A PROPOSED PLAN FOR INTEGRATING

HIGH SCHOOL ASSEMBLY PROGRAMS AND

SPEECH ACTIVITIES

Thesis for the Degree of M. A.

MICHIGAN STATE UNIVERSITY

G. June Shirley

1959

THESIS

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AND SPEECH ACTIVITIES

By

G. June Shirley

A Thesis

Submitted to the College of Communication Arts
of Michigan State University
In Partial Fulfillment of the Requirements
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Approved _Frederick H. Alexander_
Major Professor

ABSTRACT

It was the purpose of this study to develop a recommended assembly program which would meet the need of high school administrators. More specifically, this study was to set up a plan that would successfully integrate the assembly program with the speech activities.

The educational value of the assembly program was established. Research reveals that educators agree that the assembly is a vital force and has an important role to play in public secondary education.

An investigation centered on the assembly practices found in schools today. It was found that some schools have satisfactory practices while many others have serious and disturbing problems. The problems center around: (1) time for the assembly; (2) place and equipment for the assembly; (3) planning and organizing the assembly; (4) arranging suitable programs; (5) interest and co-operation of students; (6) public-relations problems; and (7) teacher-training and cooperation. This investigation revealed that even though the assembly program is considered important it is a problem to operate.

The history and development of the assembly program were traced through rather distinct stages. The hypothesis was given that the proposed plan of establishing the assembly

as an academic class is the third natural and logical development in the assembly program.

It was proposed that the assembly become an academic class, for it needs and must have purposeful planning, organizing, and producing. This class could be in one of several departments e. g. music, English, speech, social studies. It was felt that because of the nature of the speech activities and the speech discipline this class should be placed in the speech department.

Both as a background and as a guide, educational philosophy, principles of secondary education, and objectives of assembly programs were established. Using these philosophical assumptions as a guide, eleven criteria were set up for evaluating an assembly program.

Six high school assembly programs were evaluated with the proposed criteria. These schools were chosen because of location, type, and the fact that these programs to some extent attempted to integrate speech activities and assembly programs. Although these programs meet the criteria in varying degrees, none were found to meet the criteria in their entirety.

A program was developed which it is felt will successfully integrate the assembly program and speech activities.

The details for operation of this program were outlined. The program meets all the criteria. The program has limitations and has not been offered as the only solution to the high school assembly program problem.

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Chapter I

INTRODUCTION

One of the most significant and promising developments in extracurricular activities in high schools is that of the assembly. It offers an ideal opportunity for helping youth to see and understand the problems that must be faced in life. The authors of Planning Student Activities put it this way:

> Many high school students are confused by chaotic world conditions, by the changing concepts of the place of religion in their lives, by the new philosophies of disciplines, and by the fact that he needs more money to do the things he wants to do. Adolescents, like adults, need assistance in resolving such problems. Potentially, the school assembly is an ideal opportunity for helping youth to make satisfactory adjustments of this nature.[1]

The assembly is the one activity of the entire school program that brings all pupils and faculty together. It is only through school assemblies that the attention of the entire school is focused on common experiences. Fretwell has aptly referred to the assembly as "the town meeting of the school."[2] This expression implies that the assembly

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[1] Franklin A. Miller, James H. Moyer, Robert B. Patrick, Planning Student Activities, New Jersey: Prentice-Hall, Inc., 1956), p. 496.

[2] Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools, New York: Houghton Mifflin Company, 1931, p. 208.

is the one opportunity for all to share their experiences, problems, and interests.

School assemblies have been a traditional part of the activities of the secondary school. The evolution of the school assembly has moved through two somewhat distinct stages or periods.

In the first stage, the major emphasis was placed on religious activities. Early assemblies were called "chapels." Their programs consisted largely of Bible reading, prayer, singing of religious hymns, and often sermons.[3]

As the functions of the secondary schools changed, school assemblies tended to reflect this modification of objectives. The content of the programs changed somewhat. The assembly was now used more to entertain the student body. It was, however, still presided over by the head of the school. Pupils participated, for the most part, only as spectators and had little to say about the nature of their assembly programs.

The second stage in the evolution of the assembly which we find existing in most high schools today is commonly referred to as the "pupil participation stage." In this phase administrators and teachers place increasing emphasis

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[3] For a discussion of this and the subsequent stages see: Miller, et. al, *op. cit.* pp. 475-490.

on active pupil participation in planning and presenting assembly programs.[4] Slowly but surely assembly programs are becoming student centered in a very real sense.

With this marked change in philosophy with reference to the functions of assemblies, educators began to accept the philosophy popularized by Dewey, the philosophy that "we learn by doing."[5] They began to look on assembly programs as an excellent opportunity for developing forms of educational experiences that had not been fully recognized previously. Quite naturally the scope of assembly programs became more comprehensive, so that the assembly today is taking on added significance in the life of the school.[6] The concept of its value as a series of learning experiences vastly increases its potentialities. It produces life-like situations. No longer are pupils restricted to sitting; they contribute.

With the advent of this new philosophy came many problems. If the assembly program in our high schools is to realize its potentialities, it must be a well-planned, carefully-organized part of the total life of the school.[7]

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[4]Ibid, p. 497.

[5]Ibid.

[6]Ibid, p. 490.

[7]James W. Whitlock, "Organization and Administration of the School Assembly," School Activities, XVIII (May, 1957), 263.

It is, then, the responsibility of the schools to provide an assembly program of such flexibility and diversity that it meets the needs of the great range of abilities and interests of the pupils. This is a big undertaking.

It is doubtful, however, that the school assembly is fully understood, appreciated, and utilized by teachers, administrators, or students. This is evidenced by the presence of so many problems in connection with the assembly. Many administrators and teachers do not have the time to plan, organize, and produce worthwhile assembly programs. Students, therefore, do not appreciate the programs because they are not well-planned and well-produced.

Perhaps the greatest obstacle to the development of the assembly program has been the lack of adequate planning. No doubt many schools have solved this problem. Too many high schools, however, neglect the assembly. Their programs are haphazardly planned, inadequately sponsored by teachers who usually are given too little time to prepare a program; they are inadequately produced, and represent little cooperative administrator-teacher-student planning.[8]

Another problem is that of preparing programs which have sufficient variety and appeal to hold the interest of a heterogeneous audience.

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[8]Laurence S. Flaum, The Activity High School, (New York: Harper and Brothers, 1953), p. 316.

This fact was revealed by a survey made by the authors
of The Bulletin of the National Association of Secondary-
School Principals.[9] This Bulletin reported the assembly
practices and programs of 450 selected secondary schools.
In addition to insufficient variety and appeal, the
administrators of the schools surveyed indicated another
serious problem was that of arranging time for already
overburdened teachers to supervise the preparation of programs.
This, interestingly enough, ties in directly with the first
problem listed above, that of haphazardly planned programs.

If the assembly is to accomplish its purpose, it must
be planned as a vital part of the school's program. It is
the duty of the administrator to include the assembly as a
vital part of the program of the school. The operation
of the plan, carrying out of details, and actually making
certain the program is a success is the duty of those
charged with this responsibility. Making sure the program is
a real part of the school is an ever present problem for
administrators.

If assemblies do not become a vital part of the school's
program, they become a waste of time for both students and
teachers. My own experience in the few years in which I
have been associated with secondary schools has demonstrated

[9] C. C. Harvey, et. al., "The Assembly Program in the Secondary
School," The Bulletin of the National Association of Secondary
School Principals, XXX (November, 1946), 39-43.

that in all too many cases high school assembly programs
are not of educational value. Talking with administrators
and teachers in other educational systems, I find that
assembly programs in their schools are "poor." This further
substantiates the belief that the assembly program must be
a vital part of the school program or it becomes a "waste of
time."

Furthermore, although the assembly is considered of
educational value and importance to the secondary school,
other research indicated it is being misused in far too
many schools, and its operation presents a problem to the
administrators. For example, a questionnaire covering "best
practices" in cocurricular activities made by the authors
of the book Planning Student Activities indicates that of
the hundreds of schools submitting reports of "best practices"
among cocurricular activities less than two per cent of the
schools mentioned school assemblies as worthy of special
commendation.[10] This could mean many things, but one plausible
assumption might well be that there is much room for improvement.

It is encouraging to note that at the present time
there seems to be a tremendous interest among administrators
and teachers in learning methods which can be used in improving
the assembly in order to make this activity a more vital

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[10] Miller, op. cit., p. 514.

and wholesale influence on the students.[11]

This interest, in my belief, is bringing about the
third stage in the development of the assembly program to
make them a part of the regular school curriculum. Although
the educational value of assemblies has long been recognized,
this movement has progressed slowly. Becoming a part of
the school curriculum is the third step. At the present
time it is on the border line neither wholly extracurricular
nor fully curricular.

Current day philosophy behind assembly programs advocate
their use as a laboratory where students may gain confidence
in expressing themselves before a large audience.[12] Educators
agree, therefore, that the assembly should be integrated with
the subject matter of the school. Already there have been
attempts to integrate it with various subjects taught in
the high school. This new movement to integrate the assembly
program into the curriculum stems from the difficulty of
planning and directing the assembly programs. How, then,
can this new phase of integration best be accomplished.

Perhaps the most obvious way to solve the problem of
good assembly programs is to integrate it with a subject-
matter area. This could be done with several disciplines in
the high school. For example, it could be done with the

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[11] Whitlock, op. cit., p. 286.

[12] Robert L. Patton, "Getting All Students Into the Act,"
School Executive, LXXIV (November, 1954), 74-75.

music program of the school. Also some schools have integrated
it with the leadership class in the school. Another area
where it could be integrated successfully, I believe, is
speech. The reasons for combining assemblies and subject-
matter areas are two-fold. First, it would bring benefits
to the school and its students in that: (1) It would bring
to the students more interesting, better prepared, and
better organized assembly programs; (2) It would give more
students an opportunity to plan and participate in the assembly
programs; (3) It would free the administrator of the direct
responsibility of the assembly program; and (4) It would give
an opportunity for material from all subject-matter areas to
be presented in a good assembly program.

Second, it would bring benefits to a curricular area
of the school, in this case, the speech department for:
(1) It would give the speech students who are in training to
meet the public, practice in getting along with people as
they work with others to prepare the programs; (2) It would
give a chance for better organization and preparation of
speech and drama activities which regularly appear on assembly
programs; (3) It would give speech students an opportunity
to use their creative talents and ideas in creating and
producing programs; and (4) It would afford an excellent
motivation and outlet for speech and dramatic class work.
There is need for such an outlet, and it is vital to a successful
speech program in a school.

The question may be asked as to why select speech as
a vehicle to integrate the assembly with the school curriculum.
Any answer to this question necessitates a discussion of the
place of speech in education.

