100.00	15	100.00	124	93.94
Radio listen- ing	9	34.62	14	36.84	9	28.13	12	59.14	7	46.67	51	38.64
Radio speech	14	53.85	29	76.32	22	68.75	17	80.95	10	66.67	92	69.7
Round table discussion	12	46.15	30	78.95	25	78.13	19	90.48	13	86.67	99	75.00
Social intro- ductions	11	42.31	18	47.38	13	40.63	11	52.38	6	40.00	59	44.7
Stagecraft	9	34.62	13	34.21	12	37.5	7	33.33	9	60.00	50	37.88
Story telling	16	61.54	29	76.32	20	62.5	12	57.14	13	86.67	90	68.18
Symposium dis- cussion	8	30.77	20	52.63	18	56.25	17	80.95	11	73.33	74	56.06
Tape recordings of own voices	17	65.38	35	92.11	30	93.75	21	100.00	15	100.00	118	89.39
Telephoning	7	26.92	12	31.58	12	37.5	8	38.1	3	20.00	42	31.82
Television drama and speech	4	15.38	10	26.32	6	18.75	8	38.1	4	26.67	32	24.24
Voice training and develop- ment	17	65.38	34	89.47	26	81.25	21	100.00	15	100.00	113	85.61

social introductions; nine, or 34.62 per cent, taught stagecraft; sixteen, or 61.53 per cent, recorded story telling; eight, or 30.77 per cent, included the symposium discussion; seventeen, or 65.38 per cent, listed tape recordings of student voices; seven, or 26.92 per cent, taught telephoning; four, or 15.38 per cent, included television drama and speech; seventeen, or 65.38 per cent, mentioned voice training and development. Schools with an enrollment of 501 to 1,000 listed the following speech activities included in the speech curriculum: twelve, or 31.58 per cent, had assembly production; sixteen, or 42.11 per cent, taught choral reading; twenty-four, or 63.16 per cent, listed conversation; twenty-six, or 68.42 per cent, mentioned debate; thirty-one, or 81.58 per cent, taught diction; twenty-two, or 57.89 per cent, included dramatic art; thirty-five, or 92.11 per cent, listed extemporaneous speaking; twenty-eight, or 73.68 per cent, taught interpretation of prose and poetry; twenty-two, or 57.89 per cent, had listening to records; twenty-six, or 68.42 per cent, included oral reports; thirty-two, or 84.21 per cent, taught panel discussion; twenty-six, or 68.42 per cent, included parliamentary procedure; thirty-five, or 92.11 per cent, taught public speaking; fourteen, or 36.84 per cent, mentioned radio listening; twenty-nine, or 76.32

per cent, included radio speech; thirty, or 78.95 per cent, taught round table discussion; eighteen, or 47.38 per cent, mentioned social introductions; thirteen, or 34.21 per cent, included stagecraft; twenty-nine, or 76.32 per cent, listed story telling; twenty, or 52.63 per cent, taught symposium discussion; thirty-five, or 92.11 per cent, listed tape recordings of student voices; twelve, or 31.58 per cent, included telephoning; ten, or 26.32 per cent, mentioned television drama and speech; thirty-four, or 89.47 per cent, taught voice training and development. Of the schools with an enrollment of 1,001 to 1,500, thirteen, or 40.63 per cent, included assembly production; thirteen, also included choral reading; twenty-one, or 65.63 per cent, taught conversation; twenty-three, or 71.88 per cent, listed debate; twenty-nine, or 90.63 per cent, mentioned diction; nineteen, or 59.38 per cent, taught dramatic art; thirty, or 93.75 per cent, included extemporaneous speaking; thirty also taught interpretation of prose and poetry; eleven, or 34.38 per cent, taught listening to records; twenty-four, or 75 per cent, included oral reports; twenty-nine, or 90.63 per cent, mentioned panel discussion; twenty-seven, or 84.38 per cent, listed parliamentary procedure; thirty-two, or 100 per cent, included public speaking; nine, or 28.13 per cent, taught radio listening;

twenty-two, or 68.75 per cent, listed radio speech; twenty-five, or 78.13 per cent, mentioned round table discussion; thirteen, or 40.63 per cent, taught social introductions; twelve, or 37.5 per cent, included stagecraft; twenty, or 62.5 per cent, listed story telling; eighteen, or 56.25 per cent, taught symposium discussion; thirty, or 93.75 per cent, used tape recordings of student voices; twelve, or 37.5 per cent, included telephoning; six, or 18.75 per cent, listed television drama and speech; and twenty-six, or 81.25 per cent, included voice training and development. Schools with an enrollment of 1,501 to 2,000 listed their speech curriculum as follows: three, or 14.29 per cent, included assembly production; nine, or 42.86 per cent, taught choral reading; fifteen, or 71.43 per cent, mentioned conversation; fifteen also included debate; all twenty-one of the schools, or 100 per cent, taught diction; eleven, or 52.38 per cent, mentioned dramatic art; twenty, or 95.24 per cent, listed extemporaneous speaking; seventeen, or 80.95 per cent, mentioned interpretation of prose and poetry; twelve, or 57.14 per cent, included listening to records; thirteen, or 61.9 per cent, listed oral reports; twenty, or 95.24 per cent, included panel discussion; eighteen, or 85.71 per cent, taught parliamentary procedure; all twenty-one of the schools, or 100 per cent, taught public speaking; twelve, or 57.14 per cent, included radio listening; seventeen, or

80.95 per cent, mentioned radio speech; nineteen, or 90.48 per cent, listed round table discussion; eleven, or 52.38 per cent, taught social introductions; seven, or 33.33 per cent, taught stagecraft; twelve, or 57.14 per cent, mentioned story telling; seventeen, or 80.95 per cent, included symposium discussion; all twenty-one of the schools, or 100 per cent, used tape recordings of student voices; eight, or 38.1 per cent, taught telephoning; eight also included television drama and speech; and all twenty-one of the schools, or 100 per cent, included voice training and development. Schools with an enrollment of 2,001 to 2,500 reported their speech curriculum as follows: nine schools, or 60 per cent, included assembly production; six, or 40 per cent, taught choral reading; nine, or 60 per cent, mentioned conversation; twelve, or 80 per cent, listed debate; fourteen, or 93.33 per cent, taught diction; ten, or 66.67 per cent, taught dramatic art; all fifteen of the schools, or 100 per cent, included extemporaneous speaking; twelve, or 80 per cent, taught interpretation of prose and poetry; eleven, or 73.33 per cent, mentioned listening to records; eight, or 53.33 per cent, listed oral reports; fourteen, or 93.33 per cent, recorded panel discussion as an activity; thirteen, or 86.67 per cent, taught parliamentary procedure; all fifteen of the schools, or 100 per cent, taught public speaking; seven, or 46.67 per cent, included radio listening;

ten, or 66.67 per cent, mentioned radio speech; thirteen, or 86.67 per cent, listed round table discussion; six, or 40 per cent, taught social introductions; nine, or 60 per cent, included stagecraft; thirteen, or 86.67 per cent, mentioned story telling; eleven, or 73.33 per cent, listed symposium discussion; all fifteen of the schools, or 100 per cent, included tape recordings of student voices; three, or 20 per cent, taught telephoning; four, or 26.67 per cent, mentioned television drama and speech; and all fifteen of the schools, or 100 per cent, taught voice training and development. The following six speech activities were included most frequently by all of the schools in the speech curriculum: one hundred and twenty-four schools, or 93.94 per cent, included public speaking; one hundred eighteen, or 89.39 per cent, used tape recordings of student voices; one hundred seventeen, or 88.64 per cent, taught extemporaneous speaking; one hundred thirteen, or 85.61 per cent, included diction; and one hundred thirteen also mentioned voice training and development; one hundred nine schools included panel discussion, a per cent of 82.58.

Speech activities in English curriculum. Table LXII lists the types of speech activities included in the English curriculum. Of the schools with an enrollment of less than 500, one school included assembly production;

TABLE LXII

TYPES OF SPEECH ACTIVITIES INCLUDED IN ENGLISH CURRICULUM

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Assembly pro- ductions	1	3.85	2	5.26	1	3.13	2	9.52	1	6.67	7	5.3
Choral reading	4	15.38	4	10.53	6	18.75	4	19.05	2	13.33	20	15.15
Conversation	10	38.46	22	57.89	12	37.5	9	42.86	4	26.67	57	43.18
Debate	3	11.54	4	10.53	1	3.13	1	4.76	1	6.67	10	7.58
Diction	3	11.54	7	18.42	7	21.88	5	23.81	5	33.33	27	20.45
Dramatic art	3	11.54	5	13.16	6	18.75	3	14.29	1	6.67	18	13.64
Extemporaneous speaking	4	15.38	9	23.68	7	21.88	4	19.05	1	6.67	25	18.94
Interpretation of prose and poetry	12	46.15	21	55.26	14	43.75	8	38.1	7	46.67	62	46.97
Listening to records	6	23.08	20	52.63	11	34.38	9	42.86	6	40.00	52	39.39
Oral reports	19	73.08	29	76.32	21	65.63	16	76.19	8	53.33	93	70.45
Panel discus- sion	7	26.92	16	42.11	4	12.5	9	42.86	4	26.67	40	30.3
Parliamentary procedure	10	38.46	13	34.21	6	18.75	6	28.57	2	13.33	37	28.03

TABLE LXII (Continued)

