

THE SPEECH DEPARTMENT OF
THE COLLEGE AND UNIVERSITY
IN WAR TIME

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE
James Kenneth Richards
1944

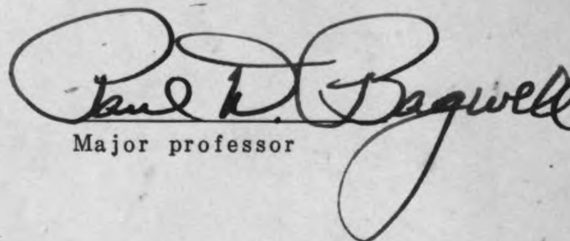
~~11-21-44~~ 066

I hereby certify that the above named person has completed the requirements for the M.A. degree in Speech.

Clage

of the requirements for

M.A. degree in Speech


Major professor

Date May 31, 1944

THE SPEECH DEPARTMENT OF THE COLLEGE
AND UNIVERSITY IN WAR TIME

by

JAMES KENNETH RICHARDS

A THESIS

Submitted to the Graduate School of Michigan
State College of Agriculture and Applied
Science in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS

DEPARTMENT OF SPEECH AND DRAMATICS

1944

THES S

The at
ciation to
the Depart
College, f
for his en

The w
Ingers, f
ence in th

To th
graciously
letters s
gratitude.
provided t
possible t

ACKNOWLEDGMENTS

The author wishes to express his sincere appreciation to Professor Paul D. Bagwell, Acting Head of the Department of Speech and Dramatics, Michigan State College, for the guidance he has offered in this work, for his encouragement, and for his ready assistance.

The writer is also deeply indebted to his wife, Imogene, for her constructive criticism and her assistance in the drawing of the charts included in the work.

To the many Department heads and others who graciously took the time to answer the questionnaires and letters sent to them, the author wishes to express his gratitude. It has been the interest of those who have provided the author with the information that has made possible this study.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION.....	1
II.	MILITARY SPEECH COURSES.....	16
III.	CONTRIBUTION OF THE SPEAKERS' BUREAU.....	127
IV.	PART I	
	CONTRIBUTION OF THE RADIO DIVISION OF THE SPANISH DEPARTMENT.....	125
	PART II	
	CONTRIBUTION OF THE DRAMATIC DIVISION OF THE SPANISH DEPARTMENT.....	132
V.	CONTRIBUTION OF DEBATE AND DISCUSSION.....	139
VI.	CONTRIBUTION OF THE SPEECH CLINIC.....	147
	APPENDIX A.....	I
	WAR COURSE OUTLINES AND SYLLABI	
	APPENDIX B.....	I
	SCHOOLS INCLUDED IN SURVEY	
	BIBLIOGRAPHY	
	QUESTIONNAIRE FORMS	

CHAPTER I

INTRODUCTION, BACKGROUND AND TECHNIQUE

PURPOSE

It is the purpose of this thesis to show the part that is being played by the speech departments of the colleges and universities of this country in helping to win the war. "This is a total war calling for heroic efforts of every man, woman, and child in the nation. Because the speech teacher had directed his students in the study of vital questions of the hour, these students were already acquainted with the war and the issues involved. Their training in following national problems, in analyzing propositions, in collecting trustworthy information, had made them keenly aware of the dangers confronting us. Among the first to join the colors were the speech students. They closed their text books, deserted their laboratories, left the ivied halls of the college campus to join the Army, the Navy, and the Marine Corps.

....

But what the speech teachers and speech students have done is a matter of record. The great task now confronting us is the responsibility in the days ahead in training students to serve on other fronts and in other ways, for the battle of freedom is waged at home as well as abroad."¹

The calamity of war has always, whenever it has struck,

1. Westfall, Alfred, "What Speech Teachers May Do to Help Win the War", Quarterly Journal of Speech, Vol. XXIX, February, 1943, p. 6.

made deep wounds in the academic life of the nations involved. For it's the youth of those nations that are at war that are called upon to digress from their normal activities and interests to fight and if need be give their lives for whatever cause or causes the war is being fought. So that at such times the civilian enrollment of our schools of higher learning is decidedly reduced.

Like all departments of the colleges and universities, the speech department has been confronted with the crucial problem, what is to be its part in the educational activities during war time. "Teachers of speech,....., should by no means be on the defensive in war-time. This war, more than any previous one, is dependent upon communication. It is a war in which a democracy like ours cannot be carried on without a prodigious amount of speechmaking over the radio and in face-to-face audience situations of many kinds: service clubs, schools, labor unions, factories, farm organizations, trade associations, women's clubs, church groups, and many others. It is a war that cannot be successfully fought in a way that will enable us to retain even a shred of our democracy while fighting, except as there is among the people, as in the Congress, a free and fair discussion of issues before they are finally decided and reduced to public policy."²

2. Balduf, Emery W., "How Departments of Speech Can Cooperate with Government in the War Effort", Quarterly Journal of Speech, Vol. XXIX, October, 1943, p. 271.

Adjustment and readjustment has been going on within all divisions of the college dating even before Pearl Harbor in order that these various departments could better cope with war demands and needs. So far as the speech department has been concerned, in part at least, the change has been directed by army, navy, and marine needs. For speech has been deemed a necessary part of the soldier, sailor and marine training.

However, there are other divisions of the speech department such as the dramatic, radio, speakers' bureau, speech clinic, debate and discussion. These too, are contributing both to the home front and fighting front effort.

These facts have left the author with a real enthusiastic desire to complete a thesis on what the speech departments of the colleges and the universities of the United States are contributing to the total war effort.

IMPORTANCE

During the last war the Four Minute Men did an excellent job of carrying on the speech campaign work on the home front. They did much to stimulate the Liberty Bond sales and boost home morale. It was evident even then that speech played a vital role in the war as in peace. Departments of speech have developed in their several branches by leaps and bounds since the last war. Now engaged once more in a world war the government is requiring that leaders, the officers of the several branches of the armed forces, take some sort of

a leadership or oral communications course. Such courses are quite similar in all respects to the basic speech course taught to civilians as speech fundamentals.

The leaders of the armed forces who had the task of outlining the work to be taken by members of various branches of the armed service who were to be sent to school, decreed that men who had responsibilities in the service should acquire the correct art of oral communication. Such men must develop self-confidence and the ability to think on their feet. They need have, "sound habits of brevity, correct pronunciation and enunciation, conciseness of expression and organization of material. Development of variations in emphasis through the correct use of such devices as volume of tone, acceleration and retardation of speed, and the use of the pause. Acquisition of adequate ease and fluency to speak extemporaneously, reasonably free from hesitation, forcefully and pleasingly and coherently as to sentence and paragraph structure. Elimination of handicaps of speech such as the monotone, undesirable mannerisms and affectations."³

Officer Candidate Schools incorporated a course known as leadership which was similar in most respects to the basic speech course taught by most liberal arts colleges in the United States. "...in certain schools, especially Officer Candidate Schools, public speaking is given heavy emphasis

3. Directive on Army Specialized Training Program, English: AST-111, 24-12465.

in spite of the shortness of time. In the Officer Candidate School of the Army Air Forces, for example, each candidate has to complete seven major courses (plus a larger number of shorter courses) during the 18 weeks of training. Each course is given a point rating and a candidate must receive a certain relative total number if he is to be graduated. Of the seven major courses, one called Leadership rates high. This actually is a course in public speaking, very much like the basic public speaking course offered in any college or university in the country."⁴

Further evidence of the need of training in public speaking among members of the armed forces is offered in the opening paragraphs of the chapter on public speaking in the Officer's Guide:

"The Army officer who can speak before an audience with clarity and logic possessed an art which will always serve him well. Commanders of troop units expend the bulk of their time in training. Training is merely another word for instruction. Much formal instruction (probably altogether too much) is given orally. Unless oral instruction is presented with good public-speaking technique, interest succumbs to boredom, understanding is replaced by confusion, and potential good soldiers are discouraged in their natural zeal to learn. It is not inaccurate to regard the commander of a

4. Held, McDonald W., and Lieutenant Colbert C. Held, "Public Speaking in the Army Training Program", Quarterly Journal of Speech, Vol. XXIX, April, 1943, p. 143.

troop unit as a teacher. His men must be taught before he can truly 'command'. Practical public-speaking ability is essential for the military leader who is charged with training troops.

Other duties which fall to Army officers emphasize the need for public-speaking ability. A surprising number are assigned as instructors at service schools and to units of the Reserve Officers' Training Corps, the National Guard and the Organized Reserves. Many officers are invited to address civilian assemblies. Whenever an officer speaks before an audience he is presumed to know the facts about which he talks and to have acquired reasoned conclusions about them. Members of these groups have the right to expect the officer to express himself logically, accurately, clearly, and succinctly. Provided always that the speaker has knowledge and the power of thought practical public-speaking ability will be of help.

It can be stated with confidence that the government does not expect all of its military officers to become orators of distinction just as it cannot hope that each will develop the leadership qualities of a Pershing, a Lee, a Grant, or a Washington....The Army has no pressing need for great orators, nor has it any need whatever for spell binders and rabble-rousers. But it has a great need for officers who have knowledge, logical conclusions based upon it, and ability to impart it to others. The Army needs clear-thinking,

clear-speaking, 'garden variety' teachers and instructors who will become the commanders after the training period is completed, of the military unit our nation requires."⁵

Further proof of the importance of speech training for members of the armed forces is offered in the following statements: "In this branch of the army service (Officer's Candidate School of the Army Air Forces) the assumption is that unless a man can stand on his own feet and express himself clearly and logically, make himself hear and understood and command the attention and respect of hearers, he is not officer material. On the other hand, a man who can fulfill these requirements has the essential requirements for leadership, and he will be able to make the most of any material or information at his disposal."⁶

At another place in the article just quoted the following statement is made: "One of the most significant points to note is that above any other course in the entire curriculum more men wash out of the school because of failure in Leadership--failure to develop the most important quality of Leadership, effective speech."⁷

The important point to be made here is that speech

-
5. Mallory, Louis A., "Speech Training of Army and Naval Officers", Quarterly Journal of Speech, Vol. XXIX, April, 1943, p. 141.
 6. Held, McDonald W., and Lieutenant Colbert C. Held, "Public Speaking in the Army Training Program", Quarterly Journal of Speech, Vol. XXIX, April, 1943, p. 144.
 7. Ibid.

training was and is considered necessary for the well rounded officer or Army or Navy leader and that to this end it was a required subject in the outlined curriculum of such groups as the Pre-Pre-Flight Cadets, the Army Specialized Training Program, Pre-Meteorology Program, of the United States Army and the V-5 and V-12 programs of the United States Navy.

"The United States is conducting educational programs in 209 colleges and universities, and the Navy in 181." (December 1943).⁸

However, as has been intimated the speech courses for the branches of the armed forces are not the only direct contributions being made by the speech departments of the colleges and universities. Much is being done to boost home front morale, to help train civilians for home front protection such as block wardens, fire fighters, Red Cross activities and other civilian defense jobs. Then too, the speech departments of many of the colleges and universities have trained members for bond selling campaigns.

In peace time the speech department in its divisions of radio, drama, speech clinic, speakers' bureau, and forensics was always busily engaged in entertaining as well as working with the surrounding community. Speakers from the student speakers' bureaus spoke before business clubs, luncheon clubs, church groups, P.T.A. meetings and various other

8. "Speaking Instruction in College Military Units", Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 399.

organizations that made use of "outside sneakers". Debate groups and discussion groups from the college sponsored public demonstrations at meetings of the clubs previously mentioned. The dramatic division sponsored plays of current and classical nature for public enjoyment and appreciation. The speech clinics in those colleges and universities where such an organization existed, were used by the townspeople as well as the college students. The radio division in like manner served the general public as well as the student body of the college.

Upon America's entrance into the war, the speech department already busily engaged in the community activities as well as on campus, became in many cases an important organization in home front activities. The work of the speech department included such duties as organization of fire fighters, blockwardens, Victory Speakers' Bureaus, et cetera. The department through its forensic groups brought the problems of war and post war planning more directly to the people. The dramatic division through such plays as "Letters to Lucerene", "Watch on the Rhine", "Eve of St. Mark", and many one-act plays supplied by the Office of War Information and other Federal Agencies helped bring the great tragedy of war vividly to the people. Such plays helped create a feeling for all-out cooperation. Dramatic groups on some campuses also took their plays and talent shows to surrounding service camps and soldier hospitals.

The Speakers' Bureau also cooperated with local Offices of Civilian Defense in sponsoring campaigns in theatres and other public meetings on such subjects as clothing collections, bond drives, waste fat and clean plate drives.

The importance of such activities and service as has been contributed by the speech departments of the colleges and universities of the United States should not be overlooked when the final bullet has been fired. The author has attempted to supply such information as was available from 1943 through February 1944, the period of compilation, that would provide a partial picture of the war-time activities of the speech department.

METHOD OF STUDY AND COMPILATION

In order to determine just what was being attempted by the college and university speech departments during war time, the author in the spring and summer of 1943 sent questionnaires to one hundred and fifty schools of higher learning. A copy of the forms sent to the schools will be found in Appendix B.

Sixty-two colleges and universities responded with sufficient information on the questionnaires to warrant a written survey of what is being attempted and accomplished by speech departments during war time. The schools contacted were selected so as to get a cross-section of all types and sizes from all parts of the country. A list of the schools responding to the request for information will

be found in Appendix B. In many cases the schools that returned the forms were able to give complete information on some of the activities, but because they had not been actively engaged in all the activities listed on the form, the information was not always complete. As an example, School A might be doing much work with the speakers' bureau but little or no work with debate and discussion. Therefore in the chapters to follow it will be seen that though some colleges did not participate directly in some phases of the war-time speech activities, they were often very active in other fields of endeavor.

In presenting the information compiled from the returned questionnaires, the author has divided the remaining chapters of this thesis into chapters comparable to the titles of the sections of the questionnaires. Thus all colleges reporting activities in speech clinic fields will be considered in the chapter, "Contributions of the Speech Clinic in War-Time". Speech departments of colleges and universities that have reported activities in more than one of these divisions will be considered in the separate chapters dealing with the activities listed by the college or university.

It will be observed that included in the questionnaires is a form on war course outlines. Because many colleges had not yet received their army groups such as the A.S.T.P. when they filled out the questionnaires, they were unable

to give any adequate information on this work. The author aware of this fact, late in 1943 sent out another letter to sixty-five colleges and universities known to have at least one of the Army or Navy programs on the campus that required speech training. In order to obtain the names of schools teaching army or navy speech, the author wrote to the War Department, the Adjutant General's Office, of Washington D.C., in July 1943. The only complete list that the author was able to obtain was of the A.S.T.P. Therefore most of the data on war courses will pertain to that group. However, several schools teaching speech to the Pre-Pre-Flight groups and the Pre-Meteorology, the Navy V-5 and V-12 were contacted and responded with adequate material to be included in the thesis. All schools who supplied the author with information on their Army and Navy speech classes are listed in Appendix B. Twenty eight colleges responded directly to the letter sent out by the author in July of 1943. A copy of the letter will also be found in Appendix B.

In addition to the information gathered from the questionnaires the author will make use of information compiled by himself and his colleagues in the department of speech at Michigan State College in East Lansing, Michigan.