Speech education appears to be as old as socially organized
efforts to instruct the young. It now ranks with the most
widely studied subjects in our schools. Its future rests
with speech teachers' ability to demonstrate that it has a
substantial contribution to make to the world in which we live.

The report of the Harvard Committee on General Education
emphasized that in our secondary schools we need practice in
oral as well as written expression throughout the curriculum.[13]
In order to give practice in oral expression, an increasing
number of individual high schools throughout the country are
developing integrated approaches. Some of these schools are
experimenting with programs involving skills and knowledge
common to more than one discipline. Others are experimenting
with combined speech and social studies classes in an effort
to give practice in using the speech skills.[14]

Speech teachers teach the speech skills. These are the
parts, the specific objectives of their effort, but the whole

[13] General Education in a Free Society: Report of the Harvard
Committee, (Cambridge, 1945), p. 112.

[14] Franklin H. Knower, "Speech for all American Youth," The
Bulletin of the National Association of Secondary School
Principals, XXXI (January, 1947), 11-15.

is more than those elements. This whole, which is the integration of the entire process, is the experience of using these skills wisely in realistic though prearranged group situations under the guidance and critical counsel of a good teacher. The need for providing such experiences is probably the most important objective of systematically organised general educational programs in speech.[15]

As a secondary school speech teacher, I have found that it is a problem to find a place to use and practice the speech activities. Speech teachers from other schools with whom I have discussed this problem have the same difficulty. It is my opinion that many schools are faced with the same situation. The fact that schools are experimenting with the integration of speech and other subject-matter areas leads me to believe that neither have they solved the problem of an outlet for the speech activities. There should be an outlet in the high school for these activities. For as Franklin Knower has said, "The student should be directed in the practice of speech in varied functional life activities."[16]

In view of this fact, it is the author's belief that these speech activities could be successfully and profitably integrated with the secondary school assembly programs.

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[15]Ibid.

[16]Franklin H. Knower, "A Philosophy of Speech for the Secondary School," Speech Teacher, I (March, 1952), 85.

In the light of these circumstances, this study is
being done: (1) to determine to what degree and how successfully
speech activities have been made a part of the assembly
program; and (2) to develop a plan which will truly integrate
the two.

Definition of Terms

There are four terms which need definition: "proposed
plan," "assembly program," "integrating," and "speech activities."

The first term, "proposed plan," will in this study
refer to a method of action or procedure offered for consideration
or adoption.

"Assembly program" is the presentation of an order of
exercises, numbers or the like to all the pupils and staff
of a school or, in some instances, to a considerable proportion
of them.

"Integrating" is bringing together the parts of into a
whole so as to pass from an unstable to a relatively simple
and stable condition.

"Speech activities" refers to those activities employed
in speech situations to teach the speech skills, e.g. discussion,
debate, public speaking, dramatics.

Justification

Because of the importance of assembly programs and speech
activities in present day educational philosophy, there are
a number of justifications for this study. The first of
these justifications is that it will provide a plan whereby
high school administrators can reorganize their assembly

practices and align them with educational philosophy.
Information on this nature can act as a guide to the administrator in the development of an assembly program plan which
will give educational, inspirational, and worthwhile assembly
programs to the students and faculty.

The second justification is that this study will provide
a plan which if used by the high school speech teacher can
give an outlet for the speech activities.

The third justification for this study is that with
the successful integration of speech with the assembly
programs will come the possibility of integrating other
disciplines with the assembly programs.

The fourth and final justification arises from the
distinctiveness of this study. As nearly as can be determined,
it is investigating an area and proposing a plan that has
not been proposed before by previous theses in the field
of speech or education.

Limitations

This study will be limited to a consideration of the
assembly programs of schools in the United States. It will
be concerned with secondary schools only. The study will
consider no extracurricular activity but the assembly program.

A number of studies have attempted the integration of
speech activities with other subject-matter areas in the

school. This study will be concerned with integrating the
speech activities with the assembly program only. The
proposed plan will cover one year only and will not work in
every high school but can be adapted or modified to fit the
situation.

Procedure and Organization of the Thesis

The general procedure to be followed in this thesis
will be: (1) Determine an educational philosophy for assembly
programs. The method used to determine this will be to
examine books of educational philosophy for general education,
to compile a list of purposes and aims of assembly programs
as revealed by surveys which were done for this purpose,
find from the literature what educators consider to be the
purposes of good assembly programs, and by evaluating these
lists in the light of educational philosophy for general
education compose a criteria for good assembly programs.
(2) Investigate the possibilities of integrating speech
activities with the assembly programs. This will be done
by critically evaluating in the light of the proposed criteria
any past or present efforts to integrate these activities.
(3) Develop a general program whereby the speech activities
can be successfully integrated with the assembly programs.
Ideas for this program will be taken from the investigation
of what has or is being done, but the specific program will
be original with the author and the one which she thinks will

best complement both the assembly program and the speech activities.

This thesis has been organized into six chapters as follows: Chapter I presents the introduction to the thesis. Chapter II contains the history and development of the assembly program. Chapter III gives the purposes and aims of good assembly programs according to educational philosophy. Chapter IV presents an analysis of some present practices of integrating speech with assembly programs. Chapter V contains a proposed plan in accordance with educational philosophy for assembly programs integrated with speech activities. Chapter VI presents a summary and suggestions for further study.

Survey of the Literature

An investigation of speech theses was made to prevent an overlapping or duplication of research completed or in progress. Sources used in this investigation were "Doctoral Dissertations in Speech Work in Progress,"[17] "Abstracts of Theses in Speech and Drama,"[18] "An Index to Graduate Work in the Field of Speech,"[19] and Masters Theses in Education.[20]

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[17] J. Jeffery Auer, "Doctoral Dissertations in Speech and Drama," Speech Monographs (Annually since 1951).

[18] Clyde W. Dow, "Abstracts of Theses in Speech and Drama, Speech Monographs (Annually since 1949).

[19] Franklin H. Knower, "An Index to Graduate Work in the Field of Speech," Speech Monographs (Annually since 1945).

[20] T. A. Lamke and Herbert M. Silvey, Masters Theses in Education, (Annually since 1951).

The investigation reveals that no study such as this has been or is being done. There are, however, a number of studies which are similar in nature.

George Finley at Marquette University in 1937 discussed the value of using trained auditorium class programs to improve assembly programs.[21] Myrtle Hardy gives the possibilities of using speech arts in auditorium activities of the Platoon School.[22] Perhaps the one most closely related to this study deals with the study of speech activities as a coordinating and educational factor in the secondary school assembly. This thesis, written by G. T. Sellers in 1934, goes into detail to try to prove that speech training and activities if used in an assembly program will aid the education of students.[23]

Even farther removed are two other studies: Doxie Hudson has developed a program of activities to be used in

[21] George Finley, "The Value of Trained Auditorium Class Programs as an Aid for Improved Assembly Programs," (unpublished Master's thesis, Marquette University, 1937).

[22] Myrtle Hardy, "The Place of Speech Arts in Auditorium Activities of the Platoon School," (unpublished Master's thesis, University of Southern California, 1938).

[23] G. T. Sellers, "Speech as an Educational Factor in the Secondary School Assembly," (unpublished Master's thesis, University of Southern California, 1934).

an auditorium class for grades up through seven.[24]   Mary
B. King's thesis is concerned with the possibilities of
integrating speech training with the social studies program
of the school.[25]

Although these studies deal with the same general
area, they do not accomplish the same things which will be
the purpose of this study.   In addition, it would be
pointed out that all of these theses except two were written
before 1940.

It is with these facts in mind that the author turns
now to the history and development of secondary school
assembly programs.

[24]Doxie Hudson, "Development of a Proposed Auditorium
Program," (unpublished Master's thesis, Southwest Texas State
Teachers College, San Marcas, Texas, 1955).

[25]Mary B. King, "A Study Concerned with the Integration of
Speech Training with the Social Studies Program to Influence
Social Adjustment," (unpublished Master's thesis, Boston
University, 1954).

Chapter II

HISTORY AND DEVELOPMENT OF ASSEMBLY PROGRAMS

The secondary-school assembly originated from the "opening exercises" or "chapel services" of the early colleges. Because a chief aim of higher education in the early days was to give training for the ministry, the religious motive predominated in all courses and activities. The daily devotional periods were considered very important. Even after colleges widened their objectives and curricula, this chapel service was still maintained, not only because it was traditional and was considered a worthy educational activity, but also because it was good advertising to parents of prospective students.[1] It helped to show the parents that the purpose of the college was religious instruction.

The "chapel services" of these early colleges were carried on in a very formal and dignified manner, with little variation from day to day in the programs presented. The faculty was seated on the stage, and the students marched in to take their assigned seats in a very orderly fashion. The head of the institution was in absolute charge, and the success of the program depended upon his forcefulness in "putting over" his "message" or some "moral truth." In

[1] Harry C. McKown, Assembly and Auditorium Activities, (New York: Macmillan Company, 1930), p. 3.

addition to his exhortations, the program generally consisted of the reading of passages from the Scriptures, prayer, the singing of hymns, and announcements.

The academics, and later the secondary schools, took over many of the features of the early colleges in which their teachers and administrators had been trained. Naturally, the "chapel service" was one of the activities inherited. It was taken over with little, if any, change or adaptations; entrenched itself as part of the program; and tended to perpetuate itself until long after many other aspects of the secondary schools had been modernized to meet new conditions and needs.

This "chapel" in the high schools has progressed through very distinct stages. These were referred to briefly in the introduction to this study. A more thorough description of these stages is necessary in order to fully understand the development of the assembly program.

Within the two periods in the development of the program there have been smaller innovations which have brought some change within each period. There has been, of course, an overlapping of the periods to a certain extent.

The first period in the development of the assembly in the secondary schools began with the advent of our first schools and lasted until the later part of the nineteenth

century. In the first phase of this period the programs
were of the sermonic and moralizing type similar to the
programs of the pioneer colleges. They consisted largely of
Bible reading, prayer, singing of religious hymns, and often
sermons. The programs were perfunctory, stereotyped, and
monotonous. Attendance was compulsory and discipline was
severe. The principal or head master was in complete charge.

