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A Comparative Study of the Methods Employed in the Teaching of Oral English

Russell Tooze

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A COMPARATIVE STUDY OF THE METHODS EMPLOYED IN THE
TEACHING OF ORAL ENGLISH

A Thesis
Presented to
the Faculty of the School of Education
University of North Dakota

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

By
Russell Tooze
May 1, 1942
University of North Dakota

May 1, 1942

This thesis, submitted by Russell Toone in partial fulfillment of the requirements for the Degree of Master of Science in Education in the School of Education of the University of North Dakota, is hereby approved by the Committee under whom the work has been carried on.

COMMITTEE:

[Signatures]

Director of Graduate Division
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The writer is especially grateful to Dr. George W. Grossman, Director of Teacher Training, University of North Dakota, Grand Forks, North Dakota, for his helpful criticisms during the preparation of this thesis. His suggestions and encouragement have been greatly appreciated.

Thanks are also due to Edward Butler, Central High School, Grand Forks, North Dakota, who rendered valuable assistance, suggestions, and criticism during the early stages of this study.

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Dennis, Dean of Speech, Northwestern University, Evanston, Illinois; Professor C.H. Wise, Dean of Speech, Louisiana State University, University, Louisiana; Professor H.E. Summers, Kansas State College, Manhattan, Kansas; Miss Elizabeth D. McDowell, State Teachers College, Buffalo, New York; Professor Harry Barnes, State University of Iowa, Iowa City, Iowa; Professor Gladys L. Borchers, University of Wisconsin, Madison, Wisconsin; Dr. Alice E. Craig, Polytechnic High School, Los Angeles, California; Professor J.L. Lardner, Northwestern University, Evanston, Illinois; Professor Hoyt Hudson, Princeton University, Princeton, New Jersey; Professor A. Craig Baird, State University of Iowa, Iowa City, Iowa; Professor Lew Sarett, Northwestern University, Evanston, Illinois; Professor Bower Aly, University of Missouri, Columbia, Missouri; Professor Howard Gilkinson, University of Minnesota, Minneapolis, Minnesota; Professor Wilbur R. Gilman, University of Missouri, Columbia, Missouri; Dr. Ray K. Immel, Dean of Speech, University of Southern California, Los Angeles, California; Professor A.T. Weaver, Dean of Speech, University of Wisconsin, Madison, Wisconsin; and Dr. J.M. O'Neill, Dean of Speech, Brooklyn College, Brooklyn, New York.

The writer wishes to express his sincere thanks to Arthur E. Thompson, State Superintendent of Public Instruction, Bismarck, North Dakota, for permission to quote parts of the
North Dakota State Course of Study in this thesis.

My deep appreciation is due The National Broadcasting Company for permission to use copyrighted material in constructing the unit on radio.
This thesis deals with the methods employed in the teaching of Oral English in the secondary schools. Material for this study has been secured from several books, magazines, educational journals, personal letters, and questionnaires. As a basis of what a good course in Oral English should be, several letters from selected speech authorities were used. The results of this survey have been tabulated in this study. A daily assignment schedule that was followed throughout this investigation has been set forth in this thesis. The actual material used in this study has been presented in Appendix A.

The equipment available such as books, magazines, journals, plays, make-up kit, recording and play-back machine, and school radio have been listed in Appendix B.
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CHAPTER I

THE PROBLEM

Introduction

The problem of this study occurred to the writer after several years of teaching in which he became dissatisfied with the results obtained from the conventional textbook. It appeared that with the use of the textbook the recitation became less efficient and interest in school decreased. From these conclusions a question arose whether Oral English could be better taught without the textbook.

The facts presented in this thesis have been obtained through the study of books, educational journals, and an objective testing program. There was found an abundance of material dealing with the methods of teaching Oral English in the secondary schools. However, nearly all available literature, except articles written by the writer, treats of the textbook method of teaching and not the laboratory system. In the bibliography of this thesis there is only brief reference to the abolition of the textbook from the classroom. Except for a few publications listed in the bibliography all recommendations are made in the light of the curriculum built up around a textbook.

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The nearest approach to the general use of the laboratory method is the workbook in speech published by D.C. Heath and Company. This publication was copyrighted in January, 1931. Literature in the Oral English field stresses content far more than the methods of presentation.

The method of research employed in the carrying on of this study has been simplified as much as possible. A testing program was set up including five high schools. In order to have a true cross-section for this study schools of different sizes were selected. The definite enrollment of each school has been stated in Appendix F.

The students selected for this study were not chosen on the basis of I.Q. or previous academic achievement. All, except school number one, picked one class composed of students who were regularly enrolled in Oral English. School number one included all of the students taking Oral English. In view of the fact that Oral English is a required subject in the state of North Dakota all students were enrolled to fulfill a requirement as well as to receive credit.

At the beginning of the school year each school taking part in this study administered the Speech Attitude Scale to the class designated. The exact number of students tested in each school presented in this study. At the close of the

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4 Monroe, A.H., and Lull, P.H., Projects in Speech for a Foundation Course.
5 Knowler, F.H., Speech Attitude Scale, University of Minnesota.
semester this same Speech Attitude Scale was given to the same class that was tested at the opening of school in the fall. The validity of this study is based upon these Speech Attitude Scale results.

Literature does not reveal an investigation of this nature in the field of Oral English. This is rather a peculiar problem in view of the fact that the present system of teaching Oral English in the secondary schools has been long established. Since the very earliest days of our American school system the textbook has been employed in the classroom. 6

The purpose of the method used in this study was to acquaint the students with the views of the leading speech authorities on the speech fundamentals, platform deportment, speech construction, occasional speeches, platform speeches, parliamentary practice, and debate. Other objectives of this method were to permit closer working relationships between the teacher and the students, encourage the students to do original research, and allow more time for practical speaking.

CHAPTER 2

THE EQUIPMENT

Speech teaching effectiveness depends largely upon the equipment. Books, journals, charts, models, and recording equipment are very essential in any Oral English department. To get the best results as much equipment as possible should be in the classroom. In school number one approximately three-fourths of the publications were in the classroom and the other one-fourth in the school library throughout the study. The reason for this arrangement was based upon the belief that the students were more apt to use the books and other publications if they were in constant contact with them. It was also more convenient for supervised study and reference work. Due to the fact that the first twenty minutes of the class period was used for supervised study this set-up was most satisfactory. At the beginning of the period the students would go to the classroom library, select speech books, and then get their workbooks from the pigeon-holes where they were kept permanently. They would return to their seats and work for twenty minutes on the workbook assignment. At the close of the supervised study period three boys would pick up the speech books and return them to the library. At the same time three boys would gather up the workbooks and return them to the correct pigeon-holes. At this point it may be well to state that the students were not allowed to use only one speech book during the
period. Instead, they were required to peruse several publications. The material in the classroom library was kept in order by a student appointed in each class for that purpose. This procedure eliminated practically all damage to books and absolutely no material was lost. Under this system the students were anxious to get new books and other material which would help make the course richer.

All speech material in the school library was placed on reserve and under no circumstances allowed to be taken from the room. This stimulated serious thought on the part of the students and encouraged them to be diligent in working out the assignments. The journals and other such materials were permanently catalogued in the school library so that the students could read them at any time. The latest publications were to be found in both libraries.

Speech materials were employed in many ways. Students had to review a speech book every four weeks and give special reports from the journals frequently. This kept them on their toes in search for interesting reports and reviews. From the book reviews they built up what they considered to be a good high school speech course. At intervals comparative studies were made of the different speech books in order that the students might become better critics of
the works studied.

The charts were used to give the students a clear picture of the vocal apparatus. At the beginning of the course the teacher examined the visual materials with the students acting as critics. This method made them aware of the exact make-up of the whole vocal mechanism and gave them a desire to learn more. When the charts had been presented carefully to the classes different students were selected to lead a discussion of the complete vocal apparatus. During these proceedings several speech correction books and other materials containing drawings of the mechanism were given to students in the classes with special instructions to become familiar with the subject under discussion. Several open forum discussions painted vividly the picture of the vocal apparatus upon the minds of the students. This study was supplemented with the artificial equipment which made the procedure more concrete.

The most valuable equipment in the speech department was the recording and play-back machine. It was a portable Speak-O-Phone which made recordings up to twelve inches in diameter. At the beginning of the school year the students were required to prepare a two minute speech to be recorded. On the date set for making the records the machine was set up before the class and each speaker delivered his speech before the microphone. After each recording the record was
immediately played back to the class, but no criticism was permitted. As this procedure went along the mechanical operations of the machine were explained to the students. Then one boy was picked from each class to make a special study of the recording machine for the purpose of making recordings which were to be made later. This method encouraged several boys to take up the study of radio.

When all of the recordings had been made the students came to the speech department for special conferences. They listened critically to their recordings and received criticism from the instructor. At the close of the semester this same procedure was repeated. Then both recordings were played to the class and criticised by the students and teacher.

When the semester's work had been completed each student was given his recordings. The recording machine was used to a good advantage in the study of radio. The microphone and loud speaker attachment furnished excellent facilities for the development of the students along this line of work. It offered preliminary training in the art of using the microphone prior to appearances before the school radio.

The speech department has a deluxe make-up kit. This equipment was used by the students in the brief study of drama for the purpose of staging skits, etc. Each student had to make up one character during the course. He had to take part in a skit also. When presenting a one-act play before the class

---

1 Two recordings were made of each student's voice every six weeks until September, 1941.
the students were required to make-up for one performance and stage their act before the dramatic club. Any Oral English student interested in make-up work was encouraged to use the kit and study the latest publications possessed by the department. A list of all equipment used is given in Appendix A.
CHAPTER 5
THE FUNDAMENTALS OF SPEECH

Before this study could be initiated it was necessary to establish the fundamentals of speech. By fundamentals of speech the writer means those principles upon which a complete speech course must be constructed. Many textbooks have been written dealing with the basic principles of the spoken word. Before conducting a survey speech books, speech journals, and university catalogues were examined in order to get as nearly a complete list as possible of those engaged in speech work. When the field had been exhausted the prospective subjects were classified according to their interests as revealed in the material studied. The institutions in which they labored were also given considerable weight. From this data the writer used his own judgment in selecting what he considered to be speech authorities. Then a questionnaire was sent to each of them asking what they considered to be the fundamentals of speech. The results of this survey are shown in the following table.

2Searle, L. and Foster, E.T., Basic Principles of Speech.
Table I

FUNDAMENTALS OF SPEECH AS GIVEN BY SPEECH AUTHORITIES

<table>
<thead>
<tr>
<th>Fundamentals of Speech</th>
<th>Number Reporting</th>
<th>Ranking</th>
</tr>
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<tbody>
<tr>
<td>Posture</td>
<td>29</td>
<td>6</td>
</tr>
<tr>
<td>Choice of Subject</td>
<td>43</td>
<td>8</td>
</tr>
<tr>
<td>Making an Outline</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Language</td>
<td>37</td>
<td>4</td>
</tr>
<tr>
<td>Selecting Material</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Delivery</td>
<td>48</td>
<td>1</td>
</tr>
<tr>
<td>Pauses</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>Gesture</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>31</td>
<td>7</td>
</tr>
<tr>
<td>Voice</td>
<td>39</td>
<td>3</td>
</tr>
</tbody>
</table>

The speech course around which this study has been built was based upon these fundamentals of speech.

Twenty of the speech authorities contacted by the survey are authors of speech books dealing with the fundamentals of speech. Every one of them teaches a course in speech which stresses the basic principles. Seventeen secondary schools, twelve colleges, and twenty-one universities were included in the survey. Teachers, supervisors, and directors are included among those supplying information on the fundamentals.

The findings of the survey correspond to the basic principles as set forth in textbooks treating the fundamentals of speech.³

³Gray, G.W. and Wise, G.H., Bases of Speech.
CHAPTER 4

THE ELEMENTS OF SPEECH

The elements of speech as considered in this study are those stated in the Course of Study for North Dakota High Schools:¹

I. Requirements of a good voice

A. Tone production
   1. Variety
      a. Rate of speaking
      b. Loudness of tone
      c. Pitch of voice
   2. Emphasis
      a. Forcefulness but not over-emphasis

B. Breath control
   1. Correct phrasing or grouping of words
   2. Correct standing position to insure relaxed throat muscles
   3. Deep breathing

C. Resonance
   1. The vibration or jarring of the bones of the chest, neck, jaw, nose, and cheeks
   2. Use of lungs as bellows

D. Placement
   1. Controlled breathing
   2. Correct or incorrect tone placement
      a. Noticeable on words beginning with vowel sounds
   3. Clearness and fullness of voice
   4. Avoidance of a nasal twang
   5. Avoidance of a harsh quality
      a. Harsh quality result of directing tone against the back of the mouth

E. Quality
   1. Changing of mood to suit the thought

F. Flexibility

¹Course of Study for North Dakota High Schools, pp.142-144.
1. Use made of every part of the vocal machinery
2. Changing of pitch
   a. Sliding of voice up and down in various combinations
3. Changing of speed rate
   a. Slow, medium, rapid
   b. Wide difference in rate between important and unimportant syllables

G. Voice range and pitch
1. Substitution of good habits for bad ones
   a. Pitch control to avoid monotony of tone
      (1) To bring out subtle meanings of the speaker
      (2) To bring out infinite modulations of the voice
   b. Use of variety of time and force to avoid monotony of tone
   c. Substitution of relaxation for excess tension
   d. Use of acceptable diction for slovenly speech
   e. Substitution of good vocal control for poor vocal technique
   f. Careful thinking

These are the generally accepted elements from the speech teacher's point of view.²

The schedule followed in teaching this unit is hereafter given in detail. The assignment system is worthy of mention at this juncture. All assignments in the workbook were completed in the classroom during the twenty minutes allowed at the beginning of each class period. Only twenty minutes were allowed for each assignment in the workbook regardless of the progress made by the students. This method stimulated them to work diligently during

the allotted time. The remaining twenty-five minutes of the class period were given to oral procedure. A regular outside assignment program was also carried out religiously. Both assignment calendars are as follows:

CLASSROOM CALENDAR: UNIT I, THE ELEMENTS OF SPEECH

First Week: September 1-5

Monday: Check programs and outline the course
Tuesday: Test - Speech Attitude Scale
Wednesday: Assignment 1 - Section 1, tone production, questions 1-12
Thursday: Assignment 1 - Section 1, tone production, questions 13-23
Friday: Assignment 1 - Section 1, tone production, questions 24-27

Second Week: September 8-12

Monday: Assignment 2 - Section 2, breath control, questions 1-12
Tuesday: Assignment 3 - Section 3, resonance, questions 1-17
Wednesday: Assignment 4 - Section 4, placement, questions 1-8
Thursday: Assignment 5 - Section 5, quality, questions 1-11
Friday: Assignment 6 - Section 6, flexibility, questions 1-11

Third Week: September 15-19

Monday: Assignment 7 - Lesson 7, voice range and pitch, questions 1-7
Tuesday: Recording of assigned two minute speeches
Wednesday: Recording of assigned two minute speeches
Thursday: Play-back of recordings
Friday: Review and true-false test

OUTSIDE PREPARATION CALENDAR: UNIT I, THE ELEMENTS OF SPEECH

First Week: September 1-5
Mondays: Impromptu speeches

Tuesday: Two minute speech on "How to make" (Make a written outline)

Wednesday: Two minute speech on "How to make" (Make a written outline)

Thursday: Two minute speech on "How to do" (Make a written outline)

Friday: Two minute speech on "How to do" (Make a written outline)

Second Week: September 8-12

Monday: Oral report on an article in The Quarterly Journal of Speech (Write a 100 word summary of the article)

Tuesday: Write a 150 word theme on "How to train the voice"

Wednesday: Give a pantomime before the class

Thursday: Practice and demonstrate breathing exercises before the class

Friday: Practice and demonstrate voice exercises before the class

Third Week: September 15-19

Monday: Practice and demonstrate relaxation exercises before the class

Tuesday: Practice and demonstrate tongue exercises before the class

Wednesday: Oral report on an essay (Write 50 word summary)

Thursday: Oral report on an article in The Quarterly Journal of Speech (Write a 100 word summary of the article)

Friday: Oral report on a short-story (Write a 100 word summary; true-false test on Unit 1)

The first day of school is very important in the teaching of Oral English. At this time the instructor has to create the proper class atmosphere and student attitude pertaining to the spoken word. Therefore, the writer spent most of the first class period outlining the Oral English course and lecturing on the importance of the work to be accomplished. The students were
given to understand that the Oral English class would be a workshop and not a playhouse. Yet, they were told that through their personal achievements much enjoyment would be experienced. Then following the lecture students were called upon to deliver impromptu speeches. This impressed upon them the fact that they were really in a class where they were going to be expected to work from the first class period to the very last. During these impromptu speeches the class was told repeatedly that the main objective of Unit 1 was to develop good tone and a good speaking voice. Again and again throughout the closing minutes of the period the students were asked to state the purpose of Unit 1. Incidentally the workbooks were in their hands and a complete assignment schedule for this unit of work was written on the front blackboard. Each time they were asked to recite the objectives of the first unit of work they were requested to refer to the assignment calendar and the outline in the workbook. A very complete outline of each unit is given in the laboratory manual. Thus the students pursued their work in a systematic manner. By establishing the major objective in their minds they were able to grasp the reason for each assignment and do a better piece of work. The classes were admonished to master the outline content before they entered into the written and oral work. Such a procedure would give them a picture of the whole idea contained in the unit.
When the students entered the classroom on the second day of school they were informed that they were going to be given a standardized test. The test referred to was the Speech Attitude Scale by Franklin H. Enover of the University of Minnesota. The Scale has been explained by the author in the following terminology: "The Speech Attitude Scale is designed to produce a quantitative index of the individual's affective set or feeling toward his use of speech processes and activities. The individual who enjoys speaking, who has poise and who is confident and enthusiastic in his use of speech should get a high score on the scale. The individual who avoids speaking situations because he is shy or timid, nervous, ill at ease, and who suffers marked emotional frustration while speaking should get a low score on the scale. The scale is based on the demonstrated hypothesis that the way a person feels about his speech activities is a personality factor related to his proficiency in the use of speech. This scale has been designed as an instrument of diagnosis and research." In regard to the reliability, validity, indices of central tendency and variability of the Speech Attitude Scale the author has stated that: "The reliability of the scale is manifest in coefficients of reliability of about +.50. The items of the scale have been subjected to a process of item validation and all items show statistically significant differences between groups of selected inferior and superior speakers. The following table indicates
mean scores and standard deviations of the distribution of scores in indicated groups. The number of cases in each group is indicated in the last column of the table.