From March 1943 until the writing of this dissertation the author served as instructor in the Army Air Corps speech classes. He also taught the Army Specialized Training

groups from the time of their arrival at Michigan State in July of 1943 until the time of the compilation of this thesis. The experience of teaching these two groups of army students and the information derived from the many staff meetings held to discuss the course outlines used for these groups has provided the author with a valuable background of knowledge on what has been accomplished by at least one college in regard to training in the Army Air Corps and the A.S.T.P. groups. Also the duties of faculty advisor to the College Victory Speakers' Bureau and freshman debate coach for the college served as valuable sources for information for the thesis.

FUTURE VALUE

The author makes no claim for completeness. It would be impossible at this time (spring 1944) to say just how much will be accomplished by the speech departments of the colleges and universities of the United States by the time the war has ended. However, in attempting this compilation of information, it was the author's intention that in the future, the material included in this thesis would serve as documentary evidence upon which a more complete, a more detailed study could be based. Certainly it will serve as an important analysis for future historical studies on the importance of speech and oral communication during war time.

For those interested in the academic progress of speech training, the thesis should prove a useful study.

It is further hoped that the thesis will serve as added proof of the value of speech training. That in its several divisions, the speech department is a necessary part of any liberal arts school and performs a function not provided by any other division or department of the college or university.

CHAPTER II

MILITARY SPEECH COURSES

In the "Introduction" the author pointed out that one of the important activities of the speech department of the college and university during war-time has been the teaching of the fundamentals of speech to various divisions of the armed forces. In this chapter consideration will be given to the subject matter taught in such courses, the various ways by which schools attempted to meet the requirements of the directives issued by the armed forces on the subject of speech and problems that arose out of the attempt to teach speech to military groups.

First, it will be well to consider what is meant by a military speech course. Such a course did not originate with America's entrance into the World War II in December of 1941. Speech was being taught to naval and military groups at Annapolis and West Point long before the war began. Therefore it would be well to consider just what the courses at these two schools include. Naturally, there has had to be some revision in the speech courses taught at Annapolis and West Point since the United States entered the present war. This necessity has been brought about because of the intensified training and limited time permitted by the accelerated program of war-time schooling. A review, then, of the accelerated program of speech training as set-up by these schools would indicate what the leading institutions of military and naval training considered important in a speech course for members of the armed forces.

"Captain Felix Johnson, Secretary of the Academic Board at the United States Naval Academy at Annapolis, outlines the present speech work at the Academy as follows:

'One of the missions of the Department of English, History, and Government at the Naval Academy is to teach midshipmen to express themselves clearly, forcibly, and easily in English, both orally and in writing. To this end oral expression is continuously emphasized here; midshipmen are required to talk on their feet in recitation rooms everyday, and faults are corrected as a matter of routine by the instructors.

During the approaching winter term midshipmen of the Fourth (freshman) Class will be given four weeks of training in public speaking. These speeches, delivered in the classroom, will consist of occasional and afterdinner speeches, plus one debate....

Midshipmen of the First (senior) Class, in groups of twenty, attend dinners throughout the academic year. These dinners occur three times a week. After dining, the midshipmen are required to speak, and one of their number usually acts as toastmaster. These speeches are made in the presence of two instructors of the Department of English, History, and Government and of one or more invited guests. We are able in this way to have each midshipman speak at least twice in the course of the year....'"

"Colonel Clayton E. Wheat, Professor in the Department of English at the United States Military Academy at West Point, reveals that the emergency has affected the curriculum there as it undoubtedly has in many schools throughout the country. Colonel Wheat writes:

'With the reduction of our course in English from two years to one year it became necessary to curtail our formal course in public speaking.

-
9. Mallory, Louis A., "Speech Training of Army and Naval Officers", Quarterly Journal of Speech, Vol. XXIX, April, 1943, p. 140.

At present we devote eighteen lessons to public speaking....In addition we devote ten lessons to associated readings and short talks. The purpose of these lessons is to provide the cadet with factual material from which he presents a short talk of five minute duration on some idea associated with his readings.

Training at West Point in Public Speaking is not limited to the English course alone. Approximately twenty-five per cent of the cadet's recitations in other subjects such as History, Economics, Government, Law and Military Art are in the nature of public speaking. During their oral recitations cadets are required to follow the rules of public speaking which they learned in their Freshman year, thus gaining practice and facility in effective presentation of individual thought."¹⁰

It must be remembered that the two schools just considered are preparing their students to be permanent officers. Such men as are graduated from these schools have gone through long, careful and exact training with the intention of spending the remainder of their lives in the armed services.

However, the needs of war have meant that most of the officers being trained as a part of the war emergency are receiving their training in the shortest time possible. "Since war began the armed services have been multiplied twenty times and more. New men and officers are being trained in the shortest possible time, where there is so much to be done and so little time in which to do it. For

10. Mallory, Louis A., "Speech Training of Army and Naval Officers", Quarterly Journal of Speech, Vol. XXIX, April, 1943, pp. 140-141.

example, there is not time to study many textbooks. There is not time to wait for them to be revised in terms of modern warfare and to be reprinted. Much instruction, probably most of it, must be done by lectures. Under such conditions the need for officers who can lecture effectively is almost tragic, for the lives of man may depend on how effectively a military instructor can impart information by lectures."¹¹

This would indicate that even more stress is needed during war-time on the technique of correct speech and the principles of speech than is stressed by Annapolis and West Point. However, the increased demand for vocal instruction has not been the only basis upon which courses in military speech have been planned. The tremendous increase in use of oral communication during this war has accentuated the demand for training our military groups in the art of public speaking and the principles of speech.

"Military men must be able to speak clearly, concisely, and accurately; and military leaders hesitate to put any one in a position of a command who cannot do so. The Adjutant General of the War Department in 1917 made the following statement on this subject:

'A great number of men have failed at camp because of inability to articulate clearly. A

11. Held, McDonald W. and Lieutenant Colbert C. Held, "Public Speaking in the Army Training Program", The Quarterly Journal of Speech, Vol. XXIX, April, 1943, p. 143.

man who cannot impart his idea to his command in clear distinct language, and with sufficient volume of voice to be heard reasonably far, is not qualified to give commands upon which human life will depend. Many men disqualified by this handicap might have become officers under their country's flag had they been properly trained in school and college.

.....

Furthermore, use of the telephone and radio in modern warfare makes special demands on the human voice. You do not plunge blindly into battle. Each fighting unit is told by radio and telephone what to do and when to do it. Communications must be instantly clear--throughout a ship, between air and ground, between units on the right and those on the left, between those up front and those in support. I knew of a fuzzy-voiced operator in the last war, and what happened as a result. An order had come through to shift fire 'eleven hundred meters,' and that operator's voice made it sound like 'seven hundred meters'! Americans died because a man had bad speech."¹²

Thus, out of this war have arisen two immediate reasons for teaching speech to military groups. First, the need for instructors whose speech is such that the information they are imparting to the listeners is readily acceptable and understandable. Second, increased dependence put upon uses of vocal communication in modern warfare means increased and special demands of the human voice, the training for which,

12. Brigrance, William E., and Ray K. Immel, "A Very Personal Talk with the Student", Speech for Military Service, F. S. Crofts & Co., New York, 1943, pp. 1-2.

results from specialized speech courses.

There is still one other reason that necessitated the teaching of speech to military groups. It is this reason perhaps more than the other two, because they were direct outgrowths of the war, that served as a basis for the speech training at Annapolis and West Point before the present war began. This third reason for speech training is the need of effective speech for leadership.

"....the ability to speak effectively is essential to personal military leadership. Men do not respect officers who speak in a weak, apathetic manner, who fidget as they talk, or whose voices are dull and toneless. In moments of crises they do not follow such officers with confidence. Yet with all the mechanism of modern war, there is still personal leadership in battle."¹³

"....with all the mechanization of modern war, personal leadership in battle is still essential. We still have the basic situation referred to in the infantry Tactics in which soldiers hear direct from human mouth the best and most useful command in the drill book, that command which typifies true leadership in its expression and execution: 'Follow me!'"¹⁴

Referring back then to the problem brought forth on

13. Ibid.

14. Mallory, Louis A., "Speech Training of Army and Naval Officers", Quarterly Journal of Speech, Vol. XXIX, April, 1943, p. 143.

page seventeen of this thesis, "what is meant by a military speech course," it may be stated that a military speech course is a formal classroom procedure organized to train the students in the use of speech principles so that they will be capable of good instruction techniques, proficient in the art of oral communication, and equipped for personal leadership in battle, as in all other situations where leadership in the armed forces is demanded of them.

MILITARY GROUPS RECEIVING SPEECH TRAINING

Each division of the armed forces had its own way of handling the educational program of its members. There was no over-all regulation or directive setting forth what should be taught and what methods should be used. Therefore each branch of the armed forces arranged its own program, issued directives to the colleges on what was to be taught and in some cases how subjects were to be handled. The instructions in the directives varied all the way from specific information to such generalized statements as to be almost meaningless. To get a more complete picture of what colleges and universities were up against in arranging for the military programs that were being sent to their campuses the latter part of 1942 and in the first few months of 1943, it will be well to consider these units.

As this study is concerned only with speech, only those directives issued by the various branches of the armed service that include information about speech training will

be considered. The military units that included speech or oral English in their directives were: Naval V-12 program, Army Air Corps College Training Detachments, Army Meteorological Training Programs, Army Specialized Training Program.

The information available on the speech and English course for the Navy V-12 Program was as follows:

"Sixteen week terms, beginning July, November, and March, includes (a) V-1 and V-7 students reassigned or transferred to colleges to complete the additional semesters permitted them; and (b) V-12 and V-5 men, either recently graduated from secondary schools or transferred from active duty, who pursue a required curriculum I (first year) requires E-1 and E-2--'three discussion-writing periods per week for two terms'--for all but pre-medical students.

'The aim of this course is to teach the student to say and write what he means concisely and with a purpose, and to read and listen with precise understanding and discrimination...'

'Emphasis during the first semester will be on accuracy and conciseness in handling of informational materials, and during the second semester on judgment and effectiveness in handling materials of considerable complexity and range.

'The course will consist of problems in written and oral communication carried forward coordinately under the following heads: Writing...; Speaking...; Reading....

'Speaking: clear and full recitations, short informal talks, giving directions, explaining situations and processes (especially those involving diagrams, models, and specimens), taking part in group discussions, and summarizing talks and discussion as a test of listening (together with good oral English usage).'"15

Information on the Army Air Corps, College Training Detachments, referred to as the Pre-Pre-Flight Training Program was very general, leaving the planning of the course

15. "Speaking Instruction in College Military Units", The Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 399.

outline to the individual college. "Began about March 1, 1943 (Pre-Pre-Flight Program). Includes men of greatest range of educational experience. Terms theoretically are 12 weeks, but men often are transferred after three or four weeks. Aircrew English is required, five days a week. There is no uniform directive, but the course includes training in writing, speaking, and reading. Most preparation is to be done during class hours."¹⁶

"Army Meteorological Training Programs began February 1, 1943 or later. Twelve-week terms. 'B' Basic English, 72 hours, requires instruction in speaking, writing, reading, and listening. 'C' Basic English, 192 hours, has a similar requirement. Some time is allowed for preparation outside class hours."¹⁷

"(Army Specialized Training Program) Twelve-week terms. Began August, 1943, or later. English AST-111, three terms: first term three hours per week; second and third terms, two hours per week. One hour of preparation per class hour. 'Objectives': to develop an officer candidate who will (1) be a clear thinker; (2) possess the skill of orderly, concise, and appropriate communication, both oral and written, including the ability to observe and report accurately; (3) possess the ability to listen and to read understandingly; (4) know the basic forms of military communication.

16. Ibid., p. 399.

17. Ibid., p. 399.

The suggested framework of instruction includes:

'speaking: instruction and practice in oral presentation. Development of self-confidence and the ability to think on one's feet. Development of sound habits of brevity, correct pronunciation, conciseness in expression, and organization of material. Development of variations in emphasis.... Acquisition of adequate ease and fluency to speak extemporaneously, reasonably free from hesitation, forcefully and pleasingly and coherently.... Elimination of handicaps of speech.... Presentations should be so well organized as to impress themselves, in outline, on the listeners' memories. They should be subject to frequent criticism by the hearers in terms of the speaker's appearance, manner, adequacy, brevity, forcefulness, and organization of material.

'Listening: development of concentration upon spoken remarks and the ability to understand what is said.... and to repeat in listener's own words the context of speaker's remarks.'¹⁸

Though the information just quoted on the English:
AST-111 presents the important features of the directive issued by the Army on the English course to be taught by colleges and universities, the author is including the original directive in full. The complete directive is included here because it sets forth more clearly than any directive issued by other military units requiring training in English and speech, the

18. Ibid., p. 399.

specific aims and goals to be achieved by military students being trained in such courses. Further reason for its inclusion is the references made to it in the detailed study that will be made of the course outline used at Michigan State College and at other schools where the English: AST-111 was taught.

The following is a complete reprint of the directives:

"ARMY SPECIALIZED TRAINING PROGRAM

English: AST-111

The Basic phase will provide 84 hours of instruction in English. One hour of preparation will be allowed for each hour of classroom work. Instruction in English will be given as follows: 3 hours each week in the first term, and 2 hours each week in the second and third terms.

The following material indicates the areas of instruction on which emphasis should be placed. It is not intended to prescribe the course of study in detail. Experience indicated that reliance can be placed on the capable instructor's initiative and resourcefulness and on his judgment in utilizing materials and choosing his techniques of teaching.

OBJECTIVES OF THE COURSE

The end-product of the Army Specialized Training Program is an officer candidate who will, after further specialized training, function effectively in a position of command. He must, therefore:

1. Be a clear thinker.
2. Possess the skill of orderly, concise, and appropriate communication, both oral and written, including the ability to observe and report accurately.
3. Possess the ability to listen and to read understandingly.
4. Know the basic forms of military communication.

In view of the limited time available for instruction in English, it is particularly important that this instruction be reinforced by requiring trainees in all classes to write

and speak with deliberation, clearness and correct language.

It is urged that particular attention be paid to the development of the trainees' powers of reasoning, imagination, and communication, especially in relation to the study of American history and institutions by the use of biographies, historical works, and materials having historical content--for purposes of analysis, discussion, and expository writing. This should not be done, however, to the exclusion of poems, short prose articles, and selections from works of notable English and American writers which present the correct native idiom.

The course, of thirty-six weeks duration, is the same for all basic trainees. Although the course is divided into three twelve-week terms, it is intended to provide continuous progressive training throughout the entire thirty-six weeks.

FRAMEWORK OF INSTRUCTION

The following is a suggested framework of instruction, not confined to specific twelve-week terms, but continuing throughout the course:

1. Reading

Close study of selected paragraphs to distinguish the central subject in each, the order in which facts are presented, the key sentences, the paragraph structure and the precision with which words are used.

Analysis of material to discern the continuing thought and distinguish the style of presentation, qualities of sustained interest, logic of development, major and minor ideas, cumulative power of persuasion, validity of conclusion.

Examination of current critical writing; analysis of material to detect strong and weak generalizations, true and false analogies, impartial and biased opinion, hypothetical and categorical premises, emotional and intellectual conclusions.

2. Writing

Instruction and practice to develop conciseness in expression, without omitting essential material.

Instruction in proper usage; punctuation, grammar, vocabulary, and spelling.

Instruction in outlining and note-taking.

Practice in the accurate reporting of accurate observations.

Instruction and practice in expository writing requiring sound structure, logical development, and continuity of thought, and emphasizing simplicity and lucidity of expression, with due emphasis on correct usage of English idiom.

