

A SURVEY OF THE SPEECH
BACKGROUND OF THE FRESHMEN
CLASS ENROLLED IN
MICHIGAN STATE COLLEGE, 1945

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE

James Harvey
1945

This is to certify that the

thesis entitled

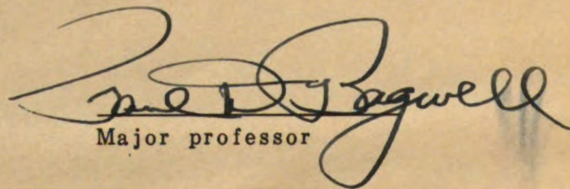
A Survey of the Speech Background
of the Freshmen Class Enrolled in
Michigan State College, 1945

presented by

James Harvey

has been accepted towards fulfilment
of the requirements for

M. A. degree in Speech


Major professor

Date September 1, 1945.

A SURVEY OF THE SPEECH BACKGROUND
OF THE FRESHMEN CLASS ENROLLED
IN MICHIGAN STATE COLLEGE,
1945

by
JAMES HARVEY

A THESIS
Submitted to the Graduate School of Michigan
State College of Agriculture and Applied
Science in partial fulfilment of the
requirements for the degree of
MASTER OF ARTS
Department of Speech and Dramatics
1945

TABLE OF CONTENTS

Acknowledgements-----	11
List of Charts-----	111
List of Graphs-----	111
List of Tables-----	iv
Chapter I-----	1
Introduction	
Method of Procedure	
Chapter II-----	13
What is Being Taught in Speech in the	
High Schools of Michigan.	
Chapter III-----	39
Speech Background of the Freshmen Class.	
Chapter IV-----	51
Conclusions and Recommendations	
Appendix A-----	I
List of the high schools represented by	
the student returns.	
Appendix B-----	XIII
List of the high schools represented in	
the superintendent returns.	
Appendix C-----	XXI
A representative list of plays produced by	
the high schools of Michigan.	
Appendix D-----	XXVI
List of the member schools of the Michigan	
High School Forensic Association, 1943-1944.	
Appendix E-----	XXXIV
List of the Speech Correction Centers of	
Michigan.	

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to Lucia Morgan Nesom, Head of Speech Correction, at Michigan State College, for her suggestions in the writing of this thesis; to Paul D. Bagwell, Head of the Written and Spoken English Department, at Michigan State College, for his valuable assistance in editing the finished study. The writer also wishes to express his appreciation to John S. Haletema, Chief of the Division of Special Education, for the State of Michigan and Donald E. Hargis, Manager of the Michigan High School Forensic Association, for their aid in gathering statistical data to complete the study; and to the many superintendents and students who were so prompt in returning their replies to letters and questionnaires. Without their assistance the study would have been impossible.

LIST OF CHARTS

- I Comparative study of Three questionnaires from
14 different high schools.
- II The composition of the speech classes represented
in the survey.
- III The number of schools that offer a class in one
or more of the following, Dramatics, Debate,
Radio, Oratory and Declamation, as checked by
students.
- IV The number of schools that offer a class in one
or more of the following, Dramatics, Debate,
Radio, Oratory and Declamation, as checked by
superintendents.
- V The number of schools that offer either Dramatics,
Debate, Radio, Oratory or Declamation as an
extra-curricular activity as checked by students.
- VI The number of schools that offer either Dramatics,
Debate, Radio, Oratory or Declamation as an
extra-curricular activity as checked by
superintendents.

LIST OF GRAPHS

- I A composite picture of the number of schools
including either Acting, Pantomime, Group

Discussion, Debate, Orations, Declamations, Conversational Speaking, Parliamentary Procedure, Oral Reading or Radio as a unit of study in their speech class.

- II An overall picture of the number of schools offering Dramatics, Debate, Radio, Oratory, Declamation first, as a class, second, as an extra-curricular activity, third, both as a class and as an extra-curricular activity, and fourth, the number of schools that do not offer the activities either as a class or extra-curricular activity.
- III The number of students who had one year of experience in the following speech activities Debate, Declamation, Oration, Dramatics, Radio, Speech Club, Assembly Programs, Extemporaneous Speaking and Discussion Groups.
- IV The number of students who had two years of experience in the following speech activities Debate, Declamation, Oration, Dramatics, Radio, Speech Club, Assembly Programs, Extemporaneous Speaking, and Discussion Groups.
- V The number of students who had three years of experience in the following speech activities Debate, Declamation, Oration, Dramatics, Radio, Speech Club, Assembly Programs, Extemporaneous Speaking and Discussion Groups.

- VI The number of students who had four years of experience in the following speech activities Debate, Declamation, Oration, Dramatics, Radio, Speech Club, Assembly Programs, Extemporaneous Speaking and Discussion Groups.
- VII A composite picture of the number of students having had one, two, three, and four years of experience in the various speech activities.

LIST OF TABLES

- I Number and percentage of schools offering the speech activities as a class and as an extra-curricular activity.
- II Number and percentage of schools offering the speech activities as both class and extra-curricular activity and neither as a class nor extra-curricular activity.
- III Content of the general speech class.
- IV The combination of units of study that go to make up the general speech course.
- V The number and percentage of the 461 students that participated one, two, three and four years in extra-curricular speech activities.

CHAPTER 1

INTRODUCTION

The purpose of this thesis is to make a survey of the speech program offered in the high schools of Michigan. The need for such a survey became evident when several colleges and universities established communication courses, courses which combined the teaching of writing, reading, speaking and listening. The trend toward this type of a course and away from the traditional English "theme writing course" was brought about mainly because of the experience of English and Speech Departments in teaching a combined writing and speaking course for the benefit of army and navy trainees. In view of the emphasis being put on effective communication and the interest in it as displayed in The Basic College at Michigan State College, and at other institutions in America, the subject of adequate speech training in the high schools is a very pertinent one. The University of Iowa, Stevens College, Hood College, Allegheny College, Cornell University and Michigan State College are known to have instituted courses of study that combine the teaching of writing, reading, speaking and listening into a Communication Skills course. At Michigan State College this current

trend is evident in the courses offered by the Department of Written and Spoken English in The Basic College.

In view of the fact that speaking is an integral part of the basic course required of all freshmen and that little is known relative to the speech background of entering freshmen the purpose of this study was to collect, evaluate, and present data relative to this problem. Consequently the survey of the speech background of the first freshman class to enroll in communication course offered in the Department of Written and Spoken English at Michigan State College was undertaken in an effort to find out how much speech training is offered in the high schools of Michigan, the nature of such training, and to determine whether or not the speech offered in the high schools is adequate for the needs of the graduating high school senior. The results of this study should indicate whether or not there is a need for a uniform, statewide course of study in speech, and whether or not there is a need for further investigation of the problem.

Since individual contact with each student and school represented in this study was impossible, the information was compiled from the returns of two questionnaires. The first, addressed to the student, was devised to gain information concerning the courses and extra-curricular activities in speech that were

offered in the high school he attended and how much speech training he received. This questionnaire was distributed to the students enrolled in the 1945, Winter Quarter of Written and Spoken English Classes of The Basic College, Michigan State College. Approximately 900 questionnaires were distributed; 461 were returned, which represented 51% of the total number distributed. These 461 questionnaires included 193 different Michigan high schools. From the questionnaires returned data has been compiled which presents a picture of the speech background of the freshmen class of 1945. A copy of the student questionnaire follows. See Appendix A for a list of the high schools represented in the returns of the student questionnaire.

SPEECH SURVEY

The following questionnaire will be used in gathering information for a survey of the speech background of the Freshman Class in connection with the speech curriculum offered in the high schools. This survey will be submitted as a thesis for the Masters Degree by James Harvey, Graduate Assistant, Department of Speech. It is important that every question be given careful thought and consideration. Your cooperation will be appreciated.

NAME _____

LANSING ADDRESS _____

AGE _____ SEX _____ PHONE _____

HOMETOWN _____ STATE _____ HIGH SCHOOL _____

In what year did you graduate? _____

1. Was a class in general speech offered in your high school? Yes No

(Please draw a circle around the correct answers.)

2. Did you take the general speech class? Yes No
If you did will you check the items in the following lists that were a part of that speech class.

- | | |
|------------------------------|-----------|
| 1. Acting | 1. _____ |
| 2. Pantomime | 2. _____ |
| 3. Discussion Group | 3. _____ |
| 4. Debate | 4. _____ |
| 5. Orations | 5. _____ |
| 6. Declamations | 6. _____ |
| 7. Conversational Speaking | 7. _____ |
| 8. Parliamentary Procedure | 8. _____ |
| 9. Oral Reading | 9. _____ |
| 10. Radio | 10. _____ |
| 11. _____ (other not listed) | 11. _____ |

3. Will you please check the following speech activities offered in your high school, outside the general speech class. If the activity was offered as a class check the first column. If it was offered as extra-curricular activity check the second column.

ACTIVITY	CLASS	EXTRA-CURRICULAR
1. Dramatics	1. _____	1. _____
2. Debate	2. _____	2. _____
3. Radio	3. _____	3. _____
4. Oratory	4. _____	4. _____
5. Declamation	5. _____	5. _____

4. In the middle column of the following list will you check the high school speech activities in which you participated. In the last column circle the number of years you participated in that activity.

SPEECH ACTIVITY	CHECK HERE	NUMBER YEARS
Debate		1 2 3 4
Declamations		1 2 3 4
Orations		1 2 3 4
Dramatics		1 2 3 4
Radio		1 2 3 4
Speech Club		1 2 3 4
Assembly Programs		1 2 3 4
Extemporaneous Speaking		1 2 3 4
Discussion Groups		1 2 3 4
Others		1 2 3 4

5. Did your high school have a public address system?

Yes No

Please explain to what extent it was used by the students. _____

6. To what extent did the students of your high school take part in the assembly programs? _____

7. Will you please describe any radio work that was done in your high school. _____

8. Did your high school belong to the State Forensic Debate League? Yes No

Did your high school debate in competition with schools outside the league? Yes No

9. Was speech training given in any of your high school classes other than speech classes? Yes No

Please indicate which ones.

1. English _____
2. Literature _____
3. History _____
4. Journalism _____
5. _____
6. _____

(Classes not listed)

Explain the extent of the speech training in these classes.

-
10. Will you please list the titles of some of the major plays produced in your high school in the last few years.

1. _____
2. _____
3. _____
4. _____
5. _____

11. Did your speech teacher or dramatics coach teach subjects other than speech? Yes No

What other Subjects?

1. _____
2. _____

12. Did your high school have a speech correctionist? (A Person who corrects defects in speech such as stuttering, lisping, etc.) Yes No

13. Do you feel that more speech training in high schools would have helped you in your work at Michigan State College? Yes No

14. Do you feel the speech training you are receiving in Written and Spoken English is valuable? Yes No

15. If some phase of speech training offered in your high school has been omitted in this questionnaire, will you please indicate and explain. _____

A second questionnaire addressed to selected school superintendents was devised to secure information concerning the speech program offered in their high schools. The purpose of the second questionnaire was to test the reliability of the information given on the student questionnaire, as well as provide information on speech programs offered in schools not represented in the first returns. The total number of questionnaires distributed to superintendents was 150; of that number, 121 or 80% were returned. A copy of this questionnaire follows. See Appendix B for a list of the schools represented in the returns of the questionnaires sent to the superintendents.

SPEECH CURRICULUM SURVEY

High School _____

Class _____ Total Enrollment _____

City _____

1. Is a class in general speech offered in your high school. Yes No

2. Will you please check the items in the following list that are a part of that class.

- | | |
|-----------------------------|-------|
| 1. Acting | _____ |
| 2. Pantomime | _____ |
| 3. Discussion Group | _____ |
| 4. Debate | _____ |
| 5. Orations | _____ |
| 6. Declamations | _____ |
| 7. Conversational Speaking | _____ |
| 8. Parlimentary Procedure | _____ |
| 9. Oral Reading | _____ |
| 10. Radio | _____ |
| 11. Extemporaneous Speaking | _____ |

3. Will you please check the following speech activities offered in your high school, outside the general speech class. If the activity was offered as a class check the first column. If it was offered as extra-curricular activity check the second column.

Activity	Class	Extra-curricular
1. Dramatics	1. _____	1. _____
2. Debate	2. _____	2. _____
3. Radio	3. _____	3. _____
4. Cratory	4. _____	4. _____
5. Declamation	5. _____	5. _____

4. Does your High School have a Public Address System?
Please explain to what extent it is used by the
students. _____

5. To what extent do the students of your High School
take part in the assembly program? _____

6. Will you please describe any radio work carried on
in your high school. _____

7. Does your High School belong to the State Forensic
Debate League? Yes No

8. Does your speech teacher or dramatic coach teach
classes other than speech? Yes No

9. Do you have a speech correctionist working full or
part time in the high school? Yes No

.Please explain any work done in correction _____

10. If some phase of speech training offered in your
high school has been omitted in this
questionnaire, will you please indicate and
explain. _____

Chapter II of the thesis presents an overall picture of the speech programs offered in the high schools of Michigan as shown by the returns representing 259 different high schools. The questionnaires from the students and from the superintendents were alphabetized according to the name of the high school. If a school was represented by more than one questionnaire, the one containing the most information was chosen. Accordingly, the second chapter is based upon statistics compiled from student and superintendent questionnaires representing 259 high schools or 38% of all the high schools in the State of Michigan.

Chapter III presents statistics compiled from the 461 questionnaires returned by the students.

Chapter IV summarizes the conclusions in Chapters II and III and sets forth recommendations for the extension and intensification of existing speech programs in Michigan.

ESTABLISHING THE RELIABILITY
OF THE QUESTIONNAIRE

In order to establish the reliability of the questionnaire, and to check the information given by the students it was necessary to compare the answers of the superintendents with those of the students. In some cases where the superintendents' questionnaires were not available it was necessary to compare the information given by three students from one high school as independently reported on the questionnaires. Fourteen high schools, represented by three or more questionnaires were picked at random for this purpose. Items 1,2,5,6,7,11 on both questionnaires were chosen as the ones to be compared. These particular items were chosen because first, the items ~~are~~ similiar on both questionnaires, second, they were considered the most important items in the questionnaire and third, they included all the phases of speech.

Chart I

The purpose of the following chart is to show the degree of correlation between the answers given by different students and the superintendent relative to the speech program offered in their school.

The first column indicates the item to be compared, the second column indicates the answer given by student "A", the third column by student "B", the fourth column by student "C", or by the superintendent. The information recorded does not represent an interpretation by the writer.

CHART 1a

Comparative Study of Three Questionnaires from

Flint Central High School

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class in general speech offered in your high school?	Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of that speech class.	Discussion Group, Orations, Parliamentary Procedure, Oral Reading.	Acting, Pantomime, Discussion Group, Debate, Conversational Speaking, Oral Reading	All phases of Speech
5.	Did your high school have a P.A. system? Explain extent of student use.	Yes- Some announcements were broadcast every day by the students.	Yes- We had student announcers and student skits.	Yes- Very often. Skits, announcements daily.
6.	To what extent did the students of your high school take part in assembly programs?	Student officers were in charge of the program	Class officers were in charge of most of the assembly programs	In various ways but in a large school there is little per capita participation.
7.	Will you describe any radio work that was done in your high school?	None	There was no radio work offered.	3 or 4 times a year on school workshop of the air.
11.	Did your speech teacher or dramatic coach teach subjects other than speech? What?	Yes--Civics	Yes--Civics	3 teachers have speech classes. Each has at least one other class.