<table>
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<tr>
<th>Group</th>
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<tr>
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<td>48.75</td>
<td>2913</td>
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<tr>
<td>College women</td>
<td>295.60</td>
<td>48.95</td>
<td>2194</td>
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<tr>
<td>High School men</td>
<td>287.91</td>
<td>40.35</td>
<td>566</td>
</tr>
<tr>
<td>High School women</td>
<td>286.36</td>
<td>44.70</td>
<td>723</td>
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</table>

For an extended discussion of the construction and use of this scale see an article entitled "A Study of Speech Attitudes and Adjustments", by Franklin H. Knowler, in Speech Monographs, 1938, Vol. 5. Percentile norms for the Speech Attitude Scale, by Franklin H. Knowler have been worked out. Directions were given for completing the test and then the students were told to begin the examination and take as much of the class period as they needed in order to finish it. As rapidly as the tests were finished they were turned over to the teacher. This procedure took the entire period. Instructions embodying the same procedures were sent to each of the schools cooperating in this study.

The rest of the first week was spent in studying tone production. During the first twenty minutes of the period the class would work on the workbook assignment which was on the

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3Speech Attitude Scale was used in testing Oral English students in the five schools taking part in this study.
phase of work under consideration. The following information had to be given for each question answered: (1) Name of speech publication, (2) author of book or article, (3) page, (4) paragraph, (5) and line. The more references given in support of their answer to the question the better. All assignments in the workbook were completed during the supervised study period. Positively at no time were they allowed to take the laboratory manual from the classroom. As soon as each student understood thoroughly the meaning of the term "tone" drill work was engaged in every day of the week. The instructor gave demonstrations and then appointed student leaders to lead the class through specified drills before participation in oral activity. Talks on how to do something or how to make something were classified as initial speeches. Students delivered this type of address throughout the first week of school. Good tone was emphasized during this work. Each speaker received criticism from the teacher and the members of the class. Both negative and constructive suggestions were given. When a complete set of speeches had been finished several members of the class were called to the front of the room and a tone quality conference was held. One speaker would recite from memory or read from the printed page a short poem, part of a play, or an oration. Then he would turn to the other students who were seated around a table and explain to

them what he thought to be the weakest and strongest points concerning his tone. After the analysis he sat down at the conference table and listened to a frank and honest discussion of his tonal quality. The class was not permitted to enter into the forum but listened carefully to all views expressed. After each member of the conference had spoken and received criticism from the forum the class was invited to express their opinions. Following a short criticism session a vote was taken by secret ballot to decide which three members of the conference had the best tone. All members of the class were permitted to vote. Every member of the class took part in the type of procedure just described.

At the conclusion of the brief study of tone a system of strenuous drilling was entered into for the improvement of breath control, resonance, placement, quality, and flexibility. Each student was required to learn a set of exercises for the development of each speech factor. The entire class period for several days was taken up by individual and group demonstrations. Students having mastered these elements of speech to the highest degree served as class directors of drill work. Special projects were assigned to all members of the class. They had to pick out some

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5Nancy, E. and Davis, S.F., The Correction of Defective Consonant Sounds, Chapter 2, pp.24-29.
6Chansor, R.E., Speech Correction on the Contract Plan, Part 3, pp.73-129.
high school student who needed training and then work with him for one week. When they had finished their work they were required to turn in written reports covering the cases studied. The vocal apparatus was carefully explained, by using maps and a mechanical model, several times by the teacher during these drill exercises. The function of each part of the vocal mechanism was stressed. Realizing that breath control serves as the foundation of all voice training the assistance of the physical education instructors and vocal specialists were solicited. Each class made out a corrective chart for each of the elements of speech. Supplementary work was carried on aside from the regular drill program which was built up around short speeches on how to make or how to do something. Oral reports on essays, short-stories, and articles in The Quarterly Journal of Speech were assigned. Along with this a written theme on How to Train the Voice gave additional practice in the art of voice improvement, which furnished an opportunity through intensive drill to label the elements of speech deeper into the consciousness of every Oral English student. By this time the classes were speech conscious and anxious to study their voices objectively. Therefore, prior to the review test covering Unit 1 vocal recordings were made. Immediately the records were played back

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8Salgrave, D.I., Speech for the Classroom Teacher, Chapter 8, pp.15-31.
and the teacher made a diagnostic chart of each voice.

Absolutely no criticism was allowed by the members of the class on this particular phase of the work. However, through private conferences individual criticism was rendered. The record was played back several times so that the student could get the defects clearly in mind. When the conference work was over the records were filed away for future reference study. The talk recorded carried out the usual theme of the unit—how to make or do something.

The procedure carried out in the cooperating schools is unknown. Each Oral English teacher assisting with this study was asked to write up the procedure they employed in teaching the course, but only one responded. The report received stated the content of the course and not the procedure used. Therefore, this report has not been included in this study. However, each of the cooperating Oral English teachers definitely used a textbook in teaching Oral English according to their reply to the questionnaire found in Appendix C.

**TABLE I**

<table>
<thead>
<tr>
<th>School</th>
<th>Textbook</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No. 1</td>
<td>The Speech Arts</td>
<td>Alice E. Craig</td>
</tr>
<tr>
<td>School No. 2</td>
<td>The New Better Speech</td>
<td>Weaver-Borchers-Woolbert</td>
</tr>
<tr>
<td>School No. 3</td>
<td>Speech</td>
<td>Radde-Brigance</td>
</tr>
<tr>
<td>School No. 4</td>
<td>The New Better Speech</td>
<td>Weaver-Borchers-Woolbert</td>
</tr>
<tr>
<td>School No. 5</td>
<td>The Speech Arts</td>
<td>Alice E. Craig</td>
</tr>
</tbody>
</table>
School No. 1 used a textbook in teaching one experimental group. This class was taught as a check against the regular laboratory system used in the same school. A chapter has been devoted to the analysis of the two methods employed in teaching Oral English in School No. 1.

The equipment available in the different schools varied to quite an extent. School No. 1 was the only school possessing mechanical apparatus. However, most all schools had speech books and magazines. An equipment questionnaire was sent to each teacher. A list of all equipment used is found in Appendix B.
CHAPTER 5
PLATFORM DEPORTMENT

This part of the speech course was given a great deal of emphasis. The method stresses the belief that a good speaker must possess poise, posture, and graceful stage movement. Therefore, each student was given individual instruction on and off the platform. During the first twenty minutes of the period the students studied platform deportment from different speech books in an attempt to find out the generally accepted standards. Then the remainder of the period was spent in practice built up around exercises of an interpretative nature.

The following very carefully arranged schedule of assignments was followed:

CLASSROOM CALENDAR: UNIT 2, PLATFORM DEPORTMENT

Fourth Week: September 22-26

Monday: Assignment 8 - Section 1, poise, questions 1-10
Tuesday: Assignment 9 - Section 2, posture, questions 1-22
Wednesday: Assignment 10 - Section 3, movement and gesture, questions 1-12
Thursday: Assignment 10 - Section 3, movement and gesture, questions 13-24
Friday: Three minute speech—topic assigned

OUTSIDE PREPARATION CALENDAR: UNIT 2, PLATFORM DEPORTMENT

Fourth Week: September 22-26

1Sarett, L. and Foster, W.T., Basic Principles of Speech, Chapter 7, pp.155-191.
Monday: Act out a pantomime before the class---stress smoothness of action
Tuesday: Speech on any subject---stress poise and posture
Wednesday: Speech on an assigned topic---stress movement and gesture
Thursday: Speech on any topic---stress poise, posture, movement, and gesture
Friday: Speech on an assigned topic---stress poise, posture, movement, and gesture. Test on Unit 2

By giving a pantomime before the class it was assumed that poise and self-confidence would be gained. The mastery of these was considered very essential to the development of platform deportment in the fullest sense of the term. Pantomimes had to be at least two minutes in length and acted out individually. Following each performance class criticism was requested and then the teacher offered constructive suggestions. Unless the mental attitude of a speaker is right proper coordination between mind and body is impossible. Posture drills were participated in by every member of the Oral English classes. The correct position to hold the body under all circumstances was carefully studied. The philosophy back of this type of training advocates that when poise and posture have been mastered a speaker will be able to present himself to an audience with ease and dignity. When the mind and body function as one unit gracefulness is the result.

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3 Atkinson, W.K. and Nelson, T.F., Personality Through Speech, Chapter 4, pp.43.  
4 Sarrett, L. and Foster, W.T., Basic Principles of Speech, Chapter 7, pp.153-191  
5 Craig, A.E., The Speech Arts, Chapter 2, pp.9-17.
After all, self-confidence is the backbone of any good speaker. Without bodily coordination proper movement and gesture is impossible. That is why strenuous practice was carried on from the poise and posture standpoint. Students were acquainted with the fact that movement of any kind should not be executed on the platform without a definite purpose. Then only very graceful stage action should be undertaken. In regard to gestures they were told not to employ planned gestures for artistic effect, but to let all gestures be spontaneous. Prepared gestures are usually artificial so far as the audience is concerned. However, this type of physical technique must not be confused with movement. Platform movements should not be made spontaneously, but should be carefully worked out and practiced to a degree of perfection.6

Throughout the study of platform deportment speeches were delivered by the students. Each speech was delivered with a definite purpose in mind. Drill work was based upon the particular aim of the speech. Experiments of various kinds were carried out for the purpose of proving which procedures were most effective. Students were required to appear before other classes in the school and deliver speeches. Then the classes judged them according to a prepared judging sheet.

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CHAPTER 6

SPEECH CONSTRUCTION

Speech construction was considered one of the most important procedures in Oral English teaching.\(^1\) Therefore, a carefully arranged program was formulated for the carrying on of this work. The following schedule was followed:

CLASSROOM CALENDAR: UNIT 3, SPEECH CONSTRUCTION

Fifth Week: September 29 - October 3

Monday: Assignment 12 - Section 1, choice of subject, questions 1-14
Tuesday: Assignment 13 - Section 2, finding material, questions 1-10
Wednesday: Assignment 14 - Section 3, most important points in speech construction, questions 1-13
Thursday: Assignment 15 - Section 4, outline of speech, questions 1-10
Friday: Assignment 15 - Section 4, outline of speech, questions 11-20. Test on Unit 3

OUTSIDE PREPARATION CALENDAR: UNIT 3, SPEECH CONSTRUCTION

Fifth Week: September 29 - October 3

Monday: Write a speech on an assigned topic
Tuesday: Write a speech on any good topic
Wednesday: Make an outline and write a speech on the topic, "Why I Am An American"
Thursday: Work on research speech
Friday: Research speech

The selection of an acceptable subject was given primary attention. When measuring a topic by the occasion, speaker, and audience it resolves into a rather complicated process. The first step sent the students into the library in search of a subject in which they were vitally interested. They were also encouraged to explore their own experience. After finding a subject the next step was to limit it. Then they were ready to continue with the task of finding material.

Usually the topics selected required some research work, because they were rather abstract. Therefore, the students were turned loose in the library with a pencil and pad in pursuit of material. The first thing they accomplished in this direction was to locate the sources whereby reading matter could be located in the proper field of inquiry. Then elaborate notes were very carefully copied and listed under the correct reference sources. When all reading had been finished the progress of elimination of irrelevant material began. The organization of the subject matter with unity and coherence was the main objective when building the speech. In order to achieve this aim they were made conscious of the fact that logical divisions, clear transitions, and concrete illustrations were of utmost importance. Of these three points the teacher emphasized concrete illustrations.

^Craig, A.E., The Speech Arts, Chapter 16, p.203.
^Ibid., pp.209-256.
most. Logical divisions and clear transitions can be beautifully
worked out and still the speaker can easily fail to drive home
his points. When concrete illustrations are vividly painted for
the audience the speaker very seldom misses the mark.4

When all of the unnecessary material had been thrown out
the construction of the outline started. The students were
required to make detailed outlines so they would not fail to get
a complete picture of the ideas which they wished to present to the
audience.5 It was firmly impressed upon their minds that the
outline should be made before the speech was written and not after
the construction of the speech. The purpose of the first draft
of the outline was to merely have them get their thoughts down on
paper. By so doing it was easier to examine the trend of thought
and make such readjustments as seemed necessary. After a revision
of the outline had been made they constructed the second draft.
This one was cut down somewhat but still remained elaborate enough
so the students could refer to it for some of the finest points.
From this skeleton the first oral speech on the subject was given.
In fact several speeches were delivered from this outline so a
rather definite line of reasoning could be established. Again,
other changes were made under the supervision of the teacher and

in Public Speaking, pp.61-62, 95.
5Atkinson, W.K., and Nelson, T.F., Personality Through
Speech, Chapter 10, pp.135-140.
then the final draft was made.

The last step was the writing of the speech. Each student wrote his own speech with guidance from the instructor. They were given to understand that the writer was not going to write any portion of their speeches. When the first draft had been completed they read it over several times and made the corrections that they thought best for the improvement of the speech. Then a second draft was made and revised after the same manner as the first one. When this manuscript had been carefully analysed the final speech was written.

The objective of this unit was to help the students acquire knowledge of speech construction. When the work had been completed the purpose for which it had been intended was fully realized. One of the most important sources of help came through the study of famous speeches.\(^6\) This method furnished an objective way of conveying to the students the most desirable styles of construction and delivery. Speeches from the Greek period down to the World War period were studied.\(^7\)

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\(^6\)Baird, A.C., Representative American Speeches: 1938-1939.
\(^7\)Flatz, Mabel, Anthology of Public Speeches.
CHAPTER 7

OCCASIONAL SPEECHES

This part of the speech course gave an opportunity for reemphasizing the essentials of a good speech. It also afforded a space of time in which to execute some very intensive drills. Above all the students were given a chance to deliver the various types of occasional speeches before audiences throughout the community. The following assignments were carried out:

CLASSROOM CALENDAR: UNIT 4, OCCASIONAL SPEECHES

Sixth Week: October 6-10

Monday: Assignment 16 - Section 1, essentials of a good speech, questions 1-6
Tuesday: Assignment 16 - Section 1, essentials of a good speech, questions 7-12
Wednesday: Assignment 17 - Section 2, types of occasional speeches, questions 1-2
Thursday: Assignment 17 - Section 2, types of occasional speeches, questions 3-12
Friday: Assignment 18 - Section 3, occasional speakers and speeches, questions 1-2. Test on Unit 4

Seventh Week: October 13-17

Monday: Presentation speech
Tuesday: Speech of acceptance
Wednesday: Speech of introduction
Thursday: Batless banquet
Friday: Rally day---speeches of every kind delivered throughout the school and community
OUTSIDE PREPARATION CALENDAR: UNIT 4, OCCASIONAL SPEECHES

Sixth Week: October 6-10

Monday: Prepare a sales talk to give before the class—sell any article
Tuesday: Prepare a sales talk—sell any article
Wednesday: Prepare an announcement to be given over the school radio
Thursday: Prepare a business interview
Friday: Prepare a nomination speech to be given before a political convention

Seventh Week: October 13-17

Monday: Prepare a presentation speech—outline and write out
Tuesday: Prepare an acceptance speech—outline and write out
Wednesday: Prepare an introductory speech—outline and write out
Thursday: Prepare an after-dinner speech—outline and write out
Friday: Prepare a rally day speech—any one of the occasional speeches

The essentials of a good speech were persistently stressed in the study of occasional speeches. Every speaker was required to speak clearly and distinctly. They were made to comprehend that no matter how good their ideas were the audience would not be able to receive them unless they could hear them distinctly. Then if their utterance was satisfactory the benefits would be more or less lost unless they stated their ideas in clear-cut sentences. When a speaker was on the platform delivering a speech the class watched him carefully for transfer sounds. Whenever this rule was violated the speaker was promptly stopped by a member of the class.

1 Atkinson, W.K., and Nelson, T.F., Personality Through Speech, Chapter 1, p.5.
2 Ibid., Chapter 2, p.15; 19.
and corrected. This made him conscious of this particular essential. Students were discouraged from stopping during the speech unless the pause represented a change of thought.\(^3\) Men seem to think that they have the privilege of pausing whenever they feel like it when delivering a speech. In eliminating these faults training in enunciation and pronunciation was engaged in according to the best procedures recommended by speech authorities.\(^4\) The students participated in this work with quite a degree of enthusiasm. However, it seemed that enthusiasm was lacking on the part of most of the students when they appeared before an audience. They seemed to take the attitude that they had a very worthy piece of work to do so they would get it over with in a matter of fact way and get off the stage. The teacher impressed upon their minds the importance of going to the platform gracefully, turning toward the audience and smiling, surveying the audience, and then beginning to speak. After some practice they were much delighted with this procedure. The last faults to be corrected, although worked on from the first day of school, were personal mannerisms. There were thirty-two of these demons which kept exerting themselves as rapidly as they were pushed down. At first it seemed to the students that it was impossible for them to overcome these little habits which they had tolerated for so many years. As the work

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\(^4\) Craig, R.M., The Speech Arts, Chapter 8, pp.117-120.
progressed the campaign against mannerisms grew more and more intense. Speakers were not allowed to continue with these faults unnoticed. Instead, they were stopped by the teacher and members of the class whenever a mannerism put in its appearance, and the proper correction made. Strenuous drill work was carried on in the classroom which made the students conscious of the demons whenever they were speaking before an audience. Other members of the family (parents, brothers, sister, etc.) were encouraged to correct the student whenever they noticed a mannerism creeping back into the limelight. Members of the faculty also assisted in helping the students overcome these peculiar little faults in speaking. When they left the speech class and went to another class they still had to wage war against mannerisms. Suffice to say that within a space of one semester mannerisms were quite well abolished. The members of the Oral English classes finally realized that peculiar mannerisms were decidedly in conflict to good thinking and decided to wipe them out of their experience permanently. 5

While remedial measures were being enforced the requirements of the different types of occasional speeches were being learned. 6 Practical speaking achieved this end. The students were sent before audiences throughout the community to deliver occasional speeches. This experience brought home to them what the true

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requirements of the occasional speeches were. After all learning comes through doing. Perhaps the most important lesson learned in this work was that a speech of this nature should be short, to the point, and original.\textsuperscript{7}

\textsuperscript{7}Course of Study for North Dakota High Schools, p.151.
CHAPTER 8
PLATFORM SPEECHES

With a consciousness of the importance of the fundamentals of speech in their minds the students entered into the unit on platform speeches with enthusiasm and a desire to do the best work they possibly could. At this point speech work was becoming a reality rather than just another subject which they had to study. They were eager to prepare more lengthy speeches on important topics. Therefore, a definite schedule was lined up for them to religiously follow. The program is set forth below:

CLASSROOM CALENDAR: UNIT 5, PLATFORM SPEECHES

**Eighth Week: October 20-24**

**Monday:** Assignment 19 - Section 1, talks and speeches, questions 1-5
**Tuesday:** Assignment 19 - Section 1, talks and speeches, questions 6-10
**Wednesday:** Assignment 20 - Section 2, impromptu speaking, questions 1-10
**Thursday:** Assignment 21 - Section 3, story-telling, questions 1-6
**Friday:** Assignment 21 - Section 21, story-telling, questions 7-16

**Ninth Week: October 27-31**

**Monday:** Assignment 21 - Section 3, story-telling, questions 17-25
**Tuesday:** Assignment 22 - Section 4, platform reading, questions 1-8
**Wednesday:** Assignment 22 - Section 4, platform reading, questions 9-16
**Thursday:** Assignment 22 - Section 4, platform reading, questions 17-20
**Friday:** Test on Unit 5
Tenth Week: November 3-7

Monday: Deliver a part of an oration from memory
Tuesday: Deliver a part of a serious reading from memory
Wednesday: Deliver a part of a humorous reading from memory
Thursday: Read from memory an original oration
Friday: Read a one-act play from the manuscript

OUTSIDE PREPARATION CALENDAR: UNIT 5, PLATFORM SPEECHES

Eighth Week: October 20-24

Monday: Study extemporaneous speaking
Tuesday: Memorise a poem of your own choice
Wednesday: Study impromptu speaking
Thursday: Story for grade children
Friday: Story for high school students

Ninth Week: October 27-31

Monday: Story for adults
Tuesday: Read original poem from the manuscript
Wednesday: Read humorous selection from the manuscript
Thursday: Read poem of your own choice from memory
Friday: Review for test on Unit 5

Tenth Week: November 3-7

Monday: Memorise an oration
Tuesday: Memorise a part of a serious reading
Wednesday: Memorise a part of a humorous reading
Thursday: Write and memorise a short oration
Friday: Practice reading a short one-act play

At the outset of this work the students were made aware of the importance of selecting appropriate subjects. Then they were again reviewed in limiting the subject. Following this brief study training in impromptu and extemporaneous speaking was

Craig, A.E., The Speech Arts, Chapter 16, pp.208-256.
conducted. The speakers delivered these speeches until they were familiar with the underlying principles of each.