About the time of the beginning of the academy movement
in the last half of the eighteenth century and about the
middle of the first period in the development of the assembly
program, the functions of the secondary schools changed. The
objectives of Latin Grammar schools had been to prepare a
leadership for church and state. The function of the Academy
was to teach what people wanted to learn, to train the mind,
to provide mental discipline, and to develop character.[2]
The school assemblies tended to reflect this modification of
objectives. Assembly programs became more comprehensive in
terms of program content. The religious objective continued
to be of major importance, but in addition, the assembly was
looked upon as an opportunity to announce school policy, to
recognize superior achievement, to raise the culture level of
the pupils, and to entertain the student body. It was
during this time that faculty members were delegated partial

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[2] William H. French, American Secondary Education, (New York:
The Odyssey Press, 1957), pp. 5-6.

responsibility for programs. Pupils participated, for the most part, only as spectators and had little to say about the nature of their assembly programs. They were marched into the assembly room and seated in groups that were rigidly supervised by a member of the faculty. Enforcement of discipline was stressed. The general atmosphere all too often suggested that pupils should be seen, not heard.[3]

The "morning exercise" or "chapel" so entrenched itself into the high schools that it was not until after the turn of the century that there was any great change. It was at this time, ushering in the second stage that the name began to change to "assembly". Harry McKown in his book published in 1930 points out:

> Although the "assembly" is fast supplanting
> "chapel," as school authorities appreciate its
> wonderful educational potentialities, many schools
> still profess to have a chapel service, and not a
> few still have the faculty seated on the stage[4]

The change in the name was significant; for the "assembly" came to mean something more than a mere physical assembling of student body and faculty, something more than a gathering of minds that were to follow as closely as they could the idea of a speaker. The new name suggested the assembly of

[3] Franklin A. Miller, et. al., Planning Student Activities, New Jersey: Prentice-Hall, Inc., 1956, p. 297.

[4] McKown, loc. cit.

the interests and aspirations of the entire student body.[5]

This second stage in the evolution of the assembly although a gradual process was a major change. It, too, developed as did the change in the later part of the first stage as the result of the new philosophy of secondary schools. Fretwell writing in 1924 says of this period:

> In the last decade the assembly in the public high school has changed almost completely in aim, program, character of participants, time and organization.
> As the school has become a social organization, as it has come to be recognized that it is what the learner does, that educates him, the assembly has changed. However, since the stereotype assembly was firmly entrenched, required little or no planning or presentation, and since high school principals enjoyed giving advice and had great faith in the efficacy of this advice, this type of assembly tended to perpetuate itself. Other reasons similar to this probably account for the continuance of the old type of assembly long after many other high school practices had fallen in line with the more progressive educational thought.[6]

McKown attributes the slowness with which the first stage gave way to the new to the attitude of the high school principals toward the assembly. He says:

> One of the most important reasons for the comparatively tardy capitalization of the school

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[5] Genevieve T. Sellers, "Speech as an Educational Factor in the Secondary School Assembly," (unpublished Master's thesis, University of Southern California, 1934), p. 1.

[6] E. K. Fretwell, "Extra-Curricular Activities of Secondary Schools," Teachers College Record, XXV (May, 1924), 61-69.

assembly as an educational opportunity has been the
attitude of the school principal towards it. /His
attitude is to/consider the assembly merely an
administrative device or convenience instead of an
educational opportunity.[7]

This is demonstrated by a study made in 1923, of the
relationship of the principal to the assembly program.
E. E. Evans stated that out of the ninety-five principals
reporting, fifty-three arranged their own assembly programs
and about one-half of the remainder were chairmen of their
assembly committees, composed usually of teachers, and also
that there were few instances of pupil representation. In
short, in approximately three-fourths of the cases studied,
the principal was the program.[8] He assigned or dictated the
program, he scheduled the meeting, and he handled it when
it was given, with little or no help from anyone.

Eventually the assembly became an important and integral
part of the educational offering of the school. Fretwell
praised its educative value.

> The need of the assembly as an educative
> agency is recognized, for pupils form habits
> and are educated by what they do. Many a young
> person is inspired to increased effort by finding
> he can preside over a meeting, play a solo,
> interpret a dramatic role, sing a song, play in
> the orchestra, or that he has something to say and
> that his companions will listen.[9]

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[7] McKown, op. cit. pp. 24-25.
[8] E. E. Evans, "What to Do with the High School Assembly,"
School Review, XXXI (April, 1923), 282-286.
[9] E. K. Fretwell, "The School Assembly," The National
Association of Secondary School Principals, (Sixth Yearbook,
1922), 147.

This period in the development of the assembly program may be labelled the "student participation stage," a period in which the student organizes, plans, and controls the assembly. Probably a majority of the secondary schools are in this stage or some phase of it at the present time. Students are invited to cooperate in the selection of program themes and in the preparation of program materials; student assembly chairmen are replacing school officials and teachers; school band and orchestra music, and dramatic activities have a prominent place in the programs; and many programs are staged with little or no direct adult participation. Usually there is an assembly committee consisting of several students and one or more faculty members which has charge of developing an assembly schedule and co-ordinating the programs arranged by various groups.

The full implications of this change were not seen immediately. The mere emancipation of the student did not insure good assembly programs. This certainly was a step forward, but it was many years before assembly programs achieved any degree of distinction in the high school program. Georgia Finley writing in 1937, thirty-seven years after the so called "beginning" of this period, says:

In the progressive schools of today there are few assembly periods because the regular school classes . . . /would be disrupted/. When there is an assembly period, the programs are usually one of three types as follows:

1. dramatic
2. advertising a department, as music
   or art
3. outside talent . . .

The assembly period is used by the principal to explain rules and conduct. The students listen passively, and as a rule this type of assembly program is a waste of time.[10]

In the meantime another innovation was that of audience participation. Very definite attempts are made to have the entire audience participate in the program rather than sit and listen to it. The participants from the stage are secondary; to give the audience an educational experience is the important factor.[11] Some of the methods by which this is done are: the audience is asked to indicate by its applause which of two costumes or examples of interior decoration it likes better, or which one of two procedures in courtesy is proper; or to make use of a self-analysis blank in a program on guidance.[12] The keynote terms of this phase are "Perform," "Respond," "Choose," "Evaluate," or "Put to practical use."

This type of audience participation did not become a lasting thing in assembly programs. Today the emphasis seems to be education for both the participants and audience. For

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[10] Georgia I. Finley, "The Value of Trained Auditorium Class Programs as an Aid for Improved Assembly Programs," (unpublished Master's thesis, Marquette University, 1937, p. 106.

[11] C. C. Harvey, et. al., "The Assembly Program in the Secondary School," The Bulletin of the National Association of Secondary School Principals, XXX (November, 1946), 4.

[12] McKown, op. cit. p. 5

today we have a combination of student participation and
audience participation. The audience participation is
somewhat different from the type mentioned above. For
example, we have at pep assemblies students performing and
the audience participating when a school yell is given, the
school song is sung, or the flag salute is given.

The assembly today is catching up with the trends in
the development of other aspects of secondary education. It
contributes to the growth of the individual in a democratic
environment. This is not to say that all problems in
assembly programs have been solved, far from it.

Many problems do exist; thus the reason for this study.
In order better to understand and criticize the present day
assembly program, we must examine some of the practices in
regard to it.

It is important to know something about the (1) frequency
of the assembly programs; (2) length of the assembly program;
(3) time of holding assembly programs; (4) planning and
rehearsing the programs; (5) type of programs; and (6)
attendance at programs.

What are the practices of the schools? An answer to
this can be found in two surveys made in 1945[13] and 1957[14]

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[13] Harvey, op. cit. pp. 5-6.

[14] James W. Whitlock, "Organization and Administration of the
School Assembly," School Activities, XXVIII (May, 1957), 283-286.

although greater reliance will be placed upon the later of these surveys because of its recency.

Frequency of program: The information gathered in this survey indicates that the plans of many schools are somewhat flexible. The most common arrangement is the weekly assembly. The daily assembly exists in only three schools and assemblies are held less frequently than one a month in only thirteen of the 389 schools surveyed. The larger the school the greater seems the tendency toward holding the assembly once a week.

Length of the assembly: The length of the assembly periods are varied. Some schools vary the length of the assembly to fit the occasion. In two hundred five schools assembly period is at least forty-five minutes or the periods range from forty-five to sixty minutes in length. Only eighteen schools have assembly periods of less than thirty minutes. Fifty per cent of the school officials responding to this survey feel a need for an assembly period approximating in length the regular class period.

Time to hold assembly: Friday and Wednesday are the days most preferred for holding the assembly. Friday's selection might possibly be due to the fact that most athletic contests are held on that day and would be the best time in the week to hold "pep" meetings.

The period in the day for holding the assembly was:

first choice, the last period in the school day; second choice, the first period in the school day; third choice, the third period in the school day. Many schools have a rotating or floating period, replacing the first period for the first time, the second period, the second time, etc. with each period in succession.

Planning and rehearsing the programs: The survey indicates that the arrangements of many schools for planning and rehearsing the programs are not too satisfactory. In one hundred three of the schools responding, programs are planned and rehearsed only outside school hours. Twenty-one per cent of the schools use only the activity period for this purpose. A few use both the activity period and after school hours. It was mentioned in the answers from a large number of schools that the problem of arranging time for the rehearsal of programs is one of the most difficult ones.

The majority of schools in this study have an assembly calendar which is planned in advance.

In the 1945 survey[15] of the schools studied two hundred thirty-four had an assembly committee which had charge of arranging the assembly schedule and coordinating the programs. In several schools, an organization existed known as the

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[15] Harvey, op. cit. p. 15.

"Assembly Club" or the "Auditorium Club." One high school had an assembly training class in the speech department which carried on the duties usually performed by the assembly committee.

In many schools today, the student council serves as the assembly committee. This committee is usually composed by both students and teachers. Some schools have a director of student activities who is in charge of assemblies. Some lighten the load of one teacher so that she may have time to take charge of the assembly programs.

Type of program: The trend is away from the "paid" assembly programs. These are usually programs secured from agencies and too many times they are not satisfactory. The author's experience with paid assemblies has been that too many times they are below par educationally and many times are not even entertaining or inspiring. Today most students can get better entertainment on television. In many schools students originate the ideas for the programs. Some schools exchange assembly programs with neighboring schools. These seem to be enjoyed by the students.

Outside speakers, especially from the community, are used. Commercial groups (such as Bell Telephone or General Electric) sometimes present programs. Schools usually present

programs for special days, events, or weeks. These consist
of music, drama, speech demonstrations, or a combination of
these.

Attendance at programs: In most schools attendance at
assembly programs is compulsory for both students and teachers.
Teachers are usually assigned disciplinary duty during the
program. Sometimes students are assigned certain seats and
attendance is checked by home room teachers or class sponsors.
Faculty supervision is deemed necessary at the assembly in
most schools.

Our schools have traveled a long road since the entire
student body marched to the auditorium, on signal and with
piano accompaniment, to hear a "sermon" by the principal.
There is still a long road ahead to realize all the poten-
tialities that lie within the assembly program.

In the majority of the schools today the assembly is
used mainly for extracurricular purposes, but much progress
has been made in integrating it with curricular activities.
When this is done then the assembly program will have
achieved full status in the secondary schools.