Practice in the preparation of reports, analysis, and criticisms. Basic material for this feature of the work should be drawn from readings in this course and in considerable degree from all other courses in the program.

(A minimum of four hours instruction in the basic forms of military correspondence is required. The Commandant will collaborate in this instruction. Army Regulation 340-15 and "orders", Instructional Pamphlet No. 1, published by the Infantry Journal, may be used as basic texts for military correspondence.)

3. Speaking

Instruction and practice in oral presentation. Development of self-confidence and the ability to think on one's feet. Development of sound habits of brevity, correct pronunciation and enunciation, conciseness of expression, and organization of material. Development of variations in emphasis through the correct use of such devices as volume of tone, acceleration and retardation of speed, and the use of the pause. Acquisition of adequate ease and fluency to speak extemporaneously, reasonably free from hesitation, forcefully and pleasingly, and coherently as to sentence and paragraph structure. Elimination of handicaps of speech such as the monotone, undesirable mannerisms and affectations.

Presentations should be so well organized as to impress themselves, in outline, on the listener's memory. They should be subjected frequently to criticism by the hearers in terms of the speaker's appearance, manner, adequacy, brevity, forcefulness, and organization of material. (see next section)

4. Listening

Development of concentration upon spoken remarks and the ability to understand what is said. Cultivation of ability to concentrate upon speaker's intended meaning and not to be diverted by idiosyncrasies of manner. Development of ability to repeat in listener's own words the context of speaker's remarks.

Instruction in both speaking and listening will be strengthened by frequent panel discussions on current problems.

24-12465"¹⁹

REPORTS OF COLLEGES AND UNIVERSITIES ON MILITARY SPEECH COURSES

The following section of this chapter will be used to present the information received from the colleges and universities responding to the letter and questionnaire included in Appendix "B" on war-course outlines and syllabi. In some cases the author has found it expedient to summarize the material provided by the colleges and universities. However, when the information is, in its original form, concise and clear-cut, or is considered especially valuable, it will be included as a direct quotation. In many cases the author received a syllabus or course outline from the college in answer to the request for information on war courses. If these contribute to the study, they will be included in the Appendix "A" and will be referred to in this chapter.

ARMY SPECIALIZED TRAINING PROGRAM

The Army Specialized Training Program, English: AST-111 as it pertains to speech, will be considered first. The directive, already provided pages twenty-seven to thirty does not separate the English and speech as to courses though it

19. Directive on Army Specialized Training Program, English: AST-111, 24-12465.

does indicate that each should be given individual attention. This factor caused much strife for the colleges and universities that attempted to provide a course that would adequately meet the requirements of the directive. As will be shown later in this chapter, the courses set-up to meet the directive ranged all the way from classes taught entirely by the English Department with little or no consideration for the oral objective to courses in which the work was divided equally between the English and Speech departments. The fact that speech was neglected by some schools and improperly organized in others was very much in evidence by the letters received by the author as a result of his request for information on the AST speech training program. Such disunity among the schools in course-outlining of the English: AST-111 resulted in much comment on just what was supposed to be taught in such a course.

C. M. Wise of Louisiana State University in discussing the matter suggested that, "To begin with, we of speech have somehow missed an opportunity in not inducing the Army to separate the speech and English training in what are at present called the Basic English courses. If there had been two entitlements instead of one, e. g., Basic English I, II, III, and Basic Speech I, II, III, there could have been none of the present refusal of some English Departments to allow the courses to be properly taught. It is clear that someone who knows the values of speech instruction outlined

the courses, for the very subdivisions show the recognition of such values: Reading, Writing, Speaking and Listening. The maker of the Army syllabi clearly meant Speaking and Listening to have coordinate value with Reading and Writing. Not the vaguely subordinate position implied by a bit of oral recitation and by listening to an enumeration of thirteen ways to use commas and twenty-nine rules for syllabication."²⁰

The result of so much uncertainty and disunity among the colleges in teaching the English: AST-III caused those in charge of the program to take steps to clarify the requirements. "On October 11, 1943, Colonel Herman Beukema, Director Army Specialized Training Division, War Department, addressed a letter on English III to presidents of institutions participating in the ASTP. In it he made several criticisms of the handling of the course and several suggestions for changes.

"Many institutions have regarded the objectives in speech in the English course outline as constituting a different and separate problem from instruction in writing and reading. This has resulted in the introduction into the English course of a large proportion of formal speech instruction. Some institutions devote as much as a third of the course to it. It is not believed, however, that this formal instruction in speech can counteract habits of slovenly thought and expression unchecked in other classes, not to say outside the classroom. It is believed that every recitation in every class, not only in English, should be regarded as an exercise in speech. If the trainee is required to organize his thought and to express

20. "Speaking Instruction in College Military Units", The Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 422.

it clearly whenever he participates in class discussions, if he is required in speech as in writing to apply the principles of communication he has learned by critical reading, it is believed that very little formal speech instruction will be necessary. It is imperative that soldiers be able to make themselves understood, but they need not be speechmakers. Certainly the time that is devoted to practice in after-dinner speech making at some institutions might be used to better advantage.'

Colonel Beukema's proposal to change the emphasis on speech in English III immediately aroused speech teachers to a realization that such a change was a serious blow to the field in which they worked."²¹

An example of interest shown by speech teachers in the letter written by Colonel Beukema is exemplified in an article by Earl W. Wiley in which he expresses the feeling that, "Although we (speech teachers) are requested by the preliminary objectives of the ASTP to conduct work essentially of a speech nature, this paragraph (the paragraph just quoted from Colonel Beukema's letter) objects to the introduction of 'formal speech instruction' into English III. Now what is 'formal speech instruction'? If it is something elocutionary, something declamatory in the bad sense, teachers of speech agree with Colonel Beukema's indictment. But if 'formal speech instruction' means the competent conducting of speech classes that has been done for many years by competent speech teachers, then qualified educators will

21. "Speech News Letter", National Association of Teachers of Speech, The George Washington University, Washington D. C., No. 1, February 22, 1944, p. 2.

question Colonel Beukema's position. Certainly, devoting one-third of the time in English III to speech problems is none too much if the course objectives are to be realized.

Speech instruction should be given by teachers trained in speech, just as surely as instruction in mathematics should be given by teachers trained in mathematics. The teacher of speech is best qualified to know the educational procedure for diagnosing speech deficiency cases, and for directing improvement of correction.

When Colonel Beukema asserts, 'it is not believed, however, that this formal instruction in speech can counteract habits of slovenly thought and expression unchecked in other classes, not to say outside the classroom,' the implication is clear that a teacher of history, or geography, for example, will have the time and enthusiasm and training to produce speech improvement, and even overcome speech deficiencies, in Army students, as well as achieve his own course objectives in history and geography. This position is open to challenge. Obviously, there is no objection to having the teacher of history, or geography interest himself in the speech habits of his students. The history or geography classroom, however, will not serve successfully as a speech laboratory. 'Development of sound habits of brevity, correct pronunciation and enunciation, conciseness of expression, and organization of material. Development of variations in emphasis through the correct use of such devices as volume of tone, acceleration and retardation of speed and the use of the pause....'

Objectives like these are not achieved by casual and random criticism. The setting up of criteria for speech diagnosis and improvement will come from those trained for the task. The Army student is likely to get no more profitable instruction in history or geography from the teacher of speech."²²

It appears that though the speech teachers were beginning to realize the necessity of clarifying their difficulties with the ASTP, they were too late in carrying out any action on the problems.

"....Our members (speech teachers) in many institutions demanded that every effort be made to prevent the proposed change in this course (The change referred to here is that suggested by Colonel Beukema as quoted on pages thirty-two and thirty-three.) A considerable part of this work fell to Karl Wallace, then Chairman, Jennings Randolph and W. Hayes Yeager, then members of the Association's War Committee, which has now been replaced by the Committee on Educational Policy. A conference was held with Dr. Arthur L. H. Rubin, who has general supervision of the whole program, under Colonel Beukema, and Major Hugh J. Cole, who is in charge of the liberal arts section of the program. Later a conference was held with Brigadier General Walter L. Weible, who is in charge of the Army's training work, including the AST, at

22. Wiley, Earl W., "On ASTP, English III", The Quarterly Journal of Speech, Vol. XXX, February, 1944, pp. 17-18.

which Rubin and Cole were present. We were confronted in these and other negotiations with the problem of attempting to change a decision that appears to have been made at least as early as September (1943); we were not asked either to participate in the formulation of policies about English III, or to advise. The principal reasons advanced by Weible, Rubin, and Cole for the proposed change, in brief, were:

1. It was not originally intended that the course be divided between English and Speech teachers as was done in many places.
2. There is no need for instruction in formal speech, and particularly no need for training in after-dinner speaking and in making sales talks.
(No specific information about where after-dinner speaking and sales talks were taught has come to our attention.)
3. From now on the ASTP trainees will be trained for special jobs as enlisted and non-commissioned personnel. Since the program no longer contemplates the training of officers, there is no need for speech training.
4. The proposed change has the approval of the War Department's Advisory Committee of college and university presidents.

We presented the familiar arguments in refutation, in brief form as follows:

1. English teachers are not equipped to teach speech, and it is not surprising that institutions having speech teachers often divided the course.
2. We explained what speech is and the importance of a speech training in developing effective communication.
3. We pointed out that most of the communication of trainees is certain to be oral regardless of their later rank, and that to make this talk effective, speech training is required.
4. We pointed out that college and university presidents are likely to be greatly influenced by a desire to simplify administrative procedure.

Since the War Department said that the ASTP trainees do not need formal training in speech and had already made the

decision to greatly reduce emphasis on it, our failure to bring about a change in policy may not be too surprising."²³

Thus in the period between August of 1943 and February, 1944, there was a direct reversal in the attitude of the ASTF officials as to what should be required in the English: AST-111 course so far as speech was concerned. For one cannot read the directive quoted on pages twenty-seven to thirty without realizing that speech training was considered an integral part of the course work according to the original directive. However, the directive issued on February 1, 1944, made it plainly understood that formal speech instruction was to be deleted from the English: AST-111 course. A section of the February 1, 1944 directive did deal with speech and read as follows:

"3. Speech

- a. Instruction in speech should be a by-product of other instruction in English. Every occasion on which the trainee speaks in class should be regarded as an exercise in speech. The trainee should be required to speak so that he can be heard. He should be required to make himself clear.
- b. Trainees whose speech habits are so bad as to require remedial treatment may be given special instruction in speech. It is anticipated that such trainees will be few. If time for this instruction is not available, special speech training for this small group may be substituted for a few hours of the regular English class, at the discretion of the instructor. It may also be desirable to devote a limited number of the regular class periods to a discussion of common errors in speech so that instructors and trainees will have a mutual

23. "Speech News Letter", National Association of Teachers of Speech, The George Washington University, Washington 6, D.C., No. 1, February 22, 1944, pp. 2-3.

understanding of speech corrections made in the English course and in other Basic Phase courses. Formal instruction in public speaking is not envisaged as part of the English course, however. It is imperative that soldiers be able to make themselves understood, but they need not be speech-makers."²⁴

It is possible to conclude from the above quoted directive that formal speech training is to be completely discarded so far as the English: AST-III course is concerned. This is not entirely true. The administration and organization of the English: AST-III under the directive, February 1, 1944 is left entirely to the school and may be handled as seen fit.

"It is the intention of those in charge of English III here in the War Department that the course shall not be divided. However, how the new course shall be handled is left entirely to the institution concerned, as in the past. There is no objection whatever here to having speech teachers teach the entire course, and speech teachers desiring to do this should offer their services. In addition to the possibility that speech teachers may teach the entire course, they may serve the AST Program in other ways as suggested by Col. A. J. Trudeau, Deputy Director of Military Training, in the following letter (January 13, 1944) to Jennings Randolph:

'The whole problem of formal public speaking training in the Army Specialized Training Program, raised in your letter to Colonel Beukema, 21 December, 1943, has been very care-

24. "Speech News Letter", National Association of Teachers of Speech, The George Washington University, Washington 6, D.C., No. 1, February 22, 1944, p. 3.

fully considered. General Weible and representatives of the Curricula and Standards Branch, A.S.T.D., have met with Professors Yeager and Wallace, who presented the views of the teachers of speech, and the latter gentlemen were given advance copies of excerpts from the forthcoming curriculum for English: AST-111, which curriculum contains the revised directive for speech instruction.

The decision to curtail formal speech instruction was based upon the changing character of demands for A.S.T.P. trainees and upon reports of teaching experience from participating institutions. Because of the limited instructional time available it was found necessary to delete two items from the revised English curriculum: formal speech instruction and the formal study of literature.

It is not envisaged that teachers of speech will be completely divorced from work in the A.S.T.P. The revised curriculum, which soon will be issued, suggests that the speech teacher cooperate with teachers in other subjects such as English, History, etc., to act in the capacity of monitor to check on and aid in necessary corrective action when the trainee shows improper speech habits. It is also suggested that speech departments cooperate with military and academic authorities in undertaking clinical treatment for trainees who have speech defects which would seriously impair their usefulness as soldiers."²⁵

In reading through the various letters, reports and directives issued on the English: AST-111 during the seven month period, August, 1943 to February, 1944, it can be concluded that even among those who were in charge of the program no definite decision as to the need and place of speech training was reached. It is possible that had more schools teaching the English: AST-111 during this period done a better job of directing the speech training and had there been some uniformity in the speech course outline, speech would not have been dealt with as it was in the

25. "Speech News Letter", National Association of Teachers of Speech, The George Washington University, Washington 6, D.C., No. 1, February 22, 1944, pp. 3-4.

February 1, 1944 directive. The decision reached by the AST officials was not the result of a haphazard consideration, but rather the result of circumstances found to be true through an inspection of the manner in which colleges and universities were handling the English: AST-111. Campuses where the AST was receiving training were visited by AST officials from Washington and they found such a diversification of treatment of the English: AST-111, and in many cases such a waste of time that they felt obliged to issue the directive of February 1, 1944. There were, no doubt, many reasons why formal speech training showed such a variance of organization on the different campuses. The author will not consider these differences except as they suggest themselves in the information that will be included in the following pages, received in request to the author's letters and questionnaires on war course outlines. Suffice it to say here that the course in speech communication was organized and taught at some schools as a part of the English: AST-111 with a thoroughness that proved that it was a necessary and separate course, the results of which could be reached in no other way except through speech. In each case where such a course was taught, it was specifically set-up to achieve the goals set forth in the requirements on speech and listening outlined in the ASTF directive, English: AST-111, 24-12465.

To better understand what was and was not accomplished

by speech departments in cooperating with the English departments in the teaching of English: AST-111, the author will consider the information received from individual schools in answer to his request for information on speech training for the ASTP. Supplementary material, gathered from articles that have been written on the subject will also be made use of. To facilitate matters in this study, schools that responded to the author's questionnaires and letters and any other schools that are used for illustrative purposes will be considered in alphabetical order.

ALABAMA POLYTECHNIC INSTITUTE

Alabama Polytechnic Institute did not separate the speech and English training of its AST unit. All requirements of the directive quoted on pages twenty-seven to thirty were handled by the English department of the institute.

"The English Department is handling the English and speech for these (AST) trainees, and they have asked me, (E. D. Hess), to give one lecture on speech as a basis for the training which the English Department intends to give the trainees in the form of oral English....It has been quite difficult for me to condense one quarter's work into an hour's lecture, but I trust that the soldiers will gain something from this."²⁶

26. Letter to the author from E. D. Hess, Instructor of Speech, Alabama Polytechnic Institute, Auburn, Alabama, October 12, 1943.