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Public speaking	7	26.92	12	31.58	7	21.88	7	33.33	1	6.77	34	25.76
Radio listening	4	15.38	6	15.79	5	15.63	4	19.05	2	13.33	21	15.91
Radio speech			4	10.53	5	15.63	2	9.52			11	8.33
Round table discussion	8	30.77	14	36.84	6	18.75	7	33.33	4	26.67	39	29.55
Social intro- ductions	7	26.92	18	47.38	9	28.13	9	42.86	4	26.67	47	35.61
Stagecraft					1	3.13	2	9.52			3	2.27
Story telling	10	38.46	13	34.21	10	31.25	5	23.81	6	40.00	44	33.33
Symposium discussion	5	19.23	7	18.42	2	6.25	5	23.81	3	20.00	22	16.67
Tape recordings of own voices	5	19.23	9	23.68	8	25.00	4	19.05	5	33.33	31	23.48
Telephoning	7	26.92	12	31.58	9	28.13	8	38.1	3	20.00	39	29.55
Television drama and speech	1	3.85	3	7.89			2	9.52			6	4.55
Voice training and development	2	7.69	2	5.26	3	9.38	3	14.29	3	20.00	13	9.85

four, or 15.38 per cent, taught choral reading; ten, or 38.46 per cent, mentioned conversation; three, or 11.54 per cent, listed debate; three also recorded diction; three reported dramatic art; four, or 15.38 per cent, taught extemporaneous speaking; twelve, or 46.15 per cent, included interpretation of prose and poetry; six, or 23.08 per cent, mentioned listening to records; nineteen, or 73.08 per cent, included oral reports; seven, or 26.92 per cent, listed panel discussion; ten, or 38.46 per cent, reported parliamentary procedure; seven, or 26.92 per cent, taught public speaking; four, or 15.38 per cent, listed radio listening; eight, or 30.77 per cent, taught round table discussion; seven, or 26.92 per cent, included social introductions; ten, or 38.46 per cent, mentioned story telling; five, or 19.23 per cent, taught symposium discussion; five also used tape recordings of student voices; seven, or 26.92 per cent, listed telephoning; one mentioned television drama and speech; and two, or 7.69 per cent, included voice training and development. Schools with an enrollment of 501 to 1,000 reported the following speech activities included in the English curriculum: two schools, or 5.26 per cent, taught assembly production; four, or 10.53 per cent, mentioned choral reading; twenty-two, or 57.89 per cent, included conversation; four, or 10.53 per cent, listed debate; seven, or 18.42 per cent, mentioned diction; five, or 13.16 per cent,

listed dramatic art; nine, or 23.68 per cent, taught extemporaneous speaking; twenty-one, or 55.26 per cent, included interpretation of prose and poetry; twenty, or 52.63 per cent, mentioned listening to records; twenty-nine, or 76.32 per cent, listed oral reports; sixteen, or 42.11 per cent, taught panel discussion; thirteen, or 34.21 per cent, taught parliamentary procedure; twelve, or 31.58 per cent, taught public speaking; six, or 15.79 per cent, included radio listening; four, or 10.53 per cent, mentioned radio speech; fourteen, or 36.84 per cent, reported round table discussion; eighteen, or 47.38 per cent, taught social introductions; thirteen, or 34.21 per cent, included story telling; seven, or 18.42 per cent, listed symposium discussion; nine, or 23.68 per cent, used tape recordings of student voices; twelve, or 31.58 per cent, included telephoning; three, or 7.89 per cent, listed television drama and speech; and two, or 5.26 per cent, included voice training and development. One school with an enrollment of 1,001 to 1,500 included assembly production; six, or 18.75 per cent, taught choral reading; twelve, or 37.5 per cent, mentioned conversation; only one school listed debate; seven, or 21.88 per cent, included diction; six, or 18.75 per cent, reported dramatic art; seven, or 21.88 per cent, taught extemporaneous speaking; fourteen, or 43.75 per cent, included interpretation of prose and poetry; eleven, or

34.38 per cent, mentioned listening to records; twenty-one, or 65.63 per cent, listed oral reports; four, or 12.5 per cent, included panel discussion; six, or 18.75 per cent, taught parliamentary procedure; seven, or 21.88 per cent, offered public speaking; five, or 15.63 per cent, mentioned radio listening; five also taught radio speech; six, or 18.75 per cent, reported round table discussion; nine, or 28.13 per cent, taught social introductions; only one school included stagecraft; ten, or 31.25 per cent, listed story telling; two, or 6.25 per cent, taught symposium discussion; eight, or 25 per cent, used tape recordings of student voices; nine, or 28.13 per cent, included telephoning; and three, or 9.38 per cent, taught voice training and development. Schools with an enrollment of 1,501 to 2,000 included the following speech activities in the English curriculum: two schools listed assembly production; four, or 19.05 per cent, taught choral reading; nine, or 42.86 per cent, mentioned conversation; only one listed debate; five, or 23.81 per cent, reported diction; three, or 14.29 per cent, offered dramatic art; four, or 19.05 per cent, taught extemporaneous speaking; eight, or 38.1 per cent, included interpretation of prose and poetry; nine, or 42.86 per cent, mentioned listening to records; sixteen, or 76.19 per cent, listed oral reports; nine, or 42.86 per cent,

included panel discussion; six, or 28.57 per cent, taught parliamentary procedure; seven, or 33.33 per cent, included public speaking; four, or 19.05 per cent, listed radio listening; two, or 9.52 per cent, mentioned radio speech; seven, or 33.33 per cent, recorded round table discussion; nine, or 42.86 per cent, included social introductions; two, or 9.52 per cent, mentioned stagecraft; five, or 23.81 per cent, included story telling; five, or 23.81 per cent, also listed symposium discussion; four, or 19.05 per cent, used tape recordings of student voices; eight, or 38.1 per cent, mentioned telephoning; two, or 9.52 per cent, mentioned television speech and drama; and three, or 14.29 per cent, included voice training and development. Only one school with an enrollment of 2,001 to 2,500 included assembly production in the English curriculum; two schools, or 13.33 per cent, taught choral reading; four, or 26.67 per cent, mentioned conversation; only one listed debate; five, or 33.33 per cent, mentioned diction; only one included dramatic art; only one included extemporaneous speaking; seven, or 46.67 per cent, taught interpretation of prose and poetry; six, or 40 per cent, reported listening to records; eight, or 53.33 per cent, mentioned oral reports; four, or 26.67 per cent, taught panel discussion; two, or 13.33 per cent, included parliamentary procedure; only one offered public

speaking; two, or 13.33 per cent, included radio listening; four, or 26.67 per cent, listed round table discussion; four also reported social introductions; six, or 40 per cent, taught story telling; three, or 20 per cent, mentioned symposium discussion; five, or 33.33 per cent, used tape recordings of student voices; three, or 20 per cent, taught telephoning; and three also included voice training and development. The speech activity that was included most frequently in the English curriculum by the schools was oral reports, mentioned by ninety-three schools, or 70.45 per cent. Two other activities listed by a number of schools were interpretation of prose and poetry, included by sixty-two, or 46.97 per cent; and conversation, mentioned by fifty-seven, or 43.18 per cent of the schools.

Speech activities in social studies curriculum. In Table LXIII are tabulated the types of speech activities included in the social studies curriculum. Of the schools with an enrollment of less than 500, one included choral reading in the social studies curriculum; six, or 23.08 per cent, mentioned conversation; two taught debate; one listed diction; one registered dramatic art; one indicated extemporaneous speaking; two listed listening to records; nine, or 34.62 per cent, recorded oral reports; ten, or 38.46 per cent, taught panel discussion; nine, or 34.62 per cent,

TABLE LXIII

TYPES OF SPEECH ACTIVITIES INCLUDED IN SOCIAL STUDIES CURRICULUM

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Assembly pro- duction			2	5.26	1	3.13					3	2.27
Choral reading	1	3.85									1	.76
Conversation	6	23.08	3	7.89	5	15.63	2	9.52	1	6.67	17	12.88
Debate	2	7.69	1	2.63	1	3.13			1	6.67	5	3.79
Diction	1	3.85									1	.76
Dramatic art	1	3.85							1	6.67	2	1.51
Extemporaneous speaking	1	3.85	3	7.89	1	3.13	1	4.76	1	6.67	7	5.3
Listening to records	2	7.69	4	10.53	2	6.25	2	9.52	3	20.00	13	9.85
Oral reports	9	34.62	12	31.58	12	37.5	6	28.57	4	26.67	43	32.58
Panel dis- cussion	10	38.46	8	21.05	9	28.13	5	23.81	4	26.67	36	27.27
Parliamentary procedure	9	34.62	10	26.32	3	9.38	5	23.81			27	20.45

TABLE LXIII (Continued)

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Public speaking	1	3.85					1	4.76	1	6.67	3	2.27
Radio listening	2	7.69	4	10.53	3	9.38	1	4.76	2	13.33	12	9.09
Radio speech							1	4.76			1	.76
Round table discussion	8	30.77	7	18.42	5	15.63	3	14.29	4	26.67	27	20.45
Social intro- ductions	4	15.38	6	15.79	7	21.88	2	9.52	2	13.33	21	15.91
Story telling									1	6.67	1	.76
Symposium discussion	7	26.92	5	13.16	4	12.5	3	14.29	1	6.67	20	15.15
Tape recordings of own voice	1	3.85			1	3.13	1	4.76	1	6.67	4	3.03
Telephoning	1	3.85	4	10.53	5	15.63	1	4.76	2	13.33	13	9.85
Television drama and speech					1	3.13					1	.76

indicated parliamentary procedure; one mentioned public speaking; two, or 7.69 per cent, included radio listening; eight, or 30.77 per cent, taught round table discussion; four, or 15.38 per cent, listed social introductions; seven, or 26.92 per cent, taught symposium discussion; one used tape recordings of student voices; and one included telephoning. Schools with an enrollment of 501 to 1,000 reported the speech activities included in the social studies curriculum as follows: two, or 5.26 per cent, mentioned assembly production; three, or 7.89 per cent, listed conversation; one taught debate; three, or 7.89 per cent, reported extemporaneous speaking; four, or 10.53 per cent, indicated listening to records; twelve, or 31.58 per cent, used oral reports; eight, or 21.05 per cent, mentioned panel discussion; ten, or 26.32 per cent, taught parliamentary procedure; four, or 10.53 per cent, included radio listening; seven, or 18.42 per cent, listed round table discussion; six, or 15.79 per cent, reported social introductions; five, or 13.16 per cent, tabulated symposium discussion; and four, or 10.53 per cent, included telephoning. One school with an enrollment of 1,001 to 1,500 included assembly production in the social studies curriculum; five, or 15.63 per cent, reported conversation; one taught debate; one listed extemporaneous speaking; two, or 6.25 per cent, reported listening to records; twelve, or 37.5 per cent, mentioned oral reports;

