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A PHONOGRAPHIC STUDY OF
THE SPEECH OF 50
MICHIGAN ELEMENTARY TEACHERS

Thesis for the Degree of M. A.
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Charles Gordon Irwin
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This is to certify that the

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"Phonographic Study of the Speech of Fifty
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presented by

Charles G. Irwin

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A PHONOGRAPHIC STUDY OF THE SPEECH OF 50
MICHIGAN ELEMENTARY TEACHERS

by

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CHAPTER 1

INTRODUCTION

The speech of the elementary school teacher is one of the factors insuring adequacy or inadequacy of speech development in young children. For this reason the importance of the speech of the elementary teacher cannot be overestimated. Fessenden gives emphasis to the importance of the speech of teachers in the following manner.

The teacher's manner of speaking is probably the most important part of her total personality. Throughout educational literature there is a constantly growing emphasis upon the need for teachers to have pleasant speech. This is not only because of the emotional impact that one's speech has upon one's hearers, although that is important enough, but because teachers deal with children who are learning, and speech is a learned activity. Children, as they learn to speak, and as they grow in speech, depend upon those they hear for models of voice, articulation, and manner of speaking.¹

In a survey of 47 leading colleges, universities, and other teacher training institutions, Anderson² found that only approximately 40 percent of them were inspecting the speech needs and abilities of prospective teachers. In another study it was found that, "About 95 percent of all state teachers colleges offer courses in dramatics or forensics or both. Only about a third offer a general course such as fundamentals of speech, and not all of those that do offer it require the fundamentals course of all

1. Seth A. Fessenden, Speech and the Teacher, Longmans, Green and Co., New York, 1946, p. 37.

2. Virgil A. Anderson, "Speech Needs and Abilities of Prospective Teachers," Quarterly Journal of Speech, Vol. 30, (April, 1944), p. 221.

students who are preparing to be teachers."³

In the light of this information several questions may arise. The speech teacher might ask: Do elementary teachers possess the type of speech which is desirable for children to imitate? Specifically he might ask: Do elementary teachers possess agreeable voice qualities? Do they adhere to a standard pronunciation? Do they have adequate articulation and enunciation? Errors are recognized most readily in the light of these aspects.

The purpose of this study is to make a survey of two fundamental aspects of speech among a group of 50 Michigan elementary school teachers. The aspects of speech to be checked are voice quality, as determined by a panel of trained judges, and pronunciation, including articulation and enunciation as specific factors.

3. D. W. Morris and Alan W. Huckleberry, "The Student Teacher's Speech," Quarterly Journal of Speech, Vol. 29, (December, 1943), p. 485.

CHAPTER II

METHOD OF PROCEDURE

The selection of 50 elementary school teachers was based upon the information received from a questionnaire issued to all elementary teachers who were enrolled in education courses at Michigan State College, summer quarter, 1947. They do not necessarily represent an accurate cross-section of the entire group of Michigan elementary teachers. As the great majority of those chosen for the study were completing work toward college degrees, or fulfilling state certification requirements for permanent elementary certification, it may be supposed that the group chosen is a fair representation.

The questionnaire was constructed to determine which teachers had been born in Michigan, had traveled widely, had lived in any other section of the United States for any considerable period of time, and the amount and kind of speech training each has had. These are factors which might tend to influence their speech in such a manner as to distinguish it from the so-called standard General American speech we expect to hear spoken by native Michigan residents.

The choice of female elementary school teachers was made arbitrarily as a limiting factor. It was felt that the speech contacts of children are most important during the earlier school years. Since there was only one man among the 108 teachers filling out questionnaires, he was not of statistical value and was not included in the study.

Permission was obtained from the Director of the Division of Education, Michigan State College, to issue the questionnaires in the education classes. The instructor

of each class was contacted and a time was arranged for the completion of the questionnaires. At the appointed time the questionnaires were filled out by the teachers.

The questionnaires were then studied and the selection of the group of 50 teachers was made. The information upon which the choice was made is presented in the following tables.