Chapter III

EDUCATIONAL PHILOSOPHY FOR ASSEMBLY PROGRAMS

In order to criticize the present system for operating the assembly program, we must first examine its underlying philosophy. What are the principles by which high school assembly programs operate?

If we know the philosophy of assembly programs, we can then apply its principles to see if the present system is accomplishing its purposes.

To develop primary educational philosophy for assembly programs and develop a criteria by which they can be evaluated is the purpose of this chapter. In order to do this it is necessary to determine the importance of a philosophy and the underlying philosophy or principles of education and in this framework determine the purposes of assembly programs.

Philosophers have always been concerned not only with attempts to understand the world as it is, but also with discovering how life should be lived, what men should strive for, and how he can improve his social organization.

In every phase of life — material, spiritual, lay, professional — we believe certain things about the activities we perform. These beliefs, usually to a far greater extent than we realize, not only reflect our day-to-day activities but in turn mold and direct these activities.

There is nothing more necessary to mental health, to personal and social harmony, to consistency of action and purpose than to be fairly well satisfied with the beliefs that underlie every day conduct. They constitute a type of pattern that enables us to proceed with some degree of efficiency, orderliness and confidence in what we are doing.[1]

Philosophy is a systematic body of principles, often with implications for their practical application to the affairs of life. It is a set of values. Brameld says that philosophy is "the supreme instrument man has fashioned by which, through the ages, he comes to terms with himself as he struggles to organize his existence within the culture."[2] To him philosophy is the expression of beliefs. To Doughton, philosophy is "not regarded as the summation of knowledge, but as the correlation of knowledge." He says that the function of philosophy is to effect a coherent synthesis of knowledge, to achieve a balance of knowledge, not a totality of wisdom.

> Philosophy is the correlation by each man of all
> his knowledge and experience which may have a bearing
> upon any problem of life that he may be trying to
> solve.[3]

[1] Theodore Brameld, Philosophies of Education in Cultural Perspective, (New York: Dryden Press, 1955), p. 21.

[2] Ibid, p. 4.

[3] Isaac Doughton, Modern Public Education: Its Philosophy and Background, (New York: Appleton-Century-Crofts, 1935),

We may say, then, that philosophy is the fusion of one's knowledge and experience that causes one to act the way he does, to hold the standards, and values that he holds, and to have the aspirations that influence him. Everyone has some kind of philosophy that preconditions him for certain ways of thinking and behaving.[4]

Philosophy can be used in many ways: inefficiently or efficiently, vaguely or clearly, haphazardly or systematically. We all philosophize whenever we try to express the things we believe about our lives and about our relations to the rest of life. Educators are certainly no different from others in holding beliefs and utilizing them.

Educational beliefs are the unavoidable concern of everyone connected with the schools. Since almost everyone is concerned with the schools we have an immense amount of philosophizing expressed in the schools.[5]

It is, therefore, necessary to develop a philosophy of education and to set down the guiding principles to give us direction in educating the people of our country.

It is essential in a democracy that both leaders and those led have a clear philosophy of life and a clear philosophy of education.[6]

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[4] William M. French, American Secondary Education, (New York: The Odyssey Press, 1957), pp. 45-46.

[5] Brameld, op. cit., p. 21.

[6] William H. Kilpatrick, Philosophy of Education, (New York: MacMillan Company, 1951), p. 6.

A philosophy of education is a specialized and limited philosophy. In America it must be a philosophy of democracy conceived as a way of life.[7] It concerns itself with what we think and do about the education of people, and the reasons we think and do these things.[8] It must, of course, be compatible with and consistently constructed within the framework of the larger philosophy which one has adopted.

This philosophy of education calls for organizing principles for education which make it a discipline of character for membership in a democratic society.[9]

The principles must be practical principles, by which practical policies and particular practices can be directed and judged, for educational purposes are always relative to the ends of living nor can they be understood apart from life itself, for educational aims grow out of life's aims.[10] Without these definite aims education would be chaotic rather than orderly. It would be impossible to formulate any guiding principles which would give direction to all activities.[11]

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[7]Ephraim V. Sayers and Ward Madden, Education and the Democratic Faith: An Introduction to Philosophy of Education, (New York: Appleton-Century-Crofts, 1959), p. 5.

[8]French, op. cit., p. 496.

[9]Sayers, op. cit., p. 14.

[10]Stella Van Petten Henderson, Introduction to Philosophy of Education, (Chicago: University of Chicago Press, 1947), p. 12.

[11]Rudyard K. Bent and Henry H. Kronenberg, Principles of Secondary Education, (New York: McGraw-Hill, 1953), p. 31.

A philosophy of education is meaningless, however, if it is detached from the circumstances of time and place, because education is a practical enterprise, closely connected with the changing conditions of community life.[12]

Bossing has conceived the general function of education as

> . . . the adjustment of man to his environment, which contemplates man's adaption to and the reconstruction of his environment to the end that the most enduring satisfactions may accrue to the individual and society.[13]

This is the basic general philosophy of American education.

Henderson sees the task of education a little more specifically as that of guiding

> . . . the growth and development of boys and girls so that they will become competent and social-minded citizens of our commonwealth; so that they will work for the commonwealth, not just for their own narrow ends; and so that they will be a more intelligent and altruistic generation than previous ones.[14]

Our general philosophy of education is, then, that education should promote our common welfare through helping boys and girls to grow in capacity for intelligent and social-minded participation in group life, by helping each child develop into the finest human being he is capable of becoming, able to live life to its fullest and to do his part in making

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[12] Mortimer J. Adler and Milton Mayer, The Revolution in Education, (Chicago: The University of Chicago Press, 1958), p. 57.

[13] Nelson L. Bossing, Principles of Secondary Education, (New York: Prentice-Hall, Inc., 1949), p. 204.

[14] Henderson, loc. cit.

that possible for every other human being.[15]

French sees American education as

. . . education which seeks to meet the common
needs of youth for competence as a person and as
a citizen.[16]

These statements of our present day philosophy of
education all reflect the same point of view, but they are
all quite general. In order to make our philosophy practical,
we must set up some principles by which we can put this
philosophy into practice.

The White House Conference on Education meeting in
Washington, D. C. in 1955 listed the principles of education
to be:

1. To develop the fundamental skills of com-
munication - reading, writing, spelling, as
well as other elements of effective oral and
written expression; the arithmetical and
mathematical skills, including problem-
solving.
2. To develop appreciation for our democratic
heritage.
3. To develop civic rights and responsibilities
and knowledge of American institutions.
4. To develop respect and appreciation for human
value and for the beliefs of others.
5. To develop the ability to think and evaluate
constructively and creatively.
6. To develop effective work habits and self-
discipline.
7. To develop social competency as a contributing
member of his family and community.

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[15]Henderson, op. cit., p. 238.

[16]Will French, et. al., Behavioral Goals of General Education
in High School, (New York: Russell Sage Foundation, 1957),
p. 39.

8. To develop ethical behavior based on a sense of moral and spiritual values.
9. To develop intellectual curiosity and eagerness for life long learning.
10. To develop appreciation and self-expression in the arts.
11. To develop wise use of time, including constructive leisure pursuits.
12. To develop physical and mental health.
13. To develop understanding of the physical world and man's relation to it as represented through basic knowledge of the sciences.
14. To develop an awareness of our relationships with the world community.[17]

From these principles of general education and from our present day philosophy of education, we have developed principles specifically for secondary education. Since this study is concerned with the secondary school assembly, and its function in the secondary school these principles are important to the development of the principles of secondary school assembly programs.

Rand, Professor of Education at the University of Illinois, has outlined nine principles which underlie public secondary education in America:

1. The American public secondary-school is obligated to promote the general welfare, to assist in teaching youths whatever they need to learn during adolescense in order to carry on those basic social processes on which the strength of the United States and the well-being of each citizen depend.
2. To promote the general welfare most fully, the public secondary school must build on the past but orient itself to the future.

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[17] Will French, et. al., *Great Issues in Education,* (Chicago: The Great Books Foundation, 1956), pp. 20-21.

3. If societal strength and individual well-being are best to be ensured, one of the top-level priorities of the public secondary school must be to teach youths to think and to communicate.

4. If societal strength and individual well-being are best to be ensured, one of the top-level priorities of the public secondary school must be to teach youths to understand, appreciate, and live the democratic way of life.

5. If societal strength and individual well-being are best to be ensured, one of the top-level priorities of the public secondary school must be to teach youths the principles of safe and healthful living, help them develop bodily vigor, and provide a safe and healthful physical environment.

6. To perform each of its three top-level priority tasks most effectively, the public secondary school must have youths make a direct study of the problems of making a living, strengthening the family, and providing for physical security, spiritual growth, aesthetics, recreation, and social organization and control.

7. To promote the general welfare most fully, the public secondary school must serve equally well all the educable youths of the community.

8. To promote the general welfare most fully, the public secondary school must make full use of what is known about the learning process.

9. To make it a public institution in the best sense, the public secondary school must have its basic education policies shaped by the lay public with competent professional advice, its technical operation determined and interpreted to the public by competent professional efforts.[18]

These principles are guides to action. Principles are useful only to those who know how to apply them, how to

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[18]Harold C. Hand, Principles of Public Secondary Education, (New York: Harcourt, Brace Company, 1958), pp. 74-75.

analyze individual circumstances in which the principles should be made operative.

Within this framework of educational philosophy and the specific principles of secondary education, educators must place the assembly program. What then, are the principles and purposes of assembly programs in the secondary school?

Research reveals that a number of surveys have been made in which secondary school principals listed the primary aims or purposes of assembly programs.[19] Many schools responding to the surveys summarized their assembly aims as being identical with those of secondary education.

Educators have formulated what they believe the important objectives of assembly programs should be.[20] These objectives are in essence the same.

With this fact in mind the author has formulated a composite statement of purposes for the assembly, based

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[19]See: C. C. Harvey, "The Assembly Program in the Secondary School," The Bulletin of the National Association of Secondary School Principals, XXX (November, 1946), 7-11. And James W. Whitlock, "Purposes of High School Assemblies," School Activities, XVIII (April, 1947), 247-250.