Mr. Hess included along with his letter an outline of the speech he made to each of the AST units. He included in this fifty minute lecture a discussion of the physiological basis of speech, the psychological basis of speech and the technique of outlining. Anyone well acquainted with the detailed information included in such an outline of information will realize why Mr. Hess was confronted with the difficulty he mentions in his letter. The actual instruction and practice in oral presentation called for in the English: AST-111 directive, was supervised at Alabama Polytechnic Institute by the English department and not by anyone specifically trained in the field of speech.

CITY COLLEGE OF NEW YORK

The author received a very complete and detailed outline of the speech training offered at the City College of New York as a part of the English: AST-111 program. Mr. Edward W. Mammen, Instructor of Oral English in AST at the City College in a letter to the author stated, "...that at City College the English work is divided almost equally between the English and the Public Speaking Departments. In the first term the English Department takes two hours and the Public Speaking Department, one; the English Department has both hours of the second term; and the Public Speaking Department has both hours of the third term."²⁷

27. Letter to author from Edward W. Mammen, Instructor of Oral English in AST, The City College of New York, New York, N. Y., December 12, 1943.

Mr. Mammen included along with his letter and complete syllabus which will be found in full in the Appendix "A", pages I to II, the objectives of AST Oral English as taught at the City College.

"Objectives

To contribute to the development of a more effective officer personnel by training in the principles and practices of oral communication.

To inculcate habits of clear and precise speech, to develop resonant voice and military presence, to train the ability to organize speech materials and to present them effectively, and to develop the power of exercising a guiding role in discussion - all for the purposes of

- (a) giving commands
- (b) reading and interpreting orders
- (c) transmitting messages via telephone and microphone
- (d) instruction in drill
- (e) demonstrations in the use and care of equipment
- (f) participation in group discussions
- (g) public speaking
- (h) building and maintaining morale

General Procedure

The objectives are to be achieved by practical work in the classroom involving individual exercises in reading and speaking, each exercise to be followed by criticisms from the instructor and the group. Each student will be given as many opportunities to speak before the group as the limited time allows. The student will be expected to participate in the discussion as well as to speak formally. Checks will be made to test the student's ability to listen accurately to what is being said. Special hours will be set aside for speaking over a public address system. Instruction in the principles of giving explanations, in leading discussions and conferences, and in making speeches will prepare for the actual performance of these tasks."²⁸

In the first term of the AST Oral English work at the City College the student is required to participate in six

28. Ibid.

speech situations. The first speech is one of introduction. The second speech situation involves a paragraph of one hundred and fifty to two hundred words from a book or magazine. The instructor at this time checks the student's vocal resonance, distinctness of utterance, undesirable mannerisms, and general effectiveness. The third speech situation involves military commands. This is followed by a speech given over a P. A. system. The fifth speech takes into account the problems of expository speaking. The final speech is based on a report on an area or an activity from a military viewpoint.

In the third term of the English: AST-111 at the City College, Oral English is again taught. In this course, consisting of two classes a week for twelve weeks, six speeches and two discussions are covered. The speeches are three to five minutes in length and both expository and persuasive speaking are taught. There is, in addition to the assigned speeches, one impromptu speech. For a more detailed explanation of the courses see Appendix "A", pages III and IV.

COLORADO STATE COLLEGE

Mr. Alfred Westfall of Colorado State College sent the author the following information on the AST Program at that school.

"We are training A.S.T.P. Engineers here. The directive we have from the Army asks us to give them training

in written and oral composition, reading, and listening. This is all in a course corresponding to the usual college freshmen English composition. We give four out of thirty-six recitations the first quarter to oral composition. In the second and third quarter the number of recitations is to be cut to twenty-four, but we shall continue to give four to oral composition. This is a form of public speaking, but on a very elementary level. Some of the men, however, have had two or three years of college work and often have had college courses in public speaking. We are trying to devise a little different course of study for these men so that they will not be merely marking time."²⁹

From Mr. Westfall's letter, it is clear that at Colorado State College oral communication is included as a part of the English course and of the total thirty-six hours in the first term, one-ninth of the time is given over to speech. In the second and third terms, one-sixth of the time is taken up with speech. However, whether the work in oral communication included in the English course was taught by the speech instructors or English instructors was not indicated in the information received by the author.

GEORGIA SCHOOL OF TECHNOLOGY

The author received a syllabus for each of the three terms of English: AST-111 along with a letter of explanation

29. Letter to the author from Alfred Westfall, Colorado State College, Fort Collins, Colorado, October 23, 1943.

from Glenn W. Raining, Assistant Professor, on the speech work at Georgia School of Technology. The author, in examining the three syllabi, was able to draw the following conclusions: oral communication is included as a part of the English course, one-twelfth of time in first term was given to speech training, one-sixth of time in second term given to speech, and approximately one-fourth of third term taken up with speech training. The text used for the three terms was, Monroe's Principles of Speech, Military Edition.

HARVARD UNIVERSITY

The English: AST-111 at Harvard University is not divided between the English and Speech departments, but is all included in the English course. However, considerable time is spent in oral work as is indicated in a letter received by Professor Paul D. Dagwell, Michigan State College, from Theodore Morrison of Harvard University.

"We have not made any distinct division in our AST required English course between work in speech and work in written composition. We have tried to weave the work in speech into the general classroom procedure, beginning with clear recitation, reading aloud, oral summarizing, discussion, and so on, working up toward rounds of individual speeches, some using charts or models for demonstration and others involving persuasion or argument. We have, not rigidly, but where convenience and appropriateness allowed, correlated

written papers with work in speech. Some of the speeches, for example, are later handed in as written themes after suitable changes in method of presentation appropriate to writing rather than speaking. We have called on Professor Peckard, who is in charge of work in speech here, for assistance in planning the program and for sending to him students who present special problems in speech. He, of course, makes full use of recordings and other technical and professional devices.³⁰

Though there is no way of knowing just how much time is actually devoted to oral training, Mr. Morrison's letter would indicate that quite a bit of the time taken up with the English: AST-111 course was used for speech work. Certainly the work set forth in the above paragraph could not be accomplished in less than a third of the time allotted for English AST-111.

INDIANA UNIVERSITY

In the letter and syllabus received from Indiana University, no information was included on the approximate time devoted to the oral communication training. There was no explanation of how the course was set-up. However, from the information received by the author, he deduced that all oral work was included in the English: AST-111 course with

30. Letter to Professor Paul D. Bagwell, Acting Head of Department of Speech, Michigan State College, East Lansing, Michigan from Theodore Morrison, Director, Department of English A, Harvard University, Cambridge, Massachusetts, December 2, 1943.

no division of training between the Speech and English departments. It is evident that some speech training was provided. The text by Alan H. Monroe, Principles of Speech, Military Edition was used. According to the information in the syllabus, a part of Term II (twenty-four recitations) was used for speech training.

"TERM II (24 recitations) Emphasis on Reading and Speaking.

Objectives: A brief review of sentence forms if necessary, followed by a knowledge of (1) qualities of the sentence; (2) forms and uses of paragraphs; (3) analysis of essays for theme, plan, paragraph topics, key sentences; (4) reading effectively; (5) speaking clearly and persuasively; (6) organizing material for oral and written presentation."³¹

Parts of the "Features to be stressed in the entire course:"³² that dealt with oral communications and included in the information received by the author from Indiana University, were as follows:

"1. Recitation, discussion, and oral composition in tone full enough that it may be heard distinctly by the entire class, the words clearly enunciated and properly pronounced. In some instances it may be well to have the cadets discuss in talks of two minutes' duration topics covering an assignment. There should be frequent oral reading.

.....
7. Regular drill in good oral presentation of material; demonstrations, in which the blackboard is used; lectures; persuasive talks; panel discussions."³³

31. Syllabus in English, Army Specialized Training Program, 1943-1944, received by the author from Indiana University, Bloomington, Indiana, November 27, 1943.

32. Ibid.

33. Ibid.

LOUISIANA STATE UNIVERSITY

A complete syllabus for Basic I, II, III of the English: AST-111 was received by the author from Louisiana State University. The syllabus will be included in Appendix "A", pages V to XI. The work in oral communication at Louisiana State was originally divided between the Speech department and the English department, but was later changed so that one person taught both the English and speech sections. Instructors from both the English and Speech departments were used for the course in English: AST-111. Approximately one-third of the time was devoted to teaching oral communication. In a letter received by Professor Paul D. Bagwell from C. W. Wise of Louisiana State University, the following information about the English: AST-111 was provided.

"...The speech teachers taught the Basic I course one day per week, and English teachers two days per week. In the Basic II course, the speech teachers taught one day per week until they had taught enough days to make up one-third of the time, then English teachers who had been teaching one day a week from the beginning taught two days a week from that point until the end of the term. At that time we did not have a Basic III course. (The letter refers here to the 1943 summer term.)

With the opening of the fall term, the coordinator directed the plans to be changed so that a single teacher would teach the class each day. That meant that the same

person had to teach both speech and English. At present that plan is being followed. Such English teachers as are handling the work teach both speech and English, and the same is true of the speech teachers involved.

Late in the summer the army sent a set of examination papers for the men, and we found that the questions on Basic I were altogether on composition. As a result, it seemed wise to concentrate on composition in Basic I in the fall quarter and to do the speech teaching in Basic II and Basic III. That scheme is now being followed. We of the speech department do not regard the present arrangement as being as good as the one we had in the summer. But we are doing the best we can with it."³⁴

The author would like to call attention here to the syllabus provided by Louisiana State University and included in Appendix "A", pages V to XI. It is evidence of what is possible so far as the teaching of oral communication is concerned. The text for the course was Alan H. Monroe's Principles of Speech, Military Edition.

NEW YORK UNIVERSITY

The information received from New York University indicates that there was no definite division between the

34. A letter to Professor Paul D. Baywell, Acting Head of the Department of Speech, Michigan State College, East Lansing, Michigan, from Dr. C. E. Wise, Head of the Department of Speech, Louisiana State University, Baton Rouge, Louisiana, October 23, 1943.

speech and English work although it appears that a successful integrated course in oral and written communication was worked out.

"Our Speech Department collaborates with the Department of English in our courses for the ARMY SPECIALIZED TRAINING UNIT of 300 soldiers.... Oral and written English are combined in one course. There are frequent assignments in oral work. The voice of our students is recorded by electrical transcription and the record is played back to the student under the personal supervision of a member of our Speech Department, at which time his attention is directed to any defects of intonation, enunciation, poise, etc. The class instructor is furnished with a record of these criticisms by which he is enabled more effectively to help students overcome the defects. Our ten classes are staffed by eight instructors of the English Department and two members of the Department of Speech."³⁵

In a letter to Professor Paul D. Bagwell from A. B. Williamson, Chairman of the Department of Speech at New York University, the English: AST-III course is further considered.

"The Speech teachers make a program to be woven into the general course and give their English colleagues advice on individual students and procedures. Similarly, the English instructors aid the Speech people in problems of

35. A letter to the author from F. H. McCloskey, Coordinator, Department of English, New York University, Washington Square, New York, N. Y., November 1, 1943.

composition.

I am not convinced that this is the most satisfactory utilization of the particular talents of each person involved.I must say (however) that our method is one of mutual respect and the utmost cooperation and seems to be resulting reasonably successfully."³⁶

The author would like to call special attention here to the fact that at New York University there appears to have been a unified feeling between the English and Speech Departments, which would certainly facilitate course organization. It is worth noting, too, that each department made use of suggestions on inadequacies and needs of particular students. Another factor which would seem to indicate a step in the right direction was the use of voice recordings to help the student in oral communication.

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING
OF THE
UNIVERSITY OF NORTH CAROLINA

The work at this school for the course English: AST-111 is not divided between the English and speech departments, but both oral and written communications are taught. Approximately one-third of the time allotted to English: AST-111 was given over to teaching oral communication.

36. A letter to Professor Paul D. Dagwell, Acting Head of the Department of Speech at Michigan State College, East Lansing, Michigan, from L. B. Williamson, Chairman of the Department of Speech at New York University, Washington Square, New York, N. Y., December 23, 1943.

PRINCETON UNIVERSITY

The English: AST-111 course at Princeton University is devoted almost entirely to reading and writing with a little emphasis in each of the three terms on speech.

"We devote the first term of English: AST-111 to problems of reading, writing, and listening, with some emphasis upon speaking in connection with the discussion of readings during the class hour. In the second term, each student reads selected works in American literature, writes themes upon these works, and prepares and delivers two speeches. During the third term, emphasis is placed upon the reading of two plays, several short stories, one biography, and some lyric poetry; and upon the preparation and delivery of a speech. The instructor of a given section conducts all of the meetings of that section, and assumes responsibility for all of the material covered by the course, except that instruction in military correspondence is handled by our commandant, Colonel Fox."³⁷

It will be noted that in the first term no time was given to formal speech making. Two speeches were required in the second term and one speech in the third term. With a total of eighty-four meetings provided for the three terms

37. A letter to Professor Paul D. Farnell, Acting Head of the Department of Speech, Michigan State College, East Lansing, Michigan from Wilbur S. Howell, Department of English, Princeton University, Princeton, New Jersey, December 3, 1943.

of English: AST-111 it is safe to say that from the information provided in the letter just quoted not more than one-ninth of the total time was allotted at Princeton University for training in oral communication.

ST. NORBERT COLLEGE

Military speech and practice was offered once per week to all first term AST trainees at St. Norbert College. The author received no detailed information as to methods used at St. Norbert in the teaching of oral communication. However, in a brief note to the author, DuPont C. Frain of St. Norbert indicated that the requirements in the original directive on English: AST-111 concerned with speech were being fulfilled.

STANFORD UNIVERSITY

The course in English: AST-111 at Stanford University does include speech training, though the author was unable to receive any detailed information on just how the oral communication work was presented. In a letter received by Professor Paul D. Bagwell from J. C. Emerson of Stanford University the English: AST-111 was outlined in brief as follows: "Term I - 3 units devoted to English composition and general background reading; Term II - 2 units devoted to speech-making with emphasis on content and organization, clearness and force of expression; Term III - 2 units in which written and oral composition are brought together, attention

is given to closer analysis in reading, to the problem of listening, and to military correspondence."³⁸

OHIO STATE UNIVERSITY

The department of speech at Ohio State University had a course in speech organized and used to meet the requirements of the work on Speaking outlined in the August 1943 directive quoted on pages twenty-seven to thirty of this thesis. The course extended over a period of twelve weeks with three one hour meetings each week. This would average about one-third of the total time allotted to the English: AST-111 program.

The following information, received by the author from Ohio State University, gives a more complete picture of the specific aims of the speech course.

"The Speech Department at Ohio State University is teaching a course in Speech in the Army Basic Engineering Program.

The course is based mainly upon the outline of objectives of the Army Specialized Training Program. Briefly the two major objectives are: (1) Speaking for the purpose of clarifying; (2) Listening in order to understand. The theory and practical exercises used in the course have been selected with a view to helping the student achieve these

38. Letter to Professor Paul D. Bagwell, Acting Head of the Department of Speech, Michigan State College, East Lansing, Michigan, from H. G. Emerson, Associate Professor of Speech and Drama, Stanford University, Stanford, California, December 1, 1943.

objectives. The materials for speeches are drawn mainly from other courses which students are taking such as History, Physics, Mathematics, etc. A handbook entitled 'Speaking and Listening' by Emsley, Jones and Timmons (published by the American Book Company) was prepared with the above objectives particularly in mind and serves as the textbook. Voice recordings are being made at the beginning and end of the course as a part of a pre and end testing program which includes testing in hearing, listening comprehension, voice and diction and bodily delivery."³⁹

The work done in testing of the voice through recordings would aid the teacher in helping to correct speech difficulties that could not be accomplished in any other way with anything like the success that could be attained through this method. The author also calls the reader's attention to the use of information in speeches based on what the speaker had gained from other courses. This would indicate a high degree of correlation between oral communication and knowledge.

