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A SURVEY OF SPEECH EDUCATION IN SELECTED

NORTH CAROLINA HIGH SCHOOLS

A Thesis

Presented to

the Faculty of the Graduate School
Appalachian State Teachers College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Daisy Williams Eggers

May 1953

MASTER'S THESIS

A SURVEY OF SPEECH EDUCATION IN SELECTED
NORTH CAROLINA HIGH SCHOOLS

BY

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CHAPTER I

INTRODUCTION

From ancient times the importance of speech training has been recognized. The Greek and Roman schools placed much emphasis on speech as an art and as a science connected with logic and reasoning power. An oft-repeated prayer of the early Greeks was, "O Great Apollo, send down the reviving rain upon our fields; preserve our flocks; ward off our enemies; and build up our speech."¹ The programs in classical times included declamations, orations, disputation, and even physical demonstration. They combined a display of physical prowess with speech activity.

Training in speech, heavily affected by the classical influences, came to us through European channels, and we find public speaking an important part of the "mental discipline" type of early school; disputation and debate were considered necessary for mental exercise.

In modern practice there is a decided trend away from the stilted, extremely formal type of public speech, and for this reason the theory has developed that good speech can be acquired as a by-product of classroom training or as a margin-

¹Harry C. McKown, Extracurricular Activities (New York: The Macmillan Company, 1952), p. 220.

al learning. An awareness of the demands of today's society upon the individual and his mode of communication, however, impresses one with the importance of adequate speech training in the secondary schools.

I. THE PROBLEM

Statement of the problem. It was the purpose of this problem (1) to survey the previous training in speech of a selected group of college freshmen, namely, the 285 students represented in the Freshman Class of Appalachian State Teachers College in the Spring Quarter of 1953, (2) to ascertain the extent of participation in speech activities in which they engaged in high school, (3) to determine the formal class training, or lack of it, and (4) to make certain recommendations and suggestions for high school speech training in light of the findings revealed in the survey.

The objective of the study was to determine the amount of time and attention given to these selected high school students in the matter of actual, constructive speech training. Following the analysis of speech training provided in the schools, recommendations are made in succeeding chapters as to desirable improvements in training, based on criteria established by leading specialists in the nation in the field of speech.

Importance of the study. The vital importance of

speech training in the high school can hardly be overemphasized. Speech cuts across every area and every activity of life. We learn that it is biological in origin, physiological in mechanism, and sociological in function. We see it as a powerful force in man's sociological survival. Kenneth Wood, Director of Speech at the University of Oregon, stressing the importance of needed research in the field, says, "Speech is a means of expressing motivations, desires, and needs. It makes possible man's extension of his wishes, his knowledge, and his ideas."²

If the secondary school, which directs a person's education during the formative years just prior to maturity, owes anything to the high school student, it is to help him to become a well-adjusted, articulate individual.

The analysis of speech processes shows a close relationship to other aspects of human behavior. In this connection, Wood says, "The problems of concept formation, personality development, social adjustment, and vocational achievement are tightly linked to the problem of learning to speak meaningfully."³

Speech gives opportunity for the active display of the

²Kenneth Scott Wood, "Needed Research in Speech," Elementary English, 29: 159, March, 1952.

³Ibid., p. 160.

entire thought process. The student thinks, makes application of his thought, vocalizes, and so presents his thought to his audience of one or more persons.

There is no vocation in which a man may not profit by having become proficient in constructive speech habits, though there is a greater carry-over into some vocations than others. Teachers, preachers, lawyers, entertainers, salesmen, and others in public life can hardly do without speech training.

The Esso Standard Oil Company felt the need for increased speech skill to the extent that it asked specialists in the speech field to advise training.⁴ The company was interested primarily in promoting the speech training of executives and management, but showed little concern with the improvement in speech habits of other workers in lower positions. This might be considered good motivation--the better one's speech, the better job he is able to command!

Hendrickson made a study of college teachers' personality, speech characteristics, and teaching effectiveness. His tests seem to prove that there is a definite correlation between a teacher's effectiveness and his vocal rate, pitch, quality, and general speech personality.⁵ If this be true,

⁴R. W. Peters, Communication Within Industry (New York: Harper and Brothers, 1950), 198 pp.

⁵Ernest H. Hendrickson, "Some Relations Between Personality, Speech Characteristics, and Teaching Effectiveness of College Teachers," Speech Monographs, 16: 221-26, September, 1949.

and it appears logical, then it follows that all potential teachers should be aware of and have an opportunity to correct speaking deficiencies.

Means of communication have increased, but with the increase come problems dealing with speech training to meet the current needs. There is much recent development in the technology of communication; with radio, television, and other mediums, speech is necessarily under scrutiny for improved methods of training.

James McBurney, Dean of Speech at Northwestern University, working with a panel from the Speech Association of America, is responsible for the following statement, in which he points to the citizen's responsibility for acceptable speech habits:

From the union hall, board meeting, council chamber, pulpit, platform, theater, radio, and television, talking goes on toward one listener or a million. Arguments are developed; propaganda is insinuated into the minds and spirits of people. The response depends upon the mouths that speak and ears that hear. At the heart of true citizenship in any organization, social, economic, or political, lies the right and the obligation to utter in the most effective way possible what one believes to be true.⁶

McBurney continues with an observation on the obligation of the leader and some pertinent comments on the responsibility of the school toward speech training:

⁶James McBurney and others, "A Program of Speech Education, The Bulletin of the National Association of Secondary School Principals, 36: 9, May, 1952.

The leader must perforce accept the obligation with special care and purpose. Upon his ability to explain, to clarify, and to advocate his judgments rests the welfare of his group and, in the long run, of his nation and culture.

The functions of the art of speech in a democracy have been set forth because their state is critical. A generation ago John Dewey declared the essential need of the day to be "the improvement of the methods and conditions of debate, discussion, and persuasion." Systematic instruction in speech is one of the oldest and most significant of the tasks entrusted by the American people to the schools. Indeed, it is older than America. How can we make boys and girls more useful when they talk? The consequences of the neglect in speech education can be observed in the lack of social intelligence.⁷

The deduction is obvious that a great burden of responsibility rests upon the teacher of speech on the secondary level. His task is to help the student attain the maximum excellence possible in self-expression.

II. DEFINITIONS OF TERMS USED

Survey. Survey is interpreted as meaning an organized attempt to analyze, interpret, and report the speech training on the secondary level of a selected group of high school graduates.

Whitney says, "A survey requires a scientific collection and examination of pertinent data concerning a specific problem."⁸ The collection of data for this problem was made

⁷Ibid., p. 11.

⁸Frederick L. Whitney, The Elements of Research (New York: Prentice-Hall, Inc., 1950), p. 161.

from questionnaire returns from the Freshman Class.

Speech Education. The term "speech education" is used to include any or all systematic efforts directed by the secondary school personnel to analyze, correct, and develop the constructive speech habits of their high school students.

III. METHOD OF PROCEDURE

(1) Observation of the lack of preparedness of many high school graduates to meet the demands of their society as regarding their speech qualifications contributed to the writer's sense of felt need concerning the study of speech training on the high school level.

(2) The second step in procedure was to read the available materials on the findings and experiences of competent authorities in the field of speech training. The Midwest section of the country appears definitely to have taken the lead in the promotion of speech training, followed by the North Central, the far West, and lastly, the East. Competent authorities are represented by panels and committees set up by the Speech Association of America, the North Central Association of America, authors on speech education, and leaders in speech training at certain colleges, universities, and high schools throughout the country.