nine, or 28.13 per cent, registered panel discussion; three, or 9.38 per cent, taught parliamentary procedure; three, or 9.38 per cent, included radio listening; five, or 15.63 per cent, indicated round table discussion; seven, or 21.88 per cent, offered social introductions; four, or 12.5 per cent, taught symposium discussion; one used tape recordings of student voices; five, or 15.63 per cent, mentioned telephoning; and one included television drama and speech. Of the schools with an enrollment of 1,501 to 2,000, two, or 9.52 per cent, included conversation in the social studies curriculum; one taught extemporaneous speaking; two, or 9.52 per cent, mentioned listening to records; six, or 28.57 per cent, recorded oral reports; five, or 23.81 per cent, used panel discussion; five, or 23.81 per cent, included parliamentary procedure; one mentioned public speaking; one listed radio listening; one registered radio speech; three, or 14.29 per cent, taught round table discussion; two, or 9.52 per cent, tabulated social introductions; three, or 14.29 per cent, offered symposium discussion; one used tape recordings of student voices; and one included telephoning. Schools with an enrollment of 2,001 to 2,500 reported the following speech activities included in the social studies curriculum: one taught conversation; one listed debate; one mentioned dramatic art; one reported extemporaneous speaking; three, or 20 per cent,

used listening to records; four, or 26.67 per cent, registered oral reports; four also taught panel discussion; one included public speaking; two recorded radio listening; four, or 26.67 per cent, indicated round table discussion; two, or 13.33 per cent, tabulated social introductions; one included story telling; one mentioned symposium discussion; one used tape recordings of student voices; and two taught telephoning. Two speech activities were reported included most frequently by the schools as follows: forty-three, or 32.58 per cent, listed oral reports; and thirty-six schools, or 27.27 per cent, taught panel discussion.

Correlation of speech with other departments. With the curricula of what other departments was speech correlated? These departments are tabulated in Table LXIV. Nine schools, or 34.62 per cent, with an enrollment of less than 500 correlated speech with the art department; seven, or 26.92 per cent, reported correlation with the home economics and industrial arts departments; ten, or 38.46 per cent, worked with the music department; five, or 19.23 per cent, correlated with the physical education department; eight, or 30.77 per cent, showed correlation with the science department; and eleven, or 42.31 per cent, worked with the social studies department. Of the schools with an enrollment of 501 to 1,000, nine or 23.68 per cent, correlated

TABLE LXIV

SPEECH CORRELATED WITH CURRICULA OF OTHER DEPARTMENTS

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Art	9	34.62	9	23.68	7	21.88	9	42.86	7	46.67	41	31.06
Home Ec. and Ind. Arts	7	26.92	5	13.16	3	9.38	4	19.05	5	33.33	24	18.18
Music	10	38.46	19	50.00	14	43.75	13	61.9	9	60.00	65	49.24
Phy. Ed.	5	19.23	5	13.16	2	6.25	1	4.76	5	33.33	18	13.64
Science	8	30.77	3	7.89	4	12.5	5	23.81	4	26.67	24	18.18
Social Studies	11	42.31	12	31.58	11	34.38	11	52.38	10	66.67	55	41.67

speech with art; five, or 13.16 per cent, reported such correlation with the home economics and industrial arts departments; nineteen, or 50 per cent, worked with the music department; five, or 13.16 per cent, correlated with physical education; three, or 7.89 per cent, showed correlation with science; and twelve, or 31.58 per cent, correlated speech with social studies. Schools with an enrollment of 1,001 to 1,500 reported speech being correlated with the following departments: seven, or 21.88 per cent, with art; three, or 9.38 per cent, with home economics and industrial arts; fourteen, or 43.75 per cent, with music; two, or 6.25 per cent, with physical education; four, or 12.5 per cent, with science; and eleven, or 34.38 per cent, with social studies. Nine schools with an enrollment of 1,501 to 2,000 correlated speech with art; four, or 19.05 per cent, with home economics and industrial arts; thirteen, or 61.9 per cent, with music; only one with physical education; five, or 23.81 per cent, with science; and eleven, or 52.38 per cent, with social studies. Of the schools with an enrollment of 2,001 to 2,500, seven, or 46.67 per cent, correlated speech with art; five, or 33.33 per cent, with home economics and industrial arts; nine, or 60 per cent, with music; five, or 33.33 per cent, with physical education; four, or 26.67 per cent, with science; and ten, or 66.67 per cent, with social studies. The two departments with which speech was

correlated most frequently were music, with sixty-five, or 49.24 per cent, reporting correlation; and social studies, with fifty-five, or 41.67 per cent, reporting correlation.

Evaluation of speech activities. The methods of evaluating the speech activities are tabulated in Table LXV. Twenty-one schools, or 80.77 per cent, had criticisms given orally by the teachers in the enrollment group of less than 500; twenty-one schools also had the criticisms given orally by the students; twelve, or 46.15 per cent, had written criticisms by the teacher; and twelve also had written criticisms by the students. Of the schools with an enrollment of 501 to 1,000, thirty-five, or 92.11 per cent, had criticisms given orally by the teacher; thirty-four, or 89.47 per cent, had oral criticisms by the students; twenty-six, or 68.42 per cent, had written criticisms by the teacher; and twenty-one, or 55.26 per cent, had written criticisms by the students. Schools with an enrollment of 1,001 to 1,500 reported their methods of evaluating speech activities as follows: thirty-one, or 96.88 per cent, had oral criticisms by the teacher; twenty-eight, or 87.5 per cent, had oral criticisms by the students; twenty-eight also had written criticisms by the teacher; and twenty-five, or 78.13 per cent, had written criticisms by the students. Of the schools with an enrollment of 1,501 to 2,000, eighteen,

TABLE LXV

METHODS OF EVALUATING SPEECH ACTIVITIES

Criticisms Given	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Orally by teacher	21	80.77	35	92.11	31	96.88	18	85.71	14	93.33	119	90.15
Orally by students	21	80.77	34	89.47	28	87.5	19	90.48	14	93.33	116	87.88
Written by teacher	12	46.15	26	68.42	28	87.5	16	76.19	12	80.00	94	71.21
Written by students	12	46.15	21	55.26	25	78.13	13	61.9	9	60.00	80	60.61

or 85.71 per cent, had oral criticisms by the teacher; nineteen, or 90.48 per cent, had oral criticisms by the students; sixteen, or 76.19 per cent, had written criticisms by the teacher; and thirteen, or 61.9 per cent, had written criticisms by the students. Fourteen, or 93.33 per cent, with an enrollment of 2,001 to 2,500 had criticisms given orally by the teacher; fourteen also had such criticisms given orally by the students; twelve, or 80 per cent, had criticisms given in written form by the teacher; and nine, or 60 per cent, had written criticisms given by the students. One hundred nineteen, or 90.15 per cent, had criticisms given orally by the teacher; one hundred sixteen, or 87.88 per cent, had students give the criticisms orally; ninety-four, or 71.21 per cent, had written criticisms by the teacher; eighty, or 60.61 per cent, had written criticisms by the students as methods of evaluating the speech activities.

VII. EQUIPMENT FOR SPEECH WORK

Table LXVI presents a list of the equipment used in speech work. Of the schools with an enrollment of less than 500, fifteen, or 57.69 per cent, used an amplifier; fourteen, or 53.85 per cent, used a classroom library; seventeen, or 65.38 per cent, listed lighting for the stage; seventeen also reported a public address system; eighteen, or 69.23 per cent, mentioned a record player; sixteen, or 61.54 per cent,

TABLE LXVI
EQUIPMENT USED IN SPEECH WORK

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Amplifier	15	57.69	22	57.89	14	43.75	10	47.62	11	73.33	72	54.54
Classroom library	14	53.85	14	36.84	13	40.63	11	52.38	8	53.33	60	45.45
Lighting for stage	17	65.38	16	42.11	17	53.13	9	42.86	9	60.00	68	51.51
P.A. system	17	65.38	28	73.68	17	53.13	14	66.67	13	86.67	89	67.42
Record player	18	69.23	31	81.58	20	62.5	18	85.71	13	86.67	100	75.76
References in school library	16	61.54	32	84.21	27	84.38	17	80.95	12	80.00	104	78.79
Speaker's stand	21	80.77	31	81.58	25	78.13	17	80.95	12	80.00	106	80.3
Stage	23	88.46	26	68.42	26	81.25	15	71.43	12	80.00	102	77.27
Tape or wire recorder	21	80.77	38	100.00	31	96.88	21	100.00	15	100.00	126	95.45

indicated references in the school library; twenty-one, or 80.77 per cent, registered a speaker's stand; twenty-three, or 88.46 per cent, used a stage; and twenty-one, or 80.77 per cent, listed a tape or a wire recorder. Schools with an enrollment of 501 to 1,000 reported their equipment as follows: twenty-two, or 57.89 per cent, used an amplifier; fourteen, or 36.84 per cent, listed a classroom library; sixteen, or 42.11 per cent, mentioned lighting for the stage; twenty-eight, or 73.68 per cent, indicated a public address system; thirty-one, or 81.58 per cent, listed a record player; thirty-two, or 84.21 per cent, used references in the school library; thirty-one, or 81.58 per cent, reported a speaker's stand; twenty-six, or 68.42 per cent, reported a stage; and all thirty-eight, or 100 per cent, used a tape or a wire recorder. Fourteen schools, or 43.75 per cent, with an enrollment of 1,001 to 1,500 listed an amplifier as speech equipment; thirteen, or 40.63 per cent, indicated a classroom library; seventeen, or 53.13 per cent, registered lighting for the stage; seventeen also recorded a public address system; twenty, or 62.5 per cent, used a record player; twenty-seven, or 84.38 per cent, mentioned references in the school library; twenty-five, or 78.13 per cent, reported a speaker's stand; twenty-six, or 81.25 per cent, used a stage; and thirty-one, or 96.88 per cent, listed a tape or a wire recorder. Schools with an enrollment of