THE CITADEL

The Citadel is the military college of South Carolina and is sometimes referred to as the West Point of the South. The author was quite interested in the attitude that would be taken by this institution in regard to speech and also

39. Letter to the author from W. H. Ewing, The Ohio State University, Columbus, Ohio, November 18, 1943.

how the information on Speaking included in the directive on pages twenty-seven to thirty would be interpreted. The following letter received by the author from The Citadel answered these questions very directly.

"In answer to your inquiry as to the amount of speech instruction included in the course which is being given to enlisted men of the Army under the Army Specialized Training Program, I will say that at The Citadel approximately one-third of the time allotted for instruction in English is devoted to speech.

For your information I am inclosing a statement taken from the publication of the War Department in which the curriculum of the Army program is discussed. (The letter refers here to the information found on pages twenty-seven to thirty.) It will be seen that in both the objectives of the English course and the framework of instruction the matter of effective speaking is emphasized. In the carrying out of this program at The Citadel both prepared speeches and extempore speeches are required of the trainees, and the matter of delivery is given careful consideration.

It may interest you to know that three of the members of our English Department have collaborated in preparing a textbook for use in this course. The name of the text is English for the Armed Forces. The chapter on speech, which is one of the longest chapters in the text, was written by Lieut. Arlin M. Cook, who has been specially trained as an

instructor in public speaking."⁴⁰

It is evident from the letter that speech was considered a very necessary part of the English: AST-111 course at The Citadel. It is also evident that those in charge at The Citadel interpreted the information on speech included in the English: AST-111 directive 24-12465, as meaning formal class training in speech and not just incidental training in other courses such as geography and history.

UNIVERSITY OF ALABAMA

In a report from the University of Alabama it was explained that though there was an AST Program on the campus, the speech department was not taking part in the English: AST-111 course. All speech that was being offered to those in the AST Program was handled by the English department. One member of the speech department was serving full time as instructor for the English: AST-111 course, but he was teaching the same material as those members of the English department.

UNIVERSITY OF IDAHO

A brief report from the University of Idaho stated that speech training was being offered to members of the AST Program. The objectives suggested in the English: AST-111 Directive 24-12465 were used as a basis for the work taught in speech.

40. Letter to the author from L. A. Prouty, Registrar, The Citadel, Charleston, South Carolina, October 27, 1943.

UNIVERSITY OF KANSAS

"The English and Speech Departments here (University of Kansas) are giving the first term of the course together, with the Speech Department meeting the classes one day a week and the English Department the other two. In the second and third terms all the work will be under the direction of the English Department; but the emphasis will be on both written and oral composition. Practice quite certainly differs in the ways in which this material is divided. We have worked on the assumption that the processes of composition are much the same whether oral or written. Since the examinations which the army supplies put great stress on skill in reading and on the fundamentals of written composition, we have planned to emphasize those aspects rather than trying to work out an elaborate program of speech training."⁴¹

UNIVERSITY OF KENTUCKY

The information received from the University of Kentucky explained that there was an AST Program on the campus but no speech training was being offered except as it was incidentally included in the English course.

"Soldier training at the University of Kentucky is confined at present to a unit of the Army Specialized Training Program. There is no speech work included in any of the curricula in this program except such as may be covered in

41. Letter to Professor Paul D. Bagwell, Acting Head of the Department of Speech, Michigan State College, East Lansing, Michigan, from J. W. Ashton, The University of Kansas, Lawrence, Kansas, October 27, 1943.

the English courses....

As our speech work is done in the Department of English, our instructor in speech is engaged in the program, but as a teacher of English rather than as a teacher of speech."⁴²

UNIVERSITY OF MINNESOTA

The author received a letter from the University of Minnesota outlining the work included in the speech course used in the military programs at the University. It will be seen that a definite effort has been made in the program outlined to meet the requirements set forth in the English: AST-111 directive 24-12465. The speech work at the University of Minnesota is handled directly by the speech department.

"First Meeting - A survey - each student in the section reads aloud or talks extemporaneously.

Second Meeting- A voice recording is made 1½ minutes in length. Student reads both numbers and sense material.

Third Meeting - Play back and criticism of records.
and

Fourth Meeting

Remaining Meetings -

The remaining meetings (usually eight to ten in number) are devoted to the making of short expository speeches. We hear about six or seven speeches per hour. Each speech is followed immediately by the instructor's criticism.

42. Letter to the author from Leo M. Chamberlain, Dean of the University and Registrar, University of Kentucky, Lexington, Kentucky, October 23, 1943.

As this outline shows, we are following a very simple program, concentrating almost exclusively on (1) intelligibility of speech (2) ability of student to present a well organized exposition. As near as we can discover, these are the two things of most importance as far as military service is concerned. Due to the pressure of time, we include nothing which is not calculated to improve the behavior of the student with regard strictly to his military duties."⁴³

UNIVERSITY OF MISSOURI

The Army Specialized Training Program at the University of Missouri did receive training in speech. This work, so far as the author was able to determine, was all directed by the speech department at the University of Missouri.

UNIVERSITY OF NEBRASKA

Information received from the University of Nebraska stated that there was an AST Program but that no work in speech was being offered. The letter to the author in answer to the request for information on the ASTF speech course stated that there was no standardized English syllabus, which included speech.

UNIVERSITY OF PITTSBURGH

A very definite program of speech training is offered to

43. Letter to the author from Howard Gilkinson, Assistant Professor in Speech, University of Minnesota, Minneapolis, Minnesota, November 6, 1943.

members of the AST Program at the University of Pittsburgh. The information received by the author from Frederick P. Mayer, Chairman, Department of English, at the University of Pittsburgh, included a letter describing the speech work for the ASTP, a complete syllabus of the course and a set of objectives. The following information from the letter very clearly suggests the cooperative attitude that would make for effective training in speech.

"In both Army Air Corps work and the ASTP English we feel that every English hour is a speech hour, because the boys must talk clearly and correctly in recitations and in discussions. For that matter, in other classes they are receiving exercises and clear speech as the history teachers, for example, demand good expression. Our speech work is definitely blended and fused with our training in written composition of expository paragraphs. It is also blended, in the ASTP course, with the readings and the idea discussion. We expect the boys to explain clearly, in oral recitations, what idea they find in their book and what idea they have about the readings. We are giving the student a chance, however, to give talks which explain process, the appearance of an object, or an idea in oral composition that show correct expository plan and subdivision. We expect well formed sentences in these talks, clear and correct phrasing delivered with reasonable skill."⁴⁴

44. Letter to the author from Frederick P. Mayer, Chairman, Department of English, University of Pittsburgh, Pittsburgh Pennsylvania, October 22, 1943.

A copy of general principles for officer's speech used at the University of Pittsburgh has a set of objectives for good speech acquirement. This was also included in the information received by the author. Because they illustrate so well the thinking of many, on the subject of the need for speech training, these objectives are included here in full.

"GENERAL PRINCIPLES

THE OFFICER'S SPEECH

1. The primary purpose of the officer's speech to his men is instruction. What he says should therefore be clear, straightforward and communicative.

The ultimate test of your effectiveness as a speaker is the degree to which your instructions are carried out. Military regulations require attention; if your men have not learned, you are probably at fault.

2. The effectiveness of your speech depends upon your worth as an individual. The United States Army Manual, in discussing discipline says: "A true leader must embody in his own character, appearance and behavior the ideal of his men."
3. Positiveness and self-assurance are of great value to the speaker, but they cannot be faked. They must grow out of adequate information, thoroughly digested and prepared.
4. Only a physically alert person will hold the attention of his men for any length of time. The speaker should have:
 1. Good posture
 2. Responsive facial muscles
 3. Use of hands for demonstration of material, or of gestures.
 4. Freedom of movement before the group
5. Physical alertness stimulates the speaker himself. He thinks more clearly and speaks with greater precision."⁴⁵

45. Ibid.

A copy of the syllabus used at Pittsburgh is included in Appendix "A" and will be found on pages XII to XIV. The text used at the University of Pittsburgh in the speech work for the ASTP was Prigande and Immel, Speech for Military Service.

UNIVERSITY OF SANTA CLARA

The University of Santa Clara had the Army Specialized Training Program and speech was included in the curriculum. "The time allowed is one hour per week per unit of men, twelve hour total per unit."⁴⁶

The information received by the author from the University of Santa Clara included a topic outline of "Course in Oral English"⁴⁷ given to all ASTP members. The outline had six parts and they are as follows:

- "I. Philosophy of approach to speech
 - A. Basic principles
 - B. Effective mental attitudes
 - C. The conversational mode
- II. Self confidence and poise
 - A. The problem of stage fright
 - B. How to conquer stage fright
 - 1. Preparation
 - 2. Physical control
 - 3. Mental attitude
 - 4. Compensation
 - C. Developing communication
 - D. Developing a sense of leadership

46. Letter to author from H. Fenton McKenna, Chairman, Speech Division, University of Santa Clara, Santa Clara, California, November 23, 1943.

47. Ibid.

III. Organization of speech material

- A. From psychological point of view
- B. From thought content point of view
- C. Types of introduction
- D. Forms of support
- E. Factors of interest
- F. Basic appeals
- G. Conclusions

IV. Physical activity in speech

- A. Self motivated bodily action
- B. Nature of good bodily action
 - 1. In approaching the platform
 - 2. While on the platform
 - 3. Leaving the platform
- C. Posture
- D. Gestures

V. Voice

- A. Thought and voice
- B. Physical action and voice
- C. Avoiding vocal monotony
 - 1. Time
 - 2. Melody
 - 3. Force
- D. Controlled breathing
- E. Resonance
- F. Articulation
- G. Pronunciation

VI. Language in speech

- A. Words
- B. Figures
- C. Usage⁴⁸

UTAH STATE AGRICULTURAL COLLEGE

The speech work at Utah State Agricultural College is included as a part of the English course. One day each week is allotted for oral work. The members of the ASTP make short talks mainly expository. They are judged on directness,

unity, and interest of material. There is no formal outline or syllabus of the work that was included in the oral section of the English course.

VIRGINIA POLYTECHNIC INSTITUTE

The second term of the AST Program is used for speech training. The whole of the term is given over to work in oral communication and that includes twenty-four one hour meetings. The text used was Monroe's Principles of Speech, Military Edition.

YALE UNIVERSITY

The oral communication training given to the AST students at Yale came under the direct supervision of the English department because there is no speech department to do the work. About twelve hours during the first or Basic I term were allotted to speech training. Enough hours in Basic II and Basic III were allotted to speech training to bring the total for the three terms up to twenty-two and twenty-four hours. The objectives for the training in oral communication were enough practice and instruction to enable the students to stand on their feet and talk with force and clarity.⁴⁹

This completes the information resulting from the survey of colleges contributing material on speech training offered

49. A letter to Professor Paul D. Bagwell, Acting Head of the Department of Speech, Michigan State College, East Lansing, Michigan, from Professor Maynard Mack, Department of English, Yale University, December 13, 1943.

to the ASTP with the exception of Michigan State College in East Lansing, Michigan. As was stated earlier in this thesis, the author will consider in detail the handling of the speech course for the ASTP at Michigan State.

In May of 1943, the author was appointed a member of a committee of three, selected by Professor Paul D. Baywell, Acting Head of the Department of Speech at Michigan State College, to evaluate the speech objectives set forth in the English: AST-111 directive included on pages twenty-seven to thirty of this thesis. The committee was then to develop a syllabus that would meet the speech requirements of the directive. Also serving on the committee were Professor Joseph D. Menchhofer, who served as committee chairman, and Paul Geisenhof, both members of the speech department. The committee agreed that both the Speaking and Listening sections of the directive applied to the work that would be used as a basis for the syllabus. It was the opinion of the committee that the information contained in the Speaking section of the directive called for the type of speech training included in a fundamental's of speech course. In addition, the last paragraph of the section on Listening suggested that some training in the technique of discussion should be included in the course. These two bases were used as the principles for the organization of the syllabus. The next problem was to consider the amount of time to be allotted for the course. As a result of collaboration between the English and Speech

departments at Michigan State, it was agreed that the English department would teach two terms and the speech

department would teach one term of the English: AST-111.

The time was divided so that all members of the Pacific Engineers of the AST would receive a twelve week course, three hours a week, of speech training. This meant that a total of thirty-six hours of the eighty-four allotted for the English: AST-111 would be provided for training in oral communication. With the division of time decided upon, it became the task of the committee to divide the course so that all objectives would be adequately covered. The completed syllabus included seven speech assignments, two discussion assignments, exercises in voice training, and exercises in speech outlining. In addition to this, two periods were used for written examinations.

The author will consider the syllabus, explaining the purpose for the assignments that were included. The complete syllabus is included in Appendix "A", pages XV to XLVII. Each Army Specialized Training Student was provided with a syllabus and a copy of the text book, Monroe's Principles of Speech, Military Edition.

The first day of the term included a lecture on the purpose of the course and the need for poise and relaxation in speech situations. At this time the first speech was assigned. It was a two minute speech. The speaker was to tell about his experiences in the army or what he hoped to gain from his

work in the ASTP or some similar subject. The purpose of the speech was to show poise and relaxation while speaking to a group of people. Posture was stressed. The students were requested to read the information on the last page of the syllabus on Poise and Relaxation. It was intended that the discussion of the meaning and need for relaxation and poise plus the practice of the same in an actual speech situation would demonstrate the value of mastering these objectives. This assignment included the first three meetings.

The second speech was a two to three minute speech of demonstration. Suggestions were made to use such subjects as: How to put on a gas mask; how to clean a gun; how to make or read a map or chart; how to use a telephone; et cetera. The goals set forth for this speech were poise, relaxation, and communication. Communication was the new goal and was discussed by the instructor at the time the speech was assigned. Speech number two covered the fourth and fifth meetings. The instructor offered constructive criticisms for each speaker upon the completion of his speech. In addition to this, the instructor wrote out specific criticisms for the speaker and at the end of the class period these written critiques were passed out to the members of the class to whom they belonged. The plan here was that these written suggestions and comments could be used by the speaker when he planned and worked on his next speech.

The sixth meeting of the class was used by the instructor to discuss outlining and organization of material for speeches.

At this time the students were assigned a written outline of a thirty-minute discussion. The topic was suggested by the instructor and the assignment was to be handed in on the eleventh meeting of the class. The students were also asked to make a list of the vocal speech defects that they observed in themselves and their classmates. This assignment was to be handed in at the next class meeting.

The next four meetings were used by the instructor to discuss the problems of the voice. Part of the time was used for lecturing and the other part for student participation. Vocal exercises were passed out to the students and they were required to read them aloud. In this way the instructor could diagnose the voice of each individual at the same time making the other students aware of the difference in the conditions of the human voice and the advantages and disadvantages of various voice characteristics.