(3) The criteria were set up in terms of findings

and recommendations of the aforementioned speech experts.

(4) A pertinent questionnaire, seeking for objective information on high school speech training, was then, through the cooperation of the English Department of Appalachian State Teachers College, submitted to the members of the Freshman Class. This questionnaire included detailed, objectively stated questions on:

a. Variety of speech activities in which student engaged while in high school.

b. The extent of clinical or diagnostic attention received.

c. Use of teaching aids--recordings, movies, audio-visual helps.

d. Emphasis on mechanics and voice production.

e. Emphasis on grammar and skillful use of the English language.

f. Correlation of speech with literature, history, and current events.

g. Emphasis on speech as a social skill-club organization, conversation, telephoning, introductions, etc.

h. Manner of testing, rating, checking, or judging in any way the student's development.

(5) The answers to the above questions were recorded, and an analysis of high school training was made accordingly.

(6) A comparison was made of the findings with the criteria previously set up.

(7) Recommendations were formulated regarding the future teaching of speech in the selected high schools in North Carolina.

CHAPTER II

ACCEPTED STANDARDS OF SPEECH TRAINING

I. PREREQUISITES

Sympathetic attitude on part of administration. The primary necessity for the establishment of a speech program in the secondary school is the enlistment of the sympathy and constructive efforts of the superintendent and principal.

In advocating speech education for all American youth, Franklin Knowler, of Ohio State University, asks the question, "Why hasn't this problem of the need for better speech been met by our schools?"¹ He later gives an explanation as follows:

Those responsible have not provided opportunity for general speech education, or having provided the opportunity, they have not sufficiently understood the problem to provide the kind of speech education which will produce the desired results.²

No doubt the most common reason for failure is simply that our schools have not provided instruction in speech. No serious-minded person can justify this failure on the grounds that our schools are already over-crowded, that there simply is not time. School administrators who have seen the need for speech education have found a place for it.

¹Franklin H. Knowler, "Speech Education for All American Youth," The Bulletin of the National Association of Secondary School Principals, 32: 11, January, 1948.

²Ibid., p. 12.

A failure to recognize the problem and a lack of interest on the part of the administration in secondary schools, combined with ineffectual teaching, have caused speech to be glossed over in a superficial manner, treated as a marginal learning or by-product of learning, or considered as an inherent skill rather than a skill developed by purposeful training. Many people believe that "good speakers are born, not made," rather than accept the possibility that they are developed through the teaching of mechanics of good speech.

The employment of a qualified teacher. There can be no denying that at times teachers are employed who are inadequate for the job at hand. Since speech is an imitative process in some respects, the teacher will be observed and copied, either consciously or otherwise, by the students. So, it is important for him to embody good speech qualities and habits as well as to be able to teach the mechanics of speech skills.

The teacher must be adept in the handling of speech tools, namely, the voice, language, diction, articulation, body action, and the effective manipulation and projection of ideas. If these speech skills are recognizable in the teacher's own usage, he is much more likely to influence his student's training in a constructive manner.

The availability and usage of teaching aids. In order

to promote an effective speech program, the teacher should have access to certain essential materials.

A recording machine is invaluable in diagnosing a student's difficulties. Thereby he may be able to detect speech deficiencies which would not otherwise be recognizable to him.

A record player and a collection of records are most effective in giving examples of speech excellence. Many fine dramatic records are available, as are story-telling, lyrical poetry, and prose recordings.

An unabridged dictionary should certainly be available at all times for use in obtaining correct pronunciation.

An audiometer is useful when the teacher is in doubt as to the student's hearing ability. Listening skill is closely related to speaking skill, as pointed out in a study by Nichols in which he affirms that the ears are organs of speech as well as of hearing.³

If the high school owns a motion picture projector, the teacher may make use of moving pictures to teach the combinations of sounds with expressive body movements. Here again, the student is led to realize that one may express himself emphatically without using the voice, simply by a shrug, a wink, or many other expressive actions of the body.

²Ralph G. Nichols, "Listening Skills," The Bulletin of the National Association of Secondary School Principals, 36: 158-174, May, 1952.

While all of these aids are not strictly essential to the teaching of speech, each one is distinctly helpful.

II. REVIEW OF SUGGESTIONS MADE BY DEPARTMENT OF PUBLIC INSTRUCTION

The State Department of Public Instruction in North Carolina issues helpful guides to teachers, principals, and superintendents in the form of suggestions for skeletal curriculum procedures. Among these guides are A Course of Study for Language Arts and Suggested Twelve-Year Program for the North Carolina Public Schools.

The most recent issue of A Course of Study for Language Arts cites Oral Expression as one of the four major classifications of language learning.⁴ The greatest emphasis on speech appears to be in the tenth and eleventh grades. In the tenth, the study of lyric and narrative poetry is said to provide excellent opportunity for good speech experiences. It is suggested that the teacher stress pronunciation, distinct articulation, and voice control. These suggestions are made in general terms, and the teacher is left to his own devices as to specific practices.

Suggestions for grade eleven include the making of short radio talks, or "floor talks," and group discussion,

⁴Hattie S. Parrott (Chm., Language Arts Committee), North Carolina Course of Study for Language Arts, Raleigh: State Department of Public Instruction, 1951, 393 pp.

supposedly marked by the student's ability to analyze and think for himself.

Suggestions for speech activity in the twelfth grade include the practice of business interviews, parliamentary procedures, choral speaking, and the dramatization of one-act plays.

The Language Arts Division of the Suggested Twelve-Year Program gives the following general objective:

It is extremely important for each school to provide, throughout the twelve years, a program which will promote in pupils the ability and the desire to express themselves in a free and natural manner, and at the same time will cultivate in them habits of clear and correct expression.⁵

Among the oral language skills cited are conversation, discussion, reporting, story-telling, summarizing, and dramatization. Normal situations and experiences in which individuals use oral English are to be utilized in establishing skills and habits of usage in oral communication.

The recommendation is made by a number of experienced teachers contributing to the guide that speech credit be granted in the form of high school English electives. They suggest elective credit in speech, or speech related courses, as follows:

⁵Hattie S. Parrott (Chm., Language Arts Committee), Suggested Twelve-Year Program for the North Carolina Public Schools, Raleigh: State Department of Public Instruction, 1942, p. 39.

<u>Subject</u>	<u>Content</u>	<u>Credit</u>	<u>Grade</u>
Speech	Debating, Choral Reading	2 units	9, 10, 11
Dramatics	Reading, Producing, Acting	2 units	9, 10, 11, 12
Radio	Appreciation, Panel Discussion, Dramatic Programs, Speech Drill, Script Writing	1 or 2 units	10, 11, 12
Interpretative Reading	Remedial and Corrective	1 unit	9 or 10
Personal Eng- lish	Business, Social, Etiquette, Oral, Written	1 unit	9 or 10
Dramatic Lit- erature	Reading--modern and classic	1 unit	12

The above suggestions from the Department of Public Instruction give a general outline of the speech curriculum and related activities.⁶

It is not possible, however, to determine from superintendents' reports, or any other available documentary data, just how the speech program of the schools has been conducted. It is evident that some schools in the state have a well integrated program of speech study, while others accomplish little in this field. It is hoped that the questionnaire for college freshmen, based on their high school speech training, may be a foundation for an inductive analysis of speech training in

⁶Ibid., p. 103.