TABLE I

Birthplace of Teachers

State	Number
Michigan.....	47
Ohio.....	1
Pennsylvania	1
Missouri	1

TABLE II

Residence in State of Michigan

Residence in State	Number
Lived in Michigan all of life.....	47
Lived in Ohio first 5 years of life.....	1
Lived in Pennsylvania first 4 years of life...	1
Lived in Missouri first 2 years of life.....	1

TABLE III

Speech Training

Type of course	Number of Teachers having completed 1 course
Voice Improvement.....	11
Public Speaking	23
Oral Interpretation.....	2
Radio Speaking.....	1
Acting	1
Dialects or Phonetics.....	1
Creative Dramatics.....	1
Conversation	1
Speech Correction for Classroom Teachers.....	10
No Speech Training	15

TABLE IV

College Degrees

Degree	Number
No degree	36
B. S.	8
A. B.	5
M. A.	1

The range of teaching experience in the elementary schools of Michigan was from 5 months to 28 years.

After the selection of the group, a second contact was made with each teacher and individual recording appointments were arranged. The teachers were informed as to the nature of the study and a recording was made of each reading the following test paragraph.⁴

On Tuesday, the twenty-fifth of February in 1938, Charles Jordan suddenly decided to take a vacation. He recognized the fact that this was a rather unusual time for a vacation, but he was employed in a library and felt harassed by the books and newspapers, and needed a respite from them. He put on his hat and coat, and whistling a tune, went to his room to plan a trip. When he got there he poured a glass of cherry soda, sat down on the sofa, and began to turn over in his mind just what he wanted to get out of such an intermission from his work. For most adults, a vacation consists of a period for rest and relaxation. In this respect, Jordan was not different from others, but he wanted also to receive some educational benefit. A few places began to pass before his mind's eye. A veteran of the first world war, he thought of returning to survey the European battlegrounds. Maybe he ought to see Washington, the seat of the government; perhaps even meet the president. The Egyptian pyramids, the British Museum, and ancient Scottish castles made their appearance. Suddenly a different kind of scene came into view. Sunkissed palms and a white sandy beach

4. Each teacher was permitted to read the paragraph over once prior to making the recording.

with gentle waves lapping at its edge. Beads of perspiration broke out upon his forehead at the very idea of it. "Havana is the place for me," he thought, as he grabbed his swimsuit and almost ran out of the room. All benefits of education had vanished and his hat and coat lay on the table, forgotten.

The recordings were cut on a Wilcox-Gay Recordio, Educational Model, at a speed of 78 r.p.m.

Three judges were selected and requested to participate in a judgement of voice quality. The three judges are members of the staff of the Department of Speech, Dramatics, and Radio, Michigan State College. At an arranged time the judges met, listened to the records, and made their independent judgements of the voices on records.

A second group of three judges was selected. This group was composed of the Superintendent of Schools, East Lansing, Michigan, the Assistant Director of Teacher Certification, the state of Michigan, and the Director of Elementary Teacher Training, Michigan State College. These persons were requested to participate in a judgement of the speech of the 50 elementary teachers. The second three judges met at an arranged time and made their independent judgements of the voices on records.

Upon completion of the judgements by both groups of judges, the records were phonetically transcribed. The phonetic transcriptions were spot checked by an instructor of phonetics in the Department of Speech, Dramatics, and Radio, Michigan State College. From the phonetic transcriptions, data were taken to determine the type and extent of pronunciation deviations from so-called standard General American speech.

CHAPTER III

VOICE QUALITY

Authorities agree that voice quality is the characteristic of the tone produced by the vocal bands and modified by the various resonators. Beyond this basic definition there is less agreement in descriptive terminology. Each authority uses terms which have been assigned meanings growing out of his own experience and observations. The quality to be sought is usually labeled as "effective," "good," "agreeable," "pleasant," or "normal." The qualities which are to be avoided are often referred to as the opposites of the desired qualities. More specifically, descriptive terms are used such as: nasal, breathy, hoarse, thin, harsh, guttural, oratund, and many others.

Fairbanks⁵ says, "For the average speaker, normal, pleasant quality is the goal. This quality can best be defined by saying that it does not have the attributes of the defective qualities." Gray and Wise⁶ write, "Speech to be most effective as an instrument of communication, should have agreeable voice quality. It should not be harsh, or shrill, or excessively nasal, or muffled, or strident, or possessed of any of those characteristics that will arouse feelings of unpleasantness on the part of the listeners." For the purpose of this study, the judgements of voice quality were made on a rating sheet which was constructed on the basis of the preceding statement, with the descriptive terms for voice qualities taken from the same source.