CHART 11

Comparative Study of Three Questionnaires from

Ottawa Hills Grand Rapids

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class in general speech offered in your high school?	Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of that speech class.	Acting, Pantomime, Discussion, Orations, Declamations, Conversational Speaking	Acting, Pantomime, Debate	Acting, Pantomime, Discussion, Conversational Speaking, Parl. Pro., Oral Reading
5.	Did your high school have a P.A. system? Explain extent of student use.	Yes, for assemblies and class work	Used in assembly programs	Assemblies and general speech work
6.	To what extent did the students of your high school take part in assembly programs?	The students put on all assemblies	The assemblies were put on by students	Representatives from most departments participate in all our assemblies.
7.	Will you describe any radio work that was done in your high school?	Small group on air once during year for safety council.		Only practical work on P.A.
11.	Did your speech teacher or dramatic coach teach subjects other than speech? What?	Yes-English	Yes-English	Yes-English

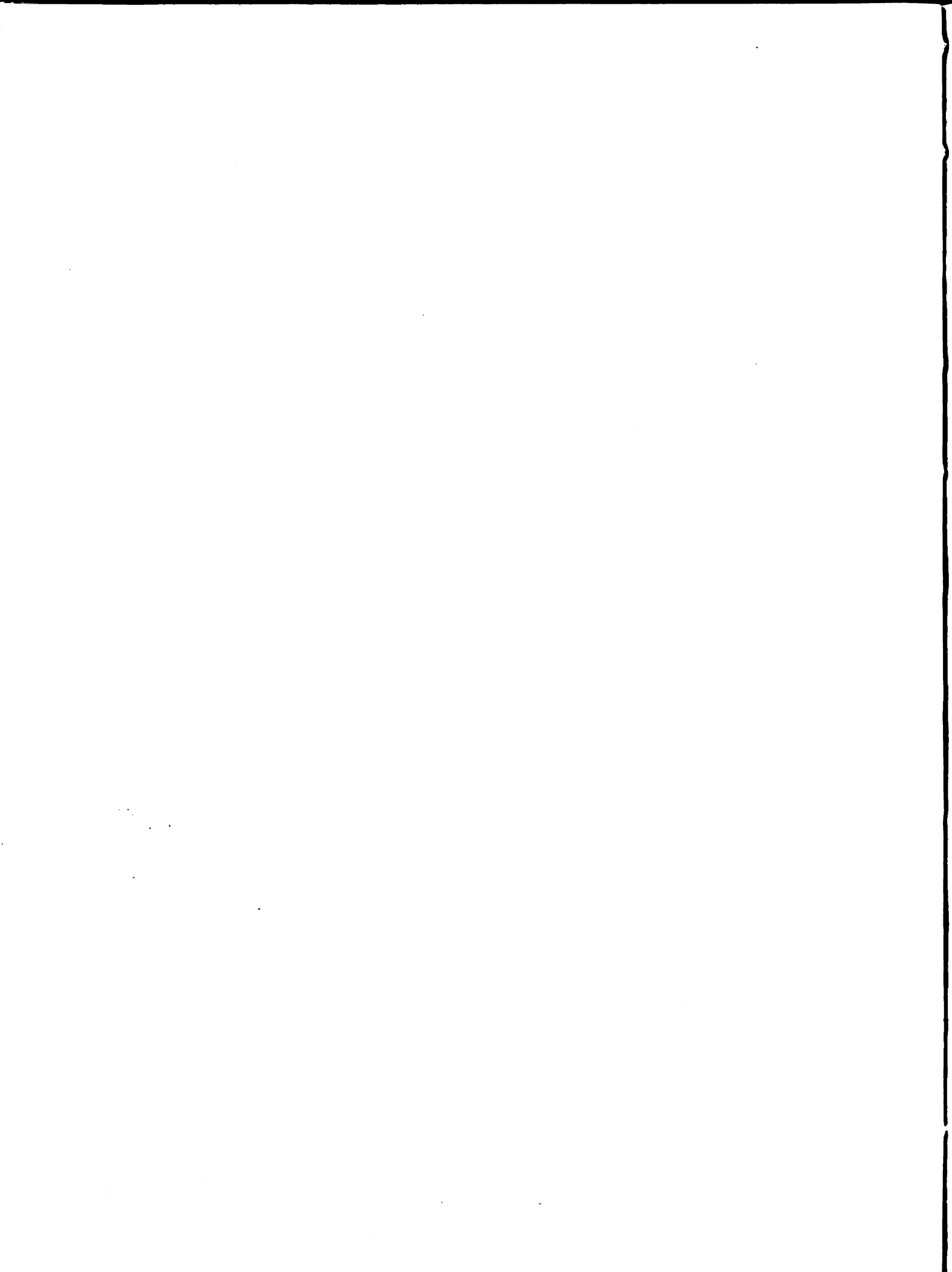


CHART 1f

Comparative Study of Three Questionnaires from

Jackson High School

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class in general speech offered in your high school?	Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of that speech class.	Discussion, Debate, Orations, Declamations	Debate, Orations, Declamations, Conversational Speaking, Parliamentary Pro.	Discussion Group, Orations, Conversational Speaking, Declamations, Oral Reading, Parliamentary Pro.
5.	Did your high school have a P.A. system? Explain extent of student use.	No	Yes	Limited to auditorium
6.	To what extent did the students of your high school take part in assembly programs?	They presented plays and special programs	About 95% of our assemblies were put on by students	Quite extensively- student planned program-music talent
7.	Will you describe any radio work that was done in your high school?	Some students in dramatics gave skits over local station	None in our school	We don't do any now
11.	Did your speech teacher or dramatic coach teach subjects other than speech? What?	No	No	No

CHART 1K

Comparative Study of Three Questionnaires from

Port Huron High School

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class in general speech offered in your high school?	Yes	Yes	Yes
2.	Will you please check the 1 items in the following list that were a part of speech class.	Acting, Pantomime, Debate, Orations and Oral Reading.	Pantomime, Discussion Group, Debate, Conversational Speaking, Oral Reading, and Radio.	Acting, Pantomime, Discussion Group, Debate, Oral Reading, and Radio
5.	Did your high school have a P.A. system? Explain extent of student use.	P.A. system was limited to only a select few.	Used in speech class and at assemblies.	Yes. Students use it for radio work in speech class.
6.	To what extent did the students of your high school take part in assembly programs?	Outside students usually introduced outside speakers.	Students planned the assemblies.	Students have charge of and help plan the assemblies.
7.	Will you describe any radio work that was done in your high school.	None done.		Radio work is very limited.
11.	Did your speech teacher or dramatic coach teach subjects other than speech? What?	Yes, English	Yes, English	Yes, English.

CHART 11

Comparative Study of Three Questionnaires from

Rockford High School

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class in general speech offered in your high school?	Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of speech class.	Acting, Pantomime, Debate Orations and Oral Reading., Declamations and Radio.	Pantomime, Acting, Orations Oral Reading and Radio.	Pantomime, Acting, Pantomime, Radio Discussion Group, Debate, Orations, Declamations, Conv. Speaking, Parl. Pro.
5.	Did your high school have a P.A. system? Explain extent of student use?	Yes. Introduction of speakers.	Yes. For assemblies	Used for assemblies occasionally.
6.	To what extent did the students of your high school take part in assembly programs?	Pep assemblies. Introduction of speakers.	A student usually introduced the speakers.	They plan and take part in all pep assemblies, chapels and dramatic programs.
7.	Will you describe any radio work that was done in your high school.			
11.	Did your speech teacher or dramatic coach teach subjects other than speech? What?	Yes, English	Yes, English	Yes.

CHART 1e

Comparative Study of Three Questionnaires from

Edison Institute High School

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class in general speech offered in your high school?	Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of that speech class.	Declamation Parliamentary Procedure	Orations, Declamations Parliamentary Procedure Oral Reading, Radio	Acting, Discussion Declamations, Radio, Conversational Reading, Oral Reading
5.	Did your high school have a P.A. system? Explain extent of student use.	Yes-School Assemblies	Yes-Students make all announcements.	Yes- Assembly programs, radio skits.
6.	To what extent did the students of your high school take part in assembly programs?	Students conducted them entirely	Students put them on.	Each student was in at least one program.
7.	Will you describe any radio work that was done in your high school?	Broadcasts once a week with student talent	Sunday evening chapel program conducted by students.	Chapel service-reading poems, singing
11.	Did your speech teacher or dramatic coach teach subjects other than speech? What?	Yes-English	Yes-English	Yes-English

CHART 1h

Comparative Study of Three Questionnaires from

Muskegon High School

Items Compared		Student "A"	Student "B"	Superintendent			
1.	Was a class in general speech offered in your high school?	Yes	Yes	Yes			
2.	Will you please check the items in the following list that were a part of the speech	All	All	All			
5.	Did your high school have a P.A. system? Explain extent of student use.	Yes-The P.A. system was used in all assembly programs	Yes-It was used in assemblies by students.	Yes-In class work rehearsed and auditorium programs			
6.	To what extent did the students of your high school take part in the assembly programs?	The students took a very active part in most assemblies.	Very Much	Act as chairmen-They gave entertainments and plays			
7.	Will you describe any radio work that was done in your high school?	Plays and programs were broadcast by various classes.	Plays given over radio.	Shows in connection with local station			
11.	Did your speech teacher or dramatic coach teach other subjects? What?	Yes-History	Yes-History	Yes			

CHART 1M

Comparative Study of Three Questionnaires From

Royal Oak High School

Items Compared				Student "A"	Student "B"	Superintendent
1.	Was a class in general speech offered in your high school?	Yes		Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of that speech class?	Pantomime, Discussion Group, Orations, Parliamentary Procedure, Oral Reading, Radio		Acting, Pantomime, Debate Orations, Conversational Speaking, Oral Reading.	Discussion Group, Debate and Orations	
5.	Did your high school have a P.A. system? Explain extent of student use.	For student announcements		Student class officers announced activities or committee meetings.	Short skits or pep talks.	
6.	To what extent did the students of your high school take part in assembly programs?	Were just about all done by students.		A major part.	The dramatics department put on quite a few assemblies.	
7.	Will you describe any radio work that was done in your high school?	Just a part of the speech class				
11.	Did your speech teacher or dramatics coach teach subjects other than speech? What?	Yes, English		Yes, English	Yes, English	Yes, English

CHART 1N

Comparative Study of Three Questionnaires From

Sexton High School

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class offered in general speech in your high school?	Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of that speech class?	Pantomime, Discussion Group, Debate, Orations, Conversational Speaking, Parliamentary Procedure.	Discussion Group, Conversational Speaking, Parliamentary Procedure, Oral Reading and Radio	Acting, Pantomime, Discussion Group, Debate, Orations, Declamations, Conversational Speaking, Parl. Proc. Radio
5.	Did your high school have a P.A. system? Explain the extent of student use?	Yes, During assembly programs	Yes. Used by students to give announcements	Not able to purchase one due to the war.
6.	To what extent did the students of your high school take part in assembly programs?	Gave announcements and participated in plays.	Participated in programs.	Student Council President presides at all assemblies.
7.	Will you describe any radio work that was done in your high school?	None		
11.	Did your speech teacher or dramatics coach teach subjects other than speech? What?	Yes, English	Yes, English	Yes, English

CHART 1P

Comparative Study of Three Questionnaires From

Pontiac High School

Items Compared		Student "A"	Student "B"	Superintendent
1.	Was a class offered in general speech in your high school?	Yes	Yes	Yes
2.	Will you please check the items in the following list that were a part of that speech class?	Pantomime, Orations, Parliamentary Procedure, and Oral Reading.	Pantomime, Discussion Group, Oral Reading and Radio.	Pantomime, Declamations, Conversational Speaking, and Parliamentary Procedure.
5.	Did your high school have a P.A. system? Explain extent of student use.	Yes. Used to practice radio, put on programs.	Daily announcements to school.	Yes, used by students for announcements.
6.	To what extent did the students of your high school take part in assembly programs?	Most of the programs put on by classes and clubs.	About half of the assemblies were student productions.	About half of our programs are done by students.
7.	Will you describe any radio work that was done in your high school.	We had a studio in our school connected to M.C. A.R. and we would broadcast each week.	Each week the radio class produced a 15 minute show. Student written. Student are at the manual, turntables, and mikes.	Our students do a regular weekly show.
11.	Did your speech teacher or dramatics coach teach subjects other than speech? What?	No	No	No

CHAPTER II

WHAT IS BEING TAUGHT IN SPEECH IN
THE HIGH SCHOOLS OF MICHIGAN

The statistics in this phase of the study were compiled from 259 questionnaires representing as many high schools. The student questionnaires were combined with the superintendent questionnaires, thus bringing the total number of questionnaires in the complete study to 525. From this total of 525, one questionnaire, either student or superintendent, was chosen to represent **each high** school mentioned in the study. In cases where there was more than one questionnaire for a specific high school, the one offering the most information was chosen. Accordingly, this chapter is based on statistics compiled from 259 questionnaires either student or superintendent; each representing a different high school in the state of Michigan. The 259 schools represent 38% of the 674¹ high schools in Michigan.

1 "97th Annual Report of the superintendent of Public Instruction, 1944"

Accredited 12 Grade Public Secondary Schools	517
Non-Accredited 12 Grade Public Secondary Schools	39
Accredited 12 Grade Private Secondary Schools	118
Total--	<u>674</u>

ITEMS COVERED BY THE QUESTIONNAIRES

The items covered by this study are presented in the order that they appear on the questionnaire. The number of the items appearing in this chapter corresponds with the number of that same item as it appears on the questionnaire.

The following items have been selected for discussion in this chapter:

Was a class in general speech offered in your high school? (Please draw a circle around the correct answer.)

Yes

No

Did you take the general speech class? Yes No
If you did will you check the items in the following lists that were a part of that speech class.

- | | |
|------------------------------|-----------|
| 1. Acting | 1. _____ |
| 2. Pantomime | 2. _____ |
| 3. Discussion Group | 3. _____ |
| 4. Debate | 4. _____ |
| 5. Orations | 5. _____ |
| 6. Declamations | 6. _____ |
| 7. Parliamentary Procedure | 7. _____ |
| 8. Conversational Speaking | 8. _____ |
| 9. Oral Reading | 9. _____ |
| 10. Radio | 10. _____ |
| 11. _____ (other not listed) | 11. _____ |

Will you please check the following speech activities offered in your high school, outside the general speech class. If the activity was offered as a class check the first column. If it was offered as extra-curricular activity check the second column.

Activity	Class	Extra-Curricular
1. Dramatics	1. _____	1. _____
2. Debate	2. _____	2. _____
3. Radio	3. _____	3. _____
4. Oratory	4. _____	4. _____
5. Declamation	5. _____	5. _____

1

Did your high school have a public address system?

Yes No

Please explain to what extent it was used by the students. _____

To what extent did the students of your high school take part in the assembly programs? _____

Will you please describe any radio work that was done in your high school. _____

Did your high school belong to the State Forensic Debate League? Yes No

Did your speech teacher or dramatics coach teach subjects other than speech? Yes No

What other subjects?