[20]See: Harry McKown, Assembly and Auditorium Activities, (New York: The Macmillan Company, 1930), pp. 9-11. And Franklin Miller, et. al., Planning Student Activities, (New Jersey: Prentice-Hall, Inc., 1950), pp. 47-50. and Louis R. Alleer, et. al., Allied Activities in the Secondary School, (New York: Harper and Brothers, 1950), p. 120.

upon actual practices, voiced aims, and desirable educational
outcomes. The objectives of actual practices were taken from
the previously mentioned surveys. The voiced aims are a
compilation of objectives thought to be important by educators
mentioned earlier. All these have been viewed in the light
of the preceding educational philosophy. These objectives
are: (1) To provide for pupil participation in creating and
organizing programs, (2) To help pupils to gain ease, poise,
and ability to speak effectively before a group of people;
(3) To afford democratic experiences that will raise individual
and group standards; (4) To enrich the educational and
cultural experiences so that socio-economic and spiritual
horizons will be broadened; (5) To develop desirable audience
habits; (6) To aid in unifying the school; (7) To supplement
curricular activities and consolidate the entire program of
the school; (8) To foster understanding and loyal relationships
in the community.

With these objectives, the assembly is a fundamental and
indisputable educational force. With basic and far-reaching
aims, the assembly can become a vital and influential
experience individually and socially.

As previously stated the secondary purpose of this
chapter is to develop criteria by which assembly programs can
be evaluated. To establish standards of a good assembly

program, an extensive study was made of descriptions of
hundreds of assemblies throughout the United States in all
sizes and types of schools. The judgment of high school
principals as revealed in survey questionnaires was drawn
upon. Correspondence and consultation with directors of
student activities and editors of professional association
publications were weighed. The faculty of a large city school,
each of which had had experience with assemblies, criticised
the criteria formulated. The criteria were then scrutinized
carefully to eliminate any points in conflict with a widely
used curriculum evaluating instrument.[21] Finally, those
characteristics which seemed important enough for schools
to report and valuable enough for educators to stress were
simplified to make them more readily usable.[22]

It was from this information and these criteria the
author formulated the following criteria which she feels are
the most significant to this study:

Criterion One

A good assembly has a regularly scheduled time for planning,
rehearsing and producing.

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[21]Checklist for the Ten Imperative Needs of Youth, National
Association of Secondary Principals, based on Education for
All American Youth, Educational Policies Commission, National
Education Association, Washington 6, D. C.

[22]Nellie Zetta Thompson, Vitalized Assemblies, 200 Programs
for all Occasions, (New York: E. P. Dutton Company, 1952),
pp. 157-161.

Criterion Two

A good assembly has adequate equipment and facilities.

Criterion Three

A good assembly is suitable for the length of time, the place, the facilities, the purpose, and the occasion.

Criterion Four

A good assembly is planned and rehearsed with a definite purpose in mind by students who are supervised by a well qualified and cooperative teacher.

Criterion Five

A good assembly is well organized and well produced thus reducing disciplinary action to a minimum.

Criterion Six

A good assembly places emphasis on creativity, resourcefulness, and variety by utilizing all the activities of the school.

Criterion Seven

A good assembly emphasizes student participation and control.

Criterion Eight

A good assembly is interesting and answers a definite need of the students.

Criterion Nine

A good assembly enriches the educational experience of the participants and audience and stimulates their imagination.

Criterion Ten

A good assembly engenders wholesome and mutually beneficial community-school relationships.

These criteria cover almost all the aspects of assembly programs. The author feels, however, that an eleventh

criterion is necessary to insure that the first ten will be measured up to.

Most of the problems mentioned in the 1946 survey of assembly practices add up to the lack of direction and organization for assembly programs.[23]

In the above mentioned survey predictions for the future of assembly programs were listed by the participating high schools. These predictions reflect the desires of administrators and teachers. Significant predictions were: (1) The assembly will come to occupy a more important place in the life of the school, (2) The assembly will be better planned with more use being made of student ideas, initiative, talent, and energy, (3) the assembly will be regarded as a part of the regular school-wide program; not extracurricular. Statements such as these were made: "Assemblies will be used more to teach." "They will become more and more a part of the curriculum, presented regularly, and tied in with and an outgrowth of class work." "[They will be] incorporated into general or regular school work." (4) Better integration of the assembly with the remainder of the school. There seems to be a general feeling that the assembly is not integrated as well as it should be with the remainder of the school, particularly with classroom activities. One such statement

[23]Harvey, op. cit., p. 43.
[24]Harvey, op. cit., p. 52.

was: "[The assembly] will be more closely tied to classwork; used more as a laboratory for speech arts, vocal and instrumental music and other areas."[24]

These predictions reflect the desires of administrators and teachers and point also to a need for direction and organization of assemblies. This need demands the eleventh criterion.

Criterion Eleven

A good assembly must be the outgrowth of a regularly constituted academic class, the members of which plan and operate the assembly plan.

1. The members of this class, supervised by a qualified teacher, plan, organize, and manage the program in addition to training those who will participate in the programs.
2. The programs, although supervised by an academic class, are all-school assemblies with the participants and program material coming from all areas of the school.

The author believes there are many reasons why the assembly planning must be the specific responsibility of an academic class.

First of all, it gives direction and organization to the assembly program. The assembly program no longer must be shifted from place to place for preparation and planning. Criterion eleven gives stability, importance, and dignity to the assembly program and establishes it as a part of the curriculum.

In addition, the writers of The Bulletin of the National Secondary-School Principals make this statement about its

being a part of the curriculum: "Schools which have tried to
integrate the assembly with the curriculum have found that it
enriches both the assembly programs presented and the class-
work with which they integrate."[25]

The assembly must be a class included in the curriculum,
for this is what administrators and teachers want and foresee
as a way to give to the school better assembly programs.
The survey mentioned above gives these statements by adminis-
trators and teachers of what they desire and foresee for the
assembly: "Progressive schools will have one teacher in
charge of all assemblies. This teacher will devote all her
time to assembly programs and oral English." "[There will
be an] auditorium teacher with an auditorium period for each
group so that each may have an opportunity to be on a program."

Planning assembly programs through an academic class
will motivate students to do better class work, to present
better assembly programs, and to regard the assembly as
both interesting and worthwhile.

In the author's opinion, the eleventh criterion brings
about the third major change in the development of the high
school assembly program. She feels that it is inevitable.

Although it is not a criterion, the author believes
that the proper place for this academic assembly class is in
the speech department. It has been pointed out earlier in

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[25] Harvey, op. cit., pp. 4-5.

this paper that this class could be a part of other departments of the school. There are reasons why the author feels that it should be in the speech department. These reasons have been listed in the introduction to this paper.

With this philosophy of present day secondary school assembly programs in mind and using the proposed criteria, we can evaluate the present assembly practices.

Chapter IV

AN EVALUATION OF ASSEMBLY PROGRAMS

IN WHICH SPEECH ACTIVITIES WERE INTEGRATED

Since criteria for evaluating assembly programs have
been set up, the next task is to see if existing assembly
programs meet this criteria. Extensive research [suggests]
that many programs do not meet the criteria that have been
set up. The purpose of this chapter, therefore, is to point
out in what ways these programs do or do not answer these
criteria.

Obviously there are far too many assembly programs to
be discussed here. The programs from six schools have been
chosen. They were chosen because the author found after
surveying the literature that each of these programs apparently
involve integrating to some extent speech activities with
the assembly programs.

The author realizes that she could not possibly have
examined all the programs, and that there may be other
programs which would have been better to use for this
evaluation. Various programs have been eliminated for
definite reasons. The auditorium class program has been
omitted, for the author feels that this is an entirely
different type of program. The auditorium class was a one
semester class all students were required to take. Programs

were prepared and presented by the students. The audience
was the remaining class members who had no part on that
particular program. All were given an opportunity to appear
on a program. It had no connection with the school's
assembly program. Also, nowhere in the research was it found
that this type of program exists today.

Programs from the following schools will be used: (1)
Peacock Military Academy, San Antonio, Texas; (2) Wakefield
High School, Arlington, Virginia; (3) Community High School,
Granite City, Illinois; (4) Boulder High School, Boulder,
Colorado; (5) Whitefish Bay High School, Milwaukee, Wisconsin;
and (6) Shorewood High School, Shorewood, Wisconsin. The
author feels that this is a cross section of schools from the
United States. Also they are representative of different
types and sizes of schools.

Each school's program will be evaluated separately in
the light of the proposed criteria. It should be pointed out
that the programs evaluated here are perhaps the better
programs from the schools. Also the information available
for these programs is by no means complete. It is, therefore,
impossible to determine if these programs meet some of the
criteria.

Peacock Military Academy has the "Open Forum" type of
assembly each Friday of every week. The programs grew out

of classroom situations. All programs are built around current problems and issues of world-wide significance. These problems and issues are discussed in an understandable way by the students. Plans for the program originate in the principal's office. Each member of the faculty assumes the directorship of the weekly programs at a stipulated time. The director decides on the number of topics to be used. Topics to be discussed are assigned to the necessary number of students by the first-period home-room teacher upon his receipt of the selected topics from the director. The assignment to the student is made on the rotation system, so that by the end of the year the majority or all students have had the opportunity to speak from the stage. Two students appointed by the director, give a brief recapitulation at the conclusion of the discussion. A student is designated to act as chairman.

In conjunction with this program a short movie is sometimes used. This movie parallels the content of the program. At the conclusion of the recapitulation, the chairman opens the meeting to the student body. Opinions may be voiced and questions may be asked of the speakers.

The students are encouraged to relate their talks from memory, and they may or may not use the public address system. There are no announcements on the program. The program consists of: a song, pledge to the flag, film, speeches, recapitulation, and forum.

It is obvious that this type of assembly program meets some of the criteria. This is a regularly scheduled program, planned, and produced at a certain time. There is no mention of rehearsal time. If there is rehearsing, it is probably done during the school day. This program is somewhat interesting and meets the needs of some of the students. It does use student participants. It seems from the available information that it is well organized and well produced. Mention was made that discipline was minor. It, also, meets criterion nine to a degree in that it is educational and probably stimulates the imagination of some of the students.

The program, however, does not meet some of the very important criteria. Criterion four is very definitely violated. This program is not planned by the students with a definite purpose in mind. The program, it seems, is planned entirely by the staff and the parts are assigned to the students. Criterion six is obviously not met. Since the programs are the same type every Friday, are planned by the faculty, and utilize mostly speech activities, they do not emphasize creativity, resourcefulness, and variety. It does not appear that the programs produce beneficial community school relationships.

To the author these are serious lacks and could prove to be fatal to the operation of a successful assembly program.

A student-staff assembly committee at Wakefield High School in Arlington, Virginia, meets early in the year to plan the year's programs. The committee is composed of a student representative, who is a member of the Student Council, from each grade level, the teacher chairman of each grade level, and the administrator in charge of student activities.

This committee attempts, within the time restrictions imposed, to plan programs which serve the purposes outlined. Once the year's programs are set the mechanics of conduct becomes the responsibility of the administrator and his secretary. They handle the details. Formerly, this school used a teacher as coordinator of assemblies. She was given released time from one class. This did not work for two reasons. It cost too much money, and it was too much work for the teacher to do in the allotted time.