Story-telling is an art. The Oral English students through practice acquired the essentials of a good story-teller. They were sent to different points in the school system and community for the expressed purpose of telling stories. This experience was not so pleasant at first, but as they became more familiar with the technique of telling stories they looked forward with pleasure to the time when they would tell stories. The first stories were told in the classroom, over the school radio, and then throughout the community. It was the practical participation in speech work of this type that encouraged the students to select stories and learn all of the requirements of a good story-teller.

Next came the study of platform reading. The first step in this procedure was to have the members of the classes select readings which they would like to give before an audience. Each student had to work on a poem, oration, humorous reading, serious reading, and one-act play. After choosing their selections they were taught how to study platform readings. Following this instruction they were required to memorize portions of some readings and all of others. Then at the completion of much practice each student delivered his selections.

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3 Ibid., Chapter 19, pp.215-269.
During the preparation of readings the elements of speech were stressed more than at any other time. The students could readily see when taking part in this type of work that one mistake would mar the whole reading. Therefore, nothing short of perfection could be set as a goal. No prompting was allowed, so they knew that they had to know the selection perfectly.
CHAPTER 9

PARLIAMENTARY PRACTICE

While the students are passing through life they will have need many times of a knowledge of parliamentary practice. They will become members of societies and organizations. It is almost certain that every one of them will not only participate in social and business organizations as members, but that they will be elected to official offices. Therefore, the following program was completed in hopes of better preparing them to take their places in the social and business world after leaving school:

CLASSROOM CALENDAR: UNIT 6, PARLIAMENTARY PRACTICE

Eleventh Week: November 10-14

Monday: Assignment 23 - Section 1, preliminary information, questions 1-5
Tuesday: Assignment 23 - Section 1, preliminary information, questions 6-12
Wednesday: Assignment 24 - Section 2, main motion, questions 1-5
Thursday: Assignment 24 - Section 2, main motion, questions 6-11
Friday: Assignment 25 - Section 3, subsidiary motion, questions 1-6

Twelfth Week: November 17-21

Monday: Assignment 25 - Section 3, subsidiary motions, questions 7-14
Tuesday: Assignment 26 - Section 4, privileged motions, questions 1-12
Wednesday: Assignment 27 - Section 5, incidental motions, questions 1-5
Thursday: Assignment 28 - Section 6, definitions, question 1
Friday: Assignment 29 - Section 7, open forum, questions 1-5

Test on Unit 6
OUTSIDE PREPARATION CALENDAR: UNIT 6, PARLIAMENTARY PRACTICE

Eleventh Week: November 10-14

Monday: Learn the names of the officers and the duties of each in a parliamentary organization
Tuesday: Learn how to form an organization
Wednesday: Learn how to make a constitution and by-laws
Thursday: Learn how to conduct business
Friday: Prepare a speech on some phase of parliamentary procedure

Twelfth Week: November 17-21

Monday: Learn the kinds of amendments
Tuesday: Memorise parliamentary terms and definitions
Wednesday: Make out a table of parliamentary motions containing the following information: (1) Name of motion, (2) whether or not a motion is in order when another has the floor, (3) whether a motion requires a second, (4) if the motion is debatable, (5) if the motion is amendable, (6) vote required, (7) can the motion be reconsidered
Thursday: Work on the table of parliamentary motions
Friday: Write out parliamentary procedure from the time the organization is being organized until a main motion is passed or lost, involving as many of the quirks in parliamentary practice as possible

From the outset the students were instructed to memorize every step in parliamentary practice. To begin with a chart containing the names of the officers of an organization and their duties was placed in the hands of each student. Through various drills in addition to outside study this information was rapidly committed to memory. All practice work was built up around mock parliamentary organizations. The students watched each other

carefully to see that the law was followed correctly. During the class period different members of the class would perform the tasks of several officers. While learning the names of the officers and their duties the students were also made familiar with the procedure of organizing a parliamentary organization. After this part of the procedure had been completed an open forum was held on making a constitution and by-laws. The constitution was taken section by section and thoroughly discussed. When the part under consideration had been formulated in the minds of all taking part in the analysis a secretary was appointed by the class to take dictation from the chairman as previously willed by the body. As soon as the constitution was completed it was read to the class and again discussed. Suggestions for improvement were made and then it was turned over to a committee for final composition. Then it was brought back to the class where it was reread and approved by the assembly. Next on the calendar of business was the drawing up of a set of by-laws. This was done in the same manner as when constructing the constitution. To establish more firmly in the minds of the students the matters of procedure speeches on different phases of parliamentary practice were assigned. A brief class discussion followed each address. At this point the matter of voting and elections was brought to the attention of the young

parliamentarians. By practice it was mastered.

Now they were ready to begin the study of more technical procedure. With an organization already functioning they were in a position to engage in regular business proceedings. The main and subsidiary motions were the first factors emphasized. This was rather enjoyable practice. The teacher placed in the hands of the students an illustration showing the precedence of motions. With this help rapid progress was made. Next to be incorporated in the business session were the different kinds of amendments. With just a little drill the ways to amend a motion were well fixed in mind. At this stage the privileged motions were introduced. A vital question was brought before the house and a parliamentarian was appointed. The chairman opened the session and the battle of wits began. At first a table of all the motions was placed in the possession of each student. Then as they became more familiar with the process of procedure the tables were taken from them. By this time they were ready to take up the incidental and renewal motions. With slight drill these were learned and the students were ready to engage in a business meeting involving

6 Ibid., p.16.  
7 Ibid., p.17.  
8 Ibid., pp.18-19.
every factor in parliamentary law. Practice of this nature was engaged in for a few days and then open forums were held.\(^9\) This was a very fitting close to this unit of work. Parliamentary work did not end with the brief study outlined. Instead, the classes continued to be organized and conducted as a business organization.

CHAPTER 10
DEBATE

The four weeks devoted to debate were very interesting as well as educational. They proved to be valuable in developing the students as speakers. From the point of view of the writer the work in debate stimulated thinking more than any other part of the speech course. The following schedule was pursued:

CLASSROOM CALENDAR: UNIT 7, DEBATE

Thirteenth Week: November 24-28

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<th>Day</th>
<th>Assignment 30 - Section 1, preliminary information, questions 1-3</th>
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<td>Monday</td>
<td>Assignment 30 - Section 1, preliminary information, questions 4-5</td>
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<tr>
<td>Tuesday</td>
<td>Assignment 31 - Section 2, preparation for the debate, questions 1-3</td>
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<td>Wednesday</td>
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<td>Friday</td>
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Fourteenth Week: December 1-5

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<th>Day</th>
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<td>Assignment 32 - Section 3, giving the debate, questions 1-5</td>
</tr>
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<td>Tuesday</td>
<td>Assignment 32 - Section 3, giving the debate, questions 6-8</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Review. Test on Unit 7</td>
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Fifteenth Week: December 3-19

Monday: Debate the question: Resolved: That mercy killing should be made legal.
Tuesday: Debate the question: Resolved: That mercy killing should be made legal.
Wednesday: Debate the question: Resolved: That mercy killing should be made legal.
Thursday: Debate the question: Resolved: That mercy killing should be made legal.
Friday: Debate the question: Resolved: That mercy killing should be made legal.

Sixteenth Week: December 15-19

Monday: Debate the question: Resolved: That capital punishment should be abolished.
Tuesday: Debate the question: Resolved: That capital punishment should be abolished.
Wednesday: Debate the question: Resolved: That capital punishment should be abolished.
Thursday: Debate the question: Resolved: That capital punishment should be abolished.
Friday: Debate the question: Resolved: That capital punishment should be abolished.

OUTSIDE PREPARATION CALENDAR: UNIT 7, DEBATE

Thirteenth Week: November 24-28

Monday: Make an outline and write out an argumentative speech—affirmative.
Tuesday: Make an outline and write out an argumentative speech—negative.
Wednesday: Prepare an affirmative speech on the question: Resolved: That mercy killing should be made legal—2 minutes in length.
Thursday: Prepare a negative speech on the question: Resolved: That mercy killing should be made legal—2 minutes in length.
Friday: Make out an affirmative or negative rebuttal speech on the question: Resolved: That mercy killing should be made legal.
Fourteenth Week: December 1-5

Monday: Make an affirmative brief on the question: Resolved: That capital punishment should be abolished
Tuesday: Make an affirmative brief on the question: Resolved: That capital punishment should be abolished
Wednesday: Make a negative brief on the question: Resolved: That capital punishment should be abolished
Thursday: Make a negative brief on the question: Resolved: That capital punishment should be abolished
Friday: Make an affirmative or negative rebuttal speech on the question: Resolved: That capital punishment should be abolished

Fifteenth Week: December 8-12

Monday: Study the question: Resolved: That mercy killing should be made legal
Tuesday: Study the question: Resolved: That mercy killing should be made legal
Wednesday: Study the question: Resolved: That mercy killing should be made legal
Thursday: Study the question: Resolved: That mercy killing should be made legal
Friday: Study the question: Resolved: That mercy killing should be made legal

Sixteenth Week: December 15-19

Monday: Study the question: Resolved: That capital punishment should be abolished
Tuesday: Study the question: Resolved: That capital punishment should be abolished
Wednesday: Study the question: Resolved: That capital punishment should be abolished
Thursday: Study the question: Resolved: That capital punishment should be abolished
Friday: Study the question: Resolved: That capital punishment should be abolished

The study of debate was opened with a discussion of the value of debating. The teacher merely opened up the subject

and then guided the trend of thinking. Before long views were being freely expressed and a lot of good was derived from the forum. After the value of debating had been settled in the minds of the youngsters definitions were examined. Fixing these terms and their meaning in the minds of the students was quite a difficult task. Therefore, this work was built around the study of the different types of argument. When this task had been completed we were really ready to begin preparing the debate. Choosing the question was the first step in preparing for the debate. Difficult propositions were avoided because of the limited time allowed for this work. However, the students were permitted to select the subjects they wished to discuss. In making the choice they automatically became acquainted with the requirements of a good proposition. From this point the determining of the issues became of vital importance. The students soon found out that there was more to debating than just talking. They immediately discovered that the ideas had to be determined before a good debate could be staged. After the selection of the question and determining of the issues the students were set to the task of gathering material.

This proved to be rather enjoyable work for the participants. They were anxious to learn all they could about the proposition in view

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2 Summers, H.B., Contest Debating, pp.15-16.
5 Foster, W.T., Argumentation and Debating, Chapter 1, pp.3-12.
of the fact that they were going to enter into a friendly battle of wits as soon as they were prepared. The teacher assisted them in no way whatsoever. It was their job to find material which they were to employ in the debate and they performed a very fine piece of work. All material was outlined on regular notebook paper when they were working in the library. Complete statements were also written out in full. When the gathering of material had been finished they were instructed to boil down the bulk of notes into a workable file. Notes were put on 4" x 6" cards as were all quotations. As the debate training continued the students were required to condense their notes until at last they had the necessary quotations memorized and the outline on cards. Nevertheless, they had a set of files that would prove valuable later if they should engage in debating. Brief writing was emphasized throughout the procedure. An affirmative and negative brief was made on each question debated. At first the students could not understand why it was so essential to make a brief of the proposition, but as they became more familiar with debating they were convinced that it was the correct procedure. They were never allowed to speak from the brief.

With the debate preparation completed the technical points of the game were considered. First of all the matter of rebuttal

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7Lyon, L.S., Elements of Debating, Lesson 6, pp.37-47.
speaking was explained. They were discouraged from writing out rebuttal speeches, but instead they were told to know so much about the subject that they could pick out the points to be torn down as the debate was in progress. It was impressed upon them that the rebuttal speech was a counter-attack and the harder they could hit the opponent the better. To clinch this idea they were filled with knowledge that the majority of debates are won or lost in the rebuttal. Next, the courtesies of debate were stressed. These young debaters were admonished not to try to convince the judge, but to endeavor to convince the audience. School No. 1 executes a non-competitive forensic program so this point did not need special emphasis. They were also told not to try to show how much smarter they were than their opponents, but to be ladies and gentlemen all the way. Finally, the principles of judging a debate were presented.

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8Summers, R.B., Contest Debating, p.16.
9Holm, J.N., How to Judge Speech Contests, Chapter 6, pp.99-128.
CHAPTER 11

RADIO

The study of radio has to be carried through on an accurate schedule. Such a program follows:

CLASSROOM CALENDAR: UNIT 2, RADIO

Seventeenth Week: January 5-9

Monday:  Assignment 33 - Section 1, mechanical phase of radio, questions 1-11
Tuesday: Assignment 34 - Section 2, broadcasting phase of radio, questions 1-22
Wednesday: Assignment 35 - Section 3, essentials of broadcasting, questions 1-9
Thursday: Assignment 36 - Section 4, fundamentals of radio speaking, questions 1-10
Friday: Assignment 37 - Section 5, vocabulary, questions 1-8

Eighteenth Week: January 12-16

Monday: Assignment 38 - Section 6, studio conduct, questions 1-9
Tuesday: Assignment 39 - Section 7, development of the radio program, questions 1-7
Wednesday: Assignment 40 - Section 8, radio advertising, questions 1-6
Thursday: Assignment 41 - Section 9, radio finance, questions 1-7
Friday: Test: The Speech Attitude Scale

OUTSIDE PREPARATION CALENDAR: UNIT 2, RADIO

Seventeenth Week: January 5-9

Monday: Write out a short radio speech
Tuesday: Study radio terms
Wednesday: Make out a short radio program to be staged by high school students
Thursday: Write a theme on "Radio in Education"
Friday: Commence work on semester speech
Eighteenth Week: January 12-16

Monday: Work on semester speech
Tuesday: Work on semester speech
Wednesday: Review for semester examination
Thursday: Review for semester examination
Friday: End of the semester

The time allowed for this work was very limited, but a lot was accomplished toward creating a more thorough understanding of radio in the minds of the students. At the outset an intensive review of radio history was conducted.\(^1\) The different networks were analyzed and then the American system of radio was compared with that of Great Britain. As soon as this work had been effectively completed the mechanical phase of radio was taken up.\(^2\) All of the students did not enjoy this work because they were not mechanically minded. To make this study as worthwhile as possible a series of lectures by a radio engineer from the local station was arranged. Any of the students desiring more advanced instruction of a practical nature were permitted to go to the radio station and learn more about radio mechanics. As a result of this work several boys joined the high school radio class. Next the relation of radio to education was established.\(^3\) Unless this point would have been firmly established the study of radio could not have been effectively pursued. It was quite an easy matter

\(^1\)Dunlap, O.E., The Story of Radio.
\(^3\)Sarett, L., and Foster, W.T., Basic Principles of Speech, Chapter 21, pp.552-553.
to present this work because the school building was equipped with an RCA Radio System. Educational programs were studied with a view to showing the students the importance of radio in the educational program. Then some commercial programs were analyzed which opened the way for a comparative study of all types of radio programs.

The most important phase of this study was the essentials of broadcasting.\(^4\) It was vital to the students because they are most certain to be called upon to speak over the radio sometime during their lifetime. When this moment comes to them they not only have to know what to say, but how to say it. They must be able to write an effective radio speech.\(^5\) In addition to mastering this knowledge they have to know how to time a radio speech, how fast to speak, and how to use the microphone. Therefore, every student was required to write several radio speeches and deliver them over the school radio. The techniques of radio were practiced over the loud speaker attachment of the Speak-O-Phone recording machine before appearing before the large RCA microphone. Much attention was given to the study of voice and vocabulary.\(^6\) Through drill work improvement was realized. No matter how valuable the information the speaker has to convey to the audience, if his

\(^4\) Rogers, Ralph, Do's and Don'ts.
\(^5\) Dixon, Peter, Radio Writing.
\(^6\) Gibson, Pauline, Handbook for Amateur Broadcasters.
voice and vocabulary are not pleasing to the ears of the listeners they dial to another station.

The students built up radio programs and gave them over the school radio. The reception which they received from the student body was most gratifying. Every part of the programs had to be original, and each program was directed by a student. It was really fun.

Throughout the study of radio the terms used in radio broadcasting were emphasized. When putting on programs they were required to employ as many of the radio terms as they possibly could. By the time they had finished the study of radio these terms were well fixed in mind.