North Carolina high schools.

III. STANDARDS FOR TEACHING SPEECH

A panel of speech authorities writing for the Speech Association of America made these observations:

Speech education is determined by fundamental facts representing some of the contributions made by students of psychology, linguistics, political science, and communication, as well as by speech scientists. The basic facts are few; together they support a philosophy of speech education. They include:

- a. Speech is learned, not inherited.
- b. Speech is complicated. (It includes the functions of many organs--brain, eye, ear, lungs, larynx; process is equivalent to thinking behavior.)
- c. The art of speech is unified.
- d. The requirements of speech vary in different cultures.⁷

The Speech Teacher. The employment of a qualified teacher has been mentioned previously as a prerequisite to a speech program. In addition, some attributes should be mentioned other than his general qualifications in language arts and his mastery of mechanics.

Even though the teacher possesses specialized training in speech, it is also necessary for him to be psychologically trained and prepared to handle personality and emotional difficulties as they are reflected in the student's speech.

⁷McBurney, op. cit., p. 7.

Upon him rests the responsibility of handling both corrective and developmental problems. Upon the teacher, if upon anyone, must rest the responsibility for analyzing and diagnosing speech defects.

Clinical or diagnostic procedure. Many students begin speech study with defects which need to be corrected.

Defects in speech may be classed as structural, physiological, psychological, or imitative, and include

- (1) oral inactivity (indistinct speech)
- (2) articulatory (structural--cleft palate, malocclusion, etc.)
- (3) stuttering
- (4) sound substitution
- (5) vocal (functional--poor vocal habits)
- (6) dialectal
- (7) vocal (structural)
- (8) articulatory (paralytic)
- (9) asphasias (certain types of brain injuries)
- (10) "hard of hearing" speech
- (11) vocal (paralytic)⁸

Children suffering from defective speech are more often than not potentially normal individuals. If their correction must involve the advice of a physician, surgeon, psychiatrist, or other specialist, it is the duty of the teacher to make

⁸Ollie L. Backus, Speech in Education (New York: Longmans, Green and Company, 1949), p. 21.

such a recommendation. If the defect is merely functional, the teacher has exercises for improvement at his command, and can guide the student to self-rehabilitation.

A number of states have standards of certification for speech correction teachers. Moreover, the American Speech and Hearing Association certifies the clinical competence of its members and cites standards for improvement and education of speech clinicians.

Careless language habits and detracting mannerisms should be detected later on in the speaker's development, without obstructing or inhibiting his desire to express himself. A constant screening process must take place to detect and correct speech defects.

Speech training available to all. Speech training, in some form, should be available to all students. Speech experts agree on the principle that every student is a student of speech. The fundamental aim in speech training is the over-all development of the individual. This includes special activities and an enrichment program for the gifted or advanced pupil or specially talented.

Awareness of effective speech characteristics. Students must be aware of characteristics of effective speech before they can be taught techniques for developing them. In recent years there has been a growing interest in the

field of listening, and many textbooks include a considerable body of material on the subject.⁹ The teacher is able to illustrate the best types of speech by recordings and other mediums. An attentive, critical, and appreciative attitude may be created by listening to the interpretation of others. One may also criticize himself with greater accuracy if he has the opportunity to listen to his own voice on a recording.

The mastery of mechanics, skills, and techniques of speech. Certain authorities list the mechanics of speech production as follows:

(1) Use of body--posture, arms, hands, motion, facial expression (individual and group pantomimes are suggested for practice).

(2) Voice production--breathing, vibration, resonance, pitch, energy, quality, speed.

(3) Diction--formerly meant word choice. Today includes pronunciation (correct choice of sounds and relative quality) and enunciation (proper formation of sounds) as well as melody or intonation of connected speech.¹⁰

Good diction is another definition for accepted speech and is perhaps more revealing than any other personal characteristic of the individual. Students who would not dare be slipshod in dress or manners are careless concerning habits of diction.

⁹ Wood, op. cit., p. 159-166.

¹⁰ Harry Gough, Lousene Rousseau, Mary Cramer, and J. Walter Reeves, Effective Speech (New York: Harper and Brothers, 1948), pp. 34; 91.

(4) Proper articulation--or the making of accepted speech sounds.¹¹

In an analysis of speech correction methods, Ainsworth states:

All articulatory defects are due to incorrect placements of the speech mechanism at the particular moment a sound is produced. These defects are (a) substitutions--a speech sound or any noise may be substituted for accepted sound; (b) omissions--sounds left out of words; (c) slurring--sounds all present but indistinct; (d) additions--sounds or noises added.¹²

Increased knowledge and ability to use the English language. The skillful use of the language is one of the major developments to be sought in speech training. The student's vocabulary is increased as he learns and actually uses new words; he finds proper grammatical construction essential to the effective selecting and organizing of ideas for presentation.

Appreciation and knowledge of literature, history, and current events. In order to speak, one must have something to say; he either projects his own ideas or recites from the works of another. In speech training the student is able to become familiar with poetry, dramatic and narrative literature, historical affairs, and world conditions as they exist today. A broad sampling of literature is desirable.

¹¹Ibid., p. 91.

¹²Stanley Ainsworth, Speech Correction Methods (New York: Prentice-Hall, Inc., 1948), p. 57.

Development of social skills. The most accurate measuring rod for speech training is whether or not it contributes effectively to one's membership in society. This fact is emphasized by Olive B. Davis, of the Hunter College High School, when she speaks of the importance of gaining conversational skill as a means toward the acquiring of poise in real-life situations and experiences.¹³

Backus lists a number of so-called "polite forms" which apply simply to good manners in speech:

- (1) Greetings
- (2) Asking favors
- (3) Apologies
- (4) Introductions
- (5) Leave-takings

These "polite forms" do not, of course, comprise the whole subject of speech as it relates to good manners. They serve rather as minimum essentials. The broader aspects of good manners are implicit, too, in the subsequent purposes of speech; e.g., for companionship and understanding.¹⁴

The sociological aspects of speech are also related to preparation for vocational and civic life. Opportunity should be provided for the student's rehearsal of real-life speech experiences: group discussions, conversations, club participation and the handling of parliamentary procedures,

¹³Olive B. Davis, "Actual Speech Experience," The Bulletin of the National Association of Secondary School Principals, 32: 180, January, 1948.

¹⁴Backus, op. cit., p. 258.

public talks, after-dinner speeches, radio broadcasts, and dramatizations.

A student could hardly become proficient in all these forms and would not be interested in acquiring skill in certain ones unless he planned to follow a vocation requiring specialized speech training. However, enough general skill should be acquired to enable him to become a poised, well-adjusted individual, able to meet adequately the demands society will place upon him following the completion of his high school training.

Proper testing and evaluation. The teacher should have properly devised rating scales and testing sheets, both for his own use and for the information of his students.

(1) A diagnostic sheet, for the teacher's personal reference, should be filled out at the beginning of the course. The teacher will also need a rating sheet to measure later developments on the part of the pupils.

(2) It is also helpful to have students give their own evaluation, from the audience viewpoint, of the public speaking efforts of their fellow students.

(3) Most valuable to the student, perhaps, is the rating sheet which he may use to criticize and evaluate his own efforts on several successive performances.