1. _____

2. _____

Did your high school have a speech correctionist?
(A person who corrects defects in speech such as stuttering, lisping, etc.) Yes No

Any deviation on the two questionnaires, either in numbering or in the statement of the question, will be noted in the discussion of the returns.

The superintendent questionnaire presented the question as stated above. In the student questionnaire there was a slight deviation. In order to secure information concerning the speech background of the individual student the question, on the student questionnaire, was stated as follows.

Did you take the general speech class?
If you did will you check the items in the following lists that were a part of that speech class.

- | | |
|------------------------------|-----------|
| 1. Acting | 1. _____ |
| 2. Pantomime | 2. _____ |
| 3. Discussion Group | 3. _____ |
| 4. Debate | 4. _____ |
| 5. Orations | 5. _____ |
| 6. Declamations | 6. _____ |
| 7. Conversational Speaking | 7. _____ |
| 8. Parliamentary Procedure | 8. _____ |
| 9. Oral Reading | 9. _____ |
| 10. Radio | 10. _____ |
| 11. _____ (other not listed) | 11. _____ |

The returns on this question are based on the 162 schools that answered the first question in the affirmative. These 162 schools represent 62% of the 259 schools in this phase of the study.

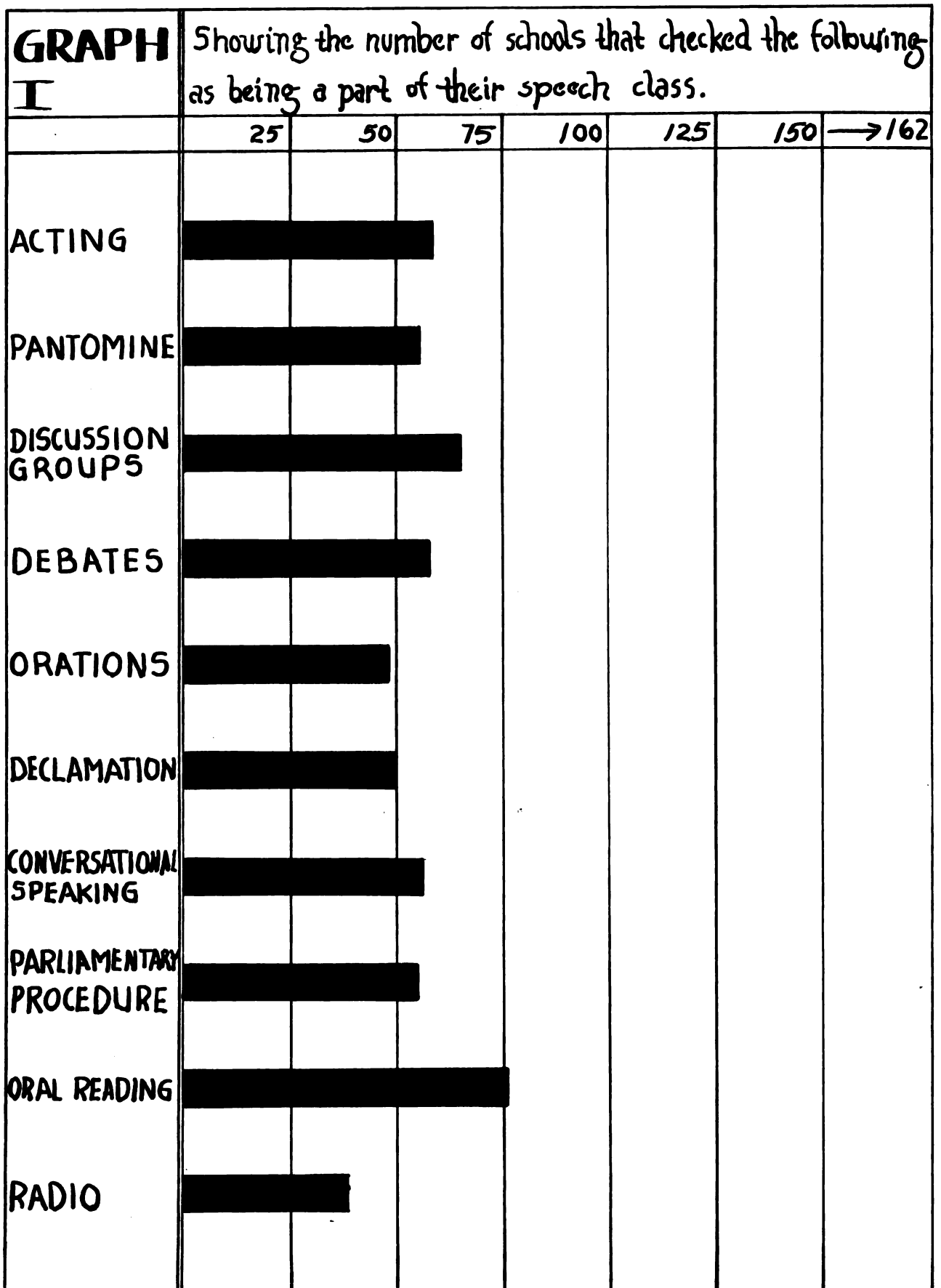
For the convenience of the reader the results are summarized in tabular form and grouped according to the number of items that are checked as a part of the speech class of the various high schools. The tabular form was designed to give the reader a composite view of the most frequent phases of speech taught, as well as to show specific comparative relationships.

The following chart and graph have been designed in order to portray data given by students and superintendents relative to the content of the speech classes in the 162 high schools. Graph I presents the composite data taken from all the returns. For example, the first bar in the graph shows that 60 schools or 37% of the 162 schools offering a course in general speech include a unit in Acting in their speech course, the second bar shows that 56 of the schools or 34% offer a unit of

Pantomime as part of the speech class, the third bar shows that 66 or 40% of the schools offer Discussion work as a part of the speech class, the fourth bar shows that 58 or 35% of the schools offer a unit on Debate in the speech class, the fifth bar shows that 47 or 29% of the schools offer a unit on Orations as a part of their speech class, the sixth bar shows that a unit on Declamations was offered in 50 or 30% of the schools, the seventh bar shows that 57 or 35% of the schools offer a unit in Conversational Speaking, the eighth bar shows that a unit in Parlimentary Procedure was offered in 54 or 33% of the schools, the ninth bar shows that 76 or 46% of the schools offer a unit in Oral Reading, the tenth bar shows that 39 or 24% of the schools offer a unit in Radio as a part of their speech class.

GRAPH I

A composite picture of the number of schools including either Acting, Pantomime, Group Discussion, Debate, Orations, Declamations, Conversational Speaking, Parlimentary Procedure, Oral Reading or Radio as a unit of study in their speech class.



1

Since Graph I does not show the combinations of items that go to make up the individual speech courses nor the number of items that various schools include as units of work in the individual speech courses, Chart II was designed to graphically present this data. For example, 6 or .04% of the 162 schools checked only two items as constituting their course of study in speech. In all six instances no two combinations were the same.

10 or .06% of the schools checked three items. In all ten instances there were no two combinations the same, although several of the ten schools agreed on one or more of the ten items as a necessary unit of study.

The number of schools checking four items amounted to 12 or .07% of the 162 schools. Two different combinations were checked twice each in this group. The first combination checked by two different schools was Discussion Groups, Debate, Orations and Declamations. Another combination checked by two schools was Discussion Group, Conversational Speaking, Parliamentary Procedure and Oral Reading.

19 or .11% of the schools checked five items as units of study in their general speech course. The combinations of units in Acting, Discussion Groups, Conversational Speaking, Parliamentary Procedure and Oral Reading constituted the speech class of three

different high schools in this group. Oral Reading was checked by all but 2 of the 19 schools.

Schools checking six items numbered 20 or .12% of the 162 schools. Two combinations were repeated in this group; the first, Acting, Pantomime, Debate, Conversational Speaking, Parliamentary Procedure and Oral Reading, was checked by two schools; the second Acting, Group Discussion, Debate, Orations, Conversational Speaking and Oral Reading.

18 or .11% of the 162 schools checked seven of the ten speech activities listed as units of study in their speech class. 3 of the 18 schools checked the following combination, Pantomime, Discussion Groups, Debate, Orations, Declamations, Conversational Speaking and Oral Reading. Another 3 of the 18 schools substituted Parliamentary Procedure for Declamations in the combination above.

Schools that included eight of the ten speech activities in their class amounted to 9 or .04%

5 or .03% of the schools checked 9 of the speech activities. Two of these five schools omitted Pantomime while the other three omitted Radio.

9 schools or .04% of the 162 schools checked all ten of the items listed as being a part of the speech class offered in their high school.

CHART II

A tabular presentation of the number and combination of items checked as units of study in speech courses in 162 high schools reporting a course in general speech.

CHART II

Showing the composition of the speech classes of the high schools represented in the survey.

SCHOOLS CHECKING TWO ITEMS

	ACTING	PANTOMINE	DISCUSSION GROUP	DEBATE	ORATION	DECLAMATION	CONVERSATIONAL SPEAKING	PARLIAMENTARY PROCEDURE	ORAL READING	RADIO
1	✓						✓			
2		✓		✓						
3				✓	✓					
4					✓	✓				
5					✓				✓	
6			✓						✓	

SCHOOLS CHECKING THREE ITEMS

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

SCHOOLS CHECKING FOUR ITEMS

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

SCHOOLS CHECKING FOUR continued

	ACTING	PANTOMINE	DISCUSSION GROUP	DEBATE	ORATION	DECLAMA- TION	CONVERSA- TIONAL SPEAKING	PARLIAMEN- TARY PROCEDURE	ORAL READING	RADIO
11				✓	✓	✓	✓			
12	✓							✓	✓	✓

SCHOOLS CHECKING FIVE ITEMS

1	✓	✓		✓	✓				✓	
2	✓	✓		✓					✓	✓
3	✓	✓				✓	✓		✓	
4	✓	✓				✓			✓	✓
5	✓	✓					✓	✓	✓	
6	✓		✓	✓	✓	✓				
7	✓		✓				✓		✓	✓
8	✓		✓				✓		✓	✓
9	✓		✓				✓		✓	✓
10	✓					✓	✓		✓	✓
11		✓	✓			✓			✓	✓
12		✓	✓				✓	✓	✓	
13		✓	✓				✓	✓	✓	
14			✓	✓	✓	✓			✓	
15			✓	✓	✓	✓			✓	
16			✓	✓	✓		✓		✓	
17			✓	✓		✓		✓		✓
18					✓	✓	✓	✓	✓	✓
19						✓		✓	✓	✓

SCHOOLS CHECKING SIX ITEMS

1	✓	✓	✓	✓		✓			✓	
2	✓	✓	✓	✓				✓	✓	
3	✓	✓	✓			✓	✓	✓		
4	✓	✓	✓			✓	✓		✓	
5	✓	✓	✓				✓	✓	✓	
6	✓	✓		✓	✓	✓			✓	
7	✓	✓		✓			✓	✓	✓	
8	✓	✓		✓			✓	✓	✓	
9	✓		✓	✓	✓	✓	✓			

SCHOOLS CHECKING SIX continued

	ACTING	PANTOMINE	DISCUSSION GROUP	DEBATE	ORATION	DECLAMA- TION	CONVERSA- TIONAL SPEAKING	PARLIAMEN- TARY PROCEDURE	ORAL READING	RADIO
10	✓		✓	✓	✓		✓		✓	
11	✓		✓	✓	✓		✓		✓	
12	✓		✓	✓			✓		✓	✓
13	✓		✓		✓	✓	✓		✓	
14	✓		✓		✓	✓		✓		✓
15		✓		✓		✓		✓	✓	✓
16			✓		✓	✓	✓	✓	✓	
17			✓	✓	✓	✓	✓		✓	
18			✓	✓			✓	✓	✓	✓
19			✓		✓	✓	✓	✓	✓	
20			✓			✓	✓	✓	✓	✓

SCHOOLS CHECKING SEVEN ITEMS

1	✓	✓	✓				✓	✓	✓	✓
2	✓	✓	✓				✓	✓	✓	✓
3			✓	✓	✓	✓	✓	✓	✓	
4	✓	✓	✓	✓			✓	✓	✓	
5	✓	✓	✓	✓			✓		✓	✓
6	✓	✓	✓	✓			✓		✓	✓
7	✓	✓			✓	✓		✓	✓	✓
8		✓	✓	✓	✓	✓	✓		✓	
9		✓	✓	✓	✓	✓	✓		✓	
10		✓	✓	✓	✓	✓	✓		✓	
11	✓	✓		✓	✓	✓		✓	✓	
12		✓	✓	✓	✓		✓	✓	✓	
13		✓	✓	✓	✓		✓	✓	✓	
14		✓	✓	✓	✓		✓	✓	✓	
15	✓	✓	✓			✓	✓	✓	✓	
16			✓	✓		✓	✓	✓	✓	✓
17	✓	✓	✓		✓	✓	✓		✓	
18	✓	✓		✓	✓	✓			✓	✓

[illegible]

	ACTING	PANTOMINE	DISCUSSION GROUP	DEBATE	ORATION	DECLAMA- TION	CONVERSA- TIONAL SPEAKING	PARLIAMEN- TARY PROCEDURE	ORAL READING	RADIO
1			✓	✓	✓	✓	✓	✓	✓	✓
2	✓		✓	✓	✓	✓	✓	✓	✓	
3	✓	✓	✓	✓	✓		✓		✓	✓
4		✓	✓		✓	✓	✓	✓	✓	✓
5	✓	✓	✓		✓	✓	✓	✓	✓	
6	✓	✓	✓	✓	✓	✓	✓		✓	
7	✓	✓	✓	✓	✓	✓		✓	✓	
8	✓	✓	✓	✓	✓	✓	✓	✓		
9	✓	✓	✓		✓	✓	✓		✓	✓

[illegible]

1	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	✓		✓	✓	✓	✓	✓	✓	✓	✓
5	✓		✓	✓	✓	✓	✓	✓	✓	✓

[illegible][illegible]

Will you please check the following speech activities offered in your high school, outside the general speech class. If the activity was offered as a class check the first column. If it was offered as extra-curricular activity check the second column.

<u>Activity</u>	<u>Class</u>	<u>Extra-Curricular</u>
1. Dramatics	1. _____	1. _____
2. Debate	2. _____	2. _____
3. Radio	3. _____	3. _____
4. Oratory	4. _____	4. _____
5. Declamation	5. _____	5. _____

Relative to the above question the investigator was interested in finding out how many of the 259 high schools, forming the basis of this study offered dramatics, debate, radio, oratory and declamation first as a class; second as an extra-curricular activity; third, as both a class and an extra-curricular activity; fourth, as neither a class nor an extra-curricular activity. Tables I and II which follow were designed to show how each of the 259 schools were placed relative to the four categories above. Table I shows the number and percentage of schools offering the five speech activities as a class and the number of schools offering them as an extra-curricular activity. Table II shows the number and percentage of schools that first, offer the speech activity both as a class and as an extra-curricular activity; second, the number and percentage of schools that offer the speech activities neither as a class nor an extra-curricular activity.

1

Table I

Number and percentage of schools offering the speech activities as a class and as an extra-curricular activity.

Class		Extra-Curricular	
Dramatics	51 or 19%	177	or 68%
Debate	35 or 13%	96	or 37%
Radio	14 or 05%	31	or 11%
Oratory	21 or 08%	97	or 37%
Declamation	22 or 08%	99	or 38%


Table II



Number and percentage of schools offering the speech activities as both class and extra-curricular activity and neither as a class nor extra-curricular activity.