To complete the work a brief study of program judging was taken under consideration. Each student was required to turn in a judging sheet on some program which he had judged.

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CHAPTER 12
TESTING PROGRAM

The validity of this thesis is based upon the testing program. Before this study could be carried out a reliable standardized speech test had to be discovered. Strange as it may seem there was only one of these tests available at the time. It was the Speech Attitude Scale by Franklin H. Knowler.\(^1\) A Speech Attitude Scale is given in Appendix F.

When the test had been secured plans were made whereby it would be administered to students in North Dakota high schools when school opened in the fall. These schools were to be representative of the small, medium, and large high schools of the state. To determine whether or not the schools cooperating in this study were representative of the different classes of high schools in North Dakota a questionnaire was sent to each. The purpose of the questionnaire was to secure information pertaining to the faculty, curriculum, extracurricular activities, building, equipment, and student enrollment. It seemed that these factors were

very pertinent in the rating of any school. This information was not sought for the purpose of rating the Oral English teachers; their certification by the department of public instruction is sufficient evidence of their instructional ability. The result of this questionnaire is given in Appendix F.

The professional training of the faculty was considered very important. Therefore, an attempt was made to find out the number of teachers in each system participating in the study, the academic degrees of each, and the average teaching experience of the faculties.

The student enrollment of each school was sought in an attempt to establish the size of the school. This data was also calculated to render definite information in regard to the ability of the institution to carry on a well rounded educational program.

An up-to-date building lends to efficiency. Thus, the questionnaire was arranged to check the gymnasium, auditorium, library, classroom, and laboratory facilities of each school.

The equipment of the school plays an important part in the educational process. Therefore, the radio, recording, moving picture, and library equipment was carefully evaluated.
From the data gathered the schools taking part in this study seem to be quite representative.

At the close of the semester the Speech Attitude Scale by Franklin K. Knowes was to be administered to the same students that were tested at the opening of school in the fall in order to determine what progress had been made in Oral English. The tests were sent to the responsible person in each school and returned by the same individual.

As soon as all tests were administered and returned the results were tabulated. The papers were not graded until after the end of the semester so as to eliminate the element of prejudice from the study as much as possible.

The schools taking part in this study have not been named in this thesis. Each school has been given a number.

The functions of the Speech Attitude Scale are adequately set forth in the words of the author:2 "The Speech Attitude Scale is designed to produce a quantitative index of the individual's affective set or feeling toward his use of speech processes and activities. The individual who enjoys speaking, who has poise and who is confident and enthusiastic in his use of speech should get a high score on the scale. The individual who avoids speaking situations

because he is shy or timid, nervous, ill at ease, and who suffers marked emotional frustration while speaking should get a low score on the scale. The scale is based on the demonstrated hypothesis that the way a person feels about his speech activities is a personality factor related to his proficiency in the use of speech. This scale has been designed as an instrument of diagnosis and research.

The reliability of the scale is manifest in coefficients of reliability of about +.90. The items of the scale have been subjected to a process of item validation and all items show statistically significant differences between groups of selected inferior and superior speakers. The following table indicates mean scores and standard deviations of the distribution of scores in indicated groups. The number of cases in each group is indicated in the last column of the table.

### TABLE 2

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<th>Group</th>
<th>Mean</th>
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For an extended discussion of the construction and use of this scale see an article entitled "A Study of Speech Attitudes and Adjustments", by Franklin H. Knowles, in Speech Monographs, Vol. 5, 1938. The percentile norms for the Speech Attitude Scale by Franklin H. Knowles is given in Appendix J.

The results of the testing program are set forth in the following tables:
### Table 3

Results of the Speech Attitude Scale Testing Program for School No. 1 for Students Not Using a Textbook

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<th>Student No.</th>
<th>Test No. 1</th>
<th>Test No. 2</th>
<th>Gain in Raw Scores</th>
<th>Percent of Gain</th>
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<td>13</td>
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</tbody>
</table>

**Average**: 263.5 317.2 51.2 21

*Raw Score
In this table in column 1 under the heading "Student No." the name of the student has been omitted and a number employed. This is a more convenient method. Column 2 sets forth the raw score made by the student on the first Speech Attitude Scale test. Column 3 shows the raw score that the student made on the second Speech Attitude Scale test. The 4th column indicates the raw score gain made by the students. Column 5 shows the improvement made by the student in terms of percent. Column 6 stipulates the percentile ranking of the student in the first Speech Attitude Scale test. Column 7 reveals the percentile ranking of the student in the second Speech Attitude Scale test.

These test results represent the laboratory system of teaching Oral English.
# TABLE 4

Results of the Speech Attitude Scale Testing
Program for School No. 1 for Students
Using a Textbook

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Test No. 1</th>
<th>Test No. 2</th>
<th>Gain in Raw Scores</th>
<th>Percent of Gain</th>
<th>Percentile Ranking Test 1</th>
<th>Percentile Ranking Test 2</th>
</tr>
</thead>
<tbody>
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<td>14</td>
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<td>5</td>
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<td>247</td>
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<td>422</td>
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<td>13</td>
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</tr>
</tbody>
</table>

**AVERAGE:** 370 302.6 32.6 13

*Raw Score*

In this table column 1 represents the number of students taking the test. For convenience numbers are used instead of names. Column 2 shows the raw scores that the students made on the first Speech Attitude Scale test. Column 3 shows the raw scores made by the students on the second Speech Attitude Scale test. Column 4 indicates the raw score gain. Column 5 shows the percentage gain made by the students. Column 6 shows the percentile ranking of the students in the first Speech Attitude Scale test. Column 7 reveals the percentile ranking of the student in the second Speech Attitude Scale test.
### Table 3

Results of the Speech Attitude Scale Testing Program for School No. 2 for Students Using a Textbook

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Test No. 1</th>
<th>Test No. 2</th>
<th>Gain in Raw Scores</th>
<th>Percent of Gain</th>
<th>Percentile Ranking Test 1</th>
<th>Percentile Ranking Test 2</th>
</tr>
</thead>
<tbody>
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</table>

**Average:** 282.2 312.4 29.6 14

*Raw Score
In this table column 1 represents the number of students taking the test. For convenience numbers are used instead of names. Column 2 shows the raw score that the student made on the first Speech Attitude Scale test. Column 3 shows the raw score made by the student on the second Speech Attitude Scale test. Column 4 indicates the raw score gain. Column 5 shows the percentage gain made by the student. Column 6 shows the percentile ranking of the student in the first Speech Attitude Scale test. Column 7 reveals the percentile ranking of the student in the second Speech Attitude Scale test.

**TABLE 6**

Results of the Speech Attitude Scale Testing Program for School No. 3 for Students Using a Textbook

<table>
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<th>Student No.</th>
<th>Test No.1</th>
<th>Test No.2</th>
<th>Gain in Raw Scores</th>
<th>Percent of Gain</th>
<th>Percentile Ranking</th>
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<td>296</td>
<td>290</td>
<td>-4</td>
<td>-2</td>
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</tr>
</tbody>
</table>

AVERAGE: 249.8  275.8  26.7  11

*Raw Score*
In this table column 1 represents the number of students taking the test. For convenience numbers are used instead of names. Column 2 shows the raw score that the student made on the first Speech Attitude Scale test. Column 3 shows the raw score made by the student on the second Speech Attitude Scale test. Column 4 indicates the raw score gain. Column 5 shows the improvement of the student in terms of percent. Column 6 shows the percentile ranking of the student in the first Speech Attitude Scale test. Column 7 reveals the percentile ranking of the student in the second Speech Attitude Scale test.

### TABLE 7

Results of the Speech Attitude Scale Testing Program for School No. 4 for Students Using a Textbook

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Test No. 1</th>
<th>Test No. 2</th>
<th>Gain in Raw Scores</th>
<th>Percent of Gain</th>
<th>Percentile Ranking Test 1</th>
<th>Percentile Ranking Test 2</th>
</tr>
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<td>-2</td>
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<td>100</td>
</tr>
</tbody>
</table>

Average: 254.3 267.6 7.7 8

*Raw Score
In this table column 1 represents the number of students taking the test. For convenience numbers are used instead of names. Column 2 shows the raw score made by the student on the first Speech Attitude Scale test. Column 3 shows the raw score that the student made on the second Speech Attitude Scale test. Column 4 indicates the raw score gain made by the student. Column 5 shows the improvement made by the student in terms of percent. Column 6 shows the percentile ranking of the student in the first Speech Attitude Scale test. Column 7 reveals the percentile ranking of the student in the second Speech Attitude Scale test.

### TABLE 3

Results of the Speech Attitude Scale Testing Program for School No. 5 for Students Using a Textbook

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Test No.1</th>
<th>Test No.2</th>
<th>Gain in Raw Scores</th>
<th>Percent of Gain</th>
<th>Percentile Ranking Test 1</th>
<th>Percentile Ranking Test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>236°</td>
<td>300°</td>
<td>74</td>
<td>33</td>
<td>8</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>233</td>
<td>265</td>
<td>35</td>
<td>15</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>3</td>
<td>243</td>
<td>239</td>
<td>-14</td>
<td>-6</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>245</td>
<td>263</td>
<td>23</td>
<td>9</td>
<td>13</td>
<td>39</td>
</tr>
<tr>
<td>5</td>
<td>246</td>
<td>237</td>
<td>-19</td>
<td>-8</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>259</td>
<td>254</td>
<td>5</td>
<td>2</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>7</td>
<td>261</td>
<td>280</td>
<td>19</td>
<td>7</td>
<td>25</td>
<td>42</td>
</tr>
<tr>
<td>8</td>
<td>273</td>
<td>239</td>
<td>-14</td>
<td>-5</td>
<td>35</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>285</td>
<td>319</td>
<td>33</td>
<td>12</td>
<td>52</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>292</td>
<td>302</td>
<td>10</td>
<td>3</td>
<td>37</td>
<td>64</td>
</tr>
<tr>
<td>11</td>
<td>294</td>
<td>330</td>
<td>36</td>
<td>12</td>
<td>53</td>
<td>24</td>
</tr>
<tr>
<td>12</td>
<td>296</td>
<td>313</td>
<td>17</td>
<td>6</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>13</td>
<td>297</td>
<td>308</td>
<td>11</td>
<td>4</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>302</td>
<td>304</td>
<td>2</td>
<td>0</td>
<td>64</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>285</td>
<td>242</td>
<td>16</td>
<td>5</td>
<td>83</td>
<td>92</td>
</tr>
<tr>
<td>16</td>
<td>339</td>
<td>300</td>
<td>-39</td>
<td>-11</td>
<td>85</td>
<td>63</td>
</tr>
<tr>
<td>17</td>
<td>373</td>
<td>393</td>
<td>20</td>
<td>5</td>
<td>97</td>
<td>99</td>
</tr>
</tbody>
</table>

**AVERAGE:** 281.5  294.2  12.6  7
In this table column 1 represents the number of students taking the test. For convenience numbers are used instead of names. Column 2 shows the raw score that the student made on the first Speech Attitude Scale test. Column 3 shows the raw score made by the student on the second Speech Attitude Scale test. Column 4 indicates the raw score gain made by the student. Column 5 shows the improvement made by the student in terms of percent. Column 6 shows the percentile ranking of the student in the first Speech Attitude Scale test. Column 7 reveals the percentile ranking of the student in the second Speech Attitude Scale test.

**TABLE 9**

Summary of the Results of the Speech Attitude Scale Testing Program for Five North Dakota High Schools

<table>
<thead>
<tr>
<th>School No.</th>
<th>No. of Students</th>
<th>Raw Score Average Test 1</th>
<th>Raw Score Average Test 2</th>
<th>Average Improvement Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No. 1 (Laboratory System)</td>
<td>79</td>
<td>263.5</td>
<td>317.2</td>
<td>51.2</td>
</tr>
<tr>
<td>School No. 1 (Textbook System)</td>
<td>15</td>
<td>270</td>
<td>302.6</td>
<td>32.6</td>
</tr>
<tr>
<td>School No. 2 (Textbook System)</td>
<td>25</td>
<td>282.2</td>
<td>312.4</td>
<td>29.6</td>
</tr>
<tr>
<td>School No. 3 (Textbook System)</td>
<td>18</td>
<td>249.2</td>
<td>300.8</td>
<td>25.7</td>
</tr>
<tr>
<td>School No. 4 (Textbook System)</td>
<td>18</td>
<td>254.3</td>
<td>273.1</td>
<td>7.7</td>
</tr>
<tr>
<td>School No. 5 (Textbook System)</td>
<td>17</td>
<td>281.5</td>
<td>294.2</td>
<td>12.6</td>
</tr>
</tbody>
</table>
In this table column 1 specifies the number of each school. Beneath the number of each school is given the system used in teaching Oral English. Column 2 denotes the total number of students tested in each school. Column 3 shows the average raw score that the students made on the first Speech Attitude Scale test. Column 4 shows the average raw score that the students made on the second Speech Attitude Scale test. Column 5 indicates the average improvement made by the students as computed from the raw scores.

**TABLE 10**

Summary of the Results of the Speech Attitude Scale Testing Program for Five North Dakota High Schools Compared with the Speech Attitude Scale Standards

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Mean Test 1</th>
<th>Mean Test 2</th>
<th>Average Mean</th>
<th>S.A. Scale Mean</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No. 1 (Lab)</td>
<td>263.5</td>
<td>217.2</td>
<td>290.4</td>
<td>287.91</td>
<td>2.5</td>
</tr>
<tr>
<td>School No. 1 (Text)</td>
<td>270</td>
<td>302.6</td>
<td>286.6</td>
<td>287.91</td>
<td>-1.3</td>
</tr>
<tr>
<td>School No. 2 (Text)</td>
<td>282.2</td>
<td>322.4</td>
<td>297.3</td>
<td>287.91</td>
<td>9.4</td>
</tr>
<tr>
<td>School No. 3 (Text)</td>
<td>249.2</td>
<td>300.8</td>
<td>275</td>
<td>287.91</td>
<td>-12.9</td>
</tr>
<tr>
<td>School No. 4 (Text)</td>
<td>254.3</td>
<td>273.1</td>
<td>263.7</td>
<td>287.91</td>
<td>-24.2</td>
</tr>
<tr>
<td>School No. 5 (Text)</td>
<td>281.5</td>
<td>294.2</td>
<td>287.9</td>
<td>287.91</td>
<td>None</td>
</tr>
</tbody>
</table>
The standards given for the Speech Attitude Scale are:
Mean score for high school men = 287.91; mean score for high school women = 286.86. In comparison with these standards it is significant to note that every school tested was below average when the first test was administered at the beginning of the semester. However, all but one school was above average when the second test was given at the end of the semester. It is noteworthy that the one school falling below the average standard made considerable improvement.

Upon examination of this table it will be noted that only two schools exceed the Speech Attitude Scale standard. To begin with School No. 2 had an 15.7 mean score advantage over School No. 1. This school's beginning mean score was only 5.7 below the Speech Attitude Scale standard. The same holds true for School No. 5 with a beginning mean score of 6.4 below the Speech Attitude Scale standard, and 18 above School No. 1's first mean score. Such an advantage should necessarily give both schools quite an increase over the standards set by the Speech Attitude Scale at the close of the study. However, this held true only in the case of School No. 2. This increase over the standards set by the Speech Attitude Scale doesn't mean that the school made the most improvement. This statement is verified by the fact that School No. 1 made an average per student gain
of 51.3 against School No. 2's average per student improvement of 29.6; a difference of 21.6. The reasons why School No. 2 and School No. 5 made such high mean scores on the first test are only speculative. However, in these schools Oral English might not be required which undoubtedly would be conducive to securing a select group of students. Possibly seniors are allowed to take Oral English in the senior year in these schools which would lend to an accumulation of forensic experience. School No. 1 requires students to take Oral English in the junior year only.

The number of students tested might affect the total average slightly. Where small groups are tested it may be that more than an average number of select students are included. This would tend to raise the mean score somewhat above that made by an average group of students. The number of students given for each school in this study represents one class, except in School No. 1, where all Oral English students were tested.

<table>
<thead>
<tr>
<th>School</th>
<th>Number Boys</th>
<th>Average Per Boy</th>
<th>Average Per Girl</th>
<th>Difference Boys</th>
<th>Difference Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No. 1</td>
<td>33</td>
<td>49</td>
<td>55.9</td>
<td>21.4</td>
<td>6.9</td>
</tr>
<tr>
<td>School No. 2</td>
<td>18</td>
<td>36</td>
<td>14.6</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>School No. 3</td>
<td>3</td>
<td>29.7</td>
<td>25.7</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>School No. 4</td>
<td>7</td>
<td>10</td>
<td>8.9</td>
<td>4.9</td>
<td></td>
</tr>
<tr>
<td>School No. 5</td>
<td>6</td>
<td>9.5</td>
<td>14.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVERAGE</td>
<td>26.8</td>
<td></td>
<td>23.9</td>
<td>2.9 (boys)</td>
<td></td>
</tr>
</tbody>
</table>

TABLE II

Improvement Made By the Boys and Girls Taking Part in the Speech Attitude Scale Testing Program for Five North Dakota High Schools
From this table the data shows that the boys made the most improvement. However, this improvement was slight. The students were rather evenly divided with 72 boys and 79 girls.
CHAPTER 13

ORAL ENGLISH AS TAUGHT BY THE LABORATORY AND TEXTBOOK SYSTEMS IN SCHOOL NO. 1

Oral English was taught by the laboratory and textbook systems in School No. 1. All of the equipment of the speech department was available to the students being taught under both systems.

A brief review of the laboratory method will be stated at this point. The first twenty minutes of the class period was used by the students in working out the workbook assignment. Then the remainder of the period was given over to oral work. The workbooks were not taken from the classroom at any time during the semester. No work was done on the workbook assignments outside the regular twenty minute period allowed for such work at the beginning of the class meeting. Speech books were not checked out to any student from the speech department or high school library. Outside preparation was devoted to practice work mostly. Occasionally the students were required to write a speech, write a theme dealing with some specific phase of speech work, or make a brief. Students appeared before other classes, the student body, and public audiences.

Students studying under the textbook system used the Speech Arts by Alice Avelyn Craig. Regularly the daily assignments were made from the textbook. Supplementary reading from other
speech books was neither encouraged or discouraged. No time was allowed for supervised study. The entire period was given over to intensive drill work and oral performances. The assignments were completed outside of the class period. The same help was given to these students as was given to those studying under the laboratory system. Students using the textbook were allowed to check out any speech material from the school library.