The students have assigned seats for the programs. They are given, by the Student Council, a guide for proper behavior at assemblies.

The students present and participate in the programs. They are given, by the Student Council, a guide for proper behavior at assemblies.

The students present and participate in the programs. The types of programs are: sports assemblies, student government, special days i. e. Thanksgiving, Christmas, and

Easter, science demonstrations, and special birthdays i. e.
Washington and Lincoln.[2]

From the available information, it is difficult to
determine if this program meets many of the criteria, such
as: one, two, three, five, and ten.

It meets criterion one to a degree in that the year's
programs are definitely planned by the assembly committee
composed of students and faculty. This meets criterion four
to a certain extent. Even though the program is partially
planned by students and supervised by faculty members, we do
not know if these faculty members are really qualified for
this job. A well qualified supervisor is quite important.

The program seems to utilize most of the activities of
the school, the students participate, broadly speaking the
program enriches the educational experience of the students,
and the programs appear to be interesting.

This program, however, has some very definite faults.
Criteria four is not measured up to fully in that even though
initial planning is done by students the detailed planning
and supervising is done by the administrator and his secretary.
This loss, the author believes, takes much from the educational
experience of the students. No mention is made of rehearsal
time or the purpose of assembly programs.

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[2] Harold M. Wilson, "Programs with a Learning Function,"
School Executive, 76(November, 1956), 71-72.

Obviously this school, as do many schools, has trouble finding time to plan these programs. The committee attempts to plan them "within the time restrictions imposed." They tried releasing a teacher one hour per day to do this and found that it was too much work for her. This is an indication to the author that there is no definite time for planning and rehearsing the program, and that the creative ability and resourcefulness of the students are not fully utilized. There is no mention of who is responsible for individual programs and whether each one is well organized and well produced. These shortcomings can make the difference between a successful and unsuccessful assembly program.

At Community High School, Granite City, Illinois, the assembly committee is composed of faculty and students with the speech teacher as coordinator.

The history class has decided to give a program. About two weeks prior to the scheduled time for the program, the speech teacher meets with the teacher of the history class and a class committee. Various ideas are presented and talent in the class is considered. The speech teacher guides the student committee in the formation of an attractive program. The program is cast from the members of the class. The program goes into rehearsal and as many members of the class participate as possible. The title of the program was "We Hold These Truths." An original script was prepared by

the narrator; a group presented an original play; a boy
read a cutting from "The Patriots" by Sidney Kingsley; a
girl gave an original speech; and a voice from the past
read "The Preamble of the Constitution" over the public
address system.[3]

In the author's opinion Community High School comes a
little closer to solving the problem of the assembly program
than the previously mentioned programs in that the chairman
of their assembly committee is, all things being equal, a
well qualified person, the speech teacher.

This practice partially fulfills criterion four. The
programs are rehearsed during the school day by the teacher
of the class giving the program. It would seem from the
program listed above that they are planned with a definite
purpose in mind and student participation is emphasized.

The program seems to be well organized, but it is not
known if the program is well produced. Whether the speech
teacher trains the participants for the production is not
known. Would the speech teacher have time to do this? This
omission could doom the program to failure.

The creativity and resourcefulness of the students are
partially utilized in that the students in the class or club

[3] Mary Blackburn, "The Speech Teacher and the High School
Assembly Program," The Quarterly Journal of Speech, 33(Feb-
ruary, 1947), 60-62.

giving the program help write and prepare the programs. The
author feels, however, that criterion six has not been met
fully. The job of the speech teacher of helping to create
the ideas for these programs could and should be done by
students trained and supervised by the speech teacher for
this task. This would more fully utilize the abilities of
the students. Information as to whether the programs have
variety and utilize all the activities of the school is not
available. The program listed above appears to be somewhat
monotonous in that there is so much reading. The author
feels that the idea is good, but that it is not as interesting
as it should be. The program has some educational value,
but it is doubtful whether it would stimulate the imagination
of the students. It should be pointed out the variety by
using all the school's activities and an interesting and
stimulating program is important.

The assembly committee at Boulder High School, Boulder,
Colorado, schedules the assemblies and chooses the purposes
of these assemblies. This committee is composed of faculty
members and Student Council members who represent all high
school classes.

The committee reviews last year's programs. They then
present a ballot to the students and ask them to evaluate
the programs. The types of programs are chosen from the

results of the balloting. The schedule is then set up. The schedule contains the date of the program, the nature of the program, and the sponsoring group. Occasionally on the schedule there is an open date. The committee sees, however, that it is filled two weeks in advance. The committee schedules the programs so there is variety and that similar types of programs are spaced so as not to fall on succeeding weeks. Representatives from the assembly committee preview and attend the rehearsals for assemblies.

Here is a typical program. This program was built around the television-radio idea, the program supposedly coming from Station "JTZ." The acts consisted of the girls of the triple trio appearing in Western Costumes singing cowboy songs around a campfire, four couples from the Spanish Club dancing tango numbers, a three man tumbling team, a magician, the return of the triple trio – this time in evening dresses – singing popular and semiclassical songs, a comedy skit, and a boy who did a show-stopping (and ending) boogie-woogie number on a hot trumpet.[4]

In the program at Boulder High, the emergence of an important factor is seen. This is the practice of

[4] Theodore Skinner, "Suggestions for the High School Assembly," The Quarterly Journal of Speech, 33 (December, 1947), 515-520.

representatives from the assembly committee previewing and attending rehearsals for assembly programs. The author feels that this is getting close to the basic problem of assembly programs. It is not known, however, whether these representatives are trained in judging good programs or if they have anything to say at the rehearsal that would improve the program. It is important that these representatives be trained in program building and know how to help others to perform well on a program.

This program meets part of criterion four in that the programs are planned by students. We do not know if the faculty supervisor is a well qualified person or not. No mention is made of when the program is rehearsed, but we do know that the committee plans each program with a purpose. However, since we don't know who sees to the actual developing, organizing, and producing of individual programs, we cannot be sure these purposes have been carried out.

The Boulder High program does emphasize student participation. The assembly committee tries to work variety into the programs. After examining the program listed above, however, the author believes that it perhaps was interesting and stimulating, but its educational value is doubtful.

Because of insufficient information, it is not known whether the creativity and resourcefulness of the students

are used. The author feels, however, that Boulder High
School has made a start toward producing good assembly
programs, but that they stop short of the goal.

The Student Council committee, advised by one of the
speech teachers, each spring plans the assemblies for the
following year at Whitefish Bay High School, Milwaukee,
Wisconsin. Classroom teachers are contacted for their
approval as to dates and participation. Some outside acts
are signed.

Speech is a required sophomore course in this school.
Each section of sophomore speech is represented in an assembly
program and is allotted a certain amount of time. Each
section has its own chairman. As far as possible the selection
of the acts to be presented is a matter for class decision.
This stimulates discussion of audience interests and the
suitability of materials for school assemblies. Students
become aware of the need for selecting acts performed by
speakers who have voices which will project. Poorly written
scripts are ruled out. Each speech class seeks to outdo
the other. This causes the students to put more effort into
rehearsal and performance.

The personnel are chosen, a rehearsal plan is drawn up,
a stage crew is selected, and the polishing begins. Each
act is responsible for getting its own props and costumes,
for setting the stage, before the scene and clearing it

afterwards. The lights, curtains, and prompting are handled by a crew selected from the classes. Thirty or forty students participate in this hour program.

The acts are composed of the best pantomines, monologues, and character sketches. They are original.

Also at Whitefish Bay High School the senior speech classes present assemblies. These assemblies consist of one-act plays and programs for special days.

The outside talent programs are introduced by a carefully selected and a thoroughly prepared student chairman.[5]

The assembly at Whitefish Bay High School certainly seems to afford an outlet for many of the speech activities.

Their plan appears to meet criterion four in that their overall program is planned by students and supervised by a well qualified teacher. From the information about the preparation of the speech class assemblies, it appears that the programs become the responsibility of each class or club putting on the program. We do not know then if each program is well organized and well produced or not. The example of the speech program would lead us to believe that the programs are well organized and well produced. The author wishes to point out that it could be expected that the speech department programs would ordinarily be well planned, for it is generally part of the training of the discipline. What about the programs coming from the other

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[5]Lois Ranstack, "Assembly via the Classroom," Clearing House, 30(December, 1955), 202-204.

areas of the school? Who sees that they are well organised, well planned by students, well rehearsed, and well produced? There is an obvious lack here in connection with criteria four and five.

This program partially meets criterion one. It appears to have a scheduled time for production. The rehearsing seems to be done during the class period of the class producing the program. When are the club programs which have no time in the scheduled day planned and rehearsed?

Criterion seven, eight and nine seem to be met in that the program emphasizes student participation and control, the programs appear to enrich the educational experience of the students, and they are interesting to a degree. It should be pointed out, however, that one hour of pantomines, monologues, and character sketches could be boring.

The committee works for variety in the programs by utilizing all the school's activities. They cannot be sure there will be variety or an absence of monotony on each program. The creativity and resourcefulness of the students are utilized to an extent. The author feels that this is not fully done. She feels that this could be done by giving trained students an opportunity and time to help create the program ideas, to rehearse the program and train the participants if needed. Criterion six, therefore, has not been fully realized.

This school has developed a good program up to a point. The speech department programs, it seems, are good but what about the programs scheduled by clubs and other areas of the school? Who will make sure they are equally good?

The reader has probably noticed the obvious omission of any discussion of criterion eleven. This was done because none of the programs evaluated thus far meet this criterion to any degree.

Extensive research has revealed only one program that meets any part of criterion eleven. It is the program plan at Shorewood High School in Shorewood, Wisconsin.

In 1946 they had an elective senior speech-English class who were responsible for the assembly programs. The class was composed of twenty-five of the leaders from different areas of the school. At the beginning of each semester a chairman, two secretaries, and a librarian are elected.

Each spring a tentative assembly schedule was prepared for the ensuing year. Any school activity is given a chance to present a program. An attempt is made to keep programs of a similar type well scattered.

The members of this class publicized the programs, kept a record of the materials used on each program, and kept a record on the evaluations of each program.

During one year this class wrote and directed fourteen complete scripts, furnished continuity or narrative for eleven scripts to act as a unifying factor for the separate numbers in a program, and made up three advertising stunts. This class is not responsible for the staging. The production class is the "stage crew" for the assemblies.

The members of the class learned much from this experience and the assembly programs were probably better than they would have been without the class.[6]

The existence of the class, however, did not insure that the program met all the criteria. The program partially meets criterion one, for it has a regularly scheduled time for planning and producing. The author was unable to determine from the available information when and where the rehearsing for the programs was done or if the rehearsing was supervised by the class. Because no mention was made of how this was done, the author feels that the program lacks something here. Thus we cannot be sure that the program fully meets criterion one and four.