Both Class and Extra-Curricular Activity		Neither class nor as Extra-Curricular Activity	
Dramatics	31 or 12%	52	or 20%
Debate	7 or .02%	121	or 46%
Radio	4 or .01%	217	or 84%
Oratory	8 or .03%	131	or 51%
Declamation	7 or .02%	133	or 51%

In order to present a composite picture of the statistics in Tables I and II, Graph II gives the reader at a glance an overall picture of the number of the 259 schools that offer the following speech activities: Dramatics, Debate, Radio, Oratory and Declamation. First, the schools that offer a class



in the speech activities are indicated thus  .

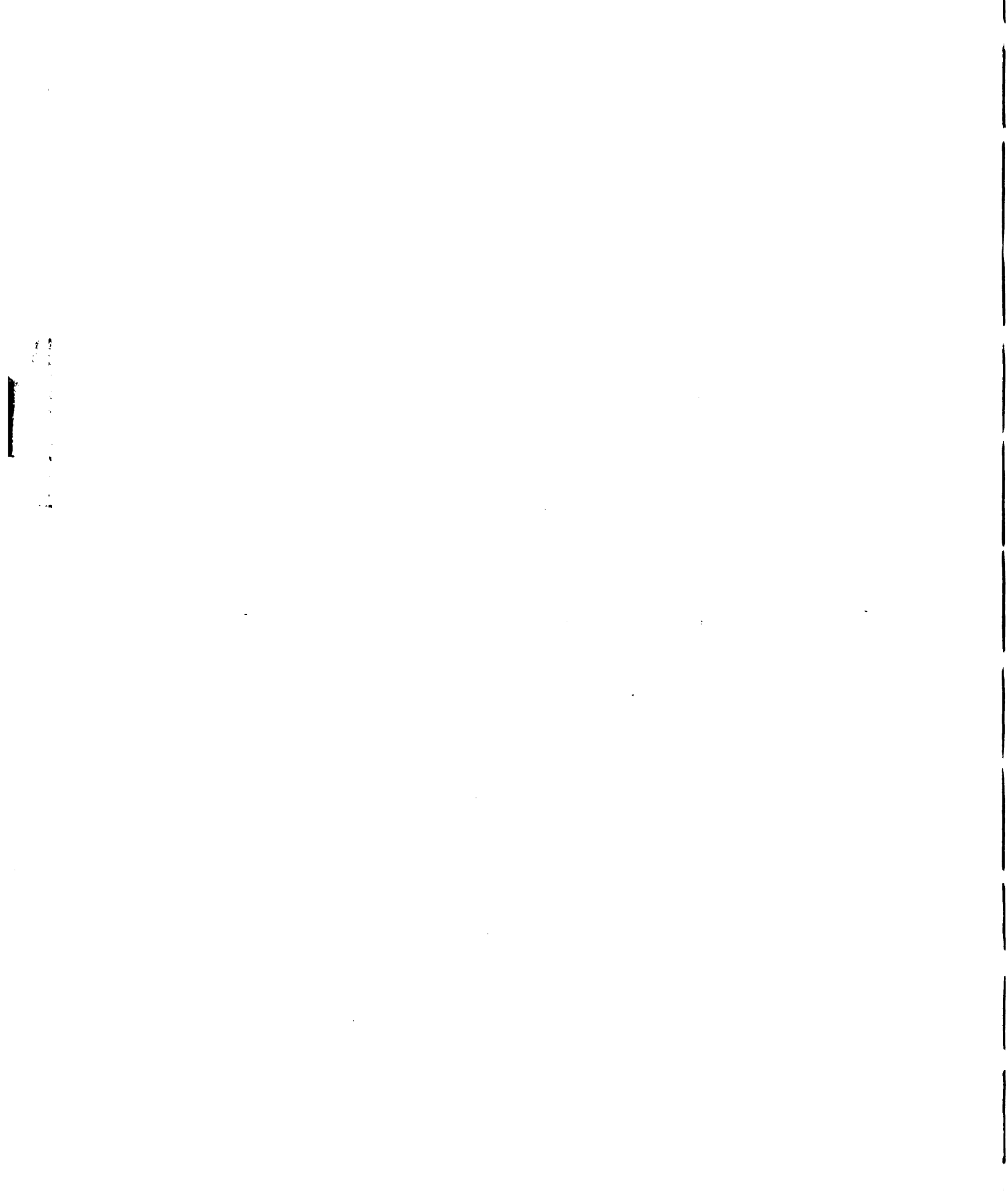
The number of schools offering the speech activities as extra-curricular activities are represented on the graph with  . Third, the schools offering the activities both as a class and as an extra-curricular activity are indicated thus  .

Fourth,  indicates the number of schools that do not offer the activities either as a class or as an extra-curricular activity.

1

GRAPH II

Presents an overall picture of the number of schools offering Dramatics, Debate, Radio, Oratory, Declamation first, as a class, second as an extra-curricular activity, third, both as a class and as an extra-curricular activity, and fourth, the number of schools that do not offer the activities either as class or extra-curricular activity.

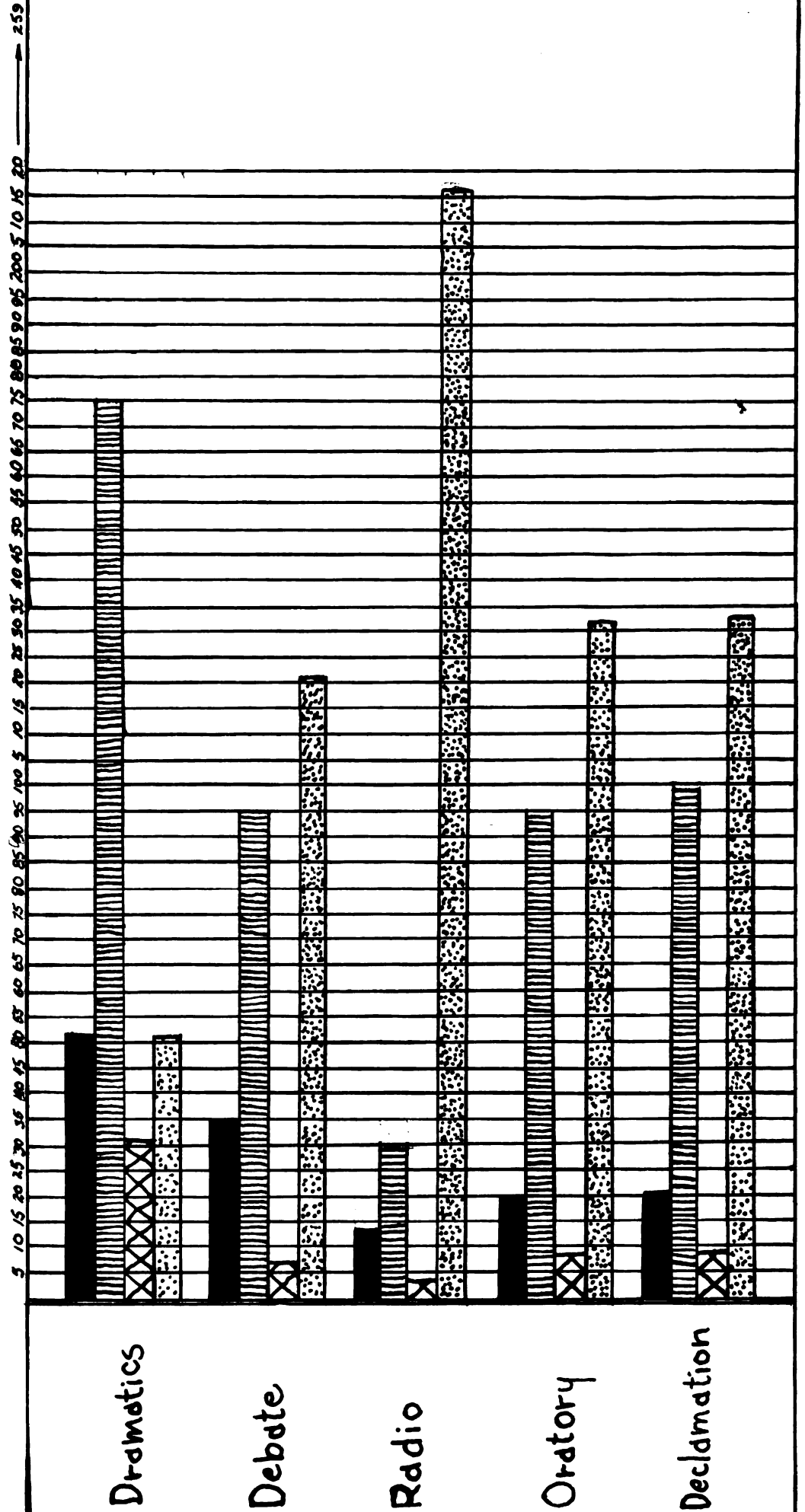


Total number of schools offering Speech activities dS follows:

Extrd- Curricular

Both class & extra-curricular

Neither " nor "





Since neither Tables I and II nor Graph II show the number and combination of speech activities checked by the individual schools, Charts III, IV, V, and VI were designed to present this data in a more detailed form. Charts III and IV deal with the activities checked as a class. Chart III presents the data on 62 schools as checked by students. Chart IV presents the data on 27 schools as reported by superintendents. Thus charts III and IV present the information relative to the activities checked as a class in 89 different schools as reported by students and superintendents. Charts V and VI deal with the speech activities checked as an extra-curricular activity. Chart V presents the data on 146 schools as checked by students. Chart VI presents the data on 54 schools as checked by superintendents. Thus Charts V and VI present the information relative to the activities offered as extra-curricular activities in 200 different schools as reported by students and superintendents.

Chart III

Chart III presents the data on 62 schools that offer a class in one or more of the following speech activities: Dramatics, Debate, Radio, Oratory, and Declamation as checked by students. The schools are grouped according to the number of speech activities they checked. Each number represents an individual school.

CHART III

Showing schools offering the following speech activities as a class.

SCHOOLS CHECKING ONE ITEM

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
1	✓				
2		✓			
3	✓				
4	✓				
5					✓
6	✓				
7	✓				
8		✓			
9	✓				
10	✓				✓
11					✓
12	✓				
13		✓			
14	✓				
15	✓				
16		✓			
17	✓				
18	✓				
19	✓				
20	✓				
21		✓			
22	✓				
23	✓				
24	✓				
25			✓		
26	✓				
27	✓				

CHART III

SCHOOLS CHECKING TWO ITEMS

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
1				✓	✓
2	✓		✓		
3				✓	✓
4	✓	✓			
5	✓			✓	
6		✓		✓	
7	✓		✓		
8			✓	✓	
9				✓	✓
10	✓	✓			
11				✓	✓
12	✓	✓			
13				✓	✓
14	✓		✓		
15	✓	✓			
16				✓	✓
17				✓	✓
18	✓	✓			

SCHOOLS CHECKING THREE ITEMS

1	✓			✓	✓
2	✓		✓		✓
3	✓	✓	✓		
4	✓			✓	✓
5		✓		✓	✓
6		✓		✓	✓
7	✓	✓	✓		
8		✓		✓	✓
9	✓	✓	✓		
10		✓		✓	✓
11	✓	✓	✓		

11

CHART III

SCHOOLS CHECKING FOUR ITEMS

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
1	✓	✓		✓	✓
2	✓	✓		✓	✓
3	✓		✓	✓	✓
4	✓	✓		✓	✓
5	✓	✓		✓	✓
6	✓	✓		✓	✓

Chart IV

Chart IV presents the data on 27 schools that offer a class in one or more of the following speech activities: Dramatics, Debate, Radio, Oratory and Declamation, as checked by superintendents. The schools are grouped according to the number of speech activities checked.

CHART IV

Showing schools offering the following speech activities as a class.

SCHOOLS CHECKING ONE ITEM

	DRAMA	DEBATE	RADIO	ORATORY	DECLAMATION
1	✓				
2	✓				
3	✓				
4			✓		
5	✓				
6					✓
7		✓			
8			✓		

SCHOOLS CHECKING TWO ITEMS

1				✓	✓
2				✓	✓
3	✓	✓			
4	✓		✓		
5				✓	✓
6	✓	✓			
7				✓	✓
8	✓		✓		

SCHOOLS CHECKING THREE ITEMS

1	✓		✓		✓
2		✓	✓	✓	
3		✓		✓	✓
4		✓		✓	✓
5		✓		✓	✓
6	✓	✓	✓		
7	✓	✓			✓
8	✓	✓	✓		
9		✓		✓	✓

1

CHART IV

SCHOOLS CHECKING FOUR ITEMS

	DRAMA	DEBATE	RADIO	ORATORY	DECLAMATION
1	✓	✓		✓	✓

SCHOOLS CHECKING FIVE ITEMS

	DRAMA	DEBATE	RADIO	ORATORY	DECLAMATION
1	✓	✓	✓	✓	✓

Chart V

Chart V presents the data on 146 schools that offer either Dramatics, Debate, Radio, Oratory, or Declamation as an extra-curricular activity as checked by students. The schools are grouped according to the number of speech activities checked.

1

CHART V

Schools offering the following as extra-curricular activities.

SCHOOLS CHECKING ONE ITEMS

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
1	✓				
2	✓				
3	✓				
4	✓				
5	✓				
6					✓
7	✓				
8	✓				
9	✓				
10	✓				
11		✓			
12	✓				
13		✓			
14	✓				
15	✓				
16	✓				
17	✓				
18	✓				
19	✓				
20	✓				
21	✓				
22	✓				
23	✓				
24	✓				
25	✓				
26	✓				
27	✓				
28	✓				
29	✓				
30		✓			
31	✓				
32	✓				
33	✓				
34	✓				

1

CHART V

SCHOOLS CHECKING ONE ITEM cont.

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
35	✓				
36	✓				
37	✓				
38	✓				
39	✓				
40	✓				
41	✓				
42	✓				
43	✓				
44	✓				
45	✓				
46		✓			
47	✓				
48	✓				
49					✓

SCHOOLS CHECKING ITEMS

1	✓	✓			
2	✓				✓
3	✓			✓	
4	✓				✓
5	✓	✓			
6	✓				✓
7	✓	✓			
8	✓	✓			
9	✓	✓			
10	✓	✓			
11		✓	✓		
12	✓	✓			
13				✓	✓
14				✓	✓
15	✓	✓			
16				✓	✓
17	✓				✓

CHART V

SCHOOLS CHECKING ITEMS cont.