On the eleventh meeting of the class the outlines assigned during the sixth meeting were discussed. The third speech was assigned. It was a two to three minute speech using an article for purposes of explanation and demonstration. The goals set for this speech were: clear outlining, purposeful and effective handling of the article. In addition, all the previous goals set-up in the first two speeches were to be kept in mind. This speech assignment was covered during the twelfth and thirteenth meetings of the class.

During the fourteenth meeting an examination was given over the material assigned in the text during the first

thirteen meetings plus any material included in the instructor's lectures. A copy of this examination is included in Appendix "A", pages XXVII to XXXIV. The examinations were given to all AST Groups taking speech at Michigan State College and were machine graded. A committee of those teaching the speech course worked out the questions for the examination. At the end of the period, the fourth speech was assigned. It was a three to four minute speech explaining an article or process and involving the use of the blackboard, maps or charts.

The fifteenth meeting was used to discuss and lecture on the problems of physical activity while speaking. During this meeting the listening requirements set forth in the directive, pages twenty-seven to thirty, were practiced. Selected students were asked to repeat parts of the discussion to see how well they could give back what they had heard others say.

The sixteenth, seventeenth, and eighteenth meetings were used to cover the fourth speech assignment. The last few minutes of the sixteenth meeting were used by the instructor to organize class for panel discussions and call attention to the assignment requiring students to hand in written topics that could be used by discussion groups.

The nineteenth meeting of the class was used to explain the technique of panel discussion. Members of the class were selected to participate in an impromptu panel discussion and the instructor used this group to illustrate good and bad

points of the panel, and what makes for correct panel discussions. At the end of the period, the first topic from among those handed in by the students was selected by vote of the class and the first discussion group, selected in the sixteenth meeting of the class, was asked to prepare a panel discussion program on this subject at the next meeting of the class. Class meetings twenty through twenty-five were used for panel discussions. The class had been divided into three panels in the sixteenth meeting. Each of these groups participated in two panel discussions. The instructor took time at the end of each meeting to discuss what had been done well and where improvement was needed to make the discussion more effective. Individuals in the panel were also given criticisms on their speech pattern during the discussion.

During the twenty-third meeting, the instructor took some time to make the assignment of the fifth speech. This speech was to be three to four minutes long. It would be used to explain the construction and use or relation of objects or processes through the use of gestures. The twenty-sixth through the twenty-eighth meetings were used to make the fifth speech. Part of the twenty-eighth meeting was used to give students a test on the information in the text on discussion. The sixth speech was to be two minutes long and was to be a speech of explanation making use of all the characteristics of good speaking that had already been stressed. In addition, each speaker was to strive for effective fluency.

Attention was called to supplementary sheet for a discussion of fluency. The instructor also announced that a listening project would be included in the assignment of the sixth speech. After each speech, another student in the class would be asked to repeat in his own words what had just been said. The listening report was to be an organized, clear and correct review of the original speech.

The twenty-ninth, thirtieth and thirty-first meetings were used in covering the sixth speech. At the twenty-ninth meeting the students were assigned the seventh and final speech. The purpose of this speech was to explain. Any subject could be selected. Students were asked to refer to the list of topics included in the supplement at the end of the syllabus. Students were required to hand in the subject they planned to speak on at the next meeting of the class.

At the thirtieth meeting of the class, in addition to listening to students give the sixth speech, the instructor provided further information on the seventh and final speech. Subjects were collected by the instructors. The seventh speech was to be five to six minutes long and students were required to hand in outlines for the seventh speech at the thirty-first meeting of the class.

The final speech was started on the thirty-second meeting of the class and was carried through the thirty-fifth meeting of the class. All the students in the class were asked to rate the speaker on his final speech. A special form was

provided for each member of the class on which to indicate this rating. A copy of the form is included in Appendix "A", page XXXV.

The thirty-sixth and final meeting of the class was used for the final examination. This examination is included in Appendix "A", pages XXXVI to XLVI. The same procedure was followed in making out this examination as the one provided at the fourteenth meeting of the class, discussed on pages sixty-nine and seventy of this thesis.

When the committee had completed the drafting of the syllabus, it was presented for further criticism to the speech department staff at a called meeting. The syllabus was critically examined and some minor changes suggested. Those who were to teach the course discussed what should be included in the lectures on voice and outlining. Agreement was reached as to what points should be stressed, but method of discussion and lecture technique was left up to the individual instructor. The feeling of those teaching the course was that the best results could be obtained by not making the teaching method too rigid a formula to be followed.

The author used this syllabus for three terms; August to October, 1943; October to December, 1943; and January to March, 1944. The outline worked most satisfactorily and the students showed interest and improvement. During the winter term of 1943, Army Officials visited Michigan State College to review the AST Program as a part of the general study that was being

made at that time by the Army to evaluate the program. The examination of the speech course at Michigan State College resulted in a statement by the examiners to the Dean of the Engineering School and College Liaison Officer that it was the finest course in oral communications being taught to AST Groups in the Mid-west.

The author, while completing this part of the thesis, received a War Department release that had a very drastic effect on the AST Program. Because it does play such an important part in completing the picture of the future of the AST Basic Program, the release is included here.

"The shortage of personnel from which the Army is now suffering has led the War Department to drastic decisions during the past week. (first week of February, 1944) Because of the inability of the Selective Service to deliver personnel according to schedule, the Army is now short 200,000 men who should have been in uniform before the end of 1943. The increased tempo of offensive operations together with the mounting casualties demanding immediate replacements in the field have created a situation which has necessitated drastic economies in the employment of personnel throughout the United States, and a decision to reduce the soldiers in colleges taking Army Specialized Training from 145,000 to 35,000. This last measure has been rendered necessary by the imperative requirement at this time for those men who have already had their basic training and a certain amount of specialized training for which their services are now urgently needed.

After exhausting all other sources, it was determined that the type of trained military personnel needed could be obtained only by decreasing the number of combat units or by drawing from the reservoir of men in ASTP training. It was decided that military necessity required that existing combat units be maintained.

The 35,000 remaining in the program will be primarily those trainees taking advanced courses in medicine and dentistry, or engineering and include

5,000 pre-induction students. The students withdrawn will be those already basically trained and on active duty. Seventeen-year-olds in the Army Specialized Training Program Reserve will not be affected, nor will this Reserve phase of the program be curtailed.

The student soldiers now in the Army Specialized Training Program were selected for their high intelligence, adaptability, and potential leadership. They are the type who can be expected to assume the responsibilities of non-commissioned officers and of skilled technicians. Experience to date in this war has demonstrated to the Army that the combat arms, particularly the infantry, need a substantial proportion of men with these qualities to insure continued success in operations. All experience also has shown conclusively that losses are considerably lower in units which have intelligent and aggressive leadership among non-commissioned officers.

Reassignment from ASTP to other duty before April 1st will be made, so far as military necessity permits, at the completion of a particular training course or a term in that course. Colleges will be reimbursed for the unexpired portion of contracts covering students withdrawn from the ASTP.

The War Department believes, on the basis of experience, the infusion of thousands of highly intelligent student soldiers into the ground forces, which will see more action as the tempo of our offensive increases, will help to increase our striking power. Consequently, around 80,000 of the men to be transferred from ASTP will be assigned to the Army Ground Forces where the skills and capacity for leadership are now most needed. Most of the remainder will be assigned to other units destined for overseas service. The policy will be to make certain that the skills and the qualities of leadership which these thousands of student soldiers possess are used on assignments where they can function most effectively."⁵⁰

ARMY AIR FORCE PRE-FLIGHT TRAINING

The Army Air Force Pre-Flight Training often referred to as the Pre-Pre-Flight Training began in March of 1943. The training consisted of college work that the Air Force deemed

50. "Speech News Letter", (No. 1. Supplement), National Association of Teachers of Speech, The George Washington University, Washington 6, D.C., No. 1, February 22, 1944.

necessary as a background for its pilots, bombardiers, and navigators. A part of the program included training in English. "The original directive indicated that 60 hours of English was to be offered. The objectives were to develop precision and facility of expression in writing and in speaking; and to improve reading ability both as to speed and comprehension. These were to be achieved 'since rapidity and precision of communication are indispensable to efficient Air Force and military operations.' The directive further states, 'the second objective (speaking) will be achieved through practice in public speaking and criticism thereof. The time devoted to this aspect of the work will be one-third of the course.'"51

The individual colleges and universities arranged the English course in any way they saw fit because there was no uniform directive that specifically outlined how the work was to be organized and taught. The author was unable to obtain the data on the number of schools that participated in training members of the Army Air Corps, College Training Detachments. However, a few schools that were participating provided the author with information on the status of speech training at their particular institutions in so far as the Air Corps program was concerned. Another source of material for information on the Air Corps program has been a survey

51. "Speaking Instruction in College Military Units", Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 412.

that appeared in The Quarterly Journal of Speech for December, 1943.

MASSACHUSETTS STATE COLLEGE

There was an Air Force Pre-Flight Training Detachment at Massachusetts State College, but no course in speech was made available to members of this group. Mr. C. W. Dow forwarded the following information to the author on the situation at Massachusetts State College.

"I am available, upon request of the English teachers who are handling the English work of the pre-flight aviation cadets, to give a one-hour lecture on oral communication.... Most of the English people want to spend their time on literature and writing."⁵²

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING

The course in English at this school is divided so that one-third of the time is spent in speech training and the other two-thirds in English classes. The division of classes was arranged so that two days a week were spent in English classes and one day a week in speech class. This provided twenty hours of class time for speech work. During the speech course each student gave five speeches. The first speech stressed projection and action and was to be based on an exciting experience. The second speech was a didactic

52. Information received from C. W. Dow from Massachusetts State College on "War Course Form," Massachusetts State College, Amherst, Massachusetts, June, 1943.

extemporaneous speech. At the same time that this speech was assigned, a reading assignment on Rhythm and Pronunciation was made. The text book used was Speech Handbook, Harry E. Barnes. The third oral assignment was a short memorized selection, maximum, three minutes. Reading assignment on voice. Speech number four was to express strong emotion. Reading assignment to accompany this speech was on audience response. The final speech was to be based on a practical speech situation and was to be concerned with the student's future work. Other reading assignments covered during the term concerned; choice on subject, choice of thought, choice of material, organization of material, and use of language.

UNIVERSITY OF ALABAMA

The university of Alabama provided a speech course for members of the Army Air Force Pre-Flight Detachment located at that school. About one-third of the time allotted for English work was used for the speech course. That would amount to twenty class periods of one hour each. The text used by speech department for this course was Speech for Military Service, by Briggance and Immel. A very complete syllabus was provided for each student in the Pre-Flight speech course and a copy of the syllabus appears in Appendix "A", pages XLVII to LIV. Because the syllabus used by the University of Alabama is very similar to the one used at Michigan State College for the Air Force, the author will not take time to examine it in detail. The syllabus used

at Michigan State College will be considered in detail later in this chapter.

UNIVERSITY OF MINNESOTA

The Pre-Flight training program at the University of Minnesota does include a special speech course. This course is very similar to the course outlined on pages fifty-nine and sixty of this thesis used by the University of Minnesota for the ASTP group located there.

UNIVERSITY OF NORTH DAKOTA

The Air Force Pre-Flight Detachment at the University of North Dakota receives two hours of speech training a week and three hours of English. No specific data on what was included in the speech course.

WESTERN RESERVE UNIVERSITY

"At the present time we are offering special speech courses to members of the Army Air Forces. It is planned that 500 men should be kept on the campus--new replacements being made as members leave. Sections are for varying lengths of time. The fast sections are here for 8½ weeks. One-third of the time in English is given to speech for this group. Other sections are here for twenty-one weeks with one-fourth of the time given over to speech."⁵³

53. Information received from William B. McCoard, "War Course Form," Western Reserve University, Cleveland Ohio, June, 1943.

UNIVERSITY OF DENVER

"In the Army Air Force College Training Detachment in the University of Denver where English and Speech are taught in one course, two or three exercises are embodied in one assignment. For example, one lesson is planned in this manner: After a short introduction by the instructor, an essay is read orally by members of the class; three previously prepared outlines of the essay, illustrating three outline types, are examined in order to develop an understanding of organization and outline form; then the students prepare outlines of their own for themes which they will write during the next class period. Thus, in one class period, the aviation students practice oral reading for clarity and comprehension, study techniques of organizing, learn to think quickly and practice organizing their own knowledge or written expression."⁵⁴

ARIZONA STATE TEACHERS COLLEGE

There is an Air Force Pre-Flight Detachment at Arizona State Teachers College, but "it is felt that no time can be spared for speech even though there is a well-trained speech instructor on the staff."⁵⁵

54. "Speaking Instruction in College Military Units", The Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 417.

55. Ibid.

MICHIGAN STATE COLLEGE

The list of colleges already mentioned having Air Force Pre-Flight Detachments is by no means intended to be all inclusive. These are presented here to provide a picture of the diversification of programs included for Pre-Flight students in speech training. It must be kept in mind that not all schools were equipped to teach speech as a separate course while other schools did not see the value in speech training for members of the Air Force. The author will discuss in detail the program of speech training provided at Michigan State College because he has served as instructor for the course since the first group of Air Force Pre-Flight students arrived on the campus in March of 1943.

The Air Force Pre-Flight 310th College Training Detachment at Michigan State College was the largest school of its kind. Fifteen hundred Pre-Flight students were maintained on the campus from the installation of the Detachment in March of 1943 through the writing of this thesis. Approximately forty-two hundred men had completed their Pre-Flight training including a twenty-four hour course in speech through April, 1944.

When it was learned that Michigan State College was to receive an Air Force Pre-Flight Detachment in 1943, Professor Paul D. Bagwell, Head of the Department of Speech, was asked to collaborate with the Head of the English department in working out a division of time for oral and written English

courses. It was agreed that the speech course would cover a period of twelve weeks. All speech classes were to meet on Tuesdays and Thursdays and each class would be composed of twenty-five cadets.

With these facts in mind, the speech staff was called together to discuss what should be taught in a speech course for Air-Force Cadets. These discussions required several staff meetings before all of the problems could be satisfactorily agreed upon. At the termination of the general staff meetings, a committee was appointed by Professor Bagwell to prepare a syllabus incorporating the objectives agreed upon. When the syllabus was completed and accepted, a program of "in-service" training was set up whereby certain instructors taught specified units of the course while the other instructors observed. This was to provide a more unified method of teaching on the part of the various members of the staff. The need for this is better understood when one considers that speech teachers are very often specialists such as: correctionists, radio instructors, drama teachers, public speaking instructors, et cetera.

The text selected for the course was the Speech Handbook by Harry E. Barnes. The text and the syllabus were given to each student enrolled in the speech course. A copy of the syllabus is included in Appendix "A", pages LV to LXI.

A majority of the time in the course was used for individual speeches by the students. Each student was required

to make six speeches ranging from two minutes to six minutes in length. Four meetings were used for work in voice, part of this period being used for lectures and the remainder for student participation in voice exercises. Written and oral critiques were given to the students at the end of each speech. The instructor used one meeting to discuss the problems of outlining and the students were requested to hand in outlines on two of their speeches. Two examinations were given during the term. The first was a mid-term designed to examine the student on all work required of him during the first twelve meetings of the class. The final examination, somewhat longer than the mid-term, tested the student's knowledge over all the material of the course. Both examinations were objective machine tests, making use of true-false and multiple choice questions. Both examinations are included in Appendix "A", pages LXI to LXXV. For a more complete picture of what was included in the course, the author refers the reader to the syllabus in Appendix A.