It is suggested that forms for these evaluations be

set up to fit the individual need of the school. Some flexibility is desirable in the formulation of rating sheets to meet the specific needs of the teacher and students.

Attention should be given, in some specific manner, to the following general headings:

- (a) Content--choice and comprehension of material
- (b) Language usage--choice of words, style, structure, grammar
- (c) Pleasing physical demonstration--body, facial expression, posture, gestures
- (d) Voice production--pitch, quality, force, rhythm
- (e) Diction, articulation, pronunciation, enunciation
- (f) Accomplishment of objective--to inform, entertain, or persuade

As a final word on standards or criteria to be observed in speech training, one may say that the broad objective sought is the attainment of maximum excellence in expression. This includes the acquiring of content material, the organizing and selection of speech material, the determining of phraseology, and finally, with the help of acquired skills and techniques, effective presentation.

CHAPTER III

PROCEDURE

In March, 1953, a questionnaire designed to measure high school speech training was given to each member of the Freshman Class of Appalachian State Teachers College. Faculty members acted as proctors and obligingly permitted the securing of the desired information through their English classes.

Because of failures and withdrawals, the enrollment of the Freshman Class had dropped from 341 in the Fall Quarter to 285 at the spring registration. Of these students, 275 were from North Carolina, nine from other states, and one from a foreign country (Austria).

Forty-seven counties and 147 high schools were represented in the survey.

The student body of Appalachian State Teachers College is drawn largely from the western and the piedmont sections of the state. The piedmont district is the most heavily populated section and contains the two largest cities in the state. About six or eight eastern counties are represented in the enrollment. (See Figure No. I on page 25.)

The 147 high schools from which the speech survey was made include high schools of all types, from the very largest urban high schools in North Carolina to the small high schools which have a scarcity of teachers and a necessarily restricted course offering.

TABLE I

NUMBER OF HIGH SCHOOLS REPRESENTED FROM EACH COUNTY*

Alamance	2	Hertford	1
Alexander	1	Iredell	6
Alleghany	2	Lincoln	1
Anson	1	Madison	2
Ashe	8	McDowell	3
Avery	3	Mecklenburg	6
Brunswick	1	Mitchell	3
Buncombe	1	Montgomery	2
Burke	5	Moore	1
Cabarrus	4	Randolph	1
Caldwell	3	Richmond	1
Catawba	4	Robeson	2
Cherokee	1	Rowan	6
Cleveland	8	Rutherford	6
Columbus	1	Scotland	1
Cumberland	1	Stanley	2
Davidson	3	Stokes	5
Davie	3	Surry	5
Edgecombe	1	Union	4
Forsyth	10	Warren	1
Gaston	5	Watauga	4
Guilford	2	Wilkes	6
Henderson	1	Yadkin	1
		Yancey	1

*See Figure I on page 25.

Appalachian State Teachers College
Boone, North Carolina

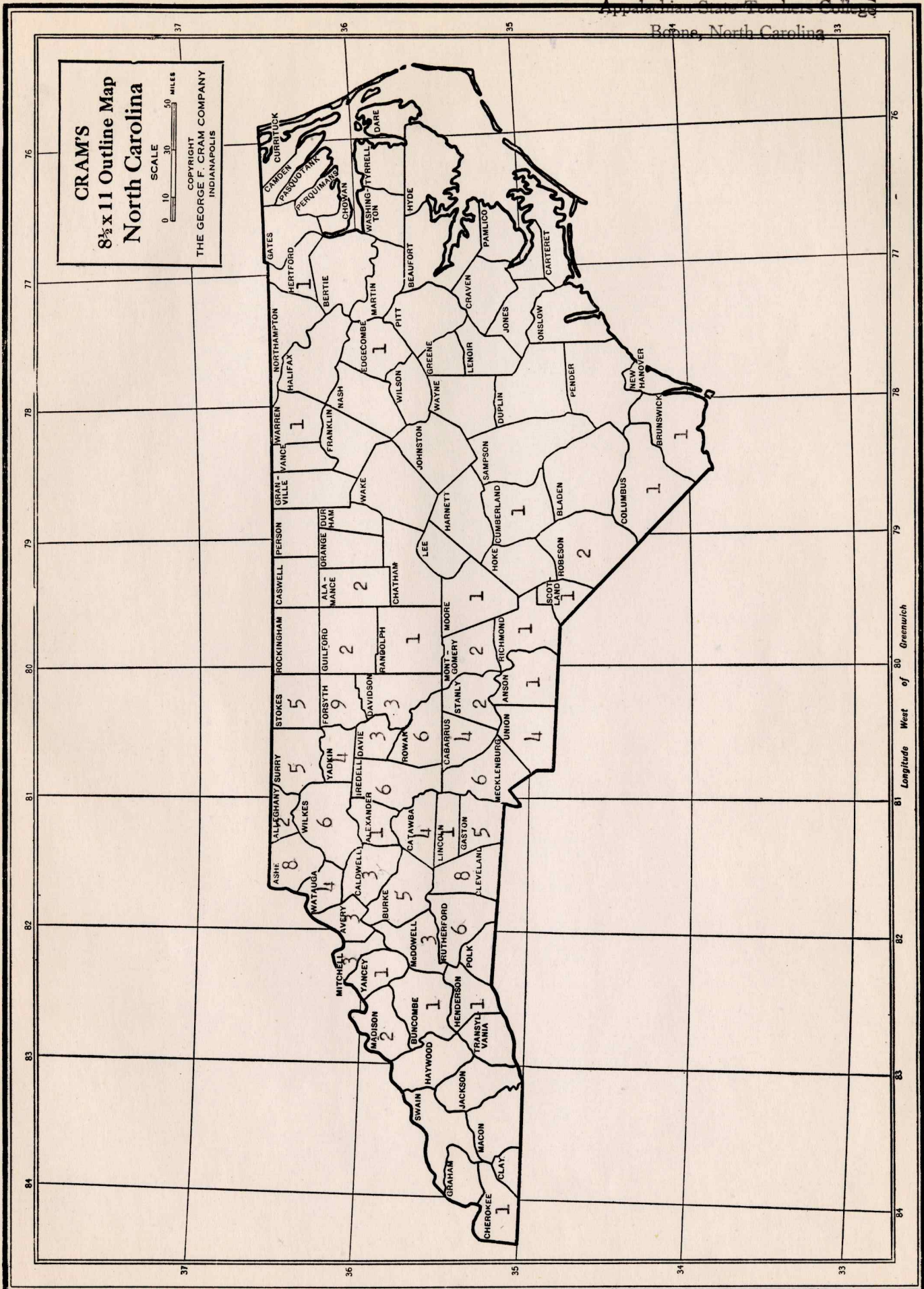


Figure I. Number of High Schools Represented from Each County

Structure of the Questionnaire. The questionnaire on high school speech training was designed to measure and appraise as comprehensively as possible the previous speech training of each freshman. Careful attention was given to the criteria set up by authors of textbooks on secondary speech education and to evaluation check sheets printed and distributed by the National Convention of Teachers of Speech. The questionnaire was submitted, before its final revision, to three college professors in the field of speech.