The three speech-trained judges were asked to indicate their judgements on the sheet provided, according to the

5. Grant Fairbanks, Voice and Articulation Drillbook, Harper, New York, 1940, p. 203.

6. G. W. Gray and C. M. Wise, The Bases of Speech, Rev. Ed. Harper, New York, 1946, p. 10.

following directions.

As each of the records is played, will you please give your opinion of the quality of voice in the following manner.

(1) If the voice is effective for that of a Michigan elementary school teacher will you make a check in the column beneath the word "effective" to the right of the number corresponding with that of the record. For this purpose, "effective" shall be taken to mean that the voice quality is satisfactory without further training.

(2) If the voice displays qualities which cause it to be ineffective for that of a Michigan elementary school teacher, will you make a check mark in the column (s) beneath the term (s) designating the qualities of voice and to the right of the number corresponding with that of the record. For this purpose, "ineffective" shall be taken to mean that the voice quality is such that it renders the voice unsatisfactory without benefit of further training.

NOTE: No reference need be made to degree of unpleasantness. If the voice is, to you, effective in spite of unpleasant qualities which may be present, please check in the effective column.

The results of the judgements are presented in Chart I and Table V.

The three administrative officials serving as judges were provided with a rating sheet and made their judgements according to the following directions.

Will you please listen to each of the 50 records and indicate, by checking in the appropriate column, whether you consider each voice to be "satisfactory" or "unsatisfactory" for that of a Michigan elementary school teacher. This is merely an indication of your opinion of the effectiveness of the voices.

The results of the judgements are presented in Chart II and Table VI.

CHART 1

Chart I lists the records of the voices of the 50 Michigan elementary school teachers by numbers from 1 to 50. The judgements of the three speech-trained judges are indicated after each record number in the columns representing Effective, Ineffective, Breathy, Husky, Muffled, Shrill-Harsh, Thin, and Nasal. In the "Effective" column, "x" means that the judge checked that voice effective. In "ineffective" column, "x" means that judge checked that voice ineffective. In all other columns, "x" means that the judge checked these qualities as existing to such an extent as to render the voice ineffective.

CHART 1

RECORD	EFFECTIVE			IN-EFFECTIVE			BREATHWY			HUSKY			MUFFLED			SHRILL-HARSH			THIN			NASAL		
	JUDGE			JUDGE			JUDGE			JUDGE			JUDGE			JUDGE			JUDGE			JUDGE		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1				x	x	x										x	x	x	x					
2	x	x	x																					
3				x	x	x				x			x					x	x	x	x	x	x	x
4				x	x	x												x	x		x	x	x	x
5				x	x	x							x					x	x	x	x			
6				x	x	x				x	x		x					x	x	x	x			x
7				x	x	x							x					x	x		x	x	x	x
8		x		x	x	x				x	x		x					x				x	x	x
9				x	x	x				x	x		x					x	x	x	x	x	x	x
10	x				x	x							x					x						x
11				x	x	x											x	x	x	x	x	x	x	x
12	x				x	x																		x
13		x		x	x	x						x						x	x			x	x	x
14	x				x	x							x					x			x	x	x	x
15				x	x	x	x		x	x	x	x	x					x		x	x	x	x	x
16				x	x	x											x	x	x		x	x	x	x
17	x		x		x								x											x
18				x	x	x				x	x		x					x				x	x	x
19				x	x	x				x	x	x												
20				x	x	x							x					x	x		x	x	x	x
21	x	x				x						x						x						
22				x	x	x						x						x	x	x		x		x
23				x	x	x												x	x	x	x			x
24				x	x	x												x	x		x			x
25		x		x		x				x	x							x	x					x

CHART 1 (CONT'D)

RECORD	EFFECTIVE			IN-EFFECTIVE			BREATHY			HUSKY			MUFFLED			SHRILL-HARSH			THIN			NASAL		
	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE	JUDGE			
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
26		x		x		x											x				x			
27	x	x				x											x			x				
28				x	x	x				x		x	x	x					x				x	
29				x	x	x				x						x	x	x	x	x	x	x	x	x
30				x	x	x				x						x	x	x		x		x	x	x
31				x	x	x										x		x		x		x	x	x
32				x	x	x										x		x		x		x	x	x
33	x				x	x				x								x		x			x	x
34	x				x	x											x	x		x			x	x
35	x				x	x												x		x	x		x	x
36	x				x	x											x	x						
37				x	x	x				x	x	x						x						x
38				x	x	x				x	x	x						x		x			x	x
39	x	x	x																					
40				x	x	x				x	x						x	x		x			x	x
41				x	x	x											x	x				x	x	x
42				x	x	x						x				x	x	x	x		x			x
43				x	x	x				x							x	x		x		x	x	x
44	x				x	x												x		x	x			x
45	x				x	x				x			x					x						x
46				x	x	x				x			x					x		x	x		x	x
47				x	x	x				x							x	x	x	x			x	x
48				x	x	x				x	x	x	x			x	x	x	x	x			x	x
49			x	x	x					x										x				x
50				x	x	x				x	x		x				x	x		x				x