1,501 to 2,000 reported their speech equipment as follows: ten, or 47.62 per cent, used an amplifier; eleven, or 52.38 per cent, recorded a classroom library; nine, or 42.86 per cent, listed lighting for the stage; fourteen, or 66.67 per cent, indicated a public address system; eighteen, or 85.71 per cent, used a record player; seventeen, or 80.95 per cent, mentioned references in the school library; seventeen also registered a speaker's stand; fifteen, or 71.43 per cent, had the use of a stage; and all twenty-one, or 100 per cent, used a tape or a wire recorder. Eleven schools, or 73.33 per cent, with an enrollment of 2,001 to 2,500 reported using an amplifier as speech equipment; eight, or 53.33 per cent, used a classroom library; nine, or 60 per cent, registered lighting for the stage; thirteen, or 86.67 per cent, listed a public address system; thirteen also reported a record player; twelve, or 80 per cent, used references in the school library; twelve had a speaker's stand; twelve also indicated the use of a stage; and all fifteen, or 100 per cent, used a tape or a wire recorder. The piece of equipment used most frequently in the speech work was the tape or the wire recorder, reported to be used by one hundred twenty-six schools, or 95.45 per cent.

VIII. PERSONAL DATA

Class load of speech teacher. The average number of classes taught per day by the speech teacher in speech, English, social studies, and other subjects is recorded in Table LXVII. The average number of classes taught by a speech teacher in a school with an enrollment of less than 500 was 1.62 of speech; 2.5 of English; .54 of social studies; and .46 of other subjects such as choral music. The average total number of classes taught by the speech teacher in this enrollment group was 5.08. Of the schools with an enrollment of 501 to 1,000, the speech teacher averaged 2.39 classes in speech; 2.1 in English; .16 in social studies; and .5 in other subjects such as girls' glee club, counseling, Latin, and study hall. In this group the average total number of classes taught by the speech teacher was 5.16. Schools with an enrollment of 1,001 to 1,500 reported their speech teachers taught the following average number of classes: 3.09 in speech; 1.41 in English; .25 in social studies; and .41 in other subjects. The average of the total classes in this group was 4.97. The speech teachers in schools with an enrollment of 1,501 to 2,000 taught the following average number of classes per day: 2.86 in speech; 1.38 in English; .19 in social studies; and .19 in other subjects such as English to the foreign students and study

TABLE LXVII
AVERAGE NUMBER OF CLASSES TAUGHT PER DAY

Enroll- ment	Speech	English	Social Studies	Others	Average of Total Classes
0- 500	1.62	2.5	.54	.46	5.08
501-1000	2.39	2.1	.16	.5	5.16
1001-1500	3.09	1.41	.25	.41	4.97
1501-2000	2.86	1.38	.19	.19	4.76
2001-2500	2.67	1.4	.33	.07	4.47

hall. In this group the average of the total classes was 4.76. Schools with an enrollment of 2,001 to 2,500 reported their speech teachers had the following average number of classes: 2.67 in speech; 1.4 in English; .33 in social studies; .07 in other subjects such as driver education. The average of the total classes taught by the speech teacher each day in this enrollment group was 4.47.

Average class size. Table LXVIII lists the average class size for each enrollment group. Schools with an enrollment of less than 500 had an average class size of 23. Schools with an enrollment of 501 to 1,000 reported their average class size to be 27.44. Schools with an enrollment of 1,001 to 1,500 gave their average class size as 28.45. Schools in the group of 1,501 to 2,000 students listed their average class size as 29.15. Schools with an enrollment of 2,001 to 2,500 reported 28.27 as their average class size.

College speech courses considered valuable. What college speech courses have proved to be of the most value to the high school speech teacher? This information is given in Table LXIX, page 211. Teachers in schools with an enrollment of less than 500 reported the speech courses as follows: three, or 11.54 per cent, advanced speech; five, or 19.23 per cent, beginning speech; one, diction; two, or 7.69 per cent, discussion, debate, and persuasion; seven, or

TABLE LXVIII
AVERAGE CLASS SIZE

Enrollment	Size
0- 500	23
501-1000	27.44
1001-1500	28.45
1501-2000	29.15
2001-2500	28.27
Total average	27.26

TABLE LXIX

COLLEGE SPEECH COURSES THAT HAVE PROVED OF VALUE TO TEACHERS

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Advanced speech	3	11.54	3	7.89	1	3.13					7	5.3
Beginning speech	5	19.23	11	28.95	10	31.25	7	33.33	6	40.00	39	29.55
Choral reading			2	5.26							2	1.51
Critical thinking					1	3.13					1	.76
Diction	1	3.85	3	7.89	1	3.13			2	13.33	7	5.3
Discussion, Debate, Per- suasion	2	7.69	9	23.68	7	21.88	5	23.81	4	26.67	27	20.45
Drama and Production	7	26.92	7	18.42	3	9.38	5	23.81	2	13.33	24	18.18
High school speech contests							2	9.52			2	1.51

TABLE LXIX (Continued)

	0-500		501-1000		1001-1500		1501-2000		2001-2500		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
History and Philosophy					1	3.13	1	4.76	1	6.67	3	2.27
Interpretation	5	19.23	8	21.05	12	37.5	3	14.29	4	26.67	32	24.24
Parliamentary Law			1	2.63	2	6.25					3	2.27
Phonetics	1	3.85	2	5.26					2	13.33	5	3.79
Radio speech	2	7.69	4	10.53	2	6.25			2	13.33	10	7.58
Speech correction	3	11.54	3	7.89	6	18.75					12	9.09
Speech problems									1	6.67	1	.76
Stagecraft							1	4.76			1	.76
Teaching of speech	4	15.38	7	18.42	3	9.38	4	19.05	1	6.67	19	14.39

26.92 per cent, drama and production; five, or 19.23 per cent, interpretation; one, phonetics; two, or 7.69 per cent, radio speech; three, or 11.54 per cent, speech correction; four, or 15.38 per cent, teaching of speech. Of the schools with an enrollment of 501 to 1,000, the teachers listed the following speech courses: three, or 7.89 per cent, advanced speech; eleven, or 28.95 per cent, beginning speech; two, or 5.26 per cent, choral reading; three, or 7.89 per cent, diction; nine, or 23.68 per cent, discussion, debate, and persuasion; seven, or 18.42 per cent, drama and production; eight, or 21.05 per cent, interpretation; one, parliamentary law; two, or 5.26 per cent, phonetics; four, or 10.53 per cent, radio speech; three, or 7.89 per cent, speech correction; seven, or 18.42 per cent, teaching of speech. One teacher in a school with an enrollment of 1,001 to 1,500 gave advanced speech as the speech course that had been of most value to him; ten, or 31.25 per cent, beginning speech; one, critical thinking; one, diction; seven, or 21.88 per cent, discussion, debate, and persuasion; three, or 9.38 per cent, drama and production; one, history and philosophy of speech; twelve, or 37.5 per cent, interpretation; two, or 6.25 per cent, parliamentary law; two also, radio speech; six, or 18.75 per cent, speech correction; and three, or 9.38 per cent, teaching of speech. Teachers in schools with an enrollment of 1,501 to 2,000

reported the valuable speech courses as follows: seven, or 33.33 per cent, beginning speech; five, or 23.81 per cent, discussion, debate, and persuasion; five also, drama and production; two, or 9.52 per cent, high school speech contests; one, history and philosophy of speech; three, or 14.29 per cent, interpretation; one, stagecraft; and four, or 19.05 per cent, teaching of speech. Six teachers, or 40 per cent, in schools with an enrollment of 2,001 to 2,500 listed beginning speech as the most valuable college speech course; two, or 13.33 per cent, diction; four, or 26.67 per cent, discussion, debate, and persuasion; two, or 13.33 per cent, drama and production; one, history and philosophy of speech; four, or 26.67 per cent, interpretation; two, or 13.33 per cent, phonetics; two also, radio speech; one, speech problems; and one, teaching of speech. The three college speech courses listed most frequently by the high school speech teachers as courses that had proved valuable to them were beginning speech, given by thirty-nine teachers, or 29.55 per cent; interpretation, mentioned by thirty-two teachers, or 24.24 per cent; and discussion, debate, and persuasion, reported by twenty-seven teachers, or 20.45 per cent.

Amount of college speech training. The actual college speech training of the teachers who replied to the questionnaire is tabulated in Table LXX. Of the schools with an enrollment of less than 500, six, or 23.07 per cent, had speech majors; five, or 19.23 per cent, had speech minors; and twelve, or 46.15 per cent, had a few courses. Schools with an enrollment of 501 to 1,000 reported the college speech training of their speech teachers as follows: twenty-three, or 60.53 per cent, had speech majors; eight, or 21.05 per cent, had speech minors; and seven, or 18.42 per cent, had a few courses. Twenty-four teachers, or 75 per cent, in schools with an enrollment of 1,001 to 1,500 had speech majors; four, or 12.5 per cent, had speech minors; and three, or 9.38 per cent, had a few courses in speech. Of the schools with an enrollment of 1,501 to 2,000, thirteen teachers, or 61.9 per cent, had speech majors; five, or 23.81 per cent, had speech minors; and three, or 14.29 per cent, had a few courses. Twelve teachers, or 80 per cent, with an enrollment of 2,001 to 2,500 had speech majors; two, or 13.33 per cent, had speech minors; and only one reported a few courses in speech. Seventy-eight speech teachers, or 59.09 per cent, reported having speech majors; twenty-four, or 18.18 per cent, had speech minors; and twenty-six, or 19.7 per cent, reported having had a few courses in speech.