At the beginning of the semester the students taught under the laboratory system made a raw score of 265.5 on the first Speech Attitude Scale test; they made a raw score of 317.2 on the second Speech Attitude Scale test which was administered at the end of the semester. This represented a 21% gain. The students studying under the textbook system made a raw score of 270 on the first Speech Attitude Scale test; they made a raw score of 302.6 on the second Speech Attitude Scale test which was given at the end of the semester. This represented a 13.6% gain. The students taught by the laboratory system made an 8% gain over the students taught by the textbook method.

Owing to the fact that both systems were taught by the same teacher the reasons for improvement made by the students studying under the laboratory system cannot be attributed to difference in ability, preparation, or personality of the teacher. It seems reasonable to contend that the improvement made by the students taught by the laboratory system was due to the method of teaching employed.
CHAPTER 14
SUMMARY OF STUDY

The results obtained in this study indicate that the laboratory system of teaching Oral English is more successful when measured by the Speech Attitude Scale than the textbook method. Seventy-nine students were tested in School No. 1. They made a mean score of 263.5 on the first Speech Attitude Scale test. This was 23.71 points below the mean score set by the Speech Attitude Scale. The first score was made at the beginning of the first semester of 1941-1942. At the end of the first semester the Speech Attitude Scale test was administered to the same seventy-nine students that took it at the beginning of the semester. They made a mean score of 317.2 on this second test; this was 30.29 points above the mean score set by the Speech Attitude Scale. There was an average improvement of 51.2 points per student or a 21% gain.

Fifteen Oral English students in School No. 1 were taught according to the textbook method. The Speech Attitude Scale was administered in the same way as for the Oral English students taught according to the laboratory system. The mean score made on the first test was 270 and on the second test 302.6. The average improvement made per student was 32.6 or
a 13% gain. This indicated a difference of 18.6 points between
the mean score made on the tests given to students taught
according to the laboratory system, and students taught according
to the textbook method. There was eight more percents of gain
by the laboratory system than by the textbook system of teaching.

Twenty-five students were tested in School No. 2. They
were taught under the textbook system. The Speech Attitude Scale
was given the same as it was administered to the students in
School No. 1. On the first test they made a mean score of 282.2
points, and on the second test they made a mean score of 312.4
points. This was an improvement of 29.6 points per student or
14% gain; 21.6 points less than the score made by the students
in School No. 1 taught by the laboratory system.

Twelve students in School No. 3 were tested. The Speech
Attitude Scale was administered in the same manner as it was given
in the other schools cooperating in the study. These students
made a mean score of 249.2 on the first test and 300.8 on the
second test. This made an improvement of 26.7 points per student
or a 11% gain; 24.5 points less than was made by the students in
School No. 1 taught according to the laboratory system.

School No. 4 examined eighteen students with the Speech
Attitude Scale which was given in the regular manner. They made
a mean score of 234.3 points on the first test and 273.1 points
on the second test. The improvement made per student was 7.7
points or an 8% gain; 43.5 points less than was made by the students in School No. 1 taught by the laboratory system.

In School No. 5 seventeen students were given the Speech Attitude Scale test. On the first test they made a mean score of 281.5 points and on the second test they made a mean score of 294.2. The improvement per student was 12.6 points or a 7% gain; 38.6 points below the score made by the students in School No. 1 taught by the laboratory system.

The results of this testing program show that students taught by the laboratory system made from 21.6 to 43.5 points more improvement than was made by students taught according to the textbook system; a gain of from 7% to 30%. This is the average gain per student. Therefore, it is reasonable to conclude that the laboratory system of teaching Oral English is more successful than the textbook method of teaching Oral English.

Assuming that the Speech Attitude Scale is a valid speech test; that it will measure a student's speech abilities; and that it will test the achievements in speech made by students as claimed by the author Franklin H. Know; then the laboratory system of teaching Oral English is superior to the textbook system.
The factors of the laboratory method which appear to give improved results are: (1) Sets up definite problems, (2) requires extensive reading of speech books, journals, etc., (3) stresses the use of the library, (4) encourages creative effort, (5) gives systematic guidance, (6) challenges original thinking, (7) leads to the mastery of the fundamentals of speech, (8) allows adequate time for practical experience, (9) permits students to participate in every type of speech situation, (10) gives special emphasis to accuracy, (11) develops a keen speech consciousness, (12) and stimulates an interest in speech psychology.

The factors of the textbook system which appear to be bad are: (1) Creates a feeling of dependency, (2) makes students subject matter conscious, (3) practical speaking experiences are thought of as being secondary, (4) offers limited incentive for creative endeavors, (5) guidance is quite unsystematic, (6) objectives are not clearly presented, (7) acquaints the students with the views of a very limited number of speech authorities, (8) a very few speech publications are brought to the attention of the students, (9) original thinking is not emphasized, (10) limits students participation in speech activities, (11) does not encourage the use of the library, (12) and fails to stimulate a high degree of speech consciousness.
By way of suggestion the writer believes that the laboratory system of teaching Oral English should be given serious consideration by teachers of speech and school executives. It is economical to establish. The greatest expense is the initial step. When first adopted the cost of reference books is quite heavy, but after the first semester the upkeep is very slight. The results as obtained from this study justifies the cost of adoption.

Another suggestion is to the effect that the laboratory method of teaching Oral English be given further study conducted on a national basis. The results of this thesis would recommend such a procedure.

Every school should have a recording and play-back machine. This makes speech work objective in nature. It enables the students to continue speech improvement after class work has ended.

The regular speech books do not contain instructions on how to correct speech defects. Therefore, leading speech correction books such as given under the prime sources of the bibliography should be placed in the school library.

About three-fourths of the speech publications should be permanently kept in the speech classroom. This method makes the material available to the students at all times.
An up-to-date make-up kit should be in all Oral English departments. So many phases of speech work requires the use of this material.

Teacher training institutions should provide their students with a type of training which would give them efficiency in teaching speech by the laboratory method. This training could be easily instituted in normal schools, colleges, and universities. The cost of establishing this method of training would be very small.
BIBLIOGRAPHY

Primary Sources


Secondary Sources


APPENDIX A

SPEECH WORKBOOK

The Oral English students in School No. 1 were equipped with the following speech workbook during this study:

UNIT I

THE ELEMENTS OF SPEECH

Objective: To develop good tone and a good speaking voice

I. Requirements of a good voice

A. Tone production
   1. Variety—a change
      a. Rate of speaking
      b. Loudness of tone
      c. Pitch of voice
   2. Emphasis
      a. Forcefulness but not over emphasis

B. Breath control
   1. Correct phrasing or grouping of words
   2. Correct standing position to insure relaxed throat muscles

C. Resonance
   1. The vibration or jarring of the bones in the chest, neck, jaws, nose, and cheeks
2. Use of lungs as bellows
3. Development of the diaphragm—the breathing muscle

D. Placement
1. Controlled breathing
2. Correct or incorrect tone placement
   a. Noticeable on words beginning with vowel sounds
3. Clearness and fullness of voice
   a. Placement toward very front of mouth
4. Avoidance of nasal twang
5. Avoidance of a harsh quality
   a. Harsh quality result of directing tone against the back of the mouth

E. Quality
1. Changing of mood to suit the thought

F. Flexibility
1. Use made of every part of the vocal machinery
2. Change of pitch
   a. Sliding of voice up and down in various combinations
3. Changing of speed rate
   a. Slow, medium, rapid
   b. Wide difference in rate between important and unimportant syllables
UNIT I
THE ELEMENTS OF SPEECH

Speech Topics

HOW TO MAKE

1. cake
2. boat
3. airplane
4. chair
5. radio receiving set
6. dress
7. pie
8. book ends
9. rug
10. box
11. wall shelf
12. book covers
13. stage scenery
14. curtains
15. table
16. skis
17. bread
18. tent
19. artificial flowers
20. seat covers
21. lemonade
22. fudge
23. hammer handle
24. cookies
25. divinity
26. sled
27. canoe
28. sweater
29. paint
30. house
31. cabinet
32. footstool
33. picture frame
34. cedar chest
35. magazine rack

HOW TO DO

1. sweep a floor
2. paint a barn
3. cast a fly
4. swim
5. drive a car
6. wash clothes
7. can meat
8. rescue a man in flames
9. order groceries
10. study a lesson
11. mow a lawn
12. rescue a drowning person
13. plant seeds
14. dry clothes
15. row a boat
16. fly a kite
17. sand a floor
18. dust a room
19. shingle a house
20. clean a fish
21. net fish
22. wash a dog
23. cook meat
24. wash window
25. play football
26. play baseball
27. play basketball
28. patch an inner tube
29. grease an automobile
30. find book in the library
12. Does a student know whether his voice is good or bad? Explain.

13. Compare a poor voice with an automobile that is in poor shape.

14. What is the most scientific method of studying the voice?

15. How can the voice be changed?

16. Give four types of poor voices and discuss each briefly:
   a.
   b.
   c.
   d.

17. Give five kinds of good voices:
   a.
   b.
   c.
   d.
   e.

18. Why is a tone change essential?
ASSIGNMENT I (continued)

19. How many words per minute do you speak? Explain how you arrived at your conclusion.

20. What is the normal rate of speaking?

21. Conduct an experiment and determine how many words per minute were spoken by:
   a. Woodrow Wilson
   b. William J. Bryan
   c. Abraham Lincoln
   d. Franklin D. Roosevelt

22. What is meant by loudness?

23. What is meant by force?

24. What is meant by pitch?

25. Distinguish between loudness, forcefulness, and emphasis.

26. Write out three exercises for the improvement of voice:
   a.
   b.
   c.

27. Criticize your own tone.
ASSIGNMENT 2

STUDENT

TEACHER

DATE

EXERCISE SHEET

The Elements of Speech

Section 2: Breath control

1. What is meant by breath control?

2. Why is it important for a speech student to breathe correctly?

3. What is the most important muscle used in breathing?

4. Should you breathe the same when sitting as when standing? Why?

5. Are all parts of the lungs used in breathing? Explain

6. Should the chest be raised when breathing? Why?

7. If breathing is correct will it be abdominal? Explain

8. What is the relationship between breathing and phrasing of words?

9. How does posture affect the voice?

10. Is deep breathing essential? Why?

11. Discuss the breathing process

12. Make a drawing of the breathing apparatus
Section 3: Resonance

1. What is resonance?
2. Name the resonators
3. Does the size of the nose affect the pleasantness of the voice? Explain
4. What is the function of the resonators?
5. How do the lungs assist in making better resonance?
6. Why is a strong diaphragm a prerequisite to good resonance?
7. In what way does the chest, neck, jaws, nose, and cheeks assist in resonance?
8. What is respiration?
9. List the four parts of the respiratory system:
   a. 
   b. 
   c. 
   d.
10. What is phonation?
11. What is the larynx? Where located?
12. What is the glottis? Where located?
Section 4: Placement

1. Give two ways that the term "voice placement" might be interpreted:
   a.
   b.

2. Why is controlled breathing necessary to correct voice placement?

3. How can you tell whether or not the tone is placed correctly in the nose resonator?

4. Will correct voice placement eliminate a nasal twang? Explain

5. How can a harsh tonal quality be avoided?

6. How can incorrect tone placement be corrected?

7. What relationship exists between articulation and placement?

8. Give two placement exercises:
   a.
   b.
Section 5: Quality

1. Name the eight qualities of voice:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 

2. When does a voice have a good quality?

3. When does a voice have poor quality?

4. What is meant by "timbre"?

5. What is meant by emotional color?

6. What is quality of voice?

7. What largely determines the quality of voice?

8. Are any two voices exactly alike in quality? Explain

9. Do you think that a good tone quality is a part of personality? Explain

10. Explain the relationship between tension and tone quality

11. Is there a relationship between mental concept and tone? Explain
Section 6: Flexibility

1. What is meant by a flexible voice?

2. Is it necessary to practice with the voice to develop flexibility? Why?

3. What does the flexibility of the voice include?

4. How will a full range of speech tone affect the audience?

5. What determines the flexibility of tones?

6. How does a deep breath affect flexibility of tone?

7. What are the three forms of inflection?

8. When should each of the three forms of inflection be used?

9. What does a change of pitch indicate?

10. Give an exercise for inflection

11. Give an exercise for the change of pitch
THEMS SHEET

The Elements of Speech

Section 7: Voice range and pitch

1. What relationship exists between pitch control and monotony of tone?
2. What is meant by "range"?
3. What is meant by "pitch"?
4. What degree of range does a good voice possess?
5. List ten good voice habits:
   a.  
   b.  
   c.  
   d.  
   e.  
   f.  
   g.  
   h.  
   i.  
   j.  
6. List ten bad speech habits:
   a.  
   b.  
   c.  
   d.  
   e.  
   f.  
   g.  
   h.  
   i.  
   j.  
7. Make a drawing of the complete speech mechanism
UNIT 2
PLATFORM DEPORTMENT

Objective: To learn the requirements of platform deportment

I. Requirements of platform deportment

A. Poise

1. A combination of dignity and courtesy

2. Principles of adequate poise and courtesy
   a. Walking quietly and naturally to the platform
   b. Turning toward audience
   c. Look at them for an instant before beginning to speak
   d. Retaining control of the muscles

B. Posture

1. Need for freedom and coordinated action

2. Constant need of adjustment by changing the position of the feet

C. Movement and gesture

1. Use of gesture only for a definite purpose

2. Use of gesture to precede or accompany the thought

3. Use of the gesture, as a rule, to proceed from the center to the circumference

4. Use of arm farthest from the audience whenever possible
   a. Avoidance of crossing the body with gestures

5. Avoidance of gesture to impress audience
   a. Use to express the thought signified
6. Expression of gestures through bodily response as is done in everyday life

II. Requirements for interpretation

A. Need for observation in order to appreciate all things both great and small

B. Need for wide reading, orally and silently, of the best in literature
   1. Standard fiction, modern verse, good plays, worth while magazines

C. Need for keeping abreast of the times in civic, state, national, and international affairs

D. Need for attendance at public meetings, lectures, exhibits, concerts, art exhibits, etc.

E. Need for traveling in person or vicariously (by books or by lectures)

F. Need for conversing with conversationalists

G. Need for using on all occasions the best English at one's command
BIBLIOGRAPHY

PLATFORM DEPARTMENT

UNIT 2

PLATFORM DEPARTMENT

Personnel Subjects

GIRLS:
1. Principal reprimanding a student
2. Mother dressing her little five year old boy
3. Young girl putting on her make-up
4. Farm girl feeding the chickens
5. Housewife making bread
6. Girl preparing for her first date
7. Teacher conducting a class
8. Young girl singing a solo
9. Dressmaker fitting a dress for a fussy customer
10. Young housewife mending the dining room floor
11. Salesgirl in a hat shop
12. Nervous girl learning to type write
13. Wife quarreling with her husband
14. Pretty young nurse caring for a nagging old lady
15. Young mother knitting a sweater
16. Young girl pressing her clothes for the first time
17. Foolish young girl at a party
18. Woman going from house to house selling hoisery
19. Grandmother making cookies
20. Housewife canning vegetables
21. Young girl studying her lessons
22. Small girl playing with her dolls
23. Bashful girl at a dance
24.Dean of girls at work in her office
25. Office manager in a large office
26. Policewoman making an arrest
27. Girl learning to fly an airplane
28. Faint-hearted woman witnesses a terrible accident
29. Young girl learning to skate
30. Girl Practicing violin lesson
31. Housekeeper dusting the furniture
32. Maid washing the dishes
33. Woman at an auction sale
34. Middle-aged woman lawyer pleading her first criminal case before a jury
35. Picking the flowers and arranging a bouquet
1. Boy mowing the lawn
2. Barber cutting a tough beard
3. Trapper subduing a bear caught in a trap
4. Hunter stalking a deer
5. Spectator watching a championship football game
6. Man piloting a racing automobile
7. Jeweler repairing a watch
8. Doctor examining a patient
9. Salesman selling a new automobile
10. Boy digging potatoes
11. Mechanic putting an airplane motor together
12. Carpenter making a canoe
13. Small boy looking at the funny papers
14. Sportsman trying to land a fifty-four pound muskelunge
15. Jailer pleading with a mob
16. Soldier packing his kit for the first time
17. Cadet making his bed
18. Boy cleaning a gun
19. Farmer feeding the hogs
20. Painter decorating a room
21. Cement finisher at work
22. Man upholstering a chair
23. Manager of a baseball team arguing with the umpire
24. Teacher making voice recordings
25. Puglist shadow boxing
26. Police chief questioning a suspect
27. Student conducting a chemistry experiment
28. Motorist having motor trouble
29. Boy wearing his first long trousers
30. Employment manager interviewing applicants
31. Near-sighted man driving an automobile
32. Service station attendant servicing a car
33. Intoxicated man at the movies
34. Boy with his first date
35. Young husband quarreling with his mother-in-law
Section 1: Poise

1. What is poise?

2. Is poise a mental or physical quality? Explain

3. Does a student naturally have poise? Explain

4. Give an exercise which will better your poise

5. If a speaker has good poise how will he walk to the platform?

6. After a speaker walks upon the platform, and turns toward the audience, what should he do?

7. How does poise depend upon muscular control?

8. What connection is there between health and poise?

9. Is poise a phase of personality? Explain

10. List five characteristics which denote a lack of poise:

   a.
   b.
   c.
   d.
   e.
Section 2: Posture

1. What is posture?

2. What is the correct position to hold the feet while speaking?

3. Upon which foot should the weight of the body be placed when standing before an audience?

4. What is the correct position to hold the head?

5. When delivering a speech where should the hands be kept about 95% of the time?

6. What is meant by "slouchiness"?

7. What is meant by "be natural"?

8. When should a speaker shift the weight of the body?

9. How does embarrassment affect posture?

10. If a speaker has good posture where will he be looking during a speech?

11. Is it proper for a speaker to lean on the speaker's stand? Why?

12. Will the right or left knee of a speaker push forward slightly? Why?
13. Is it a good policy for a speaker to lean forward slightly? Explain

14. While sitting in a chair waiting to be introduced where should the hands be kept?

15. Should a speaker sit with his arms crossed while waiting to be introduced? Why?

16. Is it all right for a speaker to fumble paper or pencil? Explain

17. Why should a speaker take a deep breath as he is rising to speak?

18. What part does the diaphragm play in retaining or achieving good posture?

19. Give an exercise which will improve posture

20. Is there a relationship between mind and posture? Explain

21. Make a sketch of a person having good posture, and another sketch of a person having bad posture
   a. Plate 1, Good Posture
   b. Plate 2, Bad Posture
Section 3: Movement and gesture

1. What is meant by "movement"?
2. What is the purpose of movement?
3. To what extent is movement desirable?
4. List the three general kinds of movement:
   a.
   b.
   c.
5. Write out an exercise which will help develop graceful movement.
6. Is it proper to move backwards on the stage while speaking? Why?
7. What is gesture?
8. What is the difference between movement and gesture?
9. What are the tools of gesture?
10. Should the whole body be used in making a gesture, or should just that part of the body be used which is making the gesture? Why?
EXERCISE SHEET

Platform Department
(continued)

11. What is the exact purpose of gesture?

12. Is an awkward gesture ever to be used by a speaker? Why?

13. Conduct an experiment to determine whether a speaker utters the words or makes the gesture first. Explain your procedure and give the results.