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
18	✓	✓			
19	✓	✓			
20		✓		✓	
21				✓	✓
22	✓	✓			
23	✓	✓			
24				✓	✓
25	✓	✓			
26				✓	✓
27	✓	✓			
28				✓	✓
29		✓	✓		
30	✓	✓			
31	✓	✓			
32		✓		✓	
33	✓	✓			
34	✓	✓			
35	✓	✓			
36	✓	✓			
37	✓	✓			
38	✓	✓			
39	✓	✓			
40		✓		✓	
41	✓			✓	
42	✓	✓			
43				✓	✓
44	✓	✓			
45				✓	✓

CHART V

SCHOOLS CHECKING THREE ITEMS

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
1		✓		✓	✓
2	✓			✓	✓
3	✓			✓	✓
4		✓		✓	✓
5	✓			✓	✓
6	✓	✓		✓	
7	✓	✓			✓
8	✓	✓	✓		
9	✓			✓	✓
10		✓	✓		✓
11	✓			✓	✓
12	✓	✓	✓		
13	✓	✓	✓		

SCHOOLS CHECKING FOUR ITEMS

1	✓	✓		✓	✓
2	✓	✓		✓	✓
3	✓	✓		✓	✓
4	✓	✓		✓	✓
5	✓	✓		✓	✓
6	✓	✓		✓	✓
7	✓	✓		✓	✓
8	✓	✓		✓	✓
9	✓	✓		✓	✓
10	✓	✓		✓	✓
11	✓	✓		✓	✓
12	✓	✓		✓	✓
13	✓	✓		✓	✓
14	✓	✓		✓	✓
15	✓	✓		✓	✓
16		✓	✓	✓	✓
17	✓	✓		✓	✓
18	✓	✓		✓	✓
19	✓	✓		✓	✓

CHART V

SCHOOLS CHECKING FOUR ITEMS cont.

	DRAMATICS	DEBATE	RADIO	ORATORY	DECLAMATION
20	✓	✓		✓	✓
21	✓	✓		✓	✓
22	✓	✓		✓	✓
23		✓	✓	✓	✓
24	✓	✓		✓	✓
25		✓	✓	✓	✓
26	✓	✓		✓	✓
27	✓	✓		✓	✓
28	✓	✓		✓	✓
29	✓	✓		✓	✓
30	✓	✓		✓	✓
31	✓	✓		✓	✓
32	✓	✓		✓	✓
33	✓	✓		✓	✓

SCHOOLS CHECKING FIVE ITEMS

1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓



Chart VI

Chart VI presents the data on 54 schools that offer either Dramatics, Debate, Radio, Oratory or Declamation as an extra-curricular activity as checked by superintendents. The schools are grouped according to the number of speech activities checked.



CHART VI

Schools offering the following as extra-curricular activities.
SCHOOLS CHECKING ONE ITEM

	DRAMA	DEBATE	RADIO	ORATORY	DECLAMATION
1	✓				
2	✓				
3				✓	
4		✓			
5	✓				
6	✓				
7	✓				
8	✓				
9	✓				
10	✓				
11	✓				
12	✓				
13	✓				
14	✓				
15	✓				
16	✓				
17	✓				
18	✓				
19	✓				
20	✓				
21	✓				
22	✓				
23	✓				
24	✓				
25	✓				
26	✓				
27	✓				
28	✓				
29	✓				
30	✓				
31	✓				
32	✓				

CHART VI

SCHOOLS CHECKING TWO ITEMS

	DRAMA	DEBATE	RADIO	ORATORY	DECLAMATION
1				✓	✓
2	✓	✓			
3	✓	✓			
4		✓	✓		
5	✓	✓			
6	✓				✓

SCHOOLS CHECKING THREE ITEMS

1	✓			✓	✓
2	✓			✓	✓
3	✓			✓	✓
4	✓	✓		✓	
5	✓			✓	✓
6	✓			✓	✓
7	✓			✓	✓

SCHOOLS CHECKING FOUR ITEMS

1	✓	✓		✓	✓
2	✓		✓	✓	✓
3	✓	✓		✓	✓
4	✓	✓		✓	✓
5	✓	✓		✓	✓
6	✓	✓		✓	✓

SCHOOLS CHECKING FIVE ITEMS

1	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓



Did your high school have a public address system? Yes No
 Please explain to what extent it was used by the students. _____

A combination of 152 students and superintendents answered this item. Of the 152 returns, 88 or 74% of the schools have a Public Address System.

The explanatory comments given on the use of the Public Address System by the students were too varied to classify. A sampling of comments is included to aid in the interpretation of the data given.

Comments:

Student announcements, frequent programs.

Used for assembly programs.

Used by advanced dramatic classes.

Weekly assembly programs.

Used in speech class only.

Very little.

Only occasionally.

Used only at school dances.

Not used extensively.

Speech classes and assembly programs.

School dances.

Not used by students.

Special programs and units of class work.

Not used to any great extent.

Used for all assemblies, which are sponsored
 and conducted by pupils.

Our speech classes put on a series of short programs

over P.A. system, outletting into session rooms.
Only by the Radio Club.
When speeches were given in English Class.
Student newscasters gave broadcasts each morning.
Used for basketball games.
Students made speeches on the P.A.
Not much, used only by students to advertise
plays, dances etc.
Current Event reports in history.
Individual practice for students.
The system was used every morning by students for
news.
The students had access to it at all times.
Any student who had an announcement was allowed to
speak over the address system.
Used in assemblies and in speech class for radio plays.
Used in speech class.
To my knowledge it was never used while I was in high
school.
It was used very little by the students.
Used in Radio skits.
The news bulletins were read each morning.
It was rarely used by the students.
Weekly newscasts by students.
We used it in connection with speech class.
Every day in chapel.

It was used only once during the semester.

Hardley at all by students.

We had one but it was broken all four years I
was there.

At dances and atheletic events.

The P.A. system was used by only a select five
who helped with assemblies.

Not used by students.

To what extent did the students of your high
school take part in the assembly program?

The returns of this question were in expository
form and any classification or percentages abstracted
will be colored by the author's interpretation of the
comments. Nine of the 259 schools did not check this
item. Of the 250 that checked the item, the following
statistics were arrived at:

39 or 15% of the schools stated that students
participated in approximately 25% of the high
school assembly programs.

134 or 54% of the schbols stated that students
participated in approximately 50% of the high
school assembly programs.

74 or 29% of the schools stated that students
participated in approximately 75% of the high
school assembly programs.

11

The following are some sample comments given by students and superintendents in answer to the question asking for the extent of participation in assembly programs.

Comments:

Major part.

About one half.

Wholly by students.

Very little.

Each home room responsible for one program.

None.

The President of Student Council is always in charge.

Student assembly has complete charge of all assemblies.

Usually arrange and conduct it.

Take a very active part.

They are in charge and take active part.

Each class put on an assembly program each year.

In some plays.

The assemblies were put on by the students.

Assembly programs seldom featured the students.

Certain ones were chosen to give speeches for this occasion.

Student activity was very limited.

The students had just about complete control of all assemblies.

11

They were supervised by teachers.

About half of the assemblies are put on by
the students.

Each one had equal chance.

About every two weeks the students planned
and presented a program.

Students introduced speakers.

A certain group of students were quite active,
the majority had nothing to do with it.

Only a few students took active part.

Each class had charge of one assembly per year.

We had student assembly programs during the
lunch hour.

Due to the war we were unable to get outside
programs so the students did them all.

Average one per week.

The senior class spoke before the assembly in
groups of four.

Chapel once a week, student council assembly
once a month.

Each teacher had charge of an assembly program
a year.

Speech class members conducted assembly
programs weekly.

Will you please describe any radio work
carried on in your high school?

From the 259 schools represented in the

returns 28 failed to answer the above question. Forty-four of the schools listed radio work in connection with other classes such as speech, English, history, and civics. Of the 259 schools represented in the study, 21 have a class in radio. The students from these 21 schools broadcast over recognized stations at least once a semester. Three schools offer a course in Radio Mechanics.

Did your high school belong to the State
Forensic Debate League? Yes No

Did your high school debate in competition
with other schools outside the league?
 Yes No

The returns on this question were inadequate to arrive at any definite conclusions concerning the percentage of schools carrying on debate activities. The small percentage of students answering the above invalidated the data for statistical purposes. However, data secured directly from the Michigan High School Forensic Association, was used to determine the number of schools participating in organized debate activities. During the year 1944-45 the membership or number of high schools enrolled in the Michigan High School Forensic Association was 186¹ or 28% of all the high schools in Michigan. See Appendix D for a list of the 186 schools that are members of the Michigan High School Forensic

1 Michigan High School Forensic Association, 1944-45, Vol. 46, No. 1.

1

Association.

Does your speech teacher or dramatic coach
teach classes other than speech?

Yes	No
210	42

The statement of the above question invalidates any conclusion that might be drawn because of the double subject in the question which was not caught until the questionnaires were returned. However the statistics indicate that 86% of the speech teachers or dramatic coaches are teaching classes in English as well as the classes in speech. Many schools that have no speech classes still offer a senior play each year and the responsibility for directing this play is usually delegated to the English instructor. Other subjects taught by speech teachers or dramatic coaches were Latin, French, history, chemistry, music and home economics.

Do you have a speech correctionist working full
or part time in your high school? Yes No

The returns on the above item were inadequate for the purpose of making any valid conclusion. The Department of Public Instruction was contacted and the following information was secured. During 1944-45 there were 40 Speech Correction Centers in the state. These Centers are staffed by 72 speech correctionists.

The Speech Correction program in Michigan is expanding rapidly. In the school year 1941-1942



the program reached 12,593 students; in 1942-1943 the program reached 12,795 students; in 1943-1944 the program reached 14,231 students.

See Appendix E for a list of the 40 Speech Correction Centers in Michigan.

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CHAPTER III

SPEECH BACKGROUND OF THE FRESHMEN CLASS

The profile of the speech background of the freshmen class, Michigan State College, 1945, is based on statistics compiled from 461 questionnaires returned by students. The questionnaires were distributed to the students enrolled in the Written and Spoken English Department of The Basic College during the winter term of 1945. Approximately 900 questionnaires were distributed, of that number 461 or 51% of the questionnaires representing 38% of the 1160 students, enrolled in the freshmen class, were returned. See Chapter I for a copy of the questionnaire.

The following items, from the questionnaire, were selected for use in determining the speech background of the freshmen class:

Did you take the general speech class? Yes No

In the middle column of the following list will you check the high school speech activities in which you participated. In the last column circle the number of years you participated in in that activity.

SPEECH ACTIVITY	CHECK HERE	NUMBER YEARS
Debate		1 2 3 4
Declamations		1 2 3 4
Orations		1 2 3 4
Dramatics		1 2 3 4
Radio		1 2 3 4
Speech Club		1 2 3 4
Assembly Programs		1 2 3 4
Extemporaneous Speaking		1 2 3 4
Discussion in Groups		1 2 3 4
Others		1 2 3 4

Was speech training given in any of your high school classes other than speech classes? Yes No
Please indicate which ones.

1. English _____
2. Literature _____
3. History _____
4. Journalism _____
5. _____ (Classes not listed)
6. _____

Explain the extent of the speech training in these classes. _____

Will you please list the titles of some of the major plays produced in your high school in the last few years.

1. _____
2. _____
3. _____
4. _____
5. _____

Do you feel that more speech training in high schools would have helped you in your work at Michigan State College? Yes No

Do you feel the speech training you are receiving in Written and Spoken English is valuable? Yes No

The returns from the items listed are presented in the order in which they appear above. Conclusions and



recommendations as abstracted from the returns are made in Chapter IV.

Did you take the general speech class?

Yes-----149

No-----312

The statistics show that 32% of the 461 students represented in the returns have taken a course in general speech; thus, 68% of the 461 students represented have not had a class in speech.

These statistics do not include the percentage of students that have had speech training in classes other than speech. Information on this item appears as an additional unit in this chapter.

In the middle column of the following list will you check the high school speech activities in which you participated. In the last column circle the number of years you participated in that activity.

SPEECH ACTIVITY	CHECK HERE	NUMBER YEARS
Debate		1 2 3 4
Declamations		1 2 3 4
Orations		1 2 3 4
Dramatics		1 2 3 4
Radio		1 2 3 4
Speech Club		1 2 3 4
Assembly Programs		1 2 3 4
Extemporaneous Speaking		1 2 3 4
Discussion Groups		1 2 3 4
Others		1 2 3 4

Relative to the above item the author was interested in finding out first, the number of students who did not participate in any extra-curricular speech activity; second, the number of students who had participated in



extra-curricular speech activities and had taken a general course in speech; third, the number of students who had taken no general course in speech but did participate in extra-curricular activities; fourth, the number of students who had not taken a general course in speech and had not participated in speech; fifth, the number of students who had participated in each activity and the number of years that they participated in that activity.

The statistical returns on the first four items above were as follows:

Number of students who had not participated in any of the speech activities.

134 or 29%

Number of the 327 students who had participated in the speech activities and who had also taken a general course in speech.

151 or 46%

Number of the 312 students who had not taken a general course in speech but had participated in a speech activities program.

213 or 65%

Number of the 312 students who had not taken a general course in speech and had not participated in the speech activities program.

109 or 35%

The statistics relative to the fifth question, the number of students who had participated in each activity and the number of years that they had participated in that activity, are presented in graph form. Graph III, presents the data relative to the number of students with

one year experience in the various speech activities. Graph IV presents the data relative to the number of students with two years experience in the various speech activities. Graph V presents the data relative to the number of students with three years experience in the various speech activities. Graph VI presents the data relative to the number of students with four years experience in the various speech activities. In order to present an overall picture of the participation by the freshman class in their high school speech activities, Graph VII was designed. Graph VII combines the information presented on Graphs III, IV, V, and VI. The Graphs follow:

11

GRAPH III

This graph is designed to show the number of students who had one year of experience in the following speech activities Debate, Declamation, Oration, Dramatics, Radio, Speech Club, Assembly Programs, Extemporaneous Speaking and Discussion Groups.

Showing the number of students with one year of experience in the Speech activities listed.