TABLE LXX

COLLEGE SPEECH TRAINING OF TEACHERS
REPLYING TO QUESTIONNAIRE

Enroll- ment	Speech Major		Speech Minor		Few Courses	
	No.	%	No.	%	No.	%
0- 500	6	23.07	5	19.23	12	46.15
501-1000	23	60.53	8	21.05	7	18.42
1001-1500	24	75.00	4	12.5	3	9.38
1501-2000	13	61.9	5	23.81	3	14.29
2001-2500	12	80.00	2	13.33	1	6.67
Totals	78	59.09	24	18.18	26	19.7

Opinion on speech training of speech teachers. What was the opinion of high school speech teachers as to the amount of college speech training high school teachers of speech ought to have? These beliefs are shown in Table LXXI. Of the schools with an enrollment of less than 500, eleven, or 42.31 per cent, believed that the high school teacher of speech ought to have a speech major; seven, or 26.92 per cent, believed a speech minor was necessary; two, or 7.69 per cent, felt either a major or a minor was all right; and three, or 11.54 per cent, felt a few speech courses would suffice. Teachers in schools with an enrollment of 501 to 1,000 reported their beliefs as follows: twenty-three, or 60.53 per cent, said a speech major was necessary; five, or 13.16 per cent, thought a speech minor was important; six, or 15.79 per cent, felt the speech training could be either a major or a minor; one believed a few courses would do; and one reported that either a minor or a few courses would be satisfactory. Twenty-five teachers, or 78.13 per cent, in schools with an enrollment of 1,001 to 1,500 thought a speech major was necessary; four, or 12.5 per cent, felt a speech minor would do; and three, or 9.38 per cent, said either a major or a minor was all right. Teachers in schools with an enrollment of 1,501 to 2,000 reported their beliefs regarding college speech training as follows: sixteen, or 76.19 per cent, felt a speech major was

TABLE LXXI

OPINIONS REGARDING AMOUNT OF COLLEGE SPEECH TRAINING TEACHERS
OF SPEECH OUGHT TO HAVE

Enrollment	Speech Major		Speech Minor		Major or Minor		Few Courses		Minor or Few	
	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500	11	42.31	7	26.92	2	7.69	3	11.54		
501-1000	23	60.53	5	13.16	6	15.79	1	2.63	1	2.63
1001-1501	25	78.13	4	12.5	3	9.38				
1501-2000	16	76.19	3	14.29	2	9.52				
2001-2500	10	66.67	2	13.33	3	20.00				
Totals	85	64.39	21	15.91	16	12.12	4	3.03	1	.76

important; three, or 14.29 per cent, thought the training ought to be a minor; and two, or 9.52 per cent, decided either a major or a minor was satisfactory. Ten teachers, or 66.67 per cent, in schools with an enrollment of 2,001 to 2,500 felt the training ought to be that of a speech major; two, or 13.33 per cent, thought a speech minor was satisfactory; and three, or 20 per cent, believed either a major or a minor ought to be required. In all, eighty-five teachers, or 64.39 per cent, believed a speech major was necessary; twenty-one, or 15.91 per cent, thought a speech minor was satisfactory; sixteen, or 12.12 per cent, felt either a major or a minor was all right; four, or 3.03 per cent, mentioned a few courses as sufficing; and one, or .76 per cent, believed either a speech minor or a few courses would be all right.

Opinion on speech training of English teachers. What were the opinions of the speech teachers as to the amount of college speech training the teachers of English ought to have? Table LXXII gives this information. Of the schools with an enrollment of less than 500, ten speech teachers, or 38.46 per cent, thought the English teacher ought to have a speech minor; one felt either a major or a minor; thirteen, or 50 per cent, believed a few courses would suffice; and one reported either a minor or a few courses would be

TABLE LXXII

OPINIONS REGARDING AMOUNT OF COLLEGE SPEECH TRAINING TEACHERS
OF ENGLISH OUGHT TO HAVE

Enrollment	Speech Major		Speech Minor		Major or Minor		Few Courses		Minor or Few Courses	
	No.	%	No.	%	No.	%	No.	%	No.	%
0- 500			10	38.46	1	3.85	13	50.00	1	3.85
501-1000	1	2.63	22	57.89	1	2.63	9	23.68	4	10.53
1001-1500			19	59.38			11	34.38	2	6.25
1501-2000	1	4.76	16	76.19			4	19.05		
2001-2500			7	46.67			6	40.00	1	6.67
Totals	2	1.51	74	56.06	2	1.51	43	32.58	8	6.06

satisfactory. One teacher in the enrollment group of 501 to 1,000 felt the English teacher ought to be a speech major; twenty-two, or 57.89 per cent, believed a speech minor would do; one thought either a minor or a major was necessary; nine, or 23.68 per cent, mentioned a few courses as being essential; and four, or 10.53 per cent, reported either a minor or a few courses as being valuable. Teachers in the enrollment group of 1,001 to 1,500 reported their opinions concerning speech training for English teachers as follows: nineteen, or 59.38 per cent, favored a speech minor; eleven, or 34.38 per cent, supported a few courses; and two felt either a minor or a few courses would do. Only one teacher in the enrollment group of 1,501 to 2,000 believed a speech major was essential for an English teacher; sixteen, or 76.19 per cent, thought a speech minor would be satisfactory; and four, or 19.04 per cent, mentioned a few courses as important. Seven teachers, or 46.67 per cent, believed a speech minor essential in the enrollment group of 2,001 to 2,500; six, or 40 per cent, felt a few courses would be satisfactory; and one thought the speech training could be either a minor or a few courses. Seventy-four, or 57.06 per cent, of the teachers felt a speech minor was of value to the English teacher.

Opinion on speech training of social studies teachers.

What were the opinions of these same speech teachers as to the amount of speech training a teacher of social studies ought to have? These opinions are shown in Table LXXIII. Of the schools with an enrollment of less than 500, seven, or 26.92 per cent, thought a speech minor was important; and seventeen, or 65.38 per cent, felt a few courses would suffice. Ten teachers, or 26.32 per cent, in schools with an enrollment of 501 to 1,000 believed a speech minor was of value; twenty-four, or 63.16 per cent, mentioned a few courses; and three, or 7.69 per cent, reported either a speech minor or a few courses would be satisfactory. Schools with an enrollment of 1,001 to 1,500 reported their speech teachers' opinions as follows: ten, or 31.25 per cent, preferred a speech minor; and twenty-one, or 65.63 per cent, indicated a few courses. Six teachers in schools with an enrollment of 1,501 to 2,000 listed a speech minor as being of value, a percentage of 28.57; and fifteen, or 71.43 per cent, believed a few speech courses would do. Three teachers, or 20 per cent, in schools with an enrollment of 2,001 to 2,500 believed a speech minor was essential to teachers of social studies; and ten, or 66.67 per cent, felt a few courses would be satisfactory. Eighty-seven, or 65.91 per cent, of the teachers of speech believed that a teacher of

TABLE LXXIII

OPINIONS REGARDING AMOUNT OF COLLEGE SPEECH TRAINING
TEACHERS OF SOCIAL STUDIES OUGHT TO HAVE

Enroll- ment	Speech Minor		Few Courses		Minor or Few	
	No.	%	No.	%	No.	%
0- 500	7	26.92	17	65.38		
501-1000	10	26.32	24	63.16	3	7.89
1001-1500	10	31.25	21	65.63		
1501-2000	6	28.57	15	71.43		
2001-2500	3	20.00	10	66.67		
Totals	36	27.27	87	65.91	3	8.27

social studies ought to have a few courses in speech at the college level.

This chapter has presented the data secured from the questionnaires by means of tables and their explanations. The interpretation of these data is given in Chapter VI.

CHAPTER VI

INTERPRETATION AND SUMMARY

What interpretations can be given, what conclusions can be drawn from the data presented in Chapter V?

Required speech class. To what extent are high school students enrolled in required speech classes? Table III, page 56, reveals that a total of sixteen schools, or 12.12 per cent, had required speech classes in their curriculum. This seems to indicate that speech education is really just getting a good start in the high schools of California. However, the situation offers an interesting challenge to administrators and teachers who truly believe in the importance of speech education. It must be pointed out that this percentage does not include schools with elective speech classes, nor schools with extracurricular speech. Nevertheless, if speech education is truly important, speech classes ought to be included in the required fundamentals courses. Table III, page 56, does not point out any positive relationship between the size of the school and the inclusion of required speech classes.

There was no consistency among the schools as to the grade level at which the required speech course was offered. (Table IV, page 58) There was a positive

relationship between the size of the school and the size of the required speech class (Table V, page 60). Schools under 1,000 in enrollment all had classes of less than twenty-five, while schools of over 1,000 in enrollment, with one exception, reported classes larger than twenty-five.

Wide diversity in the choice of textbook for the required speech classes is shown in Table VI, page 62. It must be pointed out that 43.75 per cent of the required speech classes did not report a textbook. The "no speech textbook theory" is in contradiction with the teaching philosophy of many speech authorities. Willard J. Friederich and Ruth A. Wilcox in their recent book, Teaching Speech in High Schools, voiced the following opinion:

As a rule, however, it is wise to use a general text, particularly for the beginning teacher. He may not use all the material in the text, nor use it in the order given, nor always agree with its point of view; he may wish to use supplementary articles and texts; but a certain body of background knowledge is thus available to the entire class and will save much time. This time can be used to much better advantage in further oral practice. In these books will be found exercises and drills that may be used for teaching those fundamentals basic to any form of speech. Certainly the number and worth of the teaching aids should be carefully weighed in choosing a text.¹

¹Willard J. Friederich and Ruth A. Wilcox, Teaching Speech in High Schools, pp. 62-63.

A strange situation is revealed in Table VII, page 63, as to the giving of credit toward graduation for the required speech class. The percentages are based upon the total number of replies in each enrollment group and not just upon the number of schools having the required speech classes. Since sixteen schools had required speech classes and since only eleven schools reported giving credit toward graduation, it is possible that five schools required a course in speech but did not give credit toward graduation for such a course.