14. What part of the arm should be engaged in making an arm gesture?

15. Should a gesture ever indicate to the audience that the speaker is giving utmost emphasis? Why?

16. When gesturing are the hands more expressive than the face? Why?

17. What is the best method of training for facial expression?

18. Why are facial gestures important?

19. Is it a good policy to study the faces of other people? Why?

20. Can a speaker gesture with the eyes? Explain.
Section 4: Requirements for interpretation

1. What is meant by "interpretation"?

2. What is the relationship between observation and interpretation?

3. What connection exists between interpretation and appreciation?

4. Give two types of meaning:
   a. 
   b. 

5. Give the four levels of meaning and discuss each briefly:
   a. 
   b. 
   c. 
   d. 

6. Does ability to read affect a student's interpretative powers? Explain

7. What techniques must be mastered if a person is to become a good reader?
8. How does wide reading affect interpretation?

9. Why is it necessary for a student to do both oral and silent reading?

10. What types of reading would you recommend for improvement of interpretation?

11. What do you understand by "good literature"?

12. What measuring stick should be used to determine whether literature is good or bad?

13. How will keeping up with political, social, and economic trends aid in interpretation?

14. Will attendance at public affairs improve interpretation? Why?

15. How will traveling experiences develop the ability to interpret?

16. What kind of literature should be read aloud?

17. What is the value of interpretation?

18. Does interpretation affect speech? Discuss
UNIT 3

SPEECH CONSTRUCTION

Objection: To acquire knowledge of speech construction

I. Speech construction

A. Choice of subject
   1. Depending upon-
      a. The occasion
      b. The audience
      c. The speaker
      d. The vital interest

B. Finding the material
   1. Locating sources
   2. Taking notes from readings on cards
      a. Copying notes carefully
      b. Organizing material with unity and coherence

C. Three most important points in speech construction
   1. Logical divisions
   2. Clear transitions
   3. Concrete illustrations

D. Outline of speech
   1. Introduction
      a. To include not more than one or two topics at most
      b. Of proper length
To contain—

(1). Approach paragraph – to "catch" interest of hearers

(2). Subject paragraph – to indicate subject of speech

2. Discussion

a. The expansion, elaboration, development of the subject

(1). Each topic under the discussion to be but an elaboration of some direct phase of the central idea

(2). The topics to be arranged in order of growing strength

(3). Observance of chronological order usually

3. Conclusion

a. Seldom more than one topic

b. Of proper length

c. Inclusion of a direct reference to central idea

d. Rounding out or completion of the thought
BIBLIOGRAPHY

SPEECH CONSTRUCTION


UNIT 3

SPEECH CONSTRUCTION

Composition Topics

GENERAL:

1. airplanes
2. farming
3. transportation
4. birds
5. sports
6. mountains
7. racing
8. flowers
9. animals
10. hobbies
11. building industry
12. education
13. accidents
14. people
15. books
16. government
17. choosing a career
18. Franklin D. Roosevelt
19. movies
20. science
21. radio
22. missionary work
23. recreation
24. guns
25. automobile industry
26. games
27. dogs
28. patterns
29. parks
30. scenic spots
31. architecture
32. public speaking
33. styles
34. publications
35. printing machinery
ASSIGNMENT 12

EXERCISE SHEET

Section 1: Choice of subject

1. When choosing a topic what questions should you ask yourself?

2. When choosing a topic why is it important that you take into consideration the audience?

3. Give four objectives which should be considered when selecting a topic:
   a. 
   b. 
   c. 
   d. 

4. Why is it essential for a speaker to construct a topic sentence after he has chosen a topic?

5. What is the difference between a subject and a topic sentence?

6. How does the occasion affect the selection of a topic?

7. Give five ways of developing a topic sentence:
   a. 
   b. 
   c. 
   d. 
   e. 

STUDENT

TEACHER

DATE
Assignment 12 (continued)

Exercise Sheet
Speech Construction
(continued)

3. What three attitudes might an audience take toward your topic?
   a. 
   b. 
   c. 

9. List ten good topics:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 

10. Construct five topic sentences from the following subject: "The Schools"

    a. 
    b. 
    c. 
    d. 
    e. 

11. List the four purposes which determine the topic selected:
    a. 
    b. 
    c. 
    d. 

12. Why is it necessary for a speaker to narrow his subject?

13. Should a speaker consider himself when choosing a subject? Why?
Section 2: Finding the material

1. After the topic has been selected what three main steps must be taken in completing the preparation of the speech?
   a. 
   b. 
   c. 

2. Where would you look for material in preparing a speech?

3. What guides will tell you where to find material in the library?

4. Is the Dewey Decimal System used by your librarian?

5. Explain the Dewey Decimal System.

6. Given the following information tell how to find the book:
ASSIGNMENT 13 (continued)

7. List the author, title, and call number of each speech book in your school library:

8. Given the following information tell how you would go about it to locate the article in the library: Head, Walter D., "The Philosophy of Speech", The Quarterly Journal of Speech, Vol. 27, September, 1941.
Section 3: Most important points in speech construction

1. What do you understand by "organizing material"?

2. What are the three most important points in speech construction?

3. Why is sentence structure important?

4. Why is it best to have a variety of sentences?

5. What is the purpose of the long sentence?

6. What is the purpose of the short sentence?

7. Should the construction of loose sentences be employed when writing a speech? Explain

8. When should the periodic sentence be used?

9. When is parallel structure used?

10. What are the principal ways of developing paragraphs?

11. What is the value of concrete illustrations?

12. Write out a concrete illustration
Section 4: Outline of speech

1. What is an outline?

2. What are the two main types of outline?

3. In making an outline when should capitalization be used?

4. In making an outline when should indentation be used?

5. When should punctuation be used in an outline?

6. Give the three parts of an outline:
   a.
   b.
   c.

7. List five rules for outlining:
   a.
   b.
   c.
   d.
   e.

8. What is the purpose of the introduction?

9. Give three ways of introducing a speech:
   a.
   b.
   c.
10. What should the introduction of a speech contain?

11. What determines the length of the introduction?

12. How many topics should be included in the introduction?

13. What is the purpose of the approach paragraph?

14. What is meant by subject paragraph?

15. When it is proper to include a story in the introduction of a speech?

16. Give five rules for formulating an introduction:
   a.
   b.
   c.
   d.
   e.

17. What should the body of the speech contain?

18. Give three methods of bringing a speech to a close:
   a.
   b.
   c.

19. Give three rules for making a conclusion:
   a.
   b.
   c.
UNIT 4

OCASIONAL SPEECHES

Objective: To become familiar with various types of occasional speeches

I. Essentials of a good speech
   A. To speak clearly and distinctly
   B. To work for clear-cut sentences
   C. To avoid the "run-on" sentence
   D. To avoid transfer sounds as "well-a" and "and-a"
   E. To indicate a change of thought by a pause in speech
   F. To overcome mannerisms
   G. To enunciate clearly
   H. To pronounce words correctly
   I. To speak with evident interest

II. Types of occasional speeches
   A. Sales talks
      1. Requirements
         a. Skillful handling of the article to be sold
         b. Knowledge of article to be sold
         c. Logical arrangement of selling points
         d. Effective presentation

            (1). Enthusiasm and manner
            (2). Correctness of speech and distinct enunciation
B. Announcements

1. Outline
   a. Name of event
   b. Date, time, place, cost
   c. Details of interest concerning character, plot, or event

C. Business interview

1. Requirements
   a. Good appearance
   b. Self-confidence
   c. Good speech
   d. Define idea of interview
   e. Clear statement of business

D. Nomination speeches

1. Outline
   a. Statement of the requirements of the office
   b. Give the name of candidate, and his qualifications for the office

E. Presentation and acceptance speeches

1. Outline for presentation speech
   a. Name of person and occasion
   b. Name and significance of the gift
   c. Reason for giving gift
   d. Pleasure in presentation

2. Acceptance speech
a. Appreciation of honor and gift
b. Expression of thanks

F. Introduction of a speaker
   1. Outline
      a. The occasion
      b. The name of speaker and title of speech
      c. Qualifications of speaker

G. Toastless banquet
   1. Requirements of toast master - witty, humorous, alert
   2. Speaker courtesies
      a. Addressing the toast master and other guests before beginning talk
   3. Speech requirements
      a. Short, to the point, original
BIBLIOGRAPHY

OCCASIONAL SPEECHES


UNIT 4

OCCASIONAL SPEECHES

Topics

SALES TALK:

1. magazines
2. hosiery
3. life insurance
4. electric mirror
5. cedar chest
6. musical instrument
7. sweater
8. field glass
9. camera
10. tractor
11. dress
12. electric shaver
13. gun
14. automobile
15. fur coat
16. silverware
17. bracelet
18. leather jacket
19. books
20. first aid kit
21. football
22. electric toaster
23. adding machine
24. watch
25. gloves
26. axe
27. military brush set
28. washing machine
29. archery set
30. airplane
31. hat
32. radio
33. locket and chain
34. portable typewriter
35. perfumes
36. knife
37. rug
38. motor boat
39. sewing machine
40. suit

AFTER-DINNER SPEECH

1. school courtesy
2. friends—old & new
3. social graces
4. babies
5. hobbies
6. bonds
7. defense education
8. the flag
9. wild flowers
10. the milky way
11. moving pictures
12. heroes
13. battleships
14. character
15. school honors
16. our school
17. my favorite story
18. art of living
19. road to success
20. mother
21. see America first
Section 1: Essentials of a good speech

1. What is an occasional speech?

2. What are the ten essentials of a good occasional speech?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 

3. Is it necessary to prepare a short speech for a special occasion?
   Why?

4. List fifteen mannerisms often possessed by occasional speakers:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 
   k. 
   l. 
   m. 
   n. 
   o. 

5. Why is correct pronunciation important when delivering an occasional speech?
ASSIGNMENT 16 (continued)

EXERCISE SHEET

Occasional Speeches
(continued)

6. List twenty words most often mispronounced:
   a. f. k. p.
   b. g. l. q.
   c. h. m. r.
   d. i. n. s.
   e. j. o. t.

7. Why should an occasional speaker show enthusiasm while speaking?

8. Why is it important that a student become familiar with the several types of occasional speeches?

9. What are the common types of occasional speech faults?

10. Write out an exercise for correct enunciation

11. What is a "run-on" sentence? Illustrate

12. What is the best way to overcome mannerisms?
Section 2: Types of occasional speeches

1. List as many types of occasional speeches as possible.

2. List ten occasional speeches and give the requirements for each:

   a. (1).
      (2).
      (3).
   b. (1).
      (2).
      (3).
   c. (1).
      (2).
      (3).
   d. (1).
      (2).
      (3).
   e. (1).
      (2).
      (3).
   f. (1).
      (2).
      (3).
   g. (1).
      (2).
      (3).
   h. (1).
      (2).
      (3).
   i. (1).
      (2).
      (3).
   j. (1).
      (2).
      (3).
3. What should the occasional speaker do while the chairman is making his introductory speech?

4. What should the chairman do while the occasional speaker is delivering his address?

5. What is the most common type of occasional speech?

6. Is it a good policy to make an outline for a short occasional speech? Why?

7. What are the duties of the toast master?

8. What is the length of a good occasional speech?

9. What are the chief characteristics of a banquet speech?

10. What is the chief difference between an oration and a speech of presentation?

11. What is a eulogy?

12. Give five ways of delivering an occasional speech:
   a.
   b.
   c.
   d.
   e.
Occasional Speeches

Section 3: Occasional speakers and speeches

1. Give twenty-five occasional speakers and speeches with additional information as listed below:

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2. What type of occasional speeches are delivered over the radio?
UNIT 5

PLATFORM SPEECHES

Objective: To gain practice in platform reading

I. Talks and speeches

A. Choice of subjects

1. On things which have been made
2. On personal experiences
3. On animals
   a. Pets
   b. Observation of other animals
4. On games or sports
5. On the life and work of some great scientists, explorer, inventor, or statesman
6. On modern inventions and discoveries
7. On travels taken
8. On great orators and great orations
9. On vacations
10. On notable buildings of the world
11. On citizenship
12. On music and painting
13. On subjects calling for research as—
   a. Improvements and reforms
   b. Industries
   c. Capital and labor
   d. Taxation
II. Impromptu talks

A. Definition
1. A speech given at a moment's notice upon any subject of worth

B. Characteristics
1. Based upon personal experiences, reading, reflections

C. Choice of subjects
1. School activities
   a. Athletics
   b. Extra-curricular activities
   c. Student government
2. City affairs
   a. Better homes
   b. Chamber of commerce
   c. Traffic regulations
3. State affairs
   a. Natural resources
   b. Outstanding men and women
   c. Referendum, initiative, and recall
   d. Educational institutions
4. International affairs
   a. Olympic
   b. A universal language
   c. World peace
   d. China, Russia, England, Italy, etc.
III. Story-telling

A. Requirements in story-telling

1. Statement of the title of the story and the author

2. Presentation of an introduction giving—
   a. Atmosphere
   b. Time and setting
   c. Names of characters
   d. The action which has preceded

3. Knowledge of the story

4. Omission of all unnecessary details and digression
   a. Few descriptions

5. Use of direct discourse

6. Variety in word choice

7. Animated manner

B. Choice of story

1. One of good construction, originality, and natural characterisation

2. One of appeal and great interest

3. One of particular theme or type as, beauty, pathos, amusement

IV. Platform reading

A. Preparation (Craig)

1. Choice of an interesting reading

2. Reading it through as a whole to get the atmosphere
BIBLIOGRAPHY

PLATFORM SPEECHES

Craig, Alice E., The Junior Speech Arts, pp.144-289; The Macmillan Company, 2459 Prairie Avenue, Chicago, 1934.


UNIT 5

PLATFORM SPEECHES

Topics

1. Making bread
2. Learning to fly
3. My first party
4. Prisoner in the death cell
5. An accident
6. The flood
7. West Point
8. Honesty is the best policy
9. Drive carefully
10. Capital punishment
11. Spectators at a football game
12. The wrong package
13. My first trip away from home
14. When I got lost in a snow storm
15. My first cake
16. Adventures at camp
17. Tending the baby
18. News items for the school paper
19. An evening with the radio
20. My narrowest escape
21. When father talks politics
22. My first attempt at plowing
23. A midnight adventure
24. One minute late
25. How I surprised the family
26. Looked in the church
27. A ghost story
28. When I spoke my first speech
29. An inquisitive visitor
30. Night thoughts of a puppy
31. The hole in my stocking
32. Autobiography of an old chair
33. Fun on a farm
34. When father installed the radio
35. A kitchen disaster
36. The story the mirror told
37. How I managed my father
38. My most embarrassing moment
39. Report card day
40. Over the top
Section 1: Talks and speeches

1. Why is it important that a speaker choose a topic in which he is vitally interested?

2. Why should a speaker be familiar with the topic he selects?

3. Make a list of topics covering ten different subjects:
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.
   j.

4. Give the topic you would discuss before each of the following audiences:
   a. Insurance salesmen
   b. Ministers
   c. Teachers
   d. Merchants
   e. Railroad conductors
   f. Farmers
   g. Politicians
   h. Doctors
   i. Reporters
   j. Soldiers

5. Is it proper for a speaker to use pictures and maps while delivering a speech? Why?
ASSIGNMENT 19 (continued)

EXERCISE SHEET

PLATFORM SPEECHES
(continued)

6. What type of topics are most commonly discussed over the radio?

7. What steps should be taken in gathering material on the subject,
   "Taking care of the unemployed in America"?

8. Make an outline on "Farms Methods"

9. What should be taken into consideration when choosing a topic for
   a platform speech?

10. What is the difference between platform speaking and platform
    reading?
Section 3: Impromptu talks

1. What is an impromptu speech?

2. What is the value of impromptu speaking?

3. What determines the success of an impromptu speaker?

4. Is a famous impromptu speaker a wide reader?

5. How does an impromptu speaker develop fluency of speech and clearness of thought?

6. What is the difference between impromptu and extemporaneous speaking?

7. When are you apt to be called upon to give an impromptu speech?

8. What newspapers and magazines do you read regularly?

9. List five characteristics of a good impromptu speech:
   a.
   b.
   c.
   d.
   e.
Section 3: Story-telling

1. Illustrate how the history of mankind has been preserved in stories.

2. Write out a brief history of the ancient story-teller.

3. How do authorities think folk stories started?

4. How are myths created?

5. What is the value of story-telling?

6. List ten kinds of stories:
   a.      
   b.      
   c.      
   d.      
   e.      
   f.      
   g.      
   h.      
   i.      
   j.      
7. What type of story should the beginning story-teller learn to tell first? Why?

8. What must be taken into consideration when selecting a story?

9. What part does imagination play in story-telling?

10. Should description be used in telling a story? Why?

11. Why is it essential that a story-teller have his story well in mind?

12. Is it a good policy for a story-teller to use a wide choice of words? Why?

13. What is meant by "climax"?

14. Is direct or indirect discourse more effective in story-telling? Why?

15. What should be set forth in the story-teller's introductory remarks?
16. Do details add to the effectiveness of the story? Explain

17. Should a story be told in an animated manner?

18. List five steps in preparing a story:
   a.
   b.
   c.
   d.
   e.

19. What is the best method of telling a story?

20. What is the best method of ending a story?

21. Is it necessary for the story-teller to use the exact words of the author? Why?

22. How can a story-teller make the characters live?

23. Is story-telling an art? Give the reasons for your answers

24. What is a story?
Section 4: Platform reading

1. What is platform reading?

2. What is the value of platform reading?

3. Give four steps in preparing a reading:
   a.
   b.
   c.
   d.

4. What is the best method of cutting a reading?

5. What is considered the best method of memorizing a reading?

6. What is the best way to rehearse a reading?

7. What relationship exists between reading and imagination?

8. Should a speaker's stand be on the platform during a declamation contest? Why?
9. How should the closing paragraph of a reading be given?