5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100

1000 JOURNAL OF CLIMATE

1000

Journal of Management Inquiry 22(4) 391-407

[illegible]

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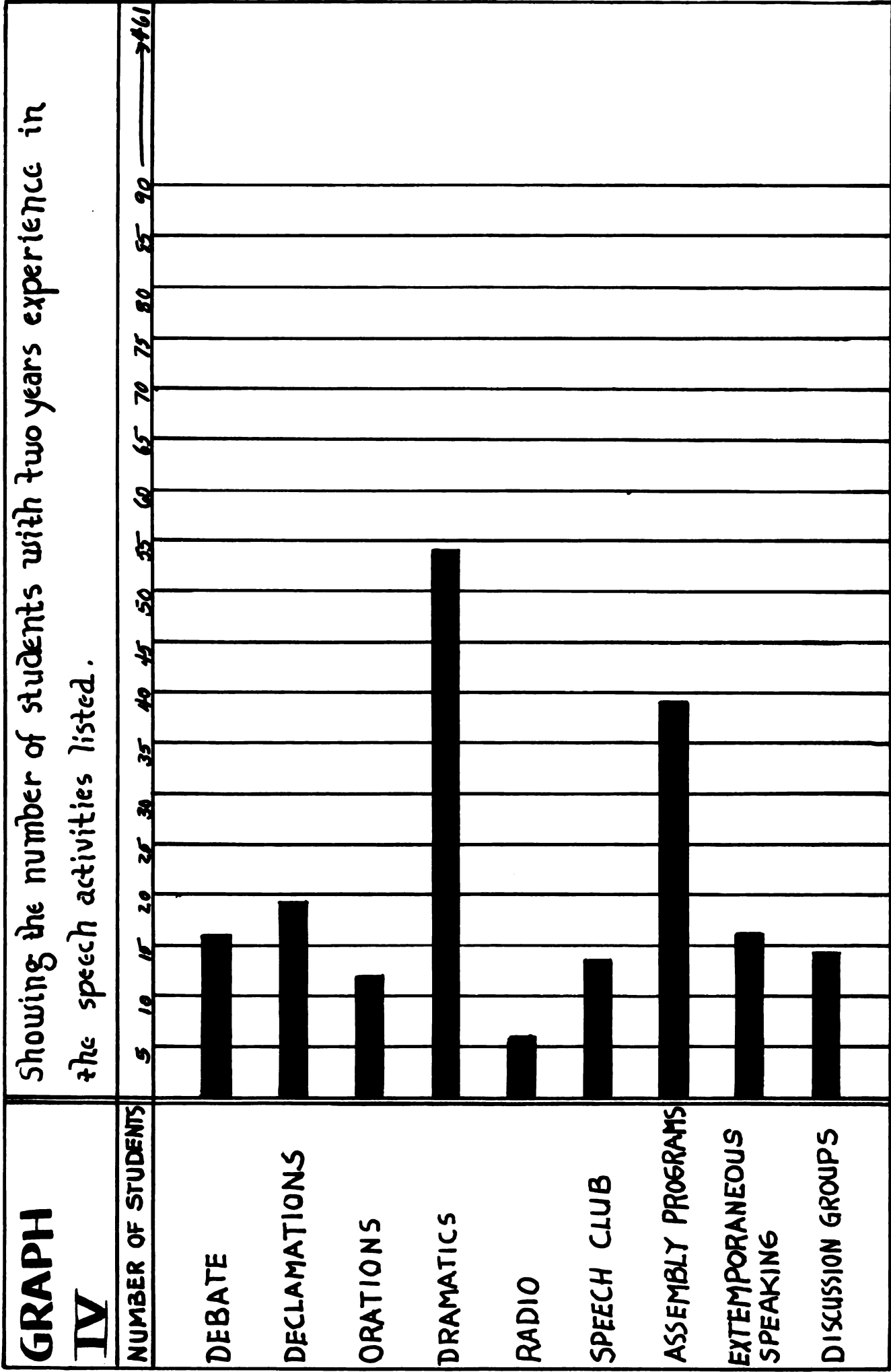
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GRAPH IV

Graph IV shows the number of students who listed two years of experience in the speech activities as enumerated on the previous graph.





GRAPH V

Graph V shows the number of students who listed three years of experience in the various activities.

GRAPH V

showing the number of students with three years experience in the speech activities listed.

NUMBER OF STUDENTS

DEBATE

DECLAMATIONS

ORATIONS

DRAMATICS

RADIO

SPEECH CLUB

ASSEMBLY PROGRAM

EXTEMPORANEOUS
SPEAKING

DISCUSSION GROUPS

5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 —————→ 461

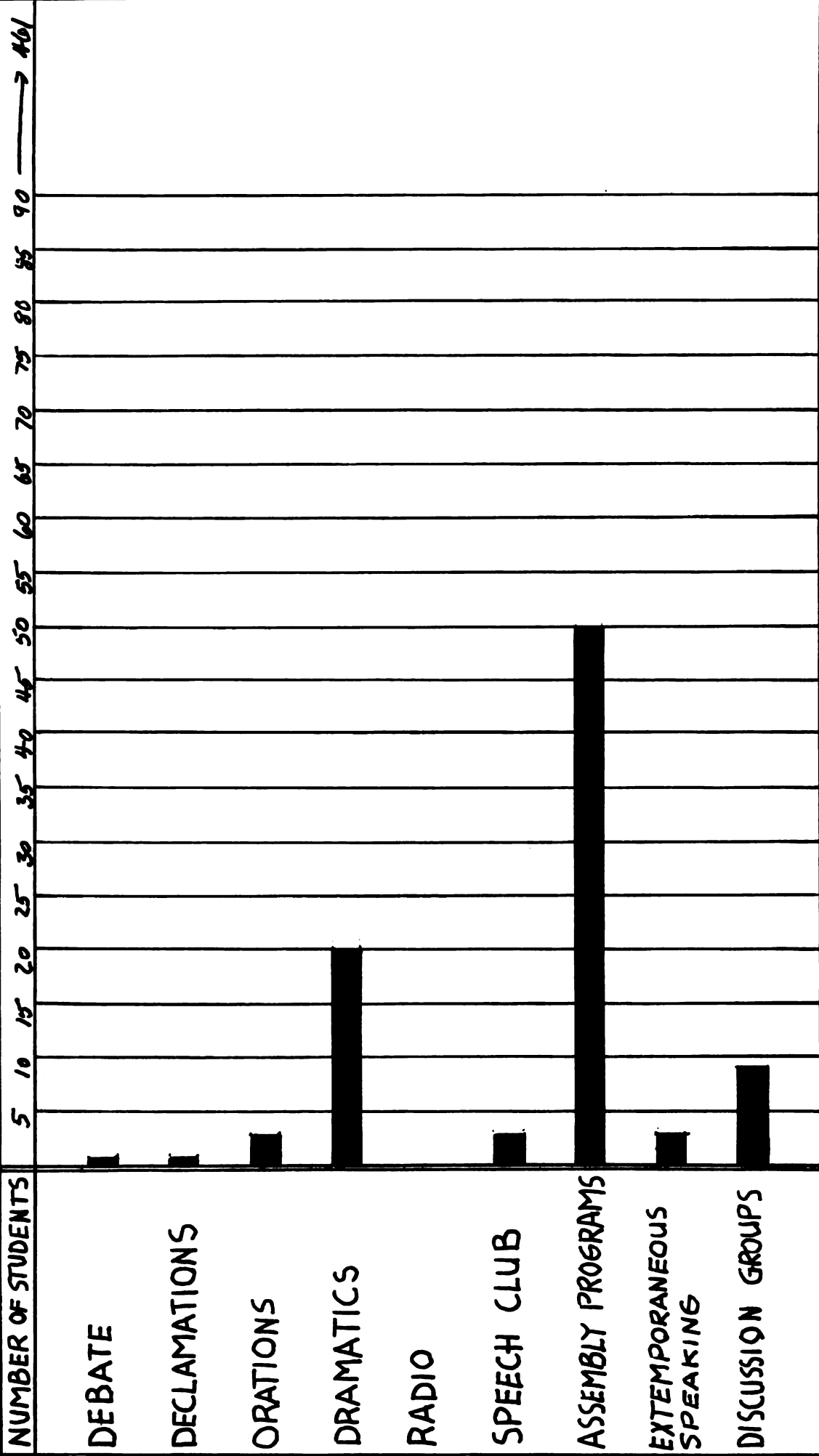


GRAPH VI

Graph VI shows the number of students who listed four years of experience in the speech activities.

GRAPH VI

showing the number of students with four years experience in the speech activities listed.

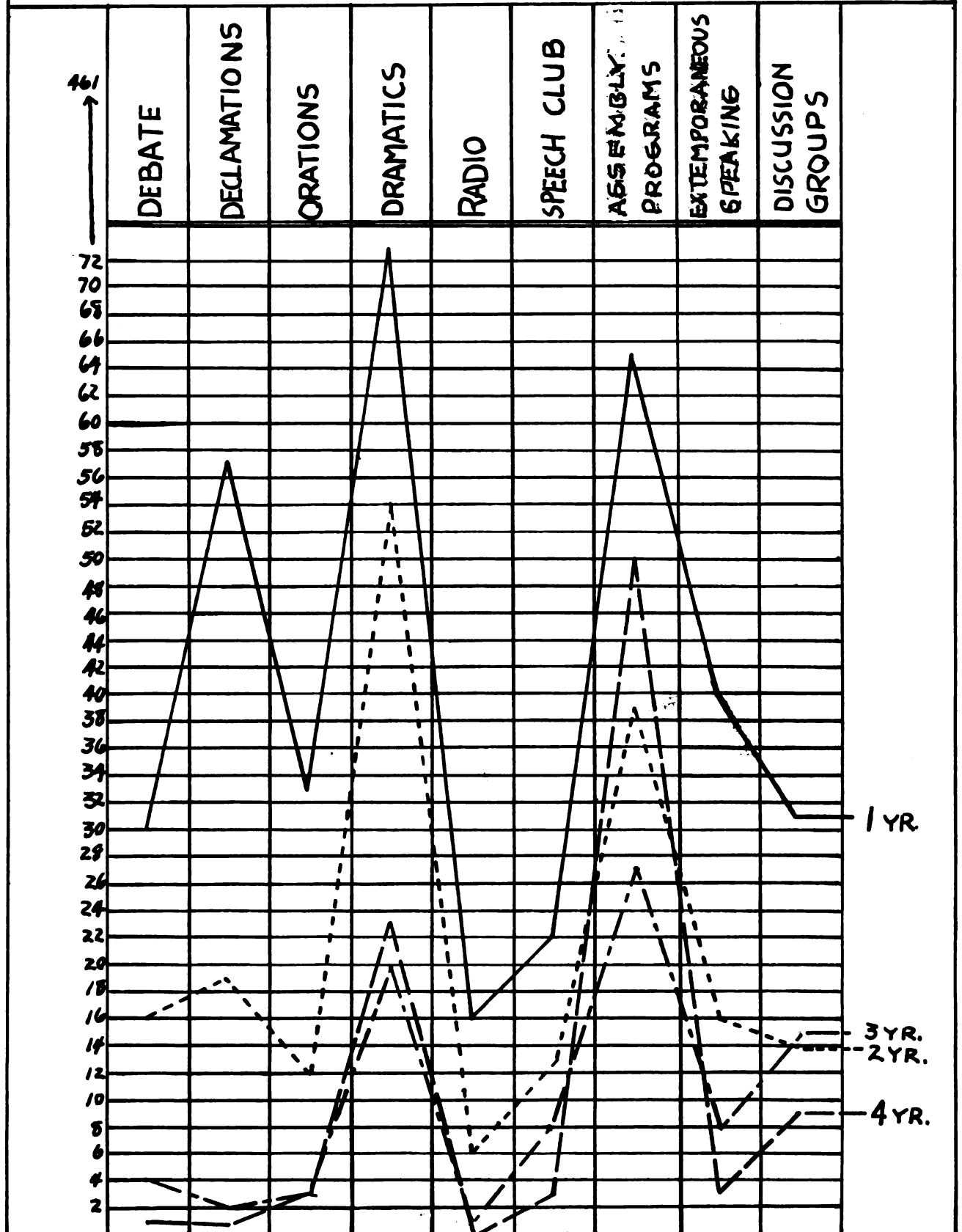


GRAPH VII

Graph VII combines the statistics presented in Graphs III, IV, V, and VI. The purpose of Graph VII is to present a composite picture of the students having had one, two, three and four years of experience in the various speech activities. The number of students with one year of experience in the various activities is indicated by a—————. The number of students with two years experience in the various activities is indicated by a------. The number of students with three years experience in the various activities is indicated------. The number of students with four years experience is indicated-----.

GRAPH VII

Comparison of the number of students with one, two, three and four years experience in the speech activities listed.



Was speech training given in any of your high school classes other than speech classes?

Yes No

Please indicate which ones.

- | | | |
|---------------|-------|----------------------|
| 1. English | _____ | |
| 2. Literature | _____ | |
| 3. History | _____ | |
| 4. Journalism | _____ | |
| 5. _____ | _____ | (Classes not listed) |
| 6. _____ | _____ | |

Explain the extent of the speech training in these classes. _____

The statistics show that 269 students reported that they had received speech training in English classes. 103 students reported speech training in History class. 84 students checked Literature classes as sources of speech training.

The type of speech training given in these classes consisted mainly of speech experience with practically no emphasis on technique and training. For example oral book reports, current events discussion, and oral reports on research problems were given with very little emphasis on principles of delivery or method of presentation.

Do you feel that more speech training in high school would have helped you in your work at Michigan State College?

Yes 392
No 63

Do you feel the speech training you are receiving in Written and Spoken English is valuable?

Yes 431
No 27

The returns from the two items listed above are presented together because of their close correlation. It is the opinion of 87% of the students represented in this phase of the study, that a more comprehensive speech training program in the high school would have helped them in their work at Michigan State College. After completing one term of work in the Written and Spoken English Department of The Basic College at Michigan State College, 93% of the students represented in this phase of the study feel that the course they had completed had been valuable.

Will you please list the titles of some of the major plays produced in your high school in the last few years?

While this question has no direct bearing on the speech background of the freshmen class it does indicate the type of dramatic literature to which the student had access.

See Appendix C for a list of the plays compiled from these returns.

11

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The questions of the importance of speech training is a very timely one. Robert T. Oliver, in Training for Effective Speech, sums the question up as follows: "There never has been a country as speech-conscious and as dependent upon speech for entertainment, for business and for leadership as the United States is today."¹ The curriculum changes to include more speech training in several of our leading colleges is also evidence of the fact that speech training is beginning to be recognized by educators as an integral and necessary part of a students preparation for life.

The primary purpose of this survey was to determine whether or not the speech curricula offered in the high schools of Michigan, were comprehensive enough to prepare the student, who ends his education at the high school level, and the student, who continues his education in college. In order to accomplish this purpose the author wanted to find out first, what the high schools of Michigan offer, in the way of speech training, as revealed by the freshmen class at Michigan State College

1 Oliver, Robert T., Training for Effective Speech, New York; Dryden Press, 1939, page 3.

and by certain selected Superintendents of Public Schools; second, to discover how much speech training a typical freshmen class at Michigan State College had received in high school.

The statistical results of Chapters II and III show that the existing high school speech program in the state of Michigan is neither comprehensive nor uniform as to content. The results of the study as summarized from Chapters II and III reveal that:

1. Only 162 or 59% of the 259 schools surveyed offer a course in general speech, while 97 or 41% of the schools surveyed had no general course in speech.
2. The content of the general course in speech as offered in the 162 schools was almost as varied as the number of schools surveyed. Tables III and IV which follow show this variation of content more accurately than any word picture could portray. Without question the results show that in those schools where a general speech course was offered, there was very little uniformity as to the nature of the course. 60 schools thought a unit in Acting was essential, while 102 schools did not include it at all. Table IV indicates the combination of various items that went into the general speech course. Again there

is very little evidence of uniformity.
 Consequently almost all of the 162 schools
 that offer a class in general speech are
 teaching a different type of speech course.

TABLE III
 CONTENT OF THE GENERAL SPEECH COURSE

Units of Study	Number and Percentage of the 162 schools offering a course in general speech that include the items in the left hand column as units of study in the general course.
Acting	60 or 37%
Discussion Group	66 or 40%
Pantomime	56 or 34%
Debate	58 or 35%
Orations	47 or 29%
Declamations	50 or 30%
Conversational Speaking	57 or 35%
Parliamentary Procedure	54 or 33%
Oral Reading	76 or 46%
Radio	39 or 24%

TABLE IV
 THE COMBINATION OF UNITS OF STUDY THAT GO TO MAKE
 UP THE GENERAL SPEECH COURSE

Number of Items Checked	Number and percentage of schools that checked one or more units of study as constituting the general speech course
Two Items	6 or .04%
Three Items	10 or .06%
Four Items	12 or .07%
Five Items	19 or .11%
Six Items	20 or .12%
Seven Items	18 or .18%
Eight Items	9 or .04%
Nine Items	5 or .03%
Ten Items	9 or .04%

3. Extra-curricular speech activity in the high schools showed up to a better advantage, because there was more opportunity to do extra-curricular work in speech, than there was to do course work. For the readers convenience Tables I and II from Chapter II are reproduced here. They show the number and percentage of the 259 schools that offer Dramatics, Debate, Radio, Oratory, and Declamation, as a class, as an extra-curricular activity and neither as a class nor extra-curricular activity. Again there is very little evidence of uniformity. The program that one school thinks effective another schools rejects entirely.