Seventy-five per cent of the required speech courses were only one semester in length (Table VIII, page 65). This one semester of required speech may constitute the entire formal training for many students. As much must be done for these students in this one contact as possible. No one policy has been established in the schools as far as the circumstances under which the required speech class might be substituted for English. Four schools did not permit any substitution; but in contrast, three schools counted the speech class as a regular English course (Table IX, page 66).

Elective general speech class. To what extent are students enrolled in elective speech classes? Even though the report on the number of schools having required speech

classes seems unpromising, the report on the number of schools with elective general speech classes is encouraging. According to Table X, page 68, 93.18 per cent of the schools offered elective general speech classes. There was much more consistency also among all enrollment groups in the grade level at which the elective general speech course was offered. Two combinations of grades seemed the most popular, an eleventh and a twelfth grade combination, and a tenth, eleventh, and twelfth grade combination (Table XI, page 71). Generally speaking the size of the elective general speech class correlated with the size of the school, just as the size of the required speech class did (Table XII, page 73).

No general rule was followed by all the schools as to the requirements for admission to the elective general speech class. In the schools of under 1,000 in enrollment, more had no requirements than had requirements; and in schools over 1,000 in enrollment, more had requirements for admission than did not have. The requirement listed most frequently was that of "class level," with "personal qualifications" being listed second in frequency (Table XIII, page 76).

Four textbooks were found to be the most popular in the elective general speech classes. It is interesting to

note that the two highest in popularity were written by California authors. Twenty-one schools used Ease in Speech by Margaret Painter; eighteen used The Art of Speaking by Elson and Peck; thirteen used American Speech by Hedde and Brigance; and twelve used Speech: A High School Course by Sarett, Foster, and McBurney (Table XIV, page 79). Franklin Knower, in the "New Books" section of the February, 1950, The Quarterly Journal of Speech, pointed out the popularity judging from the number of adoptions by high school teachers, of the following three texts: Hedde and Brigance; Weaver and Forchers; and Sarett, Foster, and McBurney.

There were more schools in every enrollment group with two-semester elective general speech classes than there were with one-semester classes (Table XVI, page 84). This is in contrast with the length of the required speech classes. Graduation credit given for the elective general speech class followed somewhat the pattern for the required speech course. Out of a total of 123 schools offering general speech classes, 118 gave credit toward graduation (Table XV, page 83). Again there is a contrast in policy as to the circumstances under which the elective general speech class might be substituted for English. Forty-five schools out of the 123 permitted no substitution; but twenty-one schools considered the speech class an English

course, and thirty-seven permitted the class to be substituted for a specific year of English (Table XVII, page 86).

Drama class. The only schools in which drama was taught to any extent as an extracurricular activity was in the smallest schools, those with an enrollment of under 500. In all other enrollment groups the most popular way of including drama in the curriculum was as a separate class. In fact all schools reporting with an enrollment of 1,501 to 2,000 offered separate drama classes. Some schools not only offered drama in the curricular courses, but also included drama as an extracurricular activity. All enrollment groups indicated extracurricular work in drama (Table XVIII, page 89).

The number of drama classes shows a positive relationship with the size of the school. Most of the schools with an enrollment under 1,000 had only one class of drama. In the larger enrollment groups there were schools with as many as five drama classes (Table XIX, page 92). The most popular grade level of the drama classes seemed again to be combinations of grades: eleven and twelve; nine through twelve; and ten through twelve (Table XX, page 94). The size of the drama classes was greatly diversified between the two extremes of thirteen schools with classes of less than fifteen and three schools with classes larger than thirty-

six (Table XXI, page 96).

In contrast with the general elective speech class, the requirement for admission to the drama class listed most frequently was "permission of the instructor"; however, the same requirement, "personal qualifications," was listed second in frequency (Table XXII, page 99). Of the schools that offered drama classes, nine did not give credit toward graduation for the course. This is a larger number than those not giving credit for elective general speech classes (Table XXIV, page 104).

By far the most popular textbook for the drama classes was Stage and School by Ommaney, with forty schools listing it. However, twenty-three schools listed no text (Table XXIII, page 102).

In four of the enrollment groups the auditorium stage served as the rehearsal room for the drama productions in the greatest number of schools, with the classroom ranking second. Twenty-four schools, however, with an enrollment of over 1,000 did report the use of a Little Theater (Table XXV, page 105). Surely a growing interest in drama could be encouraged by the provision of the physical facilities of a Little Theater. More schools with an enrollment of under 1,000 seemed to offer stagecraft as part of the drama course, whereas more schools with an enrollment of over 1,000

offered stagecraft as a separate course (Table XXVI, page 107). There is a correlation between the size of the school and the offering of a separate stagecraft course.

A similarity in length of the course existed between the drama class and the general elective speech class. In both types of classes the two-semester course was offered by the greater number of schools. However, one school, Pomona High School, offered up to six semesters of drama class work (Table XXVII, page 109).

By far the most popular type of drama production was the three-act play, with the one-act play ranking second, and the assembly third (Table XXVIII, page 111). It would be well for the future teacher of speech and drama to establish criteria for the selection of the high school drama and to become acquainted with what is available for production at the high school level. Teacher training departments likewise should make provision for inclusion of such a unit.

Thirty-eight per cent of the schools did not permit drama to be substituted for English; but 27 per cent either considered drama an English course or permitted drama to be substituted for a specific year of English (Table XXIX, page 116). These figures are smaller than those given for the elective general speech class.

Ten different ways in which play proceeds were used are listed in Table XXX, page 119. Three ways were by far the most popular with 30 per cent of the schools using the proceeds for the general student body fund; 28 per cent for the junior or senior classes; and 23 per cent for the drama fund. Fairness should govern the treatment of proceeds in all departments of the school with general rules applicable to every department. The proceeds of the drama department should be handled in the same way as the proceeds of the music or athletic departments.

Debate. The predominant method of including debate in the speech curriculum was as a part of a regular speech class. Ranking second, but far below in predominance, was the inclusion of debate as an extracurricular activity. Since debate originated as extracurricular, it is interesting to note the progress in making debate predominantly curricular. Ranking second in the largest enrollment group was the method of including debate as a separate class (Table XXXI, page 122). The debate classes were offered to the grade level combinations of ten, eleven, and twelve, or to eleven and twelve (Table XXXII, page 124). Most of the debate classes were small, being below twenty in size (Table XXXIII, page 126). Seven schools listed "permission of the instructor" as a requirement for admission, and four

listed a prerequisite course (Table XXXIV, page 128). Six of the debate classes reported no text, and three used the National Debate Handbooks (Table XXXV, page 130). The percentage of schools using the national high school debate topic increased proportionately with the size of the schools. Fifty-three per cent of the schools with the largest enrollments used the national high school debate topic (Table XXXVI, page 131). Twelve of the thirteen schools with debate classes reported giving credit toward graduation for the course (Table XXXVII, page 133). The predominant length of the debate class was two semesters. One school, Mark Keppel High School of Alhambra, did report as much as four semesters of debate (Table XXXVIII, page 134). Only six schools reported existing circumstances under which debate might be substituted for English (Table XXXIX, page 136).

Radio speech. The major way in which radio speech was included in the curriculum was as a part of a regular speech class. It was surprising to find five schools in the enrollment group of 501 to 1,000 with separate radio speech classes (Table XL, page 138). One rather strange combination was the inclusion of radio speech in a journalism class. Radio speech classes were not offered at single grade levels, but were composed of combinations of grades

(Table XLI, page 140). The radio speech classes were small, most of them being under twenty in size (Table XLII, page 141). Five schools reported no requirements for admission to the radio speech class. Among the ten schools listing requirements for admission, no one reason was given more than three times (Table XLIII, page 143). Five schools reported no textbook for the radio speech class. Textbooks listed were each reported being used by just one school (Table XLIV, page 145). The most popular length of the radio speech class was two semesters (Table XLVI, page 147). All thirteen of the schools with radio speech classes gave credit toward graduation for the class (Table XLV, page 146). Five schools reported no substitution of radio speech for English, and five reported circumstances under which radio speech might be substituted for English (Table XLVII, page 149). Regular student broadcasts were given by eighteen schools; occasional student broadcasts by twenty-seven schools (Table XLVIII, page 151).

Television speech. Like radio speech, the most popular method of including television speech in the curriculum was as a part of a regular speech class. One school in the 2,001 to 2,500 enrollment group did have a separate television class (Table XLIX, page 152). Mark Keppel High School in Alhambra, California, reported plans to combine

a drama three and a radio three class into a television production unit for the following year. Only one school in the largest enrollment group reported regular telecasts, but eleven schools had occasional telecasts. In those schools with occasional telecasts, there was no correlation with the size of the school (Table L, page 154). The one school which gave a regular telecast was Theodore Roosevelt High School of Fresno. This school reported having a weekly television show over KMJ, Fresno, but reported also having no equipment with which to teach television speech.

Summary of elective speech classes. In summary then of the elective speech classes, the general speech and drama were usually taught as separate classes; but debate, radio speech, and television speech were taught most frequently as part of a regular speech class. All elective speech classes were offered most frequently, not to a single grade level, but to combinations of grade levels. The size of the general speech class correlated with the size of the school; but the drama, debate, and radio speech classes were most frequently small, under twenty. No single policy governed the requirements for admission to the elective speech classes in the various schools. The requirement listed most frequently by both drama and debate was "permission of the instructor." In all elective speech classes,

except radio speech, there were some schools that did not give credit toward graduation for the course. There was agreement as to the length of the elective speech courses, the most popular length being two semesters. For each type of elective speech class, there were some schools that did not use textbooks. No single policy existed in the schools as to substitution of the elective speech course for English.