TABLE V

Percent of Agreement Among Three Speech-trained Judges
In Judgement of Voice Quality

Quality	Percent of Total Agreement	Judges 1&2	Judges 1&3	Judges 2&3
Effective	.10	.21	.18	.20
Ineffective	.66	.69	.78	.83
Breathy	1.0	1.0	1.0	1.0
Husky	.16	.42	.45	.22
Muffled	.00	.06	.00	.00
Shrill- Harsh	.17	.32	.27	.37
Thin	.09	.18	.21	.33
Nasal	.23	.40	.43	.62

CHART II

Chart II lists the records of the voices of the 50 Michigan elementary school teachers by numbers from 1 to 50. The judgements of the three administrative officials are indicated by "x" after each record in the columns representing "satisfactory" and "unsatisfactory".

CHART 11

	S			U		
RECORD	JUDGE			JUDGE		
	1	2	3	1	2	3
1		x	x	x		
2	x	x	x			
3	x	x	x			
4	x				x	x
5		x	x	x		
6	x				x	x
7	x		x		x	
8	x		x		x	
9	x		x		x	
10	x	x	x			
11		x		x		x
12	x	x	x			
13	x	x	x			
14	x	x	x			
15				x	x	x
16		x		x		x
17		x	x	x		
18	x	x	x			
19	x		x		x	
20	x	x	x			
21	x	x	x			
22	x				x	x
23	x	x	x			
24	x	x	x			
25	x				x	x

	S			U		
RECORD	JUDGE			JUDGE		
	1	2	3	1	2	3
26		x	x	x		
27	x	x	x			
28		x	x	x		
29	x				x	x
30		x	x	x		
31	x	x	x			
32	x	x	x			
33			x	x	x	
34	x	x	x			
35		x	x	x		
36		x		x		x
37	x	x	x			
38	x				x	x
39	x	x	x			
40			x	x	x	
41			x	x	x	
42		x		x		x
43	x	x	x			
44		x	x	x		
45	x	x	x			
46			x	x	x	
47	x				x	x
48				x	x	x
49	x	x	x			
50		x	x	x		

TABLE VI

Percent of Agreement Among Administrator Judges In
Judgement of Teachers' Voices

Voices	Percent of Total Agreement	Judges 1&2	Judges 1&3	Judges 2&3
Satisfactory	.42	.48	.56	.73
Unsatisfactory	.04	.20	.24	.45

CHAPTER IV

PRONUNCIATION

In order to show adherence to or divergence from a particular way of pronouncing a word, some authoritative standard must be selected. As there is no one standard of pronunciation in the United States, it is necessary to confine any comparison to one of the three major American dialects. These dialects are: the Southern, the Eastern, and the third, called General American, Northern, or Western. The so-called standard pronunciation within any one of these is commonly considered to be that which is used by the majority of educated people in the particular dialect area.

By reason of their backgrounds, the elementary teachers selected for this study could be expected to exhibit pronunciations comparing most favorably with the General American or Northern pronunciations. The teachers were chosen with this in mind.

The Northern or General American pronunciations, as listed in the Pronouncing Dictionary of American English by John S. Kenyon and Thomas A. Knott⁷, were selected to comply with the demand for an authoritative standard. This standard is compiled on the basis of actual cultivated usage. Kenyon and Knott say, "No other standard has, in point of fact, ever finally settled pronunciation."⁸

If direct comparisons are made with a standard, matters of articulation and enunciation are provided for automatically. Sound substitutions, misplaced accent, omissions,

7. John S. Kenyon and Thomas A. Knott, A Pronouncing Dictionary of American English, G. and C. Merriam Co., Springfield, Mass., 1944.

8. Ibid., p. vi.

additions, metathesis⁹, and incorrect enunciation of vowels can be shown.