TABLE I

Number and percentage of schools offering the speech activities as a class and as an extra-curricular activity.

	Class	Extra-Curricular
Dramatics	51 or 19%	177 or 68%
Debate	35 or 13%	96 or 37%
Radio	14 or 05%	31 or 11%
Oratory	21 or 08%	97 or 37%
Declamation	22 or 08%	99 or 38%

TABLE II

Number and percentage of schools offering the speech activities as both class and extra-curricular activity and neither as a class nor extra-curricular activity.

	Both Class and Extra-Curricular Activity	Neither class nor as Extra-Curricular Activity
Dramatics	31 or 12%	52 or 20%
Debate	7 or .02%	121 or 46%
Radio	4 or .01%	217 or 84%
Oratory	8 or .03%	131 or 51%
Declamation	7 or .02%	133 or 51%

4. Of the 461 students represented in the survey 149 or 32% had taken a general course in speech while 312 or 68% had not taken a general course in speech. This fact is even more significant when we realize that 59% of the 259 high schools, that the 461 students graduated from, offered a speech course which reached only 32% of the students.
5. The participation of students in extra-curricular activities again shows a decided increase over their participation in actual speech course work. Table V was designed to show the number and percentage of students who participated one, two, three and four years in the extra-curricular activities listed.

TABLE V

The number and percentage of the 461 students that participated one, two, three, and four years in the extra-curricular speech activity listed.

Extra-curricular Activity	1 year	2 years	3 years	4 years
Debate	30 or .06%	16 or .03%	4 or .01%	1 or .002%
Declamation	57 or .12%	19 or .04%	2 or .004%	1 or .002%
Orations	33 or .07%	12 or .02%	3 or .006%	3 or .006%
Dramatics	73 or .16%	54 or .12%	20 or .05%	21 or .05%
Radio	16 or .03%	6 or .01%	1 or .002%	*****
Speech Club	22 or .05%	13 or .03%	8 or .02%	3 or .006%
Assembly Programs	65 or .14%	39 or .08%	27 or .05%	50 or .11%
Extemporaneous Speaking	40 or .09%	16 or .03%	8 or .02%	3 or .006%
Discussion Groups	31 or .06%	14 or .03%	15 or .03%	9 or .02%

6. Other conclusions relative to the item of student participation in speech activities are as follows:

- a. 134 or 29% of the students had not participated in any of the speech activities.
- b. 327 or 71% of the students had participated in speech activities.
- c. 131 or 46% of the 327 students, who had participated in speech activities, had also taken a general course in speech.
- d. 213 or 65% of the 312 students had not taken a general course in speech but had participated in the speech activities.

- e. 109 or 35% of the 312 students had not taken a general course in speech and had not participated in the speech activities.

STUDENT OPINION CONCERNING THE IMPORTANCE OF SPEECH TRAINING

Student opinion concerning the importance of speech training was derived from two sources, first, questions 13 and 14 on the student questionnaire, second, a questionnaire, distributed by the Department of Written and Spoken English, for the purpose of evaluating the Communications Course required of all freshmen at Michigan State College.

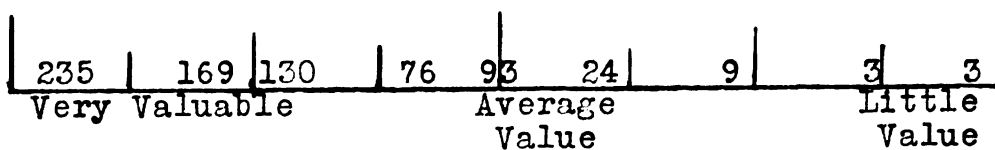
Relative to the data obtained from the first source, the statistics show that 392 or 86% of the 455 students believed that more speech training in high school would have helped them in their work at Michigan State College, while only 63 or 14% of the students believed that a more comprehensive speech program in high school would not have helped them in their work at Michigan State College.

Item 14 concerning the value of the speech training received in the Written and Spoken English Classes of The Basic College at Michigan State College, produced the following statistics, 431 or 94%, of the 458 students checking item 14, believed that the work they had received in Written and Spoken English was valuable, while only 27 or .06% of the students failed to see the value of the speech training they were receiving.

The second source of information, taken from the departmental questionnaire confirmed the above conclusions in a slightly different manner. The two questions bearing on this subject, the results, and the interpretation of the results follow.

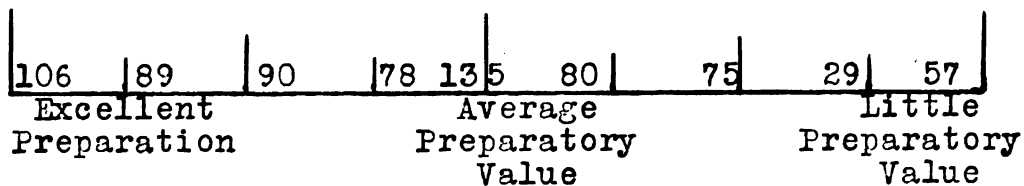
A total of 742 students checked this question.

How valuable do you think the course in Written and Spoken English will be to you in your vocation and in your role as a citizen in a democracy?



A total of 739 students checked this question.

Do you feel that your high school English (including Oral English) adequately prepared you for the work which you are now covering in Basic III?



The answers on the first question show that 703 or 95%, of the 742 students checking the item, believed that the work received in Written and Spoken English is of average to above average in value in preparing them for their vocation and their role as a citizen in a democracy.

The answers on the second question show 498 or 67%, of the 739 students checking the item, believed that their high school English (including Oral English) adequately

prepared them for their work in Written and Spoken English. 241 or 33% of the students felt that their high school English classes had very little preparatory value.

RECOMMENDATIONS

In view of the overall data as compiled in this study evidence would tend to indicate that the field of speech training is wide open for improvement and further study. As a step in that direction the following tentative recommendations are set forth:

1. A state-wide, uniform course of study in speech should be formulated by the speech instructors in the various schools and added to the curriculum of the high schools. State-wide, in the sense that every high school in the state be urged to include this course of study in its curriculum. Uniform, in the sense that the course content will be relatively the same in all schools.
2. All students, while in high school, should be required to complete at least one semester work in Oral Communication. The course should be taught by a competent instructor in the speech field. Already several leading high schools in Michigan are following this practice. Consequently if the program is advantageous to some why not extend these advantages to all?

3. All schools should offer maximum opportunities for student participation in the extra-curricular speech activities. An overview of the picture in the state at the present time shows that considerable discrimination exists. Students in some schools have excellent opportunities for participation in Debate, Assembly Programs, Dramatics, and Forensic activities, of all types, while in other schools students have either limited or no opportunities to participate in such activities. This condition denies some students the opportunity to develop those qualities of leadership, such as poise, confidence, initiative, self-reliance, sense of responsibility, independent thought and many others that come as a result of being a member of a team, or a group and learning to think aloud in social situations.
4. All school administrators and teachers should make every effort to extend opportunities for student participation in such school activities as assembly programs, school announcements over the public address system, and any other activity that offers speech experience. The survey shows that some schools are already doing this to a more or less degree but that, the majority of schools do very little in this respect.

5. All schools should make an effort to integrate speech activities with the regular work in other courses, particularly in the social sciences and humanities areas. The survey again shows that some schools are working toward this goal while the great majority of schools are making no efforts in this direction.
6. All school systems should work toward the goal of providing adequate training for all students who are handicapped because of speech defects. The survey shows that the speech correction program is expanding, but at present it has reached only 40 public school systems in Michigan. Consequently great numbers of speech defectives are being denied the opportunity of special training.
7. All college students who are preparing for teaching, regardless of the area in which they plan to teach, should be required to take a minimum amount of speech while in college. This should be required for two main reasons, first, improvement of the individual teachers, and second so that all teachers will be qualified to assist their students with their speech problems.

APPENDIX A

The following is a list of the 193 different Michigan high schools represented in the questionnaires returned by the students. The city in which the high school is located has been included. The arabic numeral directly behind the name of the high schools indicates the number of questionnaires returned from representatives of that high school.

1. Adrian High School 2
Adrian
2. Alma High school
Alma
3. Almont High School 3
Almont
4. Ann Arbor High school 3
Ann Arbor
5. Arcadia High School
Arcadia
6. Armada High School
Armada
7. Arthur Hill High School 3
Saginaw
8. Bad Axe High School 5
Bad Axe
9. Baldwin High School
Birmingham
10. Belding High School
Belding
11. Belleville High School
Belleville

12. Bellaire High School
Bellaire
13. Benton Harbor High School 4
Benton Harbor
14. Big Rapids High School
Big Rapids
15. Blissfield High School
Blissfield
16. Bayne City High School
Bayne City
17. Brighton High School
Brighton
18. Britton High School
Britton
19. Byron Center High School
Byron Center
20. Cadillac High School
Cadillac
21. Capac High School 2
Capac
22. Carleton High School
Carleton
23. Cass City High School
Cass City
24. Cass Technical School 3
Detroit
25. Cedar Springs High School
Cedar Springs
26. Central High School 3
Battle Creek
27. Central High School 4
Bay City

28. Central High School 3
Detroit
29. Central High School 6
Flint
30. Central High School 3
Grand Rapids
31. Central High School 2
Lansing
32. Central High School 2
Sturgis
33. Central High School 4
Traverse City
34. Chelsea High School 2
Chelsea
35. Clare High School
Clare
36. Clarkston High School
Clarkston
37. Clawson High School 2
Clawson
38. Climax High School
Climax
39. Coldwater High School 3
Coldwater
40. Comins Township Agricultural School
Fairview
41. Cooley High School 7
Detroit
42. Coopersville High School
Coopersville
43. Cranbrook School
Birmingham

44. Croswell High School
Croswell
45. Davison High School
Davison
46. Dearborn High School 7
Dearborn
47. Delton Agricultural School
Delton
48. Denby High School
Detroit
49. Dowagic High School
Dowagic
50. Dundee High School
Dundee
51. Durand High School
Durand
52. Eastern High School
Detroit
53. Eastern High School 11
Lansing
54. Eastern High School
Saginaw
55. East Commerce High School
Detroit
56. East Jackson High School
Jackson
57. East Lansing High School 13
East Lansing
58. Eaton Rapids High School
Eaton Rapids
59. Edison Institute 4
Dearborn

60. Edmore Rural Agricultural School
Edmore
61. Edwardsburg High School
Edwardsburg
62. Elkton High School
Elkton
63. Elsie High School
Elsie
64. Everett High School
Everett
65. Fairview High School
Fairview
66. Farmington High School 3
Farmington
67. Fenton High School 4
Fenton
68. Flushing High School
Flushing
69. Fordson High School 5
Dearborn
70. Fowlerville High School
Fowlerville
71. Gaylord High School
Gaylord
72. Grand Blanc High School
Grand Blanc
73. Grand Haven High School
Grand Haven
74. Grand Ledge High School
Grand Ledge
75. Grass Lake High School 2
Grass Lake
76. Greenville High School
Greenville
77. Grosse Point High School 4
Grosse Point

78. Hamtramck High School
Hamtramck
79. Harbor Beach High School
Harbor Beach
80. Harbor Springs High School
Harbor Springs
81. Hartland High School
Hartland
82. Haslett High School
Haslett
83. Hastings High School
Hastings
84. Highland Park High School 2
Highland Park
85. Hillsdale High School 3
Hillsdale
86. Holland High School
Holland
87. Holly High School 2
Holly
88. Holt High School
Holt
89. Howell High School
Howell
90. Ida High School
Woodland
91. Ishpeming High School
Ishpeming
92. Ithaca High School
Ithaca
93. Jackson High School 4
Jackson

94. A. D. Johnston High School 2
Bessemer
95. Jonesville High School
Jonesville
96. Kaleva High School
Kaleva
97. Kearsley Agricultural School 2
Flint
98. Kelloggsville High School
Grand Rapids
99. W. K. Kellogg High School
Augusta
100. Lady of Lourdes
Grosse Ile
101. Lake Odessa High School
Lake Odessa
102. Lake Orion High School
Lake Orion
103. Lakeview High School 2
Battle Creek
104. Lapeer High School
Lapeer
105. Leelanau High School
Glen Arbor
106. Lincoln Park High School 4
Lincoln Park
107. Mt. Clemens High School
Mt. Clemens
108. Mt. Morris High School
Mt. Morris
109. Mackenzie High School 7
Detroit
110. Freesoil High School
Freesoil

- 111. Marlette High School 2
Marlette
- 112. Marshall High School 4
Marshall
- 113. Mary Crapo High School 2
Swartz Creek
- 114. Mason High School 5
Mason
- 115. Milan High School
Milan
- 116. Milford High School 3
Milford
- 117. Mio High School
South Branch
- 118. Morenci High School 3
Morenci
- 119. Muskegon High School 3
Muskegon
- 120. Navity High School
Detroit
- 121. Newaygo High School
Newaygo
- 122. New Baltimore High School 2
New Baltimore
- 123. Niles High School
Niles
- 124. North Branch High School
North Branch
- 125. Northern High School 4
Flint
- 126. Northwestern High School 2
Detroit
- 127. Norway High School
Norway
- 128. Okemos High School 3
Okemos

129. Onaway High School
Onaway
130. Onsted High School
Onsted
131. Ottawa Hills High School
Grand Rapids
132. Ovid High School
Ovid
133. Owosso High School 4
Owosso
134. Oxford High School 2
Oxford
135. St. Peter and Paul High School
Saginaw
136. Painesdale High School
Painesdale
137. Perry High School 2
Perry
138. Pershing High School
Detroit
139. Pinckney High School
Pinckney
140. Plainwell High School
Plainwell
141. Plymouth High School 2
Plymouth
142. Pontiac High School 10
Pontiac
143. Port Huron High School
Port Huron
144. Portland High School
Portland
145. Ravenna High School
Ravenna

- 146. Reading High School
Reading
- 147. Redford High School
Detroit
- 148. Reed City High School
Reed City
- 149. Remus High School
Remus
- 150. Resurrection High School
Lansing
- 151. Richmond High School
Richmond
- 152. River Rouge High School
Wyandotte
- 153. Rochester High School
Rochester
- 154. Rockford High School
Rockford
- 155. Romeo High School
Romeo
- 156. Romulus High School
Romulus
- 157. Roosevelt High School
Wyandotte
- 158. Roosevelt High School 2
Ypsilanti
- 159. Royal Oak High School
Royal Oak
- 160. Rudyard High School
Rudyard
- 161. Sault Saint Marie High School 2
Sault Saint Marie

162. St. Charles High School
St. Charles
 163. St. Joseph High School 2
St. Joseph
 164. St. Johns High School 2
Benton Harbor
 165. St. Johns High School 2
St. Johns
 166. St. Sadislaus High School
Hamtramck
 167. St. Mary High School
Bay City
 168. St. Pauls High School
Owosso
 169. Sacred Heart High School
Dearborn
 170. Saugatuck High School
Saugatuck
 171. School for the Blind High School
Flint
 172. Sexton High School 20
Lansing
 173. Shelby High School 2
Shelby
 174. Shepard High School
Shepard
 175. Sheridan High School
Sheridan
 176. Slocum Troux High School
Trenton
 177. South High School 4
Grand Rapids
 178. Southeastern High School 5
Detroit
-

- 179. South Haven High School 5
South Haven
 - 180. Tecumseh High School
Tecumseh
 - 181. Three Rivers High School 2
Three Rivers
 - 182. Ubly High School 2
Ubly
 - 183. Union City High School 4
Union City
 - 184. Unionville High School
Unionville
 - 185. Vestaburg High School
Vestaburg
 - 186. Walled Lake High School 2
Walled Lake
 - 187. Wayne High School
Wayne
 - 188. Whittemore High School 2
Whittemore
 - 189. Williamston High School 2
Williamston
 - 190. L. L. Wright High School
Ironwood
 - 191. Yale High School
Yale
 - 192. Ypsilanti High School
Ypsilanti
 - 193. Zeeland High School
Zeeland
-

APPENDIX B

XIII

The following list indicates the schools represented in the returns of the superintendent questionnaire. The schools are listed in four groups Class A schools, Class B schools, Class C schools and Class D schools. Four schools are unclassified due to lack of information concerning their class.