Extracurricular speech. Since over 80 per cent of the schools reported the speech, drama, or forensics teacher to be in charge of the extracurricular speech activities (Table LII, page 159), both students preparing for the teaching of speech and teacher training departments will be interested in the type of activity most frequently included as extracurricular speech. Six activities were listed most frequently as follows: eighty-seven schools included plays; sixty-one schools included assemblies; fifty-three, extemporaneous speech; fifty-three, a speech or drama club; forty-three, debate; and thirty, discussion (Table LI, page 156). Special attention should be noted of the inclusion of "discussion" as one of the first six activities. Discussion is relatively new in the extracurricular speech program with no traditional pattern as yet established for its development. Austin, Texas, Senior High School is an

example of intraschool discussion, with practically all the student body belonging to discussion clubs.² Coalinga, California, sponsors an interschool program of discussion annually when over 1,200 high school pupil delegates from the high schools of three counties meet for a one-day conference on ideals.³ Professors Elwood Murray and P. M. Larson of the University of Denver have instituted a Discussion Progression. Marietta College in 1951 set up an Invitational High School Discussion Conference.⁴

There was some relationship between the size of the school and compensation for the teacher of extracurricular speech either by lighter class load or by extra pay. The percentage of schools offering compensation was small (Table LIII, page 161). This does not follow the recommendation of the North Central Association Report on "A Program of Speech Education," the recommendation reading as follows:

That the person teaching speech activities be given every right and privilege of other teachers, including the right to have the extra-class teaching counted in the teacher load.

²Ibid., p. 180.

³Ibid., p. 183.

⁴Ibid., p. 184.

Community activities and contests. Over 80 per cent of the schools had student participation in community speech activities (Table LIV, page 163). A total of thirty-one different speech contests were participated in by the various schools. By far the most popular was the contest sponsored by the Lions, a contest in which eighty-two schools reported participating. Second in popularity was the American Legion Contest with forty-four schools participating. Third was the Native Sons and Daughters with thirty-one; and fourth, the Knights of Pythias, with twenty-three (Table LV, page 164). More schools coached the students for contests after school than during class (Table LVI, page 170).

State and national organizations. The percentage membership in state and national speech organizations was low. Twenty-one per cent belonged to the National Forensic League; 14 per cent to regional leagues; and 5 per cent to the National Thespians (Table LVII, page 172). Membership in a speech organization is a tangible award of progress. Speech teachers should be acquainted with the advantages of such membership.

Clinical speech. What is the extent of clinical speech work in the high schools of California? There was a very marked relationship between the size of the school and

the percentage of schools employing the services of a speech clinician (Table LVIII, page 174). Nearly 29 per cent of the schools reported having the services of a speech clinician. Students were selected for the remedial speech work more frequently on the basis of teacher recommendation than on the basis of a speech test (Table LIX, page 176). The most popular method of allowing time for remedial speech work was by excuse from classes (Table LX, page 178).

Speech curricular emphases. The types of speech activities included in the speech curriculum are listed in the order of the frequency with which schools reported their inclusion: public speaking, tape recordings of student voices, extemporaneous speaking, diction, voice training and development, panel discussion, interpretation of prose and poetry, round table discussion, parliamentary procedure, radio speech, story telling, debate, conversation, oral reports, dramatic art, symposium discussion, listening to records, social introductions, choral reading, radio listening, stagecraft, assembly production, telephoning, and television drama and speech (Table LXI, page 180).

Speech emphases in English. Every one of the above speech activities was included to some extent in the English

curriculum also. The activity listed by 70 per cent of the schools was oral reports. The six activities listed next in frequency, but of not nearly as high percentages, were interpretation of prose and poetry, conversation, listening to records, social introductions, story telling, and panel discussion (Table LXII, page 187).

Speech emphases in social studies. At least one school reported the use of each one of the speech activities in the social studies curriculum. However, significantly fewer schools used them in social studies than in English. Thirty-two per cent of the schools used oral reports; 27 per cent used panel discussion; 20 per cent used round table discussion; and 20 per cent used parliamentary procedure (Table LXIII, page 194).

Speech correlation. Very interesting is the data regarding the departments with the curricula of which the speech work was correlated. In 49 per cent of the schools speech work was correlated with the music department; in 41 per cent, with the social studies; and in 31 per cent, with the art department (Table LXIV, page 199).

Speech evaluation. How were the speech activities evaluated? In 90 per cent of the schools the criticisms were given orally by the teacher; in 88 per cent, orally by the

students; in 71 per cent criticisms were written by the teacher; and in 61 per cent criticisms were written by the students (Table LXV, page 202). The importance of evaluation has been emphasized by several experiments concerning various methods of teaching speech skills, reported by Borchers:

In the first class, the teacher did not discuss the individual strengths and weaknesses of the pupil but gave him every opportunity to read, speak, and act. There was no significant speech improvement. In the second class the individual speech needs of the pupils were diagnosed, drills for remedial work were planned, constant evaluation of improvement was made, but there was no attempt to practice these in speech activities such as interpretation or drama. Here there was significant improvement. In the third class, plans one and two were combined, and the group showed more improvement than either of the other two.⁵

Speech equipment. Commendable, indeed, is the large percentage of schools with equipment for speech work. Ninety-five per cent of the schools used a tape or wire recorder; 80 per cent used a speaker's stand; 78 per cent used references in the school library; 77 per cent had the use of a stage; 75 per cent used a record player. The classroom library had the lowest percentage of use. This is an area that ought to be strengthened in developing the speech class into an experience laboratory (Table LXVI, page 204).

⁵Ibid., p. 9.

Teaching load of speech teacher. The average teaching load carried by the speech teacher was five classes per day with the time distributed mainly between speech and English classes. A much smaller percentage of the speech teachers taught social studies and other classes (Table LXVII, page 208). The average class size taught was twenty-seven pupils (Table LXVIII, page 210).

Rating of college speech courses. Of special interest to the student preparing to teach speech and to the teacher training departments are the data on Table LXIX, page 211, college speech courses that have proved of value to teachers. Twenty-nine per cent of the teacher listed Beginning Speech; 24 per cent, Interpretation; 20 per cent, Discussion, Debate, and Persuasion; 18 per cent, Drama and Production; and 14 per cent, Teaching of Speech. It appears that the college course geared especially for future teachers of speech could well be revised to assume more practical value.

Speech training of speech teachers. What is the extent of the speech training of the teachers who were currently directing the speech activities in the California high schools? Fifty-nine per cent had a speech major; 18 per cent had a speech minor; and 20 per cent had a few speech courses (Table LXX, page 216). This information

varies considerably from the report of Waldo Phelps in his survey of speech education taken in the spring semester of 1948. He found that 26 per cent of the speech instruction was by teachers with a speech major; 31 per cent, by teachers with a speech minor; and 34 per cent, by teachers with less than a speech minor; and 8 per cent, by teachers with no formal speech background.⁶ Franklin Knower's survey of speech in Ohio high schools indicated that in 1948-1949 only 37 per cent of the so-called speech teachers indicated that they had had some speech training.⁷

Opinions regarding speech training. What were the opinions of these same teachers of speech as to the amount of college speech training a teacher of speech ought to have? Sixty-four per cent felt a speech teacher ought to have a speech major; 16 per cent felt, a speech minor; 12 per cent felt either a major or a minor; and 3 per cent felt a few courses would suffice (Table LXXI, page 218). They felt also that a speech major was not necessary for a teacher of English, but either a speech minor or a few speech courses ought to be required (Table LXXII, page 220).

⁶Waldo Woodson Phelps, "A Survey of Speech Education in the Public Senior High Schools of California" (unpublished Doctoral dissertation, The University of Southern California, 1949), pp. 81-82.

⁷Friederich and Wilcox, op. cit., p. 22.

The highest percentage of teachers felt that a teacher of social studies ought to have a few speech courses in his college training (Table LXXIII, page 223). The young teachers with speech majors must bear the responsibility of convincing their administrators by their excellent work in speech that it makes a difference whether or not a speech teacher is adequately trained in speech. Upon their success will depend the growth of speech in the future.

This report makes clear certain areas in which further research and study should be made:

1. The need for greater emphasis on radio and television speech in this day of mass communication.
2. The need for a common administrative policy concerning the giving of graduation credit for speech classes.
3. The need for a common administrative policy concerning the classification of speech classes as English courses or as courses that may be substituted for English.
4. The need for new textbooks for the special elective speech classes in high schools: debate, radio, television.
5. The need for education as to the values of membership in state and national speech organizations.
6. The need for an analysis of the popularity of certain speech contests.

This study on the status of speech education in California high schools has indicated growth in both the extent and the amount of speech training at the secondary

level. The interpretations of the data given in this chapter do not, however, indicate that as speech educators we "have arrived." We have simply continued on the road toward establishing speech in its rightful and important place in today's curriculum. Whether or not we reach our destination will depend upon teacher training departments in our colleges, upon prospective teachers of speech, upon speech teachers already in the field, and upon interested administrators.

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APPENDIX A

A SPEECH SURVEY

I. CLASS AND SIZE OF SCHOOL

A. Do you teach:

- In a junior high (7-9)?
- In a senior high (10-12)?
- In a four-year school (9-12)?

II. GENERAL SPEECH CLASSES

A. What is the number of required speech classes? _____

- 1. At what grade level? _____
- 2. Average class size? _____
- 3. Title and author of text?

4. Credit toward graduation?

5. Length of required course?

- One-semester
- Two-semester

6. Under what circumstances may course be substituted for English?

B. What is the number of elective speech classes? _____

- 1. At what grade level? _____
- 2. Average class size? _____
- 3. Requirements for admission?

4. Title and author of text?

5. Credit toward graduation?

6. Length of elective course:
 One semester
 Two semesters

7. Under what circumstances may courses be substituted for English?

III. SPECIAL SPEECH CLASSES

A. Is drama taught:

- As a separate class?
- As part of a speech course?
- As part of an English course?
- As an extra-curricular activity?