Thirty-four words were selected from the test paragraph to form a basis for comparison. These words were selected because their pronunciations seldom change in relation to their positions in sentences; that is, they are pronounced the same way in stressed and unstressed positions. These words, with the teachers' pronunciations of them, are presented in Chart III.

9. This term is used here to refer to transposition of sounds within a word.

CHART III

Chart III lists the thirty-four words chosen to form a basis for comparison. Each word is presented orthographically. The pronunciation of each word as listed in the selected standard is shown in the symbols of the International Phonetic Alphabet. The different pronunciations of each word as used by the 50 elementary teachers are shown in symbols of the International Phonetic Alphabet. The number of teachers using each pronunciation is entered below that pronunciation.

CHART III

WORD	STANDARD	FROM. I	FROM. II	FROM. III	FROM. IV	FROM. V	FROM. VI
twenty-fifth	twentɪ fɪfθ	twentɪ fɪfθ 3	twentɪ fɪθ 11	twentɪ fɪfθ 6	twentɪ fɪθ 30		
February	fɛbrʊəri	fɛbrʊəri 11	fɛbjuəri 28	fɛbjuəri 3	fɛbəri 2	fɛbəri 6	
suddenly	sʌdnli	sʌdnli 36	sʌnli 9	sʌnli 5			
decided	disaɪdɪd	disaɪdɪd 5	disaɪdɪd 28	disaɪdɪd 5	disaɪdɪd 8	disaɪdɪd 4	
recognized	rɛkəɡnaɪzd	rɛkəɡnaɪzd 5	rɛkəɡnaɪzd 36	rɛknaɪzd 5	rɛkənaɪzd 4		
rather	rəðə	rəðə 26	rəðə 19	rəðə 5			
library	laɪbrəri	laɪbrəri 41	laɪbrəri 4	laɪbrəri 4	laɪbrəri 1		
harassed	hərɪst	hərɪst 2	hərɪst 18	hərɪst 24	hərɪst 1	hərɪst 3	hərɪst 2
respite	rɛspɪt	rɛspɪt 11	rɛspɪt 30	rɛspɪt 6	rɛspɪt 2	rɛspɪt 1	
whistling	hwɪslɪŋ	hwɪslɪŋ 39	hwɪslɪŋ 11				

CHART III (cont'd)

WORD	STANDARD	PRON. I	PRON. II	PRON. III	PRON. IV	PRON. V	PRON. VI
when	hwɛn	hwɛn 16	hwɛn 27	wɛn 3	wɛn 3	hwɛn 1	
poured	pɔrd	pɔrd 27	pɔrd 23				
began	bɪgɛn	bɪgɛn 33	bɪgɛn 9	bɪgɛn 2	bɪgɛn 4	bɪgɛn 2	
just	dʒʌst	dʒʌst 32	dʒʌst 3	dʒʌst 7	dʒʌs 6	dʒʌs 1	dʒʌs 1
wanted	wʌntɪd	wʌntɪd 17	wʌntɪd 6	wʌntɪd 17	wʌntɪd 6	wʌntɪd 1	wʌntɪd 2
get	gɛt	gɛt 35	gɛt 15				
intermission	ɪntərˈmɪʃən	ɪntərˈmɪʃən 25	ɪntərˈmɪʃən 25				
adults	ədʌlts	ədʌlts 45	ədʌlts 5				
consists	kənˈsɪsts	kənˈsɪsts 5	kənˈsɪsts 40	kənˈsɪsts 5			
respect	rɪˈspɛkt	rɪˈspɛkt 21	rɪˈspɛkt 29				

CHART III (cont'd)

WORD	STANDARD	FRON. I	FRON. II	FRON. III	FRON. IV	FRON. V	FRON. VI
different	difərənt	difərənt 8	difərənt 38	difərənt 2	difərənt 2		
educational	ədʒəkəʃənəl	ədʒəkəʃənəl 30	ədʒəkəʃənəl 13	ədʒəkəʃənəl 7			
veteran	vətərən	vətərən 20	vətərən 28	vətərən 1	vətərən 1		
survey (verb)	sə've	sə've 39	sə've 9	sə've 2			
European	jurəpiən	jurəpiən 35	jurəpiən 15				
Washington	wəʃɪŋtən	wəʃɪŋtən 35	wəʃɪŋtən 9	wəʃɪŋtən 4	wəʃɪntən 1		
government	gʌvənmənt	gʌvənmənt 8	gʌvənmənt 34	gʌvənmənt 3	gʌvənmənt 4	gʌvənmənt 1	
president	prezədənt	prezədənt 27	prezədənt 10	prezədənt 6	prezədənt 5		
Egyptian	idʒɪpʃən	idʒɪpʃən 27	ədʒɪpʃən 23				
museum	mju:ziəm	mju:ziəm 32	mju:ziəm 17	mju:ziəm 1			