It is not clear whether the programs are well organized and well produced. No definite mention was made in the available information as to how much help in organizing and

[6] Lena F. Charlton, "Shorewood's Assembly Training Class," The Journal of Education, 129(February, 1946), 48-50.

producing the class gave to other areas or clubs who were scheduled to give a program. The author would say, then, the program does not fully meet criterion five.

In regard to the criterion six, the author believes that the program falls down here in emphasizing creativity and resourcefulness by limiting the class to seniors. The author feels the class should be open to all three grade levels in the high school. This is necessary in order to capitalize on talent and training. The athletic and other departments do it. Why shouldn't it be done in something as vital and important to the school as the assembly program?

To be certain the activities of the class enriches the educational experiences of the class members, but it is not known whether the individual programs enrich the educational experience and stimulate the imagination of the audience.

Parts of criterion eleven have not been met by the Shorewood assembly training class. Although it is a regularly scheduled class whose function is to produce assembly programs, no mention was made in the information as to whether the members of the class train those who need training for a part on the assembly program. The author feels this training is an important part of the class program. The members of the class are trained by the well qualified teacher. They in turn train the participants of the programs,

for it is impossible for the teacher to train all the participants. This training and close supervision is necessary to insure educational, inspirational, and interesting assembly programs.

It is the writer's opinion that criterion eleven part two was violated when the Shorewood class wrote fourteen complete scripts and partially wrote eleven others. It appears to the author that the program is not utilizing program material and participants from all areas of the school. The creative ability of the other students in the school is not being used enough.

The purpose of criterion eleven is to insure that the ideas and talents of all the students in the school can be properly utilized and channeled into a well planned, well organized, well produced, and stable assembly program.

As has been already pointed out none of the programs evaluated has met all the criteria. If none of these programs meet the criteria, what kind of program will? This the author hopes to answer in the next chapter.

Chapter V

AN EVALUATION OF THE PROPOSED PLAN

Let's examine in detail a program for integrating speech activities with assembly programs. What are the advantages of such a program? What are its limitations? Here is the plan under examination.

The plan is one in which the assembly program is operated by an academic class. The members of this class have the responsibility of the assembly programs. This assembly class may be in one of several departments of the school; however, in the plan under examination the class is placed in the speech department. In this study the class has been called an assembly class. The class may be called by various other names which might give more status to the class.

The members of this class may come from all grade levels in a three-year high school. A prerequisite for this class may be one sememster of speech. The class should carry graduation credit. It may be possible to take the class for two years and receive credit each time. The class should be taught by a well-qualified speech teacher.

The responsibilities of the class members are many. Their major responsibility is to plan and produce the assembly programs for the entire year. The class may be organised this way.

At the beginning of each semester a chairman, a publicity secretary, an executive secretary, and a librarian are elected or appointed by the teacher.

The student chairman leads the class discussions. The teacher, of course, is active in the discussion. The discussions may concern many things from the types of assembly programs that should be given to what is the best or proper way for the president of the Girl's League to introduce the visiting speaker for the Girl's League assembly program.

The student chairman does more than lead the class discussions. His big job is to coordinate the class and see that all assignments are done. The chairman must realize the important parts of each assembly and concentrate on them. He must be able to have several committees working on different projects and yet keep the class a unit. He, under the supervision of the class teacher, assigns committees to each assembly, and it is his responsibility to see that their work progresses satisfactorily. The secret of success for such a class as this is the use of the committee system.

The publicity secretary writes all the notices which inform the school, through publication and otherwise, of approaching assemblies. These notices may serve definite purposes. They may give facts concerning who is presenting the assembly, the nature of the assembly, and the anticipated audience reaction. The publicity secretary may, also, give out forms on which the students evaluate the assembly program.

The executive secretary keeps the assembly calendar.
Once the calendar has been set up for the year, she notifies
each department or club at least two weeks in advance of
their approaching assembly program. She also keeps the
record of the class committees and who is working on what
project. As the specific acts or parts of each program
are planned by the group giving the program and a represen-
tative from the assembly class, the executive secretary keeps
a record of these acts and the participants. This information
she should have at least five days before the scheduled
assembly. From these records, this secretary makes a list
of those to be excused from classes to take part in a
rehearsal for an assembly. She sees that these lists are
received by the classroom teachers from whose class students
are to be excused. The executive secretary or the publicity
secretary may write any letters which are necessary to the
production of an assembly.

The class librarian is in charge of the assembly
files. In these files are kept the evaluations of each
assembly given. It, also, contains complete records of each
production or assembly. A detailed account of each act, the
participants, and reference material such as poems, songs,
is kept by the librarian. Also in this file may be kept
available source material for assembly programs including
community sources, commercial sources such as Bell Telephone,
and agencies from which programs may be hired.

The class may operate in this manner. Early in the fall the principal or director of student activities meets with the assembly class and instructor to go over the tentative assembly schedule that was set up in the spring. There may be thirty-seven assemblies, one for each school week. The assembly should be scheduled for a certain period and day each week. Each school activity is given a chance to present one program such as: drama club, music department, science department, athletic department, math department. The types of assemblies are considered and an attempt is made to keep programs of a similar nature well scattered. For example, the speech department may present its oral interpretation program in November; the drama department may present its one-act play in February; and the advanced drama class may pre-view its spring play in May.

The class and the principal acting as a committee may broadly outline the purposes of the assemblies for example, to educate, to inspire, and to entertain. With these purposes they may assign an overall purpose to each assembly. For example, the athletic department may be expected to give a program with the overall purpose of entertaining. The music department may be expected to more easily give an assembly which would be inspiring. This is not to say that each purpose would not be found in every program or that each program would not have a specific purpose.

The committee may leave an open date occasionally for any emergency or any out of school assembly they may deem valuable to the students. It will be the responsibility of the assembly class to see that these open dates are filled at least two weeks in advance. This may give an opportunity for the class members to write, cast, and produce a program entirely from their class, an opportunity for a commercial assembly such as, a.science demonstration from General Motors Corporation, a paid assembly from an agency such as, a person who is an authority speaking on rockets, or it may be an opportunity to present the personnel director of the local corporation who may give ideas on how to be a success in business. These programs from outside the school should as far as possible be previewed by a committee from the assembly class. Care should be taken to make sure these programs meet the standards and purposes of assembly programs.

When the assembly schedule has been made and each department or club has been notified of the date and purpose of its assembly, the class begins work on individual programs.

Class discussions directed by the chairman are held. From these discussions the procedure for the class is established. The class procedure may be that on Monday the class will through discussion evaluate the last assembly. These discussions should be held the class meeting immediately following the presentation of the assembly. Tuesday each

committee may work on whatever assembly to which it is
assigned. Wednesday may be used for the members of various
committees to present their problems and ask for help and
suggestions from the class and instructor. Thursday may
also be used for the committees to work on individual
programs. Friday may be used for more questions and help
on individual programs, lectures by the teacher on various
phases of speech, such as, voice and diction, getting good
speech materials, delivery and presentation, reports or
speeches from students on such topics as, the importance of
good programs, the sources for good programs, the types of
good programs, variety in good programs, how oral inter-
pretation can be worked into a good program. This day or
one day should be devoted to development of the discipline
of speech.

When the procedure for the class has been set up, the
chairman and teacher assign committees for individual assembly
programs. The committees may be established on a voluntary
basis. Committees may consist of from three to five students.
Committees for all programs should not be assigned at this
time. As far as possible each member of the class should
be permitted to work with every other member of the class.

A committee has been assigned to plan and produce with
the music and speech departments the Easter program. The
committee may proceed this way. A committee chairman may

be chosen. His duties are numerous; some are: check and mark scripts for stage direction, set rehearsal schedule, inspire the cast with the right attitude toward their assembly, and check the technicalities with the stage manager, who is a member of his committee.

The committee should then meet during the class period with a committee and faculty representative from the music and speech departments to develop an idea for the assembly. They may also plan the theme, the purpose, and the acts of the program. When this has tentatively been done, the committee from the assembly class takes these ideas to the dicussion held in class. Here they may get instruction, approval, and suggestions from the teacher and class members. The class committee then meets again with the department committee. Together they work out the details of the program. The program is then cast by the committees with the approval of the speech and music department faculty advisors. A rehearsal schedule is set up, and the program goes into rehearsal. The executive secretary will notify the teachers of those who are to be excused from class. Rehearsal for the program is held during the hour in which the assembly class meets.

The committees may have developed the following program: The stage may be set with either pictures or real bunny

rabbits, Easter hats, or some Easter representation from another country. There may also be a picture of the cross or Jesus.

<div style="margin-left:4em">

Theme: Easter

Title: "The Faces of Easter"

Purpose: To inspire

Length: Approximately fifty minutes
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Opening:	Band playing "Peter Cottontail" or some other light Easter song.
Introduction:	A student chairman explains that the program will be in three parts: the gay look of Easter, the foreign look of Easter, and the serious look of Easter. The program will begin with the gay look.
Skit:	Should bring out the way children see Easter, the Easter bunny, and the idea that Easter is the time for new clothes. The skit should be brief, humorous, and interesting. A humorous reading may be used here instead of the skit.
Music:	Choir sings: "Easter Parade"
Chairman:	Introduces the foreign look of Easter. These speeches should be written as continuity.
Speech:	May be a five minute speech telling the way people in other lands spend Easter. It may include a story of how one person in a foreign country spent Easter.
Music:	May be an instrumental solo, duet, etc., The music should relate to the preceding part and lead into the next section.
Chairman:	Introduces the serious look of Easter.
Speech:	The Easter story including Scripture is given by a good speaker.

Music:	"The Holy City" sung by a soloist or an arrangement with the choir and soloist.
Reading:	"The Crucifixion" by Lew Wallace, a cutting from <u>Ben Hur</u> interpreted by a good reader.
Music:	The choir may sing "Ave Maria" or "Fairest Lord Jesus." This closes the program.

It will be the duty of the assembly class committee to be sure that each person on the program is well prepared. During the rehearsal time the members of the committee help the speakers write and practice their speeches. The speeches and readings may be practiced before the assembly class. This will give an opportunity for suggestions from the class and the speech teacher. The music will be prepared by the music department. The committee will check to be sure that all are in preparation and ready on the assembly date. The stage crew from this assembly committee will be sure the stage props, lighting, etc. are ready. They will operate these things during the program.

At the first assembly class meeting following the program, the class will evaluate it. During the discussion the effective and ineffective features should be pointed out. Also, there should be a discussion as to why this was good or why it was bad, what would improve the program, and how it could be done.