The following broad aspects were kept in mind in the formation of the questionnaire:

- (1) Course offering in speech by the various high schools
- (2) Extra-curricular speech activities (including inter-
and intra-school participation)
- (3) Instructional service (whether directed by speech
teacher, English teacher, or novice
- (4) Diagnostic measures used
- (5) Teaching aids (records, recording machines, charts,
moving-picture projectors, films)
- (6) Physical facilities of classroom, workshop, auditorium
- (7) Literature used
- (8) Actual speech participation on part of pupil
- (9) Evaluation (testing, rating scales, criticisms)
- (10) Subjective evaluation of entire speech program on
the part of the student.

HIGH SCHOOL SPEECH TRAINING QUESTIONNAIRE

Name _____ High School Attended _____
City _____ County _____

Directions: A survey is being made of the speech training offered in North Carolina high schools. Check (✓) the answer or answers which are true of the high school you attended.

Please answer as accurately as you can. (This information in no way affects your college record but is to be used for statistical purposes.) Space is provided at the end of each question for writing in of additional items which you feel are not covered by suggested answers. It is desirable that the practices of your school should be described as completely as possible.

1. Did your high school offer any kind of speech training?

_____ (1) Yes

_____ (2) No

2. Was the speech training offered

_____ (1) in a separate speech class?

_____ (2) as a part of English class?

_____ (3) as a part of other classes?

_____ (4) in extra-curricular clubs?

3. If the speech training was offered in separate speech class,
was the class

- _____(1) required? _____(3) one year's work?
 _____(2) elective? _____(4) one-half year's work?
 _____(5) name or title of speech course

4. Check any of the following class or extra-curricular activities offered by your school:

- _____(1) debating _____(6)after-dinner talks
 _____(2) dramatics _____(7)extemporaneous speaking
 _____(3) oratory _____(8)panels, forums, round-
 _____(4) choral reading tables
 _____(5) radio talks _____(9)interpretive reading

5. Check any of the following activities in which you participated:

- _____(1) debating _____(6) after-dinner speaking
 _____(2) dramatics _____(7) extemporaneous speaking
 _____(3) oratory _____(8) panels, forums, round-
 _____(4) choral reading tables
 _____(5) radio talks _____(9) interpretive reading

6. Did your high school enter state or district speech contests in competition with other schools?

- _____(1) Yes
 _____(2) No

7. Was the speech activity of your school directed by

- _____(1) full-time speech teacher?
 _____(2) English teacher?
 _____(3) teacher of some other subject?

8. Insofar as you know, did the director of speech activities have

_____ (1) specialized training as a speech teacher?

_____ (2) some training?

_____ (3) no training at all?

9. Were speech defects of the students diagnosed and given any sort of correctional treatment?

_____ (1) Yes

_____ (2) No

10. Was audiometer (instrument to test hearing) used?

_____ (1) Yes

_____ (2) No

11. Were pupils given a diagnostic test to show strength and weakness of each pupil in speaking skills?

_____ (1) Yes

_____ (2) No

12. Were any of the following aids used in connection with speech instruction:

_____ (1) recordings (wire, tape, or disc unit) of student's voice?

_____ (2) records illustrating speech excellence of professional actor or reader?

_____ (3) motion picture films and projection equipment?

_____ (4) wall charts or models to illustrate the body organs used in speaking?

_____ (5) broadcasting equipment or intercommunication system?

13. Did you have recordings made of your own voice?

_____ (1) Yes

_____ (2) No

14. Did your school have library facilities, including

_____ (1) magazines?

_____ (2) reference books?

_____ (3) literature helpful to students preparing speeches and selections for interpretation?

15. Was classroom, complete with movable chairs, speaker's stand, bookshelves, and other necessary equipment, provided for speech instruction?

_____ (1) Yes

_____ (2) No

16. Did your school have adequate stage and auditorium for speech activities and theatrical productions?

_____ (1) Yes

_____ (2) No

17. Were you required to read orally in any class

_____ (1) poetry?

_____ (4) current events?

_____ (2) drama?

_____ (5) oral reports?

_____ (3) book reports?

18. Were you taught the use of sound symbols for words (as in the International Phonetic Alphabet)?

_____ (1) Yes

_____ (2) No

19. Were you taught to interpret diacritical markings in the dictionary?

_____ (1) Yes

_____ (2) No

20. Was instruction offered in parliamentary procedure?

_____ (1) Yes

_____ (2) No

21. Were tests, evaluation scales, or rating sheets used by the teacher to rate pupils on speech skills?

_____ (1) Yes

_____ (2) No

22. Did pupils use speech evaluation scales for

_____ (1) rating each other?

_____ (2) rating themselves?

_____ (3) rating public speakers?

23. Did you keep a personal profile or rating sheet to show your own progress in speech achievement?

_____ (1) Yes

_____ (2) No

24. If no written rating was given on your speech performance in high school, was oral criticism used by the teacher to evaluate your speech in class or extra-curricular activities?

_____ (1) Yes

_____ (2) No

25. Do you feel that the total speech program of your high school met the needs of (a) all the students _____

(b) some of the students _____

_____ (1) excellently?

_____ (2) adequately?

_____ (3) poorly?

CHAPTER IV

ANALYSIS OF FINDINGS

Reliability. There are 147 high schools represented in the tabulated questionnaire. While certain high schools had only one representative, other larger high schools had as many as ten graduates in the Freshman Class of Appalachian State Teachers College. Consequently there are duplications of replies from a number of schools.

A comparison of the answers submitted by the graduates of the same high schools showed an almost exact similarity of answers to the various items included in the questionnaire and, therefore, lent reliability to the findings. Had there not been a high degree of consistency in answers coming from the same school, the high school graduates' appraisal of the situation would not have been deemed sufficiently adequate or trustworthy.

An effort was made to phrase the questionnaire in simple language and to arrange the mechanical structure so that a college freshman would have no difficulty in furnishing the desired information. Little difficulty in student interpretation was noted by faculty members under whose guidance the questionnaire was submitted.

The detailed findings brought to light the following data:

1. Speech Training Offered by High Schools. Of the total number of North Carolina high school graduates represented in the speech survey, 85 per cent indicated that they had had some form of speech training, either in a formal speech class, integrated with English class, integrated with some emphasis in other classes, or participation in dramatics, debating, and in extra-curricular clubs. Speech participation ranged from a definitely planned, highly emphasized, required speech program to a barely perceptible, almost negligible interest on the part of certain schools. The remaining 15 per cent of the pupils indicated that they had had absolutely no speech training. In other words, a little greater proportion than one student out of seven had had no previous training in speech.

2. Training in Separate Speech Class. Only forty-nine members of the Freshman Class, or one out of seven, showed former training taking place in a distinct, specific speech class under the tutelage of a specially trained teacher of speech. These students came from twenty-eight of the 147 high schools represented in the study and represent twenty-two counties. (See Figure II. on page 35.) The others who had had any speech training in class work received it in English class (57 per cent) or as a part of other classes (20 per cent). Only about two out of five of the students participated in speech activities in connection with their extra-curricular clubs.



Figure ii. Number of High Schools Represented Which Offer Separate Speech Courses

Speech training, when offered in a separate formal class, was found to be required in only one high school. The remainder of the high schools offered the work for elective credit. In three-fifths of the cases represented, the speech course was a semester or half-year's work; two-fifths of the students having had specific speech courses indicated that the course lasted throughout the entire year. For the most part, these courses were titled Public Speaking Class or simply Speech Class.

3. Extra-Curricular Speech Activities. A consideration of the various extra-curricular activities represented by the different high schools proves dramatics and debating to be the most popular offerings and highest in student participation. (See Table II on page 37.)