CHART III (cont'd)

WORD	STANDARD	FRON. I	FRON. II	FRON. III	FRON. IV	FRON. V	FRON. VI
palms	pamz	pamz 41	palmz 5	pamz 2	pamz 2		
gentle	dʒentlɪ	dʒentlɪ 29	dʒentlɪ 21				
perspiration	pɜːspəreɪʃən	pɜːspəreɪʃən 38	pɜːspəreɪʃən 12				
forehead	fɔːrɪd	fɔːrɪd 3	fɔːrɪd 42	fɔːrɪd 4	fɔːrɪd 1		

CHAPTER V

CONCLUSIONS
VOICE QUALITIES

I. There was little agreement (.10) among the 3 speech-trained judges regarding the effectiveness of the voices. This may be due to the way in which the judgement was made; it was necessarily subjective in nature.

A. The voices of 2 of the elementary teachers were rated by all 3 speech-trained judges as being effective. The voices of 3 of the elementary teachers were rated by 2 of the 3 speech-trained judges as being effective. The voices of 14 of the elementary teachers were rated by 1 of the 3 speech trained judges as being effective.

B. Thirty-one of the 50 voices were rated by all three of the speech-trained judges as being ineffective because of undesirable qualities existing in them.

C. Of the 31 voices rated by all 3 speech-trained judges as ineffective, the undesirable qualities existing in the voices were checked by one or more of the judges as follows:

- (1) Twenty-nine voices were checked as being shrill-harsh.
- (2) Twenty-eight voices were checked as being nasal.
- (3) Twenty-seven voices were checked as being thin.
- (4) Fifteen voices were checked as

being muffled.

(5) Thirteen voices were checked
as being husky.

(6) One voice was checked as
being breathy.

11. There was a greater percentage of agreement (.42) among
the 3 administrator judges in the judgement of the 50 voices.
This judgement was also subjective in nature.

A. Twenty of the 50 voices were rated by all
3 administrator judges as being satisfactory.
Thirteen of the 50 voices were rated by 2 of
the 3 administrator judges as being satisfactory.
Fifteen of the 50 voices were rated by 1 of
the 3 administrator judges as being satisfactory.

B. Two of the 50 voices were rated as unsatis-
factory by all 3 administrator judges. Fifteen
of the 50 voices were rated as unsatisfactory
by 2 of the 3 administrator judges. Thirteen
of the 50 voices were rated as unsatisfactory
by 1 of the 3 administrator judges.

CONCLUSIONS

PRONUNCIATIONS

I. Sound substitutions, sound omissions, sound additions, and misplaced accent were present in the pronunciations of the 34 words which were chosen for comparison with the standard. Words were mispronounced as many as 6 different ways, due to sound substitution, sound omission, and misplaced accent.

A. Twenty-four of the 34 words were mispronounced due to sound substitutions.

Example: just, [dʒɛst] or [dʒɪst] for [dʒʌst].

B. Eighteen of the 34 words were mispronounced due to sound omissions. Example: wanted, [wanɪd] for [wantɪd].

C. Misplaced accent accounted for mispronunciations in 5 of the 34 words. Example: respite, [rɪspat] for [rɛspɪt].

D. Sound additions accounted for mispronunciations in 3 of the 34 words. Example: Washington, [wɔrɪŋtən] for [waɪŋtən].

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BIOGRAPHY

Charles G. Irwin was born at Cortland, Ohio on January 25, 1920. He was graduated from Baldwin-Wallace College in June 1942. Upon graduation, he enlisted in the United States Marine Corps where he served both in the United States and overseas. Upon release from active duty he was employed as a teacher of Speech, English, and History at the Southington Township School, Phalanx Station, Ohio. In the fall of 1946 he entered the Graduate School of Michigan State College where he did his graduate work in speech correction under the direction of Mrs. Lucia Morgan Nesom. In the fall of 1947 he was appointed an instructor in the Department of Written and Spoken English, Michigan State College.

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