10. Should a reader be assigned a prompter during a contest? Why?

11. What is the duty of a prompter?

12. Where is the prompter placed on the stage? Why?

13. Why should a prompter attend several rehearsals?

14. What should the reader do if not prompted properly?

15. List three types of readings:
   a.
   b.
   c.

16. Give fifteen readings, five in each division listed in question 15, plus additional information asked for below:

<table>
<thead>
<tr>
<th>NAME OF READING</th>
<th>AUTHOR</th>
<th>TYPE</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
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<td>h.</td>
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<td>i.</td>
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<td>j.</td>
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<td></td>
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<td>k.</td>
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<td></td>
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<td>l.</td>
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</tr>
</tbody>
</table>
17. List the points to consider when judging a reading:

   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 
   k. 
   l. 
   m. 
   n. 
   o. 
   p. 
   q. 
   r. 
   s. 
   t. 

18. What is a dialect reading? Write out an illustration.

19. What is a dialogue? Write out an illustration.

20. What is meant by choral reading?
UNIT 6
PARLIAMENTARY PRACTICE

Objective: To become familiar with parliamentary procedure; to acquire necessary preliminary information

I. Parliamentary practice

A. Value of parliamentary drill
   1. To preserve order at meetings
   2. To speed up business
   3. To give everyone equal rights

B. Preliminary information
   1. Officers and duties
   2. Order of business
   3. Steps of a motion
   4. Methods of voting
   5. Temporary and permanent organization
   6. Writing of minutes
   7. Need of writing a constitution

C. Main motion
   1. Definition
      a. Motions made to bring before an organization some new question
   2. Characteristics
      a. Always debatable
      b. Always amendable
o. Generally requires a majority vote
d. Only one main motion before the house at one time

D. Subsidiary motions

1. Definition
   a. Motions which have to do with some other motion on the floor

2. Types
   a. Lay on the table
   b. Previous questions
   c. Limit or extend limits of debate
   d. Postpone to a definite time
   e. Refer to a committee
   f. Amend
   g. Postpone indefinitely

E. Privileged motions

1. Definition
   a. Motions which have to do with the rights or needs of the group
   b. To fix the time of adjournment

2. Types
   a. To adjourn
   b. To take a recess
   c. To raise a question of privilege
   d. To rise to a question of information
   e. To move the previous question

F. Open forum
BIBLIOGRAPHY

PARLIAMENTARY PRACTICE


PARLIAMENTARY PRACTICE

Section 1: Preliminary information

1. What is parliamentary practice?

2. What is the purpose of parliamentary practice?

3. What parliamentary law manual is used by the majority of organizations in this country?

4. Name the officers of an organization and list the duties of each:

   a.
   (1).
   (2).
   (3).
   (4).
   (5).

   b.
   (1).
   (2).
   (3).
   (4).
   (5).

   c.
   (1).
   (2).
   (3).

   d.
   (1).
   (2).
6. List the seven steps in the order of business as it is carried on in most organizations:
   a.
   b.
   c.
   d.
   e.
   f.
   g.

7. How can a member of an assembly obtain the floor?

8. How is a motion presented to the assembly?

9. When is a motion ready for discussion?

10. What are the methods of voting on a motion?

11. Name three kinds of committees and give an example of each:
    a.
    b.
    c.

12. Why should an organization have a written constitution?
Section 2: Main motion

1. What is a main motion?

2. Give the characteristics of a main motion:
   a.
   b.
   c.
   d.

3. How can the maker of a motion withdraw his motion?

4. How many main motions can be brought before the assembly at the same time?

5. What rules must the members observe during debate upon a motion?
   a.
   b.
   c.
   d.

6. Who has a right to the floor during debate upon a motion?

7. Does a main motion require a second?

8. Is a main motion debatable?

9. Is a main motion amendable?

10. Can a main motion be reconsidered?
Section 3: Subsidiary motions

1. What is a subsidiary motion?

2. List seven subsidiary motions:
   a.
   b.
   c.
   d.
   e.
   f.
   g.

3. What is the purpose of subsidiary motions?

4. Is a motion to lay on the table in order when another has the floor?

5. Does a motion to lay on the table require a second?

6. Is a motion to lay on the table debatable?

7. Can a motion to lay on the table be reconsidered?

8. Is a motion to limit or extend debate amendable?

9. Can a motion to postpone indefinitely be amended?

10. Is a motion to refer to a committee in order when another has the floor?
Section 4: Privileged motions

1. What is an unprivileged motion?

2. List five privileged motions in the order of precedence:
   a. 
   b. 
   c. 
   d. 
   e. 

3. Can a motion to take a recess be reconsidered?

4. Does a motion to take a recess require a second?

5. Is a motion to take a recess in order when another motion has the floor?

6. Is a motion to adjourn debatable?

7. Can a motion to adjourn be amended?

8. Can a motion to adjourn be reconsidered?

9. Does a privileged motion have precedence over a main motion?

10. Does a privileged motion have precedence over all subsidiary motions?

11. What vote is required to pass a question of privilege motion?
Section 5: Incidental motions

1. What is an incidental motion?

2. List ten incidental motions:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 

3. Do incidental motions have precedence among themselves?

4. When does an incidental motion have precedence over another motion?

5. Define each of the incidental motions listed in question 2:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 

Section 6: Definitions

1. Write out a definition for each of the following:

   a. Motion
   b. Constitution
   c. By-laws
   d. Majority
   e. Plurality
   f. Precedence
   g. Appeal
   h. Division of the assembly
   i. General consent
   j. Minutes
   k. Order of the day
   l. Point of order
   m. Put the question
   n. Division of the question
   o. Quorum
   p. Rescind
   q. Suspension of the rules
   r. Voice vote

Section 7: Open Forum

1. What is meant by "open forum"?

2. What is the purpose of "open forum"?

3. Name one open forum that is conducted over the radio

4. Discuss open forum procedure

5. What are the characteristics of an open forum?
UNIT 7
DEBATE

Objective: To prepare a logically arranged, well worked out debate

I. Argumentation and debate
   A. Preliminary information
      1. Value of debating
      2. Definitions, argumentation, debate proof, evidence, proposition, brief, rebuttal
      3. Kinds of argument
         a. Deduction, induction, analogy, cause and effect
   B. Preparation for the debate
      1. Choosing the question
      2. Determining the issues
      3. Collecting material
      4. Writing the brief
   C. Giving the debate
      1. Order of speakers in main speeches and rebuttal
      2. Chairman duties
      3. Judging the debate
      4. Debate courtesies
BIBLIOGRAPHY

DEBATE


Shaw, W.C., The Art of Debate, Allyn and Bacon, Chicago, 1922.


Section 1: Preliminary information

1. What is debate?

2. What is the value of debate?

3. Define each of the following:
   a. Logic
   b. Brief
   c. Deductive reasoning
   d. Inductive reasoning
   e. Generalization
   f. Analogy
   g. Refutation
   h. Argument
   i. Fallacy
   j. Reductio ad absurdum
   k. Dilemma
   l. Proof
   m. Begging the question
   n. Arguing beside the point
   o. Shifting ground
   p. Authority
   q. Proposition

4. Write out an illustration for each of the following:
   a. Inductive reasoning
   b. Deductive reasoning
   c. Proposition
   d. Argument from analogy

5. What is considered good authority in debate?
ASSIGNMENT 31

EXERCISE SHEET

DEBATE

Section 2: Preparation for the debate

1. How should a proposition be stated?

2. List six characteristics of a good proposition:
   a.
   b.
   c.
   d.
   e.
   f.

3. Give the two sides of a proposition:
   a.
   b.

4. Why should the debate teams agree upon the definition of terms and
   the limitations of the question?

5. List seven sources to look through in the library when searching
   for debate material:
   a.
   b.
   c.
   d.
   e.
   f.
   g.

6. Would an article from the Christian Monitor be good debate proof?
   Why?
7. What is a bibliography?

8. How will a bibliography help a debater?

9. What is the best system of note taking?

10. Should a debater change statistics and statements which are to be used as authority? Why?

11. What types of quotations are valuable in debate?

12. What size card is best for taking notes?

13. What is the purpose of the brief?

14. What is the difference between a brief and an outline?

15. How should a brief begin?

16. List the characteristics of a brief:
   a.
   b.
   c.
   d.
   e.
17. Give the parts of a brief and list what each part should contain:

a.

(1).
(2).
(3).
(4).
(5).

b.

(1).
(2).
(3).
(4).
(5).

c.

(1).
(2).
(3).
(4).
(5).

18. Make out a typical form for a brief.
Section 3: Giving the debate

1. How many debaters on a team?
2. How many speeches does each debater give during a formal debate?
3. What is the first speech called?
4. What is the second speech called?
5. List the order in which debate speeches are given:
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
6. Give the duties of the debate chairman:
   a.
   b.
   c.
   d.
    e.
7. List ten points to be considered in judging a debate:
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.
   i.
   j.
8. What courtesies should be observed in debate?
UNIT 8
RADIO

Objective: To become familiar with radio essentials, terms, and conduct.

I. History of the radio

A. Mechanical phase of radio

1. Study of sound
   a. Lecture by physics instructor on sound as it pertains to radio

2. Radio makers and their works
   a. Marconi, etc.

3. History of the first radio message

4. Lecture by a technical radio engineer

5. Visit to a radio station
   a. Make special inquiry about mechanical apparatus

   (1). Have definite questions in mind

B. Broadcasting phase of radio

1. Relation of radio to education
   a. The public school and radio

      (1). Radio programs for the schools

   b. Study some educational programs sponsored by the National Broadcasting Company

   c. Examine a number of the commercial programs sponsored by the National Broadcasting Company
d. Study the broadcasting policies of other nations

e. Discuss the different broadcasting systems in the United States

f. Lecture by a radio announcer

G. Essentials of broadcasting

1. The radio talk

   a. You speak conversationally - informally and persuasively

2. Writing the radio speech

   a. Select a definite purpose - one main idea that you want to "get over" to the radio audience

   b. Use simple words, phrases, and sentences

   c. Write your radio speech as you speak in everyday life - write as you feel and be sincere

   d. Use words that portray pictures, give color, and cause the listener to think

   e. Employ statistics sparingly

   f. Do not over-do literary eloquence

   g. Develop your speech in an interesting manner

3. Timing your radio talk

   a. In a fifteen minute talk you actually have fourteen minutes and thirty seconds (thirty seconds for ordinary station technical operation)

   b. You should be introduced
(1). Very important - get a friend to introduce you

(2). Introduction usually takes a minute or so

a. Your speech should take the exact period of time that you have contracted to fill

d. Practice until you have your talk timed exactly

4. How fast you should talk

a. Have someone time you with a stop watch--your normal rate

(1). The number of words spoken per minute varies from 125-250.

b. Practice at home with a stop-watch; as you read each page mark down the time it takes, at the bottom of each page

c. When you finish a page look at the studio clock and at the bottom of the page to determine if you are reading at your normal rate

5. When you are at the microphone

a. Relax

b. Keep your lips moist (this avoids speaker's dust)

c. Speak into the microphone

d. Don't hold your speech up between your lips and the microphone

e. As you finish "speaking" each page, drop it to the floor so it will cause no sound

f. Do not cough or sneeze into the microphone
II. The fundamentals of radio speaking

A. Voice

1. Diction: Good diction includes those qualities of voice and delivery that enable the speaker to project his personality through the microphone in such a way that the listeners will be able to understand and experience the minimum handicap from the lack of visual presence of the speaker.

a. Pronunciation

(1). Words easily mispronounced through carelessness

(2). Tongue twisters

(3). Those words which all of us repeatedly use in print

b. Articulation and enunciation

(1). Clear, clean-cut, crisp enunciation and finely articulated sound are important in effective use of voice over the air

(2). Exercises to control tongue from front, shaping syllables without mouthing

(3). Control tone vowels

(a). Crack off final consonants crisply and clearly

(b). Avoid lazy lip motion

(c). Do not lax into localism

(d). Watch certain sounds such as "S" which do not carry well over the radio

(e). Final consonants, as "D" and "T"
c. Quality of the voice

(1). Shading of the voice

(2). Melody

(3). Qualities to work for:

(a). Strong, soft, low-pitched, well modulated, well-directed, convincing, attractive, full magnetic, flexible, live, friendly, warm, sincere

(b). Good health - vitality

d. Learn to appreciate the cultural effect of good diction

B. Vocabulary

1. Use as few words as possible

2. Employ repetition

3. Select words which portray a picture

4. Detailed description

III. Do's and don't

A. Don't rattle your script

B. Don't weave back and forth on the mike unless told otherwise by the director

C. Don't retreat from the mike

D. Pick up your cue quickly, but not so quickly that you interrupt the preceding speech

E. Don't be satisfied to cast anyone for any other reason save the fact that he or she is right for the part
IV. Judging the program

A. Ask yourself these questions about your radio production:

1. Does the program run smoothly without hesitations, slip-ups, fluffs, dead spots?
2. Are cues picked up promptly?
3. Do characterizations give the listener the feeling of having met a real person - do they create a visual image of the character portrayed?
4. Is there sufficient contrast in voices?
5. Are the voices pleasing?
6. Do the sound effects paint an accurate picture?
7. Do the actors sound as though they were really talking rather than reading?
8. Was timing absolutely accurate?
9. Did the program arouse listeners to further interest in the character?

V. Forms of broadcasts

A. Eight types of broadcasts:

1. Announcer
2. Talks (lecture, addresses, stories)
3. Directed activities (how to do; story plays; rhythmic teaching)
4. Actuality broadcasts (public events; news; games; events; eye witness)
5. Radio conversation
6. Debates
7. Music
8. Radio plays

VI. Radio terms

A. List of terms peculiar to radio:

1. script writer
2. continuity writer
3. credit writer
4. script
5. continuity
6. credit
7. show
8. sustaining show
9. commercial
10. network show
11. local
12. theme
13. tag line
14. gag
15. tie-in-announcement
16. transition
17. across the board
18. production director
19. cast
20. 
21. audition
22. juvenile
23. ingenue
24. lead
25. character
26. bit
27. cue
28. ad lib
29. read-y
30. sneak it in
31. in the muff
32. schmals it
33. one and one
34. cut
35. clean it up
36. pace
37. light and shade
38. accent
39. clearing
40. clearing
41. tight
42. fluff or beard
43. pick up your cue
44. character ingenue
45. character juvenile
46. dress
47. stand-by
48. take it away
49. drooling
50. dead spot
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RADIO


Darrow, Ben H., Radio, the Assistant Teacher, R.G. Adams and Company, Columbus, 1932.


Rogers, Ralph, Do's and Don't's, Associated Radio Writers, Inc., Boston, 1937.

Section 1: Mechanical phase of radio

1. When did the need for radio begin?
2. What is meant by frequency?
3. What is a sound wave?
4. Does each sound wave have a different frequency? Explain?
5. How fast do sound waves travel?
6. What is a kilocycle?
7. Why does each station broadcast on an assigned frequency?
8. What is a broadcasting band?
9. How many kilocycles must exist between radio stations?
10. Why do more stations broadcast from sunrise to sunset than after sunset?
11. Explain how to make a radio receiving set
Section 2: Broadcasting phase of radio

1. Who was Marconi?

2. Discuss the work of Marconi.

3. Tell about the first radio message.

4. When was the first Federal Radio Commission established by Congress?

5. When was the Federal Communications Commission created?

6. Discuss briefly the early history of radio in the United States.

7. Name the three general classes of radio stations:
   a.
   b.
   c.
3. List the requirements that a radio station owner must satisfy:
   a. 
   b. 
   c. 
   d. 
   e. 

9. Where does the Federal Communications Commission get its authority?

10. To what extent can the Federal Communications Commission control what can or cannot be said over the air?

11. What is the time duration of a radio station license?

12. What is the maximum length of time that can be granted in a radio station license?

13. What percent of American families own radio sets?

14. What percent of the radio sets in the world are used in the United States?

15. Does the radio have a definite place in education? Explain
Section 3: Essentials of broadcasting

1. What is the best type of radio speaking?

2. What rate should be used in radio speaking?

3. What is the method recommended for timing a radio speech?

4. What length of radio speech is most effective?

5. Should a radio speaker be introduced by a friend? Why?

6. What should a speaker do when he gets before the microphone?

7. Why should a radio speech contain just one central idea?

8. What type of words, phrases, and sentences should be used in a radio speech? Why?

9. To what extent is it advisable for a radio speaker to employ statistics?
Section 4: The fundamentals of radio speaking

1. What is diction?

2. Why should a radio speaker study the pronunciation of words?

3. What kind of words should be studied by a radio speaker?

4. What is articulation?

5. What is enunciation?

6. What letters do not carry well over the radio?

7. Why is "shading of the voice" essential in radio speaking?

8. Why must a radio voice possess melody?

9. What qualities of voice should a radio speaker attempt to acquire?

10. How will bombastic delivery affect the radio audience?
Section 5: Vocabulary

1. Why is a large vocabulary desirable for the radio speaker?

2. Give ways of enlarging the vocabulary:
   a.
   b.
   c.
   d.
   e.

3. Should repetition be employed in radio speaking? Why?

4. What is meant by "picture words"?

5. Is it a good policy to use detailed description in radio talks? Why?

6. How large is the average person's vocabulary?

7. Why should a radio speaker use as few words as possible?

8. List ten words that you are adding to your radio vocabulary
Section 6: Studio conduct

1. Should a radio speaker stand up or sit down in the studio while waiting to go on the air? Why?

2. Where should wraps be placed in the radio studio?

3. Should a radio speaker adjust the microphone? Explain

4. Why aren't musicians allowed to tune up their instruments in the radio studio while a program is in progress?

5. According to radio ethics is it permissible to whisper during a program? Why?

6. Should a radio speaker hold on to the microphone? Why?

7. What should a radio speaker do with the pages of his manuscript after he finishes speaking them?
Section 7: Development of the radio program