It will be seen from the percentages shown in Table II that a little more than one-fourth of the students represented were deprived of the privilege of participation in dramatics because their high school offered no activity in the drama. Actually, less than half of the students surveyed had participated in any form of high school dramatics, though dramatics scored highest of all the speech forms in which any participation took place. Even though more speech participation takes place in clubs and extra-curricular activities than in any other way, the figures show that this program falls far short of reaching all the students.

TABLE II
STUDENT PARTICIPATION AND HIGH SCHOOL OFFERING IN EXTRA-
CURRICULAR ACTIVITIES

Extra-Curricular Activity	Per Cent of High Schools Offering	Per Cent of Stu- dents Participa- ting
Dramatics	72	47
Debating	61	29
Oratory	36	17
Choral Reading	11	9
After-Dinner Talks	10	9
Extemporaneous Speaking	16	13
Panels, Forums, Roundtables	32	23
Interpretive Reading	13	10

4. County, District, and State Contests. A rather high degree of competitive speech participation is shown, since slightly more than two-thirds of the students questioned noted that their school entered speech activities in competition with other schools. This figure is no doubt due to the prevalence of the high school triangular debates held each year over the state of North Carolina, although a number of the high schools do enter the State Dramatic Festival held yearly at the University of North Carolina.

5. Director of Speech. According to the survey made, a dearth of speech teachers exists in the state. Good speech teachers may be available, but they evidently are not used as full-time teachers of speech. The study shows that 3 per cent of the students had a full-time speech teacher. English teachers had given some speech instruction to 69 per cent of the students, and 32 per cent indicated that they had been helped in speech training by a teacher of some other subject than English. (There is a natural overlapping of percentages, as many of the pupils were given instruction in speech from more than one teacher.)

Until the laymen of the state and those persons responsible for constructing the curriculum of the schools see the need for a capable director of a speech program in each high school, the pupils will be handicapped by the lack of guidance and successful supervision. Of those students participating

in any type of speech activity, 61 per cent felt that their director had had some training in the field of speech, but only 16 per cent felt that their director had had specialized training. Obviously, since only 3 per cent of the students took a course with a full-time speech teacher, the other instructors were teachers of English (or some other subject) who had had specialized training in the speech field. It may be said here that it is not only desirable but actually imperative that the teacher of English be highly skilled in directing his students' efforts in oral expression, even though that teacher does not teach a titled speech course.

6. Diagnostic Tests. Diagnostic tests represent a phase of speech training essential to a scientific approach. Of the students questioned, 14 per cent had been given some type of diagnostic test to determine strength or weakness in speaking skills; the remainder had been given no diagnostic tests, though speech defects needing correctional treatment had been pointed out to 49 per cent of the students. Here again would the average teacher, who had no special training, encounter difficulty in determining, analyzing, and suggesting remedies for defects.

An audiometer had been used to check the hearing of 22 per cent. However, since this is frequently done by the doctor or school nurse who gives physical checkups, it may be assumed

that the percentage of those with whom the instrument was used for diagnosing speech defects is much lower.

7. Aids Used in Speech Instruction. As a material aid in the teaching of speech, recordings scored highest in the list of devices, though less than half of the students said that their high school used recordings in connection with school work. Only 46 per cent evidenced that their school made use of recordings, and only 35 per cent of the students had ever had recordings made of their own voices.

Of the remaining mechanical aids used, 21 per cent had access to motion picture films and projection equipment; 11 per cent had used wall charts to present the physiological organs that function in speech activity; and 16 per cent had used broadcasting or intercommunication system equipment in connection with speech instruction.

There is no doubt that financial handicaps prevent many schools from owning mechanical aids, but it is also true that many teachers, whose schools possess such equipment, do not make adequate use of materials as an aid to speech teaching.

8. Speech Literature and Library Facilities. It would hardly be thought necessary to check on any high school in the state concerning the possession of adequate periodicals, reference books, and literature helpful to students preparing

speeches and selections for interpretation; but since such material is vital for the conduct of a speech course, the survey contained questions pertinent to library helps. It was found that 93 per cent had access to what they considered adequate magazines and general reference helps, but only 81 per cent felt that their library contained other literature necessary for the successful conduct of speech courses.

Since the library is the heart of any school, no course can reach its maximum effectiveness without proper facilities. On this point, however, the schools scored nearer perfection than on any other point of the entire survey.

9. Classroom, Stage and Auditorium Furnishings and Equipment. Fifty-two per cent of the Freshman Class indicated that their high school did not have a properly outfitted classroom which could be used for speech instruction; the questionnaire defined such a classroom as one having movable chairs, speaker's stand, and bookshelves. Though most state high schools are believed to have adequate auditorium space, it was noted that 13 per cent did not have adequate stage and auditorium for the presentation of dramatic productions and speech activities.

10. Participation in Specific Speech Activities in Class Work. Student participation in extra-curricular activities has been treated in earlier paragraphs, but an analysis

of actual oral participation in any class, English or other, is necessary to give a complete picture of the extent to which the high school students participated in speech activities.

In reply to a detailed question concerning oral reading in the classroom, the students responded that they had participated as follows:

- (1) Poetry - 71 per cent
- (2) Drama - 51 per cent
- (3) Book Reports - 82 per cent
- (4) Current Events 68 per cent
- (5) Oral Reports - 84 per cent

It can be reasonably surmised that book reports and oral reports other than book reviews stand higher in participation because they are likely to be required in any type of course, while poetry reading and the reading of drama will much more likely be confined to the English or speech class only. It is an encouraging fact that poetry had been read aloud by almost three-fourths of the students.

11. Use of Phonetic Symbols. Only 25 per cent of the students surveyed showed a knowledge of phonetic symbols for words (as in the International Phonetic Alphabet), and many of this number had had their brief introduction to phonetics in connection with a course in French.

Since the pronunciation of many high school graduates shows the slurring of syllables, more attention to sound symbols should prove rewarding. This is a phase of speech training which takes no extra equipment and materials or added expense, and it could be undertaken successfully by the teacher of English when no teacher of speech is available.

12. Diacritical Markings. Another important feature of instruction concerns the proper interpretation of the diacritical markings of the dictionary, but 42 per cent of the pupils reported the absence of this simple procedure in their high school training.

13. Instruction in Parliamentary Procedure. A familiarity with parliamentary law and procedure is often taken for granted and considered tangential learning on the part of the high school student. However, 30 per cent of the graduates indicated an utter lack of instruction in such techniques on either their high school or grade school levels.

14. Evaluation and Testing of Speech Performances. Unless a well directed, highly progressive speech program were found to be in effect in a high school, one would not expect to find any sort of reputable evaluation and testing program. The answers to various items concerning rating sheets and evaluation scales prove this statement to be true.

Only 11 per cent of the Freshman Class had had their speech performance checked by a teacher using evaluation or rating sheets of any kind. This figure correlates closely with the number of students who had been members of a separate speech class. Teachers of English and of other subjects evidently made little use of such helpful devices.

There were 11 per cent who noted that they had rated each other on speech evaluation scales constructed for that purpose; 5 per cent had attempted to rate themselves, and 3 per cent had used specially devised check sheets to rate public speakers. (A sheet such as this would be valuable in the rating of outside or professional speakers in chapel programs or assemblies.)