Class A Schools

1. Ann Arbor High School
Ann Arbor
2. Arthur Hill High School
Saginaw
3. Central High School
Detroit
4. Central High School
Flint
5. Central High School
Kalamazoo
6. Cooley High School
Detroit
7. Creston High School
Grand Rapids
8. East Grand Rapids High School
East Grand Rapids
9. Hamtramck High School
Hamtramck
10. Highland Park High School
Highland Park
11. Holland High School
Holland

12. Jackson High School
Jackson
13. Midland High School
Midland
14. Mount Clemens High School
Mount Clemens
15. Muskegon High School
Muskegon
16. Northwestern High School
Detroit
17. Ottawa Hills High School
Grand Rapids
18. Owosso High School
Owosso
19. Pontiac High School
Pontiac
20. Roosevelt High School
Wyandotte
21. Sexton High School
Lansing

Class B Schools

1. Alpena High School
Alpena
2. Big Rapids High School
Big Rapids
3. Caro High School
Caro
4. Charlotte High School
Charlotte
5. Cheboygan High School
Cheboygan
6. Clarkston High School
Clarkston

7. Clio High School
Clio
8. Coldwater High School
Coldwater
9. Davison High School
Davison
10. Durand High School
Durand
11. Eaton Rapids High School
Eaton Rapids
12. Escanaba High School
Escanaba
13. Fenton High School
Fenton
14. Frankenmuth High School
Frankenmuth
15. Fremont High School
Fremont
16. Godwin Hieghts High School
Grand Rapids
17. Grand Haven High School
Grand Haven
18. Grandville High School
Grandville
19. Howell High School
Howell
20. Ionia High School
Ionia
21. Ishpeming High School
Ishpeming
22. Lakeview High School
Battle Creek
23. Lapeer High School
Lapeer

24. Ludington High School
Ludington
25. Mount Pleasant High School
Mount Pleasant
26. Niles High School
Niles
27. Petoskey High School
Petoskey
28. River Rouge High School
River Rouge
29. St. Johns High School
St. Johns
30. Slocum ~~Truax~~ High School
Trenton
31. South Haven High School
South Haven
32. Sturgis High School
Sturgis
33. Three Rivers High School
Three Rivers
34. Traverse City High School
Traverse City
35. Washington-Gardner High School
Albion
36. Ypsilanti High School
Ypsilanti

Class C Schools

1. Augusta High School
Augusta
2. Bad Axe High School
Bad Axe
3. Charlevoix High School
Charlevoix

4. Chelsea High School
Chelsea
5. Croswell High School
Croswell
6. Decatur High School
Decatur
7. Dundee High School
Dundee
8. Ewart High School
Ewart
9. Fennville High School
Fennville
10. Gladwin High School
Gladwin
11. Harbor Beach High School
Harbor Beach
12. Hudsonville High School
Hudsonville
13. Inlay City High School
Inlay City
14. Lee High School
Grand Rapids
15. Lowell High School
Lowell
16. Mancelona High School
Mancelona
17. Manton High School
Manton
18. Marquette High School
Marquette
19. Mesick Consolidated School
Mesick
20. Milan High School
Milan

21. Morenci High School
Morenci
22. Morley Consolidated School
Morley
23. Ontonagon High School
Ontonagon
24. Otsego High School
Otsego
25. Paw-Paw High School
Paw-Paw
26. Plainwell High School
Plainwell
27. Portland High School
Portland
28. Ravenna High School
Ravenna
29. Reed City High School
Reed City
30. Rockford High School
Rockford
31. Shelby High School
Shelby
32. Sparta High School
Sparta
33. Vassar High School
Vassar
34. Warren High School
Warren
35. Watervliet High School
Watervliet
36. Wayland Union High School
Wayland
37. West Branch High School
West Branch

38. Yale High School
Yale

Class D Schools

1. Adrian High School
Adrian
2. Baldwin High School
Baldwin
3. Bay Port High School
Bay Port
4. Bear Lake High School
Bear Lake
5. Bellaire Rural Agricultural School
Bellaire
6. Birch Run High School
Birch Run
7. Bloomfield Hills High School
Bloomfield Hills
8. Boyne Falls High School
Boyne Falls
9. Busch High School
Center Line
10. Coloma High School
Coloma
11. Concord Community Agricultural School
Concord
12. Couzens Agricultural School
Bath
13. Galien High School
Galien
14. Gerrish-Higgins Township School
Roscommon
15. Hesperia High School
Hesperia

16. Mattawan Consolidated School
Mattawan
17. Negaunee High School
Negaunee
18. New Haven High School
New Haven
19. St. Ignace High School
St. Ignace
20. Walton Township School
Olivet

Unclassified Schools

1. Baldwin High School
Birmingham
2. Caledonia Township School
Calidonia
3. Cass City High School
Cass
4. Melvindale High School
Melvindale

APPENDIX C

The following is a representative list of plays produced by the high schools forming a basis of this study.

1. Abe Lincoln
2. Alibi Bill
3. Almost Summer
4. An American is Born
5. Annie Laurie
6. Ann of Green Gables
7. Arsenic and Old Lace
8. Aunt Tillie Goes to Town
9. Barretts of Whinpole Street
10. Best Foot Forward
11. Big Hearted Herbert
12. Black Magic
13. Brother Goose
14. Calamity Kids
15. Charley's Aunt
16. Craig's Wife
17. Crazy Smith Family
18. Cry Havoc
19. Death Takes A Holiday
20. Demons in the Dark
21. Don't be Bashful
22. Don't Darken my Door
23. Don't Take My Penny
24. Double Door

25. Double Exposure
26. Eve of St. Mark
27. Eve on a Rampage
28. Ever Since Eve
29. Every Family Has One
30. Fighting Littles, The
31. Footloose
32. George Washington Slept Here
33. Ghost Train
34. Girl Shy
35. Growing Pains
36. Green Light
37. Her First Beau
38. House of Seven Gables
39. Henry Aldrich
40. Here Comes Mr. Jordon
41. Hans Brinker
42. Here Comes Charlie
43. His Name Was Aunt Nellie
44. Hob Goblin House
45. Hook, Line and Sinker
46. House Without a Key
47. In Gay Havanna
48. June Mad
49. Junior Miss
50. Janie

51. Jane Eyre
52. Just Eighteen
53. Kind Lady
54. Letters to Lucerne
55. Late Mr. Early
56. Late Christopher Bean
57. Little Women
58. Life With Father
59. Lost Horizon
60. Mumbo Jumbo
61. Mother in Law
62. Miss Smarty
63. Mummy Hands
64. My Wife's Family
65. Mama's Baby Boy
66. Man Who Came to Dinner
67. Mrs. Miniver
68. Mistakes at the Blakes
69. Mountain Mumps
70. Murder Mansion
71. Mistaken Identity
72. Moon is Down
73. Midnight
74. Night Must Fall
75. New Shoes
76. Old Doc

77. One Mad Night
78. Orchids and Onions
79. Out of the Frying Pan
80. Our Town
81. Once In a Lifetime
82. Once and For All
83. Patsy
84. Pride and Prejudice
85. Poor Richard
86. Princess and Swineherd
87. Princess and the Golden Stream
88. Plane Crazy
89. Pecks Bad Boy
90. Professor, How Could You
91. Parents Holiday
92. Pig Tails
93. Polishing Pa Pa
94. Robin Hood
95. Stage Door
96. Smiling Through
97. Spring Fever
98. Seven Sisters
99. Seven Keys to Baldpate
100. Skidding
101. Sorority House
102. Servent in the House

- 103. Shirt Sleeves
- 104. Shiny Nose
- 105. Seventeen
- 106. Speed
- 107. Sneak Date
- 108. Taming of the Shrew
- 109. Thumbs Up
- 110. Twelfth Night
- 111. Trail of the Lonesome Pine
- 112. Too Many Relatives
- 113. Tiger House
- 114. Tish
- 115. Tom Sawyer
- 116. Up In the Air
- 117. Very Light Brigade
- 118. You Can't Take it with You
- 119. Young April
- 120. Young in Heart
- 121. You Can't Beat the Irish
- 122. What a Life
- 123. Whole Towns Talking

APPENDIX D

The following is a list of the member schools of the Michigan High School Forensic Association, 1943-1944.

1. Adrian Junior
2. Adrian Senior
3. Albion
4. Ann Arbor
5. Arcadia
6. Auburn Heights
7. Augusta Kellogg Consolidated
8. Bad Axe
9. Baraga Township
10. Barryton
11. Battle Creek Central
12. Battle Creek Lakeview
13. Bay City Central
14. Bear Lake
15. Belleville
16. Benton Harbor Senior
17. Benzonia Consolidated
18. Bessemer A. D. Johnston
19. Big Rapids
20. Birmingham-Big Beaver
21. Bloomfield Hills-Cranbrook

22. Brethren Dickson
23. Byron Center
24. Calumet
25. Center Line Busch
26. Charlotte
27. Chassell
28. Cheboygan
29. Chatham Rock River Township
30. Chesaning Union
31. Clare
32. Clawson
33. Coldwater
34. Coleman
35. Comstock
36. Copemish
37. Crystal Falls
38. Dearborn
39. Detroit Cass Technical
40. Detroit Central
41. Detroit De La Salle Collegiate
42. Detroit Denby
43. Detroit Dominican
44. Detroit Eastern
45. Detroit Miller
46. Detroit Pershing
47. Detroit Redford
48. Detroit Western
49. Dollar Bay

50. Drayton Plains
51. East Detroit
52. East Lansing
53. East Tawas
54. Eaton Rapids
55. Ecorse
56. Elsie
57. Elkton
58. Escanaba Senior
59. Fairgrove
60. Farmington Clarenceville
61. Flint Bendle
62. Flint Central
63. Flint Northern
64. Flint St. Michael
65. Flint Technical
66. Flushing
67. Franklin Mine Pewabic
68. Fraser
69. Fremont
70. Gaylord
71. Gladstone
72. Grand Blanc
73. Grand Rapids Central
74. Grand Rapids Christian
75. Grand Rapids Creston

76. Grand Rapids Davis Technical
77. Grand Rapids Ottawa Hills
78. Grand Rapids South
79. Grand Rapids Union
80. Grand Rapids-Wyoming Park
81. Greenville
82. Hamtramck Senior
83. Hancock
84. Hancock Ripley
85. Haslett
86. Hastings
87. Hazel Park
88. Hesperia
89. Highland Park
90. Hillsdale
91. Holland Christian
92. Holly
93. Houghton
94. Howell
95. Hudsonville
96. Ionia
97. Iron River
98. Ishpeming
99. Jackson
100. Kalamazoo Western State
101. Kaleva
102. Kingsford

- 103. Lake Linden
- 104. L'Anse
- 105. Lansing Eastern
- 106. Lansing J. W. Sexton
- 107. Lansing Resurrection
- 108. Lexington
- 109. Lincoln Park
- 110. Ludington
- 111. Manistique
- 112. Marne Berlin
- 113. Marquette Graveraet
- 114. Marshall
- 115. Mason
- 116. McBain
- 117. McBain Northern Christian
- 118. Menominee
- 119. Middleville Thornapple-Kellogg
- 120. Milford
- 121. Millington
- 122. Mount Clemons
- 123. Mt. Morris
- 124. Munising William G. Mather
- 125. Milan
- 126. Muskegon Heights
- 127. Muskegon Senior
- 128. Negaunee
- 129. Newberry

- 130. Onaway
- 131. Onekama Consolidated
- 132. Osseo
- 133. Owosso
- 134. Paw Paw
- 135. Petoskey
- 136. Pittsford Rural Agricultural
- 137. Pontiac Senior
- 138. Potterville
- 139. Prescott
- 140. Quincy
- 141. Quinnesec
- 142. Reed City
- 143. Richmond
- 144. River Rouge
- 145. Rochester
- 146. Rock
- 147. Rockford
- 148. Rogers City
- 149. Roseville
- 150. Royal Oak
- 151. Royal Oak Madison
- 152. Saginaw
- 153. Saginaw Arthur Hill
- 154. Saline
- 155. Saugatuck
- 156. Shelby
- 157. Spring Arbor Seminary

- 158. Springport
- 159. St. Clair Shores Lake Shore
- 160. St. Clair Shores South Lake
- 161. St. Louis
- 162. Stambaugh
- 163. Standish
- 164. Stanton Union
- 165. Sturgis
- 166. Tecumseh
- 167. Tekonsha
- 168. Traverse City
- 169. Trenton Slocum Truax
- 170. Unionville
- 171. Utica
- 172. University of Detroit
- 173. Van Dyke Lincoln
- 174. Vassar
- 175. Vulcan
- 176. Wakefield Township
- 177. Warren
- 178. Watersmeet Township
- 179. Wayland Union
- 180. Wayne
- 181. Webberville
- 182. White Cloud

- 183. Wyandotte Roosevelt
- 184. Ypsilanti Lincoln
- 185. Ypsilanti Roosevelt
- 186. Zeeland

APPENDIX E

The following is a list of the cities in which Speech Correction Centers are located in the state of Michigan. The list includes only the Public School Centers.

1. Ann Arbor
2. Battle Creek
3. Bay City
4. Bay County
5. Benton Harbor
6. Dearborn
7. Detroit
8. Dowagiac
9. East Detroit
10. Escanaba
11. Ferndale
12. Flint
13. Grand Rapids
14. Hamtramck
15. Hancock
16. Hazel Park
17. Highland Park
18. Holland
19. Howell
20. Ironmountian

21. Ironwood and Wakefield
22. Jackson
23. Kalamazoo
24. Lansing
25. Manistique
26. Marquette
27. Menominee
28. Monroe
29. Muskegon
30. Muskegon Heights
31. Mount Clemens
32. Pontiac
33. Royal Oak
34. Saginaw
35. Sault Saint Marie
36. Sturgis
37. Traverse City
38. Van Dyke
39. Wyandotte
40. Ypsilanti

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Oct 24 1947

125 20

125 20 pd.

21 5 20 gt

May 24 '54

27 '54

1954

25

Feb 3 '58

Mar 17 '55

Apr 2 '54

20 Jan 59

APR 25 1960 41

JAN 6 1961 2

DEC 6 1963 2

~~1960~~ 91

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