- 1. How many classes? _____
- 2. What grade level? _____

3. Average class size? _____
4. Requirements for admission? _____

5. Title and author of text? _____

6. Credit toward graduation? _____
7. Are rehearsals held:
 ___ In Little Theater?
 ___ On auditorium stage?
 ___ In classroom?
8. Is stagecraft taught:
 ___ As part of drama?
 ___ As a separate course?
9. Length of drama courses:
 ___ One-semester? ___ Two-sem-esters?
10. How many of each of the following are produced each year:
 ___ Three-act plays?
 ___ One-act plays?
 ___ School assemblies?
11. Under what circumstances may drama be substituted for English? _____

12. For what are play proceeds used? _____
- B. Is debate taught?
 ___ As a separate class?
 ___ As part of a speech course?
 ___ As part of an English course?
 ___ As part of a social studies course?
 ___ As an extracurricular activity?
1. How many classes? _____
2. What grade level? _____
3. Average class size? _____
4. Requirements for admission? _____

5. Title and author of text? _____

6. Is the national high school debate topic used?
 ___ Yes ___ No
7. Credit toward graduation?
 ___ Yes ___ No
8. Length of debate course:
 ___ One semester? ___ Two sem-esters?

9. Under what circumstances may debate be substituted for English? _____

C. Is radio speech taught:

___ As a separate class?

___ As part of a speech course?

___ As part of an English course?

___ As an extracurricular activity?

1. How many classes? _____

2. What grade level? _____

3. Average class size? _____

4. Requirements for admission? _____

5. Title and author of text? _____

6. Credit toward graduation? _____

7. Length of course:
___ One semester? ___ Two semesters?

8. Under what circumstances may course be substituted for English? _____

9. Do students broadcast over local station:
___ Regularly? ___ Never?
___ Occasionally?

D. Is television speech taught?

___ As a separate class?

___ As part of a speech course?

___ As part of an English course?

___ As an extracurricular activity?

1. How many classes? _____

2. What grade level? _____

3. Average class size? _____

4. Requirements for admission? _____

5. Title and author of text? _____

6. Credit toward graduation?

7. Length of course:

___ One semester? ___ Two semesters?

8. Under what circumstances may course be substituted for English? _____

9. Do students appear in local television programs:
___ Regularly? ___ Never?
___ Occasionally?

IV. EXTRACURRICULAR SPEECH

A. Check the extracurricular activities being taught in your school:

- Debate
- Choral reading choir
- Discussion group
- Plays
- Assemblies
- Extemporaneous speaking
- Speech club

B. Credit toward graduation?

C. What teacher coaches the extracurricular speech?

D. Is the teacher compensated:

- By lighter class load?
- By extra pay?

E. Do students participate in community speech activities? Yes No

F. In what contests do students participate? _____

G. Are students coached for contests:

- During class time?
- After school?

H. To what state or national speech organizations do students belong? _____

V. REMEDIAL SPEECH CLASSES

A. Does your school have a speech clinician? Yes
 No.

B. How many students enrolled? _____

C. Is basis for selection of students:

- Recommendation by other teachers?
- Speech test?

D. Is remedial work done:

During school time by excuse from other classes?

During study hall time?

Before or after school hours?

VI. SPEECH IN THE CLASSROOM

A. Phases of speech work are listed below. Place an X before those included in a speech class; and V before those in an English class; underline those in a social studies class.

Conversation

Social introductions

Telephoning

Story telling

Choral reading

Interpretation of prose and poetry

Public speaking

Voice training and development

Diction

Parliamentary procedure

Round table discussion

Panel discussion

Symposium discussion

Debate

Oral reports

Radio speech

Radio listening

Dramatic art

Television drama and
speech

Extemporaneous speak-
ing

Listening to record-
ings

Tape recordings of
own voices

Stagecraft

Assembly production

B. Do you correlate speech
activities with these
courses:

Art Music

Science Social Studies

Home Economics or Indus-
trial Arts

Physical Education

C. Are speech activities
evaluated:

By teacher's oral crit-
icism?

By students' oral crit-
icism?

By students' written
criticism?

By teachers' written
criticism?

VII. EQUIPMENT FOR SPEECH WORK

Check the equipment you use:

Record player

Tape recorder

P. A. system

Amplifier

Stage

Lighting for stage

Speaker's stand

Classroom speech book
library

Speech book references
in school library

VIII. PERSONAL DATA

A. How many classes per day
do you teach:

Of speech?

Of English?

Of social studies?

Any others?

B. Average size of your
class? _____

C. Did your college train-
ing include:

A speech major?

A speech minor?

A few speech courses?

D. List two college speech courses of value to you now as a teacher:

E. Do you believe a teacher of speech ought to have:

___ A major in speech?

___ A minor in speech?

___ A few speech courses?

F. Do you believe a teacher of English ought to have:

___ A major in speech?

___ A minor in speech?

___ A few speech courses?

G. Do you believe a teacher of social studies ought to have:

___ A major in speech?

___ A minor in speech?

___ A few courses?

APPENDIX B

CALIFORNIA SCHOOLS PARTICIPATING IN SURVEY

Schools under 500 in enrollment:

Banning Union High School Banning	Kingsburg Joint Union High School Kingsburg
Barstow Union High School Barstow	Laton Joint Union High School Laton
Brea-Olinda Union High School Brea	Avenal High School Avenal
Carpinteria Union High School Carpinteria	Linden Union High School Linden
Caruthers Union High School Caruthers	Lindsay High School Lindsay
Chino Vocational High School Chino	Alhambra Union High School Martinez
Coalinga Union High School Coalinga	Orland Joint Union High School Orland
Coronado High School Coronado	Orosi Union High School Orosi
Del Norte County High School Crescent City	Pacific Grove High School Pacific Grove
Escalon Union High School Escalon	Patterson Union High School Patterson
Galt High School Galt	Valencia Junior-Senior High School Placentia
King City Joint Union High School King City	Rio Vista Joint Union High School Rio Vista

Ripon Union High School
Ripon

San Jacinto High School
San Jacinto

Schools 501 to 1,000 in
enrollment:

Albany High School
Albany

Shafter High School
Shafter

Palo Verde Valley Union
High School
Blythe

Liberty Union High School
Brentwood

Coachella Valley Union High
Coachella

Baldwin Park High School
Covina

Culver City Senior High
School
Culver City

Eureka Senior High School
Eureka

Exeter Union High School
Exeter

Fortuna Union High School
Fortuna

Garden Grove Union High
School
Garden Grove

Hanford Joint Union High
School
Hanford

Huntington Beach Union High
School
Huntington Beach

Morningside High School
Inglewood

Manteca Union High School
Manteca

Livingston High School
Livingston

Sir Francis Drake High School
San Anselmo

Monterey Union High School
Monterey

Chula Vista High School
Chula Vista

Sweetwater Union High School
National City

Wm. S. Hart Union Junior-
Senior High School
Newhall

Oakdale Joint Union High
School
Oakdale

Oceanside-Carlsbad Union High
School
Oceanside

Fontana High School
Fontana

Oroville Union High School
Oroville

Palo Alto Senior High School
Palo Alto

El Dorado County High School
Flacerville

Red Bluff Union High School
Red Bluff

Abraham Lincoln High School
San Jose

San Luis Obispo Senior High
School
San Luis Obispo

Capuchino High School
San Bruno

San Rafael High School
San Rafael

Santa Clara Union High School
Santa Clara

Santa Paula Union High School
Santa Paula

Sonoma Valley Union High
School
Sonoma

Schneider Vocational School
Stockton

Taft Union High School
Taft

Schools 1,001 to 1,500 in
enrollment:

Citrus Union High School
Azusa

Campbell Union High School
Campbell

Colton Union High School
Colton

Covina High School
Covina

Delano Joint Union High
School
Delano

Dos Palos Joint Union Junior-
Senior High School
Dos Palos

El Camino High School
Sacramento

Heliz High School
La Mesa

San Lorenzo High School
San Lorenzo

Acalanes High School
Lafayette

Antelope Valley Joint Union
High School and Junior
College
Lancaster

Lodi Union High School
Lodi

Belmont High School
Los Angeles

Canoga Park High School
Canoga Park (Los Angeles)

Madera Union High School
Madera

Merced Union High School
Merced

Thomas Downey High School
Modesto

Montebello Senior High School
Montebello

Mountain View Union High
School
Mountain View

Piedmont Junior Senior High School Piedmont	Rosemead High School Rosemead
Pomona High School Pomona	Fullerton Union High School Fullerton
Redlands Joint Union High School Redlands	Glendale High School Glendale
Menlo-Atherton High School Atherton	Eagle Rock High School Los Angeles
El Cerrito High School El Cerrito	Fairfax High School Los Angeles
La Jolla Junior-Senior High School La Jolla	Hollywood High School Hollywood
Point Loma High School San Diego	Huntington Park High School Huntington Park (Los Angeles)
James Lick High School San Jose	John Marshall High School Los Angeles
San Leandro High School San Leandro	San Pedro Senior High School San Pedro
Santa Ana Senior High School Santa Ana	Venice High Venice
Santa Barbara High School Santa Barbara	Monrovia-Duarte High School Monrovia
Fremont Union High School Sunnyvale	Excelsior High School Norwalk
Tulare Union High School Tulare	Fremont High School Oakland
Schools 1,501 to 2,000 in enrollment:	Oakland Technical High School Oakland
Alameda High School Alameda	Porterville Union High School Porterville
	Sequoia High School Redwood City

Abraham Lincoln High School
San Francisco

Polytechnic High School
San Francisco

Santa Monica High School
Santa Monica

Visalia Union High School
Visalia

Schools 2,001 to 2,500 in
enrollment:

Mark Keppel High School
Alhambra

Compton Senior High School
Compton

Mt. Diablo High School
Concord

El Monte High School
El Monte

Fresno High School
Fresno

Theodore Roosevelt High School
Fresno

Grossmont High School
Grossmont

Woodrow Wilson High School
Long Beach

Los Angeles High School
Los Angeles

Theodore Roosevelt Senior
High School
Los Angeles

University High School
Los Angeles

Polytechnic High School
Riverside

Sacramento Senior High
School
Sacramento

Balboa High School
San Francisco

Mission High School
San Francisco