1. Who has charge of building the radio program?

2. List the steps in radio program building:
   a.
   b.
   c.
   d.
   e.

3. Make out an original high school radio program

4. Why is accuracy important to a program director?

5. Why is promptness essential in program building?

6. What are the duties of the MC?

7. How long is a good radio program built by high school students?
   Why?
Section 8: Radio advertising

1. Make out a table showing the advertising rates charged by radio stations.

2. What determines the rate charged for radio advertising?

3. What are the different methods of advertising carried on by radio experts?

4. How do radio stations get advertising?

5. How do radio stations retain the advertising they get?
Section 9: Radio finance

1. Who pays the entertainers for taking part in the radio programs?

2. Do the radio stations receive pay for putting on entertainment programs? Explain.

3. What is the lowest, average, and highest salary paid to radio entertainments?

4. What becomes of the money taken in by a radio station?

5. How much money does a good radio station take in per year?

6. What expense must a radio station meet?

7. How much does it cost to build and completely equip a good radio station?
Exercise Sheet

Radio

Section 10: Forms of broadcasts

1. List eight types of radio programs and give an example of each:
   a.
   b.
   c.
   d.
   e.
   f.
   g.
   h.

2. Which type of radio program is most popular? Why?

3. Which type of radio program do you like best?

4. Criticism each of the following radio programs:
   a. Pepper Young's Family or Dr. I.Q.
   b. Ma Perkins or The Southern Aires
   c. Vic and Sade or The Gargoyle
   d. Henry Aldrich or Kay Kyser
Section II: Radio terms

1. Define each of the following terms commonly used in radio:

a. script
b. continuity writer
c. credit writer
d. script
e. continuity
f. credit
g. show
h. sustaining show
i. commercial
j. network show
k. local
l. theme
m. tag line
n. gag
c. tie-in-announcement
d. transition
q. across the board
r. character
s. cue
t. ad lib
u. light and shade
v. peak
w. gimme a couple of peaks
x. balance
y. sound man
z. tight
# APPENDIX B
## THE EQUIPMENT

The following equipment was used in the teaching of Oral English in School No. 1 during this study: 1

### Books

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<tr>
<th>Quantity</th>
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<td>2</td>
<td>Arnlid, A.O., The Little Country Theater.</td>
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<td>Baird, John F., Make-Up.</td>
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<td>1</td>
<td>Baird, A., Craig, Representative American Speeches, Vol. 13, Number 3, 1938-1939.</td>
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<td>1</td>
<td>Baker, E.W., Oral English.</td>
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<td>Beardman, L.W., Modern American Speeches.</td>
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<td>Craig, Alice E., The Speech Arts.</td>
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<td>Craig, A.H., Pros and Cons.</td>
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<td>Callen, Marjorie, The Speech Choir.</td>
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<td>2</td>
<td>Cummock, Robert McLean, Choice Readings.</td>
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<td>1</td>
<td>Devices, Inc., Audio, How to Make Good Recordings.</td>
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<td>2</td>
<td>Dell, William, The Art of Public Speaking.</td>
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<tr>
<td>5</td>
<td>Foster, W.T., Essentials of Exposition and Argument.</td>
</tr>
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<td>2</td>
<td>Foster, W.T., Argumentation and Debate.</td>
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<td>Fulton, R.L. and Trinkle, T.C., Practical Eloquence.</td>
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<td>1</td>
<td>Hagman, Maurice, Make-Up Book.</td>
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1This is standard equipment for teaching Oral English in School No. 1.
### Books (continued)

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<thead>
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<td>Harding, S.B.; Select Orations.</td>
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<tr>
<td>1</td>
<td>Hollister, R.D.T.; Speech-Making.</td>
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<td>3</td>
<td>Holm, J.N.; How to Judge Speech Contests.</td>
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<td>1</td>
<td>Houghton, E.G.; The Elements of Public Speaking.</td>
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<td>1</td>
<td>Hughes, Glenn; The Story of the Theatre.</td>
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<td>Hyde, W. DeWitt; The School Speaker and Reader.</td>
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<tr>
<td>3</td>
<td>Kiefer, G.; How to Sell Through Speech.</td>
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<td>10</td>
<td>Lockwood F.J. and Thorpe, G. DeWitt; Public Speaking Today.</td>
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<td>1</td>
<td>Lyon, L.S.; Elements of Debating.</td>
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<td>Manser, Ruth B.; Speech Correction on the Contract Plan.</td>
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<td>2</td>
<td>Mulgrave, D.I.; Speech for the Classroom Teacher.</td>
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<td>Nemoy, E. and Davis, S.; Correction of Defective Consonant Sounds.</td>
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<td>Ringsalt, R.C.; Modern American Oratory.</td>
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<td>Robert, Henry M.; Robert's Rules of Order.</td>
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<td>Robson, E.H.; Dramatic Episodes.</td>
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<td>Sarett, L. and Foster, W.T.; Basic Principles of Speech.</td>
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<td>Smith, W.F.; Oral English for Secondary Schools.</td>
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<td>Summers, Harrison B.; The Reference Shelf, Contest Debating, Vol. 9, Number 6.</td>
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<td>Truax, M.L.; Cash, W. and Gordon, R.E.; Winning Speeches.</td>
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<td>2</td>
<td>Watkins, Dwight E., and Williams, R.M., <em>The Forum of Democracy</em></td>
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<td>Whitney, Leon K., <em>Directed Speech</em></td>
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### Plays

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<td>Allan, H.B., and Upper, J., &quot;At the Movies.&quot;</td>
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<td>Applebud, Adam, <em>Salt Water Taffy.</em></td>
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<td>Curtis, Agnes, <em>A Critical Case.</em></td>
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<td>Davis, R.H., <em>Miss Civilization.</em></td>
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<td>Keller, J., and Bacon, J., <em>Angel Face.</em></td>
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<td>Kerry, Fairfax, <em>The Instincts of a lady.</em></td>
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<td>Latham, H.S., <em>The Making of Larry.</em></td>
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<td>Millay, Edna St. Vincent, The Kings Benchman.</td>
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<td>Muirton, Hope, Aunt Julia's Pearls.</td>
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<td>O'Neill, E., Marco Millions.</td>
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<td>Richardson, W., Two Days to Marry.</td>
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<td>Tobias, Jay, Wedding Belle.</td>
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<td>Wayne, P., Where's Grandma?</td>
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<td>Williams, Pete, Ch, Promise Me!</td>
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| 1        | 1           | Searsfield, D.C., "Christ of the Axis."

Journals

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<tr>
<td>1</td>
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PAMPHLETS

1

Exact Measurements of the Spoken Word, Columbia Broadcasting System, 485 Madison Avenue, New York, April, 1933.

4


3


2


2


1


1

Miller, Neville, The ABC of Radio, The National Association of Broadcasters, Washington, D.C.

1


1


1


2


2

Estimated Number of Families Owning Radio Sets in the United States, Joint Committee on Radio Research, 420 Lexington Avenue, New York, April, 1935.

1

The Joint Committee Study of Rural Radio Ownership and Use in the United States, Joint Committee on Radio Research, 420 Lexington Avenue, New York.

1

Priestly, J.B., If I Ran the B.B.C., The National Association of Broadcasters, Washington, D.C.

1

How to Use Radio in the Classroom, The National Association of Broadcasters, Washington, D.C.

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Mechanical Equipment

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<td>Portable Speak-O-Phone Recording and Play-Back Machine.</td>
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<td>1</td>
<td>Deluxe Make-Up Kit.</td>
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<tr>
<td>1</td>
<td>Artificial Breathing Apparatus.</td>
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<td>1</td>
<td>RCA Radio System in the high school building.</td>
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The following equipment was used in the teaching of Oral English in School No. 2:

**Textbook**

Craig, Alice Evelyn, *The Speech Arts.*

**Supplementary Speech Books**

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**Speech Magazine**

*Vital Speeches*

The following equipment was used in the teaching of Oral English in School No. 3:

**Textbook**

Badde and Brigance, *Speech.*

**Supplementary Speech Books**

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<td>1</td>
<td>Seely and Hackett, <em>Experiences in Speaking.</em></td>
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Speech Magazines

The Plays Magazine
The National Thespian
APPENDIX C

EQUIPMENT QUESTIONNAIRE

1. Name of textbook used

2. List speech books available to students (Title, author, and number of each)

3. List speech magazines, journals, etc. (How many of each?)

4. What mechanical equipment does your speech department have (Recording machine, models, etc.)?

5. What speech charts does your speech department have?
APPENDIX D

FUNDAMENTALS OF SPEECH QUESTIONNAIRE

Will you list below what you consider to be the fundamentals of speech and return immediately?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

NOTE: Use opposite side of sheet if necessary.
READ CAREFULLY!

On the following pages you will find statements which express an attitude toward various speech actions. You are asked to judge the frequency with which your attitude corresponds with the one expressed by the statement. Each statement is followed by a series of five terms which are to serve as a in recording your judgment. Check the term below each statement which indicates the frequency with which your reaction corresponds to the one indicated in the statement. Check each statement on the basis of your first reaction and proceed. INDICATE YOUR REACTION TO EVERY ITEM. If you have never experienced the situation indicated by the statement, check the statement in accordance with the way you think you would probably feel in that situation. A sample item is presented below to illustrate the method to be followed in checking the items.

Sample

I hesitate to talk about my childhood experiences.

Almost never  Seldom  Occasionally  Usually  Almost always

If you "Almost never" hesitate to talk about your childhood experiences, place a check in the space preceding the term. If you "Seldom" hesitate, place a check in the space at the left of the term. If you occasionally" hesitate, check the space at the left of the term. Proceed the same way for "Usually" and most always."

PLACE A CHECK IN ONE OF THE SPACES FOR EVERY STATEMENT!
I hesitate to be forward in conversation for fear I will appear conceited.

- Almost never 5
- Seldom 4
- Occasionally 3
- Usually 2
- Almost always 1

I dislike to talk with strangers.

- Almost never 5
- Seldom 4
- Occasionally 3
- Usually 2
- Almost always 1

I like to question people to get them to talk.

- Almost never 1
- Seldom 2
- Occasionally 8

I like to point out mistakes in other people's reasoning.

- Almost never 1
- Seldom 2
- Occasionally 8

I enjoy serving as a judge in public events.

- Almost never 1
- Seldom 2
- Occasionally 8

I hesitate to request tradespeople to look again when they first report that they cannot supply an article.

- Almost never 5
- Seldom 4
- Occasionally 8

I am free from worry about appearing unnatural when I make a public speech.

- Almost never 1
- Seldom 2
- Occasionally 8

I am embarrassed by the necessity of talking to an audience containing close friends.

- Almost never 5
- Seldom 4
- Occasionally 8

I like to talk about my hobbies.

- Almost never 1
- Seldom 2
- Occasionally 8

I am free from worry about appearing unnatural when I make a public speech.

- Almost never 1
- Seldom 2
- Occasionally 8

When I have been embarrassed by something I have done, I find it difficult to speak in such a way that I can cover up my embarrassment.

- Almost never 5
- Seldom 4
- Occasionally 8

I hesitate to try to argue myself into a position when I feel that more competent persons are also seeking it.

- Almost never 5
- Seldom 4
- Occasionally 8

I have difficulty in deciding what to say to a stranger to open a conversation.

- Almost never 5
- Seldom 4
- Occasionally 8

If I can sit down as I speak, I feel less nervous than if I must stand up to speak.

- Almost never 5
- Seldom 4
- Occasionally 8

I find it easy to keep control of my voice when speaking.

- Almost never 1
- Seldom 2
- Occasionally 8

I find it easy to look directly at persons with whom I talk.

- Almost never 1
- Seldom 2
- Occasionally 8

I find it easy to tell a salesman why I prefer the products of another.

- Almost never 1
- Seldom 2
- Occasionally 8

I dislike to ask for something when I feel that I shall be refused.

- Almost never 5
- Seldom 4
- Occasionally 8

I can remain at ease even when carrying on a conversation with a person who obviously dislikes me.

- Almost never 1
- Seldom 2
- Occasionally 8

I hesitate to accuse a person whom I am sure has stolen a piece of my property.

- Almost never 5
- Seldom 4
- Occasionally 8

When I have an idea for enlivening a dull party, I like to present it for action.

- Almost never 1
- Seldom 2
- Occasionally 8
<table>
<thead>
<tr>
<th>Statement</th>
<th>Almost never</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Usually</th>
<th>Almost always</th>
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<tr>
<td>I like to take the initiative in getting acquainted in a large group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>I find it easy to express my appreciation when pleasantly surprised.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>I like to move around when I speak from a platform.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>I find it difficult to talk back when a guard or gatesman speaks harshly to me.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
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<td>I hesitate to insist upon special service from tradespeople or public employees even though I want it very much.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
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<td>I dislike to undertake a formal interview.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
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<tr>
<td>I find it easy to squelch persons who tease me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>I like to carry on conversation with older people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>When I am asked sharply and unexpectedly for some common bit of information, I find it difficult to reply.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
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<tr>
<td>I am embarrassed by the necessity of setting a price on my work.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
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<td>I am free from worry about making errors in grammar when I speak.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>I like to volunteer my testimony to help another person out of trouble.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>I like to participate in competitive games where conversation plays a part.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>I am nervous when introducing a famous speaker to an audience.</td>
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<td>4</td>
<td>8</td>
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</tr>
<tr>
<td>I like to match wits with dictatorial and domineering people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have difficulty in apologizing to a person when other persons are present.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>It is easy for me to direct a stranger to find a place in the city.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have difficulty in controlling my breathing when I try to speak to a group.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I become especially nervous just before I am called upon to speak.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>When I am highly praised, I am easily flustered.</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
### APPENDIX F

#### HIGH SCHOOL EVALUATION CHART

The following chart gives a bird’s-eye view of each school participating in this study.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.1</td>
</tr>
<tr>
<td>1. No. of teachers</td>
<td>28</td>
</tr>
<tr>
<td>2. No. of teachers having:</td>
<td></td>
</tr>
<tr>
<td>No degrees</td>
<td>1</td>
</tr>
<tr>
<td>B.A. degree</td>
<td>18</td>
</tr>
<tr>
<td>M.A. or M.S. degree</td>
<td>9</td>
</tr>
<tr>
<td>Ph.D. degree</td>
<td>0</td>
</tr>
<tr>
<td>3. Does school have full time librarian?</td>
<td>Yes</td>
</tr>
<tr>
<td>4. Average years teaching experience of faculty</td>
<td>12</td>
</tr>
</tbody>
</table>

#### Student Enrollment

1. Student enrollment for first semester of 1941-1942

<table>
<thead>
<tr>
<th>Building</th>
<th>1941-1942</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.1</td>
<td>784</td>
</tr>
<tr>
<td>No.2</td>
<td>800</td>
</tr>
<tr>
<td>No.3</td>
<td>1321</td>
</tr>
<tr>
<td>No.4</td>
<td>101</td>
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<tr>
<td>No.5</td>
<td>284</td>
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</tbody>
</table>

#### Building

<table>
<thead>
<tr>
<th>Building</th>
<th>1941-1942</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does school building have gymnasium</td>
<td>Yes</td>
</tr>
<tr>
<td>2. Does school have an auditorium apart from the gymnasium?</td>
<td>No</td>
</tr>
<tr>
<td>3. Does school have a library?</td>
<td>Yes</td>
</tr>
<tr>
<td>4. No. of classrooms in school building</td>
<td>19</td>
</tr>
<tr>
<td>5. No. of Science laboratories</td>
<td>2</td>
</tr>
</tbody>
</table>
APPENDIX F
(continued)

HIGH SCHOOL EVALUATION CHART
(continued)

<table>
<thead>
<tr>
<th>Equipment</th>
<th>No.1</th>
<th>No.2</th>
<th>No.3</th>
<th>No.4</th>
<th>No.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No. of volumes in library</td>
<td>5300</td>
<td>—</td>
<td>3856</td>
<td>2400</td>
<td>—</td>
</tr>
<tr>
<td>2. Does school have moving picture machine?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>3. Is school equipped with radio?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>4. Does school have recording machine?</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

The above chart shows in a general way the organization of each school cooperating in this study. The size and academic training of the faculties have been brought out for the purpose of portraying the instructional strength of the school. No attempt has been made to prove that the Oral English teacher in any of the schools is efficient or inefficient. It has been assumed that all of them have been certified by The State Department of Public Instruction; the duty of this department is to grant certificates for teaching only to individuals possessing good character, a pleasing personality, the required amount of academic training, and an undisputed ability to teach.
The student enrollment has been stated for the purpose of showing the size of the school. One of the aims of this study was to discover whether the laboratory method gave better results than the textbook method gave in schools of different sizes.

The school building construction has been emphasized for the purpose of showing whether or not its facilities were adequate for instructional purposes. The results of the survey appear to show that all of the schools cooperating in this study have adequate buildings for the laboratory method of teaching.

The equipment has been treated in this chart to show what instructional helps were available in the schools. It appears that all of the schools have adequate equipment for the textbook method of teaching. By adding the equipment suggested in this thesis these schools would be able to do adequate work with the laboratory method.
The following chart gives the subjects offered by the schools cooperating in this study.

<table>
<thead>
<tr>
<th>Subject</th>
<th>No.1</th>
<th>No.2</th>
<th>No.3</th>
<th>No.4</th>
<th>No.5</th>
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</thead>
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<tr>
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<tr>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Geometry</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Solid Geometry</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Trigonometry</td>
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<td>yes</td>
<td>no</td>
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<tr>
<td>Consumers Math.</td>
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<td>no</td>
<td>no</td>
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<tr>
<td>Latin I</td>
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<td>yes</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Latin II</td>
<td>yes</td>
<td>yes</td>
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<td>no</td>
<td>no</td>
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<tr>
<td>German I</td>
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<td>no</td>
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<td>no</td>
<td>no</td>
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<tr>
<td>French I</td>
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<td>yes</td>
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<td>yes</td>
<td>yes</td>
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<td>yes</td>
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<td>yes</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
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<td>Junior Business</td>
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<td>School 5</td>
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<td>----------</td>
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<td>Debate</td>
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<td>Harmony</td>
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<td>Music Appreciation</td>
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<td>yes</td>
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<td>Farm Machinery</td>
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<td>no</td>
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</table>
The following chart gives the extracurricular activities offered by the schools cooperating in this study.

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<th>Activity</th>
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<th>No.3</th>
<th>No.4</th>
<th>No.5</th>
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<td>yes</td>
<td>yes</td>
<td>no</td>
<td>no</td>
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<tr>
<td>Assembly</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<td>Athletics</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Photography Club</td>
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<td>no</td>
<td>no</td>
<td>no</td>
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<td>Charitable &amp; Welfare Club</td>
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<td>no</td>
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<td>yes</td>
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<td>yes</td>
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<td>yes</td>
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<tr>
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<td>yes</td>
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<td>no</td>
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<td>yes</td>
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<td>yes</td>
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<td>yes</td>
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<tr>
<td>Band</td>
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<td>yes</td>
<td>yes</td>
<td>yes</td>
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<tr>
<td>Parties</td>
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<td>yes</td>
<td>yes</td>
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APPENDIX G

PERCENTILE NORMS FOR SPEECH ATTITUDE SCALE

The percentile ranking of the raw score may be computed for different subject classifications from the following percentile norms.

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