There may be several committees working on programs at the same time. Many types of programs may be developed. For example, one program which may have been developed in the

above described way is "The Voice of Science." The general
science class may present as a radio program having a studio
audience a group of varied topics on phases of science
surveyed in the year's work. "Dr. Einnets," a class member
in tail coat and long gray wig, first impresses the audience
with his vast knowledge of the starry heavens. Next,
doctors of community hold a panel discussion about local
disease control. A third group at the microphone are
recognized as a city council concerned about the water supply.
A "man from the zoo" then speaks on the habits of the
flamingo or the hippopotamus. Last, a group reads an
original radio script on the life of Edison. The acts are
interspersed with typical radio announcements. Typical
signs and signals of a radio broadcast may be used.

Another program which may be used is a debate. The
author has used a debate as a high school assembly program,
and it proved successful. A student chairman was used to
introduce the proposition and the speakers. Much interest
was aroused. A change of opinion ballot may be used to
find out if the debate was successful in getting opinions
changed. Also, it creates interest.

This program may be given by the social studies department
and supervised, of course, by the assembly class. It is a
"Tribute to the Past" of the community. Such a subject
offers a broad field for practice in the eulogistic type of

speech. At the same time it affords an excellent chance for furthering good relations between school and community. The use of the community as a laboratory also permits practice in the interview and in conversation. The program may honor leaders and accomplishments in every field, e. g. politics, industry, art. Pageantry may be worked into the program. The highlight of the program may be a short talk by an old settler of the community.

The author has used, also, the following program which proved to be interesting and successful: A student chairman, from the speech class, introduced the program. The program was composed of orations, interpretative orations, humorous interpretation, and dramatic interpretation. These students were the local forensic contest winners. There were eight readers. The readings were arranged on the program so as to keep interest. The length of the program was approximately fifty minutes.

The possibilities for good programs, programs integrated with speech activities are unlimited under the guidance and supervision of an assembly class.

An examination of the plan must also include an evaluation of the plan in the light of the criteria set up in Chapter III. The evaluation will include both advantages and limitations of the program.

Criterion One

A good assembly has a regularly scheduled time for planning, rehearsing, and producing.

The proposed plan meets this criterion for the assembly is regularly scheduled by the principal; it is regularly planned and rehearsed by the assembly class. It should be pointed out here that there are limitations to the program in connection with rehearsing. It may be necessary to rehearse the assembly programs at some other time than during the assembly class period. The problem of rehearsal has not been entirely solved.

Criterion Two

A good assembly has adequate equipment and facilities.

It is impossible to determine if this program meets this criterion. Here is another limitation of the program.

Criterion Three

A good assembly is suitable for the length of time, the place, the facilities, the purposes, and the occasion.

Again it is not certain if the program meets all this criterion. The program described above has a purpose and is suitable for the occasion. The length of time, the place, and the facilities can only be determined by individual schools.

Criterion Four

A good assembly is planned and rehearsed with a definite purpose in mind by students who are supervised by a well qualified and cooperative teacher.

The program examined meets this criterion. It is
planned and rehearsed by students with a definite purpose
in mind. The speech teacher who is, all things being equal,
well-qualified supervised the program. It is not known if
the teacher was cooperative. It should be pointed out here
that the examined program does not solve all the assembly
problems, but it is believed that given the same opportunities
and the same caliber of students that the problems will be
fewer and the chances of success will be greater with this
program in operation.

Criterion Five

A good assembly is well organized and well produced thus
reducing disciplinary action to a minimum.

The specific program examined here appeared to be well
organized, and it is believed the chances of a well produced
program are created with this type of assembly practice.

Criterion Six

A good assembly places emphasis on creativity, resourcefulness,
and variety by utilizing all the activities of the school.

One advantage of the program being examined is that the
emphasis is placed on creativity and resourcefulness. The
students are given time and opportunity to use their creative
ability in developing the programs. There is a variety of
programs and they are well spaced when the programs for the
year are planned at the beginning of the school year. The
resourcefulness of the entire school is utilized to a greater
extent in this program.

There are, however, limitations in this area. No mention of "pep" assemblies is made in this program. Many schools hold "pep" assemblies every Friday. Are these "pep" assemblies to be considered in the regular assembly schedule or are they held some other time? It may be possible to hold "pep" assemblies during nutrition period, during lunch period, or after school. This problem has not been solved by the above program.

Criterion Seven

A good assembly emphasizes student participation and control.

The above program appears to meet this criterion. The students participate in the programs and control the production.

Criterion Eight

A good assembly is interesting and answers a definite need of the students.

The program appears to be interesting. The real test of an interesting program, however, is how the audience reacts to it. It appears, also, to consider the needs of students. Here again is a limitation of the program, for it is not known whether the programs will be interesting and meet the needs of the students. It appears that the chances of this criterion being met are greater with this program.

Criterion Nine

A good assembly enriches the educational experience of the participants and audience and stimulates their imagination.

This program enriches the educational experience of the participants in that the students have a great part in developing the program. It is felt that imagination would be stimulated in the preparation and production of the program. Whether the program is educationally beneficial to the audience or stimulates their imagination, depends upon each program. The one being examined appears to do this.

Criterion Ten

A good assembly engenders wholesome and mutually beneficial community-school relationships.

This program, all things being equal, should do this. Good public relations would be build as the students study the community for possible program material. Contacts in the community will be made for possible speakers or to borrow stage props. These contacts should engender good relationships, for the students in the assembly class are in training to meet the public.

Criterion Eleven

A good assembly must be the outgrowth of a regularly constituted academic class, the members of which plan and operate the assembly plan.

1. The members of this class, supervised by a qualified teacher, plan, organize, and manage the program in addition to training those who will participate in the programs.
2. The programs, although supervised by an academic class, are all-school assemblies with the participants and program material coming from all areas of the school.

The program being examined met this criterion. It is felt that the absence of criterion eleven is the crux of the problem of assembly programs. Good assembly programs may be given using other plans, but it is believed that the proportion of good, worthwhile assemblies will be greater if this program is used.

The program evaluated here is the outgrowth of a regularly constituted academic class. The students of the class plan, organize, rehearse, and produce with students from various departments and clubs the assembly programs. Opportunity is given for all areas of the school to be represented on a program. Many students are given the opportunity to participate. These activities are supervised by a qualified teacher.

In this plan the assembly class has been placed in the speech department. The class could be located in one of several departments. For example, it could be a part of the music department. It, also, could be a part of the English or social studies departments. However, after

examining the possibilities the speech department seems to be the logical place for it.

One reason it is felt that this class should be in the speech department is that in the speech department the students are in training to meet the public. They are trained to prepare and produce programs.

Speech activities need an outlet. Given an outlet such as the assembly program these activities will be much more meaningful.

This program in the speech department should give the student body a better quality assembly program.

This plan is not offered as a totality. The proposed academic assembly class located in the speech department is offered as one way to give purpose, importance, dignity, and stability to the assembly programs, thereby, giving rise to the third stage in the development of secondary school assembly programs.

Chapter VI

CONCLUSION

The problem of integrating the public secondary
school assembly program and speech activities was under-
taken not in the sense of a final pronouncement on
assembly program plans but rather to create an assembly
plan inductively built on current educational philosophy
for high school assembly programs.

That the high school assembly program is an important,
educational part of the school today was established.
Authorities agree that this activity in which all students
and faculty are brought together has a vital role to play
in the high school.

It was found that in many schools this activity offers
problems. Reports from surveys of assembly practices
reveal the greatest problems to be in the areas of: (1)
the time for the assembly; (2) the place and equipment for
the assembly; (3) the planning and organizing of the
assembly; (4) the arranging of suitable programs; (5) the
interest and co-operation of teachers who are trained for
the job.

It was seen that the development of the assembly
program has been rather slow, and there seem to have been

two very distinct periods in the history of this activity.
In its early development the programs were entirely religious.
They were presided over by the principal and the students
in this "chapel service" were to be seen and not heard.

Gradually, and with some overlapping, the second period
emerged. In this period the students were given an opportunity
to participate in the programs. The concept of student
participation has evolved and unfolded until today. In many
cases, the students not only participate but also plan,
organize, and produce the assembly programs.

This has been a natural development. As philosophy of
education has changed so has the purpose for the assembly
programs. As the emphasis in education continues to shift,
the author believes that the third stage in the development
of the assembly program is inevitable. This step will be
to make the assembly program the responsibility of the
academic curricular class.

The assembly program should be planned by someone who
is interested in making it an educational force. If this
program is as important and vital as research reveals, then
it should be given a place in the curriculum. Curriculum
standing would give purpose, dignity, and stability to the
assembly program.

This proposed academic assembly planning class could be
placed in many departments of the high school. It could be

part of the music department, the English department, or
the social studies department. After careful consideration
of the possibilities, it is felt that the speech department
is the most logical place for the class.

It is in the speech department that students are being
trained to meet the public. It has been established that
there is a need for practice in oral English in the high
schools today. The consensus is that given a place to
demonstrate what has been learned will render the activities
of any class more meaningful. Speech activities need the
life-like situations of the assembly program. It is believed
that assembly programs planned and produced by an academic
class in the speech department will give to the student
body superior programs.

In addition to the investigation of the history and
development of assembly programs, a point of view concerning
the philosophy of education and assembly programs was
developed as a basis for establishing the objectives of
assembly programs today and setting up criteria by which
assembly programs could be evaluated. Following the in-
vestigation of philosophical assumptions which stand behind
assembly programs, eleven criteria were recommended as a
basis for setting up and evaluating an assembly program
plan.

In view of the criteria, assembly programs from six high schools were chosen on the basis of location, type, and their apparent attempt to integrate speech activities to some extent with assembly programs. These schools are: (1) Peacock Military Academy, San Antonio, Texas; (2) Wakefield High School, Arlington, Virginia; (3) Community High School, Granite City, Illinois; (4) Boulder High School, Boulder, Colorado; (5) Whitefish Bay High School, Milwaukee, Wisconsin; and (6) Shorewood High School, Shorewood, Wisconsin.

It was found that although these schools seem to have worked out a comparatively successful program none of them successfully meet all the criteria. All the criteria were met in varying degrees in their efforts to integrate speech activities with the assembly program.

Finally, a program was developed which the author believes will successfully integrate assembly programs and speech activities. The details and operation of the program were outlined. It was established that this program meets all the criteria.

This plan is not offered as a utopia. What the author has done here has been in the realm of hypothesis and out of limited background and experience. The effectiveness of the plan has yet to be proved.

There are other approaches to this problem; these should be explored. Assembly program problems are a part of our educational system, and teachers and educators with a vision should try to find a solution.

It is hoped that this study will point the way for other studies that will perhaps establish the educational value of the assembly program in the public secondary schools of today.

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