It would scarcely be expected that a student would keep a personal profile or rating sheet to show his own progress unless he were a member of a special speech class. An almost negligible number, slightly over one per cent, answered in the affirmative to a question on this technique.

Much constructive help was given by high school teachers to their pupils in the form of oral criticism, since 74 per cent of the graduates indicated that they had received suggestions and helpful criticism in this manner. When professional help is not available from a trained teacher of speech, teachers of English and other subjects should feel

their responsibility toward helping the students to the utmost of their ability. In fact, any teacher of any subject should consider himself in some measure a teacher of speech.

15. Students' Estimate of Their High School Speech Program. An attempt was made to keep the questions and answers on the questionnaire in as objective vein as possible with the exception of the final question. Here an effort was made to obtain the student's opinion toward his own high school speech offering and to ascertain to what degree he felt that the speech program met the needs of (a) all the students or (b) some of the students.

Only 5 per cent felt that their high school met the needs of all its pupils excellently; there were 12 per cent who thought that it met the needs of all the students adequately, and 23 per cent felt that the needs were met poorly.

Some schools fill the requirements of the favored few who are particularly talented along dramatic lines, in debating, or in other speech activities. This was true of 3 per cent, who felt that their school met the needs of some of the students excellently; 38 per cent expressed the opinion that some of the students had their needs adequately met, and 19 per cent noted that their school met the speech needs of some of the students only and that number poorly.

Figure III on page 46 shows a graph portraying the findings on the most vital points of training.

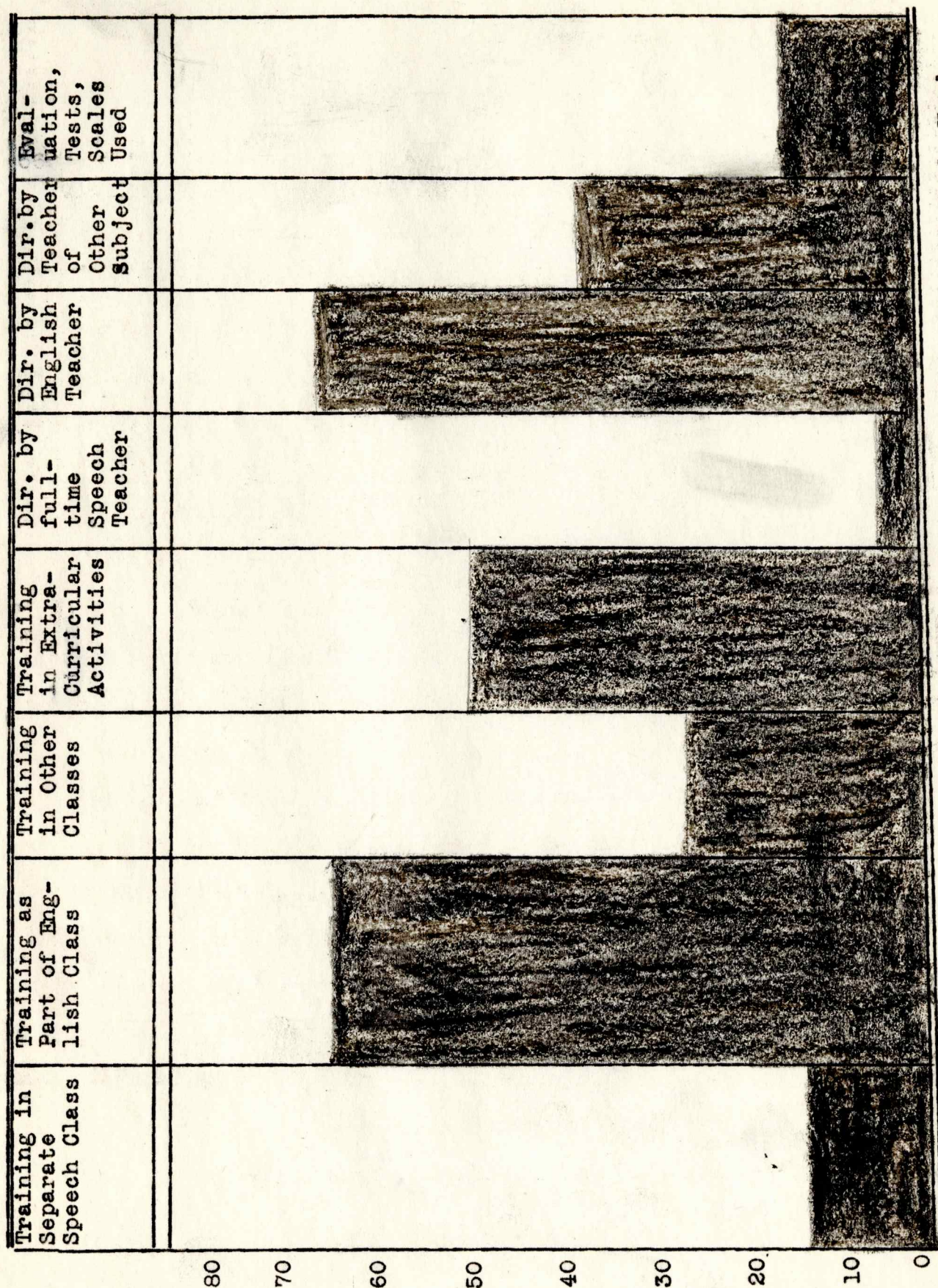


Figure III. Statistics Expressed in Percentage Showing High School Methods Used

In summation, it may be said that the figures given in answer to the various items of the questionnaire indicate that the pupils are justified in their subjective criticism of the program as a whole.

Out-of-State Students Represented in Survey. The ten out-of-state students in the Freshman Class of Appalachian State Teachers College during the Spring Term, 1953, are not treated statistically in the preceding study, since their previous high school training in speech was not pertinent to a study confined to North Carolina students, and since the number is not sufficient to make a comparison between North Carolina and other states. However, the out-of-state freshmen were surveyed, and the findings are presented here briefly.

Two of the ten students said that they had been given no previous speech training. Of the eight who had had work in speech, four indicated that they had taken the work in a separate speech course. (Two of these students were from the same South Carolina High School, so actually only three high schools were represented by separate speech courses.) All work, save in the case of one pupil, was elective.

Six out of the ten pupils had participated in extra-curricular activities, and nine indicated that their school participated in competitive events with other schools. Three of the students had had their speaking skills evaluated on

rating sheets, though none of them had kept a personal profile or rating sheet to show their own progress.

Generally speaking, the limited group surveyed from out of the state showed slightly more favorable training than those from within the state.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary. In view of the importance of speech training as related to a student's career in any walk of life, and more particularly in the teaching profession, it has been the purpose of this survey to show how nearly a selected group of North Carolina high schools meet the criteria deemed desirable and necessary by the foremost authorities in the nation in the field of speech education.

One hundred and forty-seven of the high schools of the state have been represented in questionnaires submitted to the entire Freshman Class of Appalachian State Teachers College.

Because of the changing modes of communication, emphasis has shifted from the stilted, formal type of oral expression prevalent in our early American schools (a borrowing from the European concept of education) to problems dealing with current needs.

James McBurney, Dean of Speech at Northwestern University, reiterated the opinion of John Dewey when he emphasized the responsibility of the school toward the speech training of its pupils.¹ The additional observation might be made that

¹James McBurney and others, "A Program of Speech Education," The Bulletin of the National Association of Secondary School Principals, 36: 11, May, 1952.

a school concerned with the training of prospective teachers should be even more aware than other institutions of the great responsibility of its outgoing graduates toward high school pupils.