ARMY METEOROLOGICAL TRAINING PROGRAMS

The Meteorological Training Programs are divided into a B Basic English, and a C Basic English. Both courses require training in oral communication. The B Basic course allows seventy-two hours for English work while the C Basic course allows one-hundred and ninety-two hours of English work. The author will provide a summary of the courses for several of the colleges where the Army Meteorological programs

were set-up and where speech training was given as a part of the curricular activity. Again it must be remembered that this is not a comprehensive review but provides a sampling of how different speech departments met requirements of the speech program for the Army Meteorology students.

CARLETON COLLEGE

Carleton College had the "C" Program of the Pre-Meteorology Training Division of the Army Air Forces Training Command. "Approximately 220 men were enrolled in this program, all of whom were handled by one speech instructor. The men were divided into flights of about 28 men each. Two hours a week were allotted to English and speech. This represented one-fourth of the time given over to the teaching of the humanities. The program was so arranged that the periods given over to speech alternate with those devoted to English; thus four flights take speech for two hours each per week, while the other four flights take English.

The textbooks used are Monroe's Principles and Types of Speech (Military Edition) and O'Neill and Weaver's Elements of Speech, the latter being used as a supplementary text. All assignments are made to provide a minimum of lecturing and a maximum of practice. The large majority of the time is devoted to speaking assignments, including reading assignments, sight reading, impromptu speaking, speaking over the public address system, expository speeches, and oral reports. Oral criticisms and criticism sheets are employed. Individual

recordings were made of all men enrolled in the program during the first six weeks, and a final recording made at the end of the year. Between ten and twelve hours per week are spent in individual conferences with students in need of corrective work in speech.

In general the work was satisfactory, but the major drawback was time and in this situation, the lapse of time between speaking assignments. Seemingly a more satisfactory arrangement would be to have certain flights take twelve weeks of English while the others take twelve weeks of speech. This would result in more intensive and hence more satisfactory work. The instruction was being given by a regular member of the departmental staff."⁵⁶

Though only one instructor was used in teaching this program and there was some problem of assignments and lapse of time, it appears that the speech work at Carleton was quite complete.

DENISON UNIVERSITY

Denison University had a Pre-Meteorology Basic "C" unit. The speech work at Denison for those in the Pre-Meteorology Basic "C" was quite complete as evidenced by the following information. During the first twenty-four weeks of the program, speech training was given one hour per week with twelve or thirteen students in a class. During this time

56. "Speaking Instruction in College Military Units", The Quarterly Journal of Speech, Vol. XXIX, December, 1943, pp. 408-409.

each student was given an opportunity to give several three-minute talks. During the second twenty-four week period speech classes met again one hour per week, but there were twenty-five students to a class instead of twelve to thirteen. "Some work was done with microphones and the public address system. Recording of voices was also part of the program."⁵⁷

"Of necessity, because the student had no outside time for preparation, subjects were chosen that drew upon the student's experience. At each class session some principle of public speaking was stressed for a few minutes at the beginning of the class hour.

Such subjects as, 'What My Home Town Is Doing in the War,' 'My Friends in the Service,' 'The Uses of Meteorology in the War,' 'Some Interesting Incident of My Furlough,' have been used with success. The magazine Time was subscribed to for the group so as to help its members keep posted on the progress of the war. University of Chicago Broadcasts Round Tables have been used as the basis of group discussions. Use has been made also of Time's Bureau of Special Services for materials, such as, Section IV, 'Relations with Europe,' as the basis of class discussions. The students were eager to discuss other problems, such as 'Private vs. Governmental Enterprise,' 'Women and the Postwar World.'

57. "Speaking Instruction in College Military Units", The Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 412.

Sept

about

at the

about

each

we're

to

out

re

6-7

and

sit

st

not

in

59.

60.

In Pre-Meteorology the instructor load was sixteen sections."⁵⁸

HAMILTON COLLEGE

There is a Pre-Meteorological Training Unit, Basic "B" located at Hamilton College. The course in speech offered at Hamilton to this group was "...routine work in which all cadets share alike. Each flight meets once each week and each cadet speaks before his flight about once every three weeks. Speeches are usually expository, sometimes argumentative or descriptive. The purpose of the course is to give cadets some basic training in the sort of speaking inevitably required of many commissioned officers. Speeches run about 6-7 minutes each and are regularly followed by criticism from instructor and class."⁵⁹

UNIVERSITY OF MICHIGAN

The Army Pre-Meteorological Training Unit at the University of Michigan receives one hour of speech each week. "Each student speaks each week, once each three weeks for approximately three minutes and on the other occasions for one minute in a 'floor speech.'⁶⁰

-
59. "Information received on War Course Form from Hamilton College Speech Department", Hamilton College, Clinton, New York, July, 1943.
60. "Speech Instruction in College Military Units", The Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 406.

In arranging the outline of the course three techniques were stressed: "1) ...one third of the men in each section prepare and deliver three-minute speeches each week and the remaining men also speak, even if briefly; 2) a plan of dividing each section occasionally into two or three groups and of having the instructor and one or two colleagues in the Department conduct vigorous 'work-out' programs which deal with the major problems of delivery and which are designed to cope with these problems as they appear; 3) a plan of having a member of the staff of the Speech Clinic available for consultation at the time of meeting of each section to assist with problems of voice and articulation."⁶¹

"The men appear to be well satisfied with the instruction, in particular with the individualized approach of the 'Work-out' programs. Within the limitations of time and volume of teaching personnel, the staff is well satisfied with its progress--although constantly revising many of the details of the program."⁶²

UNIVERSITY OF MINNESOTA

Both the "B" and "C" Basic units of the Pre-Meteorology Program are located at the University of Minnesota. The work in speech is directed by the Speech Department and includes training in public speaking with instructor criticism, voice

61. Ibid, pp. 406-407.

62. Ibid, pp. 407.

recordings for each student, work and training on public address equipment and voice correction where necessary.

STATE UNIVERSITY OF IOWA

Both the "B" and "C" Basic units of the Pre-Meteorology Program are located at State University of Iowa. The Basic "C" group received two hours of speech each week. "In the speech instruction weekly mimeographed assignments are furnished and textbooks are used, including those in voice and pronunciation drills. Moreover, microphones at station WSUI are used, as well as dictaphones, the microphone, and the recording machine. Each student has had a record of his voice and has had some individual guidance in voice improvement. A blank, devised by Professor Knowler, has been used for the criticism of speeches.

Attempts have been made to set up a variety of speaking situations, both indoors and out."⁶³

KENYON COLLEGE

The Pre-Meteorology program at Kenyon College handled about 110 students per week per instructor with each student being met twice a week. At the first meeting of the class there are between twenty-five and twenty-seven students, but this group is split into two sections for the rest of the term. Texts for the course are those by Crocker, Monroe, Brigrance-Immel, and Fairbanks. Some of the speeches given

63. Ibid, p. 410.

by the students are recorded and played back so that the students can see where improvement can be made.

UNIVERSITY OF WISCONSIN

The author received a detailed letter of explanation concerning the Pre-Meteorology program at Wisconsin University along with a syllabus for both the Basic "C" and "B" units.

"The B Pre-Meteorology program (at Wisconsin) allowed 3 hours a week for course V - Communication-Written and Oral. Seven of the fourteen sections had Speech three hours a week for the first twelve weeks and English three hours a week for the second twelve weeks. The other seven sections reversed the procedure. There was no time allotment for study outside of class."⁶⁴

"The C Pre-Meteorology program allotted seven hours a week for a combination of History, English and Speech. At Wisconsin this was divided: History 3 hours, English 2 hours, Speech 2 hours. This division will prevail throughout the 48 weeks. (four terms of twelve weeks each) The Speech instruction followed this general outline:

Term I. Elements of Good Speaking

Term II. Voice Improvement. Here we worked with the Voice Mirror, made acetate recordings, and worked for sufficient volume to be heard in large rooms and out of doors.

64. Letter to the author from H. L. Ewbank, Professor of Speech, University of Wisconsin, Madison, Wisconsin, November 3, 1943.

Term III. The Speech of Instruction. Use of visual aids, etc.

Term IV. Discussion and 'morale speeches'.

We used two texts: Monroe's, Principles of Speech (Military Edition), and Holmes' Handbook of Voice and Diction."⁶⁵

UNIVERSITY OF CALIFORNIA

One of the most comprehensive outlines of the "C" Pre-Meteorological Program on Course V which includes study in American history, Oral and Written Composition was received from the University of California. On view of its completeness and the fact that it is self explanatory, the author has included a copy of the outline in the Appendix "A", pages LXXVI to LXXVIII.

NAVY V-12

The Navy V-12 program included sailors, Marines and members of the Coast Guard who were receiving special college training. To provide some idea of the number included in this program, on February 11, 1944 there were approximately sixty-seven thousand students listed as part of the V-12. These Navy students were select men, who for the most part were placed in college without receiving any basic military training. About two hundred colleges and universities had units of the V-12. At the time of the writing of this thesis, the V-12 program had received no notice of curtailment and it

was expected that all units would carry through the end of 1944. All members of the V-12 program are required to receive training in written and spoken communication. Many colleges provided special courses in speech training, arranged specifically for the Navy program while other schools permitted the members of the V-12 units to take the regular speech course offered at that particular college or university. To provide a more adequate picture of what was done so far as speech training was concerned, the author will include information received from some of the colleges and universities where the V-12 program was being handled.

BATES COLLEGE

The speech department at Bates did not offer a special speech course for the V-12 program. However, the English I of the Navy program requires oral work so the speech department took the English classes once a week. Speech tests were given to all who enrolled and special work was given to those who needed it. The Navy students were permitted to take some elective work and in the information received by the author from Bates College it was stated that some trainees did select speech courses for part of their elective work. In the English I the text used for oral training was Monroe's Principles of Speech, Military Edition.

THE UNIVERSITY OF KANSAS

The speech work at the University of Kansas provided for the Navy V-12 trainees is a part of the English I course. The

classes in oral communication meet once a week for twelve weeks. There were twenty-five students to a class. The text for the work was Brigrance and Immel's Speech for Military Service. "The shortness of the time allotted and the size of the classes prevent effective work in speech being done."⁶⁶

THE UNIVERSITY OF NORTH CAROLINA

The English Department of the University of North Carolina handles the speech training. "Speech training is given as an organic part of the composition program. Students are required to make three or four speeches each trimester, of length varying from three to five minutes, on topics developing out of the reading and writing program. The aim is to accustom students to speaking clearly, sensibly, easily, and pointedly on simple expository and persuasive topics. We are not at present equipped to offer clinical work for those badly in need of remedial attention, but we hope to make this provision in course of time if the training program lasts very long.... Nearly every member of our staff has had some speech training...."⁶⁷

-
66. Letter to the author from the head of the Department of Speech and Drama, University of Kansas, Lawrence, Kansas, October, 1943.
67. A letter to Professor Paul D. Bagwell, Acting Head of the Department of Speech, Michigan State College, East Lansing, Michigan, from A. P. Hudson, Director of English, The University of North Carolina, Chapel Hill, North Carolina, December 4, 1943.

HARVARD UNIVERSITY

The V-12 program at Harvard University does not receive any special speech course training. There is some oral work carried on in the English I classes but it is all directed by the English department. However, there are regular speech courses offered for all students at Harvard and those members of the V-12 program who care to may elect such courses.

NORTHWESTERN

There is no speech work offered in the English I course, but in the second semester E-2) speech is offered. The text used is Brigrance and Imel's, Speech for Military Service. There is a special course offered for upperclassmen in V-12 at Northwestern. It is entitled 'Speech Training for Leadership in Military Service.' The text used for this course is Sarett and Foster, Basic Principles of Speech.

MEDISON UNIVERSITY

"The V-12 program is limited to engineers. In the first term, the course labelled 'English' has been divided equally between speech and English. Half of the sections are conducted during the first eight weeks and the other half during the second eight weeks.... The text used is Brigrance and Imel, Speech for Military Service."⁶⁸

68. "Speaking Instruction in College Military Units", Quarterly Journal of Speech, Vol. XXIX, December, 1943, p. 407.

WABASH COLLEGE

The V-12 unit at Wabash received twenty hours of speech training. During both terms of English, the speech Department has one hour per week. The speech classes are comprised of ten students each and primarily three aspects are being stressed in these classes; "(1) Using a microphone; (2) reading of orders of the day and giving of commands; and (3) giving speeches of instruction, especially those involving the use of charts, diagrams, and demonstration equipment."⁶⁹

Besides the speech work taught in the Basic English courses, V-12 students are permitted to enroll in the prewar courses still being offered at Wabash College.

MIAMI UNIVERSITY

At Miami University speech training is offered by the speech department as a part of the English basic course. Of the forty-eight hours of English work, eight hours are allotted for Speech training. Because of a shortage of time, no textbook is used. The instructors attempt to hear all students each hour. This sometimes proves impossible because there are twenty-five students in a class. Only delivery is stressed. Composition and organization are left to the department of English.

SUMMARY

At the time of this writing, the only military college training unit requiring some speech training that is not

69. Ibid, p. 411.

being curtailed is the Navy V-12 unit and there is some rumor that it soon will be closed. Whatever the situation may be in the months to follow, it can be stated that through many errors and experiments, college training for members of the armed forces has introduced many new problems and created a more urgent need for old problems to be solved.

As a result of this survey of the war-time college speech training program, the author has formulated two critical conclusions.

It is evident, first of all, when reading the reports of the various colleges in the military speech training programs, that the entrenchment of English departments as the organization to teach all composition and communication, oral as well as written, has been so firmly founded among educators as well as those outside the field of education that the obvious faults of this misconception are not understood. English instructors and professors have no more business teaching oral communication and composition than they have teaching history or geography unless they have been specifically trained in these fields of work.

Teaching oral communication and composition as it should be taught and is being taught in some of our better departments of speech, requires skill and knowledge resulting from years of specialized training. Too often, it is accepted that all that is necessary in teaching oral work is to have the student give a few speeches and the objectives will have

been attained. Very often in such cases, the instructor's ability to constructively criticize and assist the student in over-coming faults of articulation, enunciation, pronunciation, pitch, breathing, poise, to say nothing of the other serious speech handicaps such as lisping, stuttering, et cetera, is not even considered necessary.

The physiology of speech, the psychology of speech and the rhetoric of speech cannot be capably taught by those who have majored in the fields of English composition and literature, anymore than one could expect those who have mastered the field of speech correction to assume the authority of the field of literature. Speech in its several aspects is a distinct and separate field of education from that of English composition, grammar, literature and its various subdivisions.

The author does not suggest a complete divorcement of Speech and English. Rather a cooperative working together of the two. Some very fine examples of integration are to be found in the teaching of the English: AST-111 at Harvard University, New York University, The Citadel and the University of Pittsburgh. Only when the importance of the teaching of speech is recognized by educators, will such integration be successful. The nomenclature of 'English' and 'Speech' as such makes it imperative that any integrated course to be successful would have to be titled, in the college and university catalogue, by some other caption.

Twenty-seven colleges and universities reported on the AST Program. Ten schools out of this group indicated that

speech was being taught as a part of the English curriculum and conducted by English instructors. Five other schools, as indicated on the chart, have well-organized, integrated courses of Speech and English. The criticism that the author would make of the latter type of course is that the title 'English' is used to designate the course instead of the more appropriate and descriptive title of 'Communication'.

In spite of the fact that many army officials as well as leaders in civilian society have pointed out again and again the need of an understanding of the principles of good oral communication and Composition as well as an effective use of both, many leading educators still believe that such leadership qualities are the outgrowths of training in other fields.