The four-page questionnaire given to the members of the Freshman Class was the instrument used to collect data for the evaluation of the effectiveness of the high school program in North Carolina. The twenty-five questions therein included items on courses offered, instructional service, extra-curricular activities, teaching aids, physical facilities, diagnostic and evaluative procedures, and the actual participation in speech activities on the part of the pupil.

The findings, interpreted in numbers and percentages and shown in map and table form, indicate conclusively that the high schools of the state fall far short of the desired standard at every point under consideration.

RECOMMENDATIONS

Educational Philosophy on Part of Laymen and Administration. In earlier chapters, the importance of speech training has been observed in rather elaborate detail, and the need for a definitely planned speech program in the high school has been emphasized.

According to Knower, one of the foremost authorities on

speech education in the nation, the first reason for our failure in providing an adequate program is that "those responsible have not provided opportunity for general speech education."²

Until the community laymen, the school boards, and the administrative officers become convinced of a real need for definite speech training in their schools, little effort will be made in that direction. One realizes that many school budgets are already strained by the demands made upon them for extra services and materials, but the need for instructional service and materials in speech education, when seen in the proper light, will appear as imperative as library equipment or gymnasium and playground facilities.

It must be acknowledged that some schools have recognized the importance of a progressive program in speech; yet this number is so relatively small that the South continues to lag behind when compared with schools of any other section.

Systematic instruction in speech is a fundamental responsibility of those persons whose function it is to construct the curriculum. It is of primary importance to persuade them to provide a place for it in the school program.

Qualified Director of Speech. No other single phase of a speech program is so important as the employment of a

²Franklin H. Knower, "Speech Education for All American Youth," The Bulletin of the National Association of Secondary School Principals, 32: 11, January, 1948.

capable teacher or director of speech.

Of the students questioned, only 3 per cent had been under the supervision of a full-time speech teacher. Though many capable teachers of English have had a great amount of experience and training in the field of speech, few of them have had adequate training in diagnostic or evaluative procedure. Moreover, unless a teacher has had special training in speech mechanics, he is not likely to be very adept in the handling of his students' training in that respect.

In lieu of a full-time teacher of speech in every high school, which would obviously be desirable, the suggestion is made that each high school try to obtain for its faculty at least one member who has had training in special speech courses. Many states have certification requirements in speech; North Carolina does not issue a speech certificate, though many of the colleges of the state offer courses in speech. Should the State Department of Certification decide to certify in this field at any time in the near future, it is hoped that the state institutions will immediately provide the necessary courses leading to such a certificate.

The survey proved that only 14 per cent of the freshmen had training in a separate speech class. This number might be greatly increased with the addition of certified teachers of speech. It is believed that the percentage (42) of students

participating in extra-curricular speech activities would also be advanced under proper directorship. Students may not be criticized for nonparticipation in events for which there is no qualified director.

The total range of extra-curricular offerings in speech appears sufficiently adequate, as it covers nine distinct categories of speech performance. However, many of the high schools do not offer the total number, and consequently student participation in some of the forms is surprisingly low (See Table III on page 37). Participation ranges from a high of 47 per cent in dramatics to a low of 10 per cent in choral reading.

It is not considered too optimistic to suggest that the hiring of a well-trained, enthusiastic teacher of speech would promote and encourage participation on the part of the students. Many schools apparently do not stress certain types of speech activities because there is no one who feels sufficiently qualified to undertake the directorship.

The recommendation may be logically stated, then, that a high school which wishes to attain the maximum effectiveness in a school program should make provision for the hiring of a person specially trained in the field of speech.

Materials and Audio-Visual Aids. There are many fine records and films available at a discount for school use.

These may be filed as a part of non-book library materials and used year after year. Sources for ordering such helps include, among others, The Language Series for School Use, from Henry Holt and Company; Harvard Film Service, of Cambridge, Massachusetts; also, the Columbia Recording Corporation, of Bridgeport, Connecticut, has a wide offering.

Speech teachers interested in getting up-to-date information on available films and film distributors will find a useful source in Educational Film Index, published annually by the H. W. Wilson Company. Audio-visual aid departments, maintained by large city school systems, or by state universities, are also a particularly useful source of information and service. A few such aids could be entered on the library budget each year until a fine collection is accumulated.

It is suggested that each high school add to its equipment a recording machine. Only 35 per cent of the pupils questioned had ever had recordings made of their voices; yet there is no other way in which a student may so easily recognize his own shortcomings in speech production. Many unattractive mannerisms of which he was not formerly aware may become evident to him. Criticisms from other sources are less effective than those which the student formulates as a result of this procedure.

Only 11 per cent of those students surveyed had had an

introduction to charts showing the physiological organs functioning in the speech process. Yet most high schools have such materials for the teaching of biology and general science, and it is equally important that such materials be provided for speech progress. The lack of audio-visual aids may often be attributed to the absence of a well-trained teacher of speech.

Physical Facilities. The survey showed that 13 per cent of the pupils stated that their school had no adequate stage or auditorium for the presentation of dramatic activities, and 52 per cent indicated that their high school did not have the classroom fittings desired for speech instruction.

It is apparent that school architects are being instructed to an increasing extent, as each new school building is planned, to take into consideration the curriculum of the school when determining the allocation of space and arrangement of rooms. An increased awareness of the importance of speech in the school curriculum should mean an attendant increase in the provision for physical facilities needed for such training.

Future Progress in Speech Training. The rise of the profession of speech training has been noted since the end of the nineteenth and beginning of the twentieth century. Its extensiveness is shown by the organizing of many regional

associations, including the Eastern, Southern, Central, and Western, as well as numerous state associations. The American Educational Theatre Association and American Speech and Hearing Association are also directly related to this group.

There is an impressive and constantly growing body of literature in the field of speech, including Speech Monographs, The Speech Teacher, and The Quarterly Journal of Speech.

Weaver, Borchers, and Smith point out that the first Master's Degree in Speech was granted in 1902 and the first Doctorate in 1921. From these dates to 1952 there have been 7,530 Master's and 621 Doctorates granted.³

A speech requirement is demanded for graduation in professional schools where students work toward a degree in speech education and also in the schools where engineers, businessmen, farmers, and lawyers are trained. There is a constant increase in the research related to speech theory.

In an analysis of the present status, Weaver, Borchers, and Smith make the following summary of the situation:

Despite the fact that centuries of experience have gone into the development of speech education, it may be that in twentieth-century United States the theories and methods of speech instruction will undergo their most extensive modifications. Educational theory itself is passing through great changes in this century. Modern philosophies of education, and research in the learning process generally and in speech training specifically

³Andrew Weaver, Gladys Borchers, and Donald K. Smith, The Teaching of Speech (New York: Prentice-Hall, Inc., 1952), p. 56.

are affecting the methods and content of contemporary speech education.⁴

Experiments made by the above authors and other experts in the field of speech have proved that high school students, after taking fundamental courses in speech, are able to speak more acceptably. Since the survey made in this study shows that representative North Carolina high schools fall below the accepted standards, it is recommended that our total speech program be enlarged along the lines suggested in preceding chapters in order to assist each high school student in the acquiring of the greatest possible skill in self expression.

⁴Ibid., p. 57.

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