The second conclusion that the author would draw from this study is that among departments of Speech, there is too great a divergence of opinion as to what constitutes good speech training, and the methods of attaining this objective.

It is time that the objectives of basic speech courses be evaluated and agreed upon by those who are in the professional field of Speech education. Until this is done, the variance of speech training will continue to provide critics with a fruitful opportunity to challenge the professional merits of teaching speech. It is to be expected that speech will come in for much criticism when some schools report that

they teach after-dinner speaking, sales talks, biographical and autobiographical speech as a means of attaining a common set of objectives. Other reports indicate that the stress in Speech courses is upon expository speaking of two or three minutes, with general criticism by the instructor on posture and gestures.

The evolutionary development of speech teaching in colleges and universities is at several different stages. Some schools have not yet advanced far beyond the teaching of speech in an elocutionary manner. Other institutions lead the field in the teaching of speech by modern methods with the aid of equipment such as voice recorders, microphones, dictaphones, mirror-phones and audioneters. These same institutions use their speech clinics to the fullest extent and employ thoroughly trained and competent speech teachers.

The information included in the reports from the schools participating in the speech training programs for military groups provided in this thesis, indicate that too many schools teaching speech are nearer to the elocutionary stage than to the use of modern methods.

These differences of purposes, aims and objectives, particularly differences over methodology, have opened the field to criticism by those in charge of administering educational training programs. If speech training is to have prestige and status in educational circles, then unity of purpose and methods will have to permeate the entire speech teaching

profession. Once this goal is achieved, educators and others outside the profession will recognize the importance and value of teaching students to communicate through speech, by means of courses in oral communication especially designed for such training.

ARMY SPECIALIZED TRAINING PROGRAM

NAME OF COLLEGE	INTEGRATED	COORDINATED	SEPARATE	ENGLISH	NO SPEECH	USED SPECIAL EQUIPMENT
1. ALABAMA POLYTECHNIC INSTITUTE				X		
2. CITY COLLEGE OF NEW YORK			X			
3. COLORADO STATE COLLEGE				X		
4. GEORGIA SCHOOL OF TECHNOLOGY				X		
5. HARVARD UNIVERSITY	X					
6. INDIANA UNIVERSITY				X		
7. LOUISIANA STATE UNIVERSITY		X				
8. NEW YORK UNIVERSITY	X					*
9. NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING				X		
10. PRINCETON UNIVERSITY				X		
11. ST. NORBERT COLLEGE			X			
12. STANFORD UNIVERSITY			X			
13. OHIO STATE UNIVERSITY			X			*
14. THE CITADEL	X					
* USES RECORDING EQUIPMENT FOR RECORDING STUDENTS' VOICES						

(CONTINUED NEXT PAGE)

ARMY SPECIALIZED TRAINING PROGRAM

	NAME OF COLLEGE	INTEGRATED	COORDINATED	SEPARATE	ENGLISH	NO SPEECH	USES SPECIAL EQUIPMENT
15.	UNIVERSITY OF ALABAMA				X		
16.	UNIVERSITY OF IDAHO				X		
17.	UNIVERSITY OF KANSAS			X ***	X ***		
18.	UNIVERSITY OF KENTUCKY					X	
19.	UNIVERSITY OF MINNESOTA			X			* - **
20.	UNIVERSITY OF MISSOURI			X			
21.	UNIVERSITY OF NEBRASKA					X	
22.	UNIVERSITY OF PITTSBURGH	X					
23.	UNIVERSITY OF SANTA CLARA			X			
24.	UTAH STATE AGRICULTURAL COLLEGE				X		
25.	VIRGINIA POLYTECHNIC INSTITUTE			X			
26.	YALE UNIVERSITY				X		
27.	MICHIGAN STATE COLLEGE			X			

* USES RECORDING EQUIPMENT FOR RECORDING STUDENTS' VOICES

** USES MICROPHONE

*** SPEECH SEPARATE FIRST TERM AND INCLUDED IN ENGLISH SECOND AND THIRD TERMS

ARMY AIR FORCE PRE-FLIGHT TRAINING

NAME OF COLLEGE	INTEGRATED	COORDINATED	SEPARATE	ENGLISH	NO SPEECH	USES SPECIAL EQUIPMENT
1. ARIZONA STATE TEACHERS COLLEGE					X	
2. MASSACHUSETTS STATE COLLEGE					X	
3. NORTH CAROLINA COLLEGE OF AGRICULTURE			X			
4. UNIVERSITY OF ALABAMA			X			
5. UNIVERSITY OF DENVER				X		
6. UNIVERSITY OF MINNESOTA			X			
7. UNIVERSITY OF NORTH DAKOTA			X			
8. WESTERN RESERVE UNIVERSITY			X			
9. MICHIGAN STATE COLLEGE			X			

ARMY METEOROLOGICAL TRAINING PROGRAMS "B" AND "C"

NAME OF COLLEGE	INTEGRATED	COORDINATED	SEPARATE	ENGLISH	NO SPEECH	USES SPECIAL EQUIPMENT
1. CREighton COLLEGE			X			*
2. DENISON UNIVERSITY			X			* - **
3. HAMILTON COLLEGE			X			
4. KENYON COLLEGE			X			*
5. STATE UNIVERSITY OF IOWA			X			* - ** - ***
6. UNIVERSITY OF CALIFORNIA		X				
7. UNIVERSITY OF MICHIGAN			X			***
8. UNIVERSITY OF MINNESOTA			X			* - ** - ***
9. UNIVERSITY OF WISCONSIN			X			* - ** - ***

* USES RECORDING EQUIPMENT FOR RECORDING STUDENTS' VOICES
 ** USES MICROPHONE
 *** SPECIAL CLINICAL WORK OFFERED

NAVY V-12

NAME OF COLLEGE	INTEGRATED	COORDINATED	SEPARATE	ENGLISH	NO SPEECH	USES SPECIAL EQUIPMENT
1. BATES COLLEGE		X*				
2. MIAMI UNIVERSITY			X			
3. HARVARD UNIVERSITY				X*		
4. NORTHWESTERN UNIVERSITY			X			
5. UNIVERSITY OF KANSAS			X			
6. UNIVERSITY OF NORTH CAROLINA				X		
7. UNIVERSITY OF WISCONSIN			X			
8. WABASH COLLEGE			X*			**

* ADVANCED COURSES IN SPEECH AVAILABLE FOR MEMBERS OF THE NAVY V-12

** USES MICROPHONE

CHAPTER III
SPEAKERS' BUREAUS

One of the extra-curricular activities of the Speech departments of many of the colleges and universities, that has been active in carrying on home front duties during World War II, has been the Speakers' bureau. Before the war this type of organization furnished dinner clubs, church organizations, professional clubs, and similar groups with speakers on many subjects ranging from light after-dinner talks to talks on problems of economics and geo-politics. When the United States entered the war, it became immediately evident to many speech department heads that the speakers' bureau could serve as a medium through which information could be disseminated to the general public on such problems as gasoline rationing, food rationing, rubber shortage, ways in which the housewife could help win the war, duties of block wardens, information on Red Cross and nurses aid work and a multitude of subjects that needed to be discussed with the general public as a result of war demands.

Though some Speech departments were ready to offer their speaker bureaus as a medium by which necessary information could be passed on, they found that, though the demand for such speakers was great, the speakers were not available. The University of Florida at Gainesville, Florida and Miami University at Oxford, Ohio reported on the questionnaire forms received from them, that reduced enrollment had made speaker bureau activity an impossibility. Hamilton College, Clinton, New York, provided the author with a

complete report of conditions that made it necessary to give up the speakers' bureau there for the duration:

"In normal times, the Speech Department of Hamilton College, Clinton, New York, did a considerable amount of extension work in neighboring cities and villages.

"At present, nothing of this sort is being done for various reasons: (1) the civilian students, numbering only sixty-five, are engaged upon an accelerated course of study in which they are striving to accumulate enough hours for graduation before the Armed Forces summon and absorb them; (2) the Pre-Meteorology cadets, numbering about three hundred, are constantly under the lash and have no time for extra-curricular events of a serious sort. (3) Area-language students, numbering about two hundred, are too busy with French and German classes to have any time left for debate and discussion. In an extra-curricular sense, the Speech Department is in a state of suspended animation." 70

The author mailed Speakers' Bureau Forms, like the one included in Appendix "B", to one-hundred and fifty colleges and universities in the United States. Forty schools responded with information on the status of their speakers' bureau. The author has included on the next page a chart of reports made by the forty schools. In addition to the chart, reports of some of these schools will be provided to give an overall picture of what was done.

The chart on the following page shows that of the forty colleges and universities reporting on speakers' bureaus, fourteen schools had no speakers' bureau, nine schools had

70. Information received on the Speakers' Bureau Form from the Speech Department, Hamilton College, Clinton, New York, September 1943.

SPEAKERS' BUREAUS

	NAME OF COLLEGE OR UNIVERSITY	WORK DONE BY INDIVIDUALS BUT NO SPEAKERS' BUREAU	NO SPEAKERS' BUREAU	ACTIVE SPEAKERS' BUREAU	VICTORY SPEAKERS' BUREAU
1.	ALABAMA COLLEGE	X			
2.	BATES COLLEGE			X	
3.	BAYLOR UNIVERSITY			X	
4.	CARNEGIE INSTITUTE OF TECHNOLOGY				X
5.	COLLEGE OF WILLIAM AND MARY		X		
6.	COLUMBIA UNIVERSITY		X		
7.	DARTMOUTH UNIVERSITY			X	
8.	EASTERN ILLINOIS STATE TEACHERS			X	
9.	FLORIDA SOUTHERN COLLEGE				X
10.	HAMILTON COLLEGE		X		
11.	HARVARD UNIVERSITY	X			
12.	INDIANA UNIVERSITY	X			
13.	LOUISIANA STATE UNIVERSITY		X		
14.	MILLS COLLEGE	X			
15.	PURDUE UNIVERSITY	X			
16.	UNIVERSITY OF ALABAMA		X		
17.	NORTHWESTERN UNIVERSITY			X	
18.	PENNSYLVANIA STATE COLLEGE			X	
19.	SMITH COLLEGE			X	
20.	SYRACUSE UNIVERSITY			X	
21.	CITY COLLEGE OF NEW YORK			X	
22.	MICHIGAN STATE COLLEGE				X
23.	UNIVERSITY OF CHICAGO		X		
24.	UNIVERSITY OF DENVER	X			
25.	UNIVERSITY OF KANSAS			X	
26.	UNIVERSITY OF MARYLAND	X			
27.	UNIVERSITY OF MINNESOTA				X
28.	UNIVERSITY OF NEBRASKA				X
29.	UNIVERSITY OF NEWHAMPSHIRE		X		
30.	UNIVERSITY OF NORTH DAKOTA		X		
31.	UNIVERSITY OF PENNSYLVANIA		X		
32.	UNIVERSITY OF PITTSBURGH	X			
33.	UNIVERSITY OF UTAH				X
34.	UNIVERSITY OF VIRGINIA		X		
35.	UNIVERSITY OF WYOMING		X		
36.	WESTERN RESERVE UNIVERSITY	X			
37.	WISCONSIN UNIVERSITY		X		
38.	WAYNE UNIVERSITY				X
39.	MIAMI UNIVERSITY		X		
40.	UNIVERSITY OF FLORIDA		X		

individuals giving speeches on war-time problems but had no speakers' bureau, ten schools had active speakers' bureaus, and seven schools had Victory Speakers' Bureaus. Twenty-six of the schools reporting were actively engaged, when contacted, in doing speaker bureau work, though nine of this group had no official organization known as a Speakers' Bureau.

Many of the college speakers' bureaus, after December of 1941, renamed themselves Victory Speakers' Bureaus. This followed the establishment of a national organization of Victory Speakers' Bureaus instituted as an activity of the Office of Civilian Defense, Washington, D. C. The first official Victory Speakers' Bureau was organized at Michigan State College in East Lansing, Michigan, in November of 1941. The first National Director of the Victory Speaker Bureau movement was Dr. Donald Mayworth, who at the time of appointment was the head of the Department of Speech at Michigan State College. The purpose of the Victory Speakers' Bureau movement was to bring before the American public the many problems and programs brought about by the war through a speaker to audience relationship.

In the following pages reports, as they appeared on the Speakers' Bureau Forms received from several of the colleges, will be included to give the reader an idea of

some of the accomplishments and problems of such organizations.

BATES COLLEGE

The speakers' bureau at Bates is a good example of what the more active college bureaus have done during war-time. Though the Student Speakers' Bureau at Bates has been somewhat hampered by travelling restrictions, many engagements have been fulfilled. During the school year 1942 to 1943, about twenty-five appearances before clubs, church groups, granges, and school groups were made on war-time subjects. Speakers were furnished on such topics as rationing, inflation, salvage, and discussions and debates on war aims. These programs were furnished free, with audience furnishing the transportation.⁷¹

BAYLOR UNIVERSITY

The speakers' bureau at Baylor was handled by Mrs. Lily M. Russell, Director of Public Relations. The Speech Department cooperated in furnishing speakers. The information received from Baylor did not indicate the type of speakers used, but suggested that everything from speeches to plays were provided upon request. Here again the rationing of gas and rubber curtailed the activities of the speakers' bureau.⁷²

71. Information received on the Speakers' Bureau Form from Bates College, Lewiston, Maine.

72. Information received on the Speakers' Bureau Form from Baylor University, Waco, Texas.

CARNEGIE INSTITUTE OF TECHNOLOGY

Carnegie Institute of Technology has a Victory Speakers' Bureau according to Douglas McLean, Assistant Professor, but it is not sponsored by the Speech Department. No other information was available on the Bureau at this school.⁷³

DARTMOUTH

Dartmouth was reported as having a Speakers' Bureau of the Forensic Union. Activities during 1942-1943 were stated to be about the same as in pre-war time.

EASTERN ILLINOIS STATE TEACHERS COLLEGE

Information received from J. Glenn Ross, Head of the Department of Speech at Eastern Illinois State Teachers College indicated that during 1942-1943 activities of the Speakers' Bureau was reduced by one-half. Speakers are furnished to the public upon demand. The Speakers appear before such groups as high-school assemblies, church groups, and various types of business and professional clubs.⁷⁴

FLORIDA SOUTHERN COLLEGE

Information received from Florida Southern College illustrated what some of the more active schools are doing with speakers' bureaus and the success they are having.

-
73. Information received in a letter from Douglas McLean, Assistant Professor, Carnegie Institute of Technology, Pittsburgh, Pennsylvania, April 14, 1943.
74. Information received on Speakers' Bureau Form from J. Glenn Ross, Head Department of Speech, E. Illinois Teachers College, Charleston, Illinois.

"Last fall, the fall of '42, the Florida Southern Debate Council held a Victory Oratorical Contest. The more competent speakers formed the Victory Speakers' Bureau. There were ten speakers, whose speeches ranged from world planning to food rationing, from the informational to comedy. (Two girls gave a comedy skit on rationing that proved to be 'the popular number'.) Pamphlets were drawn up explaining the background of the speakers as well as the gist of their speeches. These were sent to all the churches, schools, civic clubs in the accessible area. Thirty-three appearances were made. The organization will be revived this fall.⁷⁵(Fall of 1943)"

INDIANA UNIVERSITY

Indiana University did not indicate that they had a speakers' bureau, but students in advanced public speaking courses were being used to fill engagements on OCD assignments.

MIAMI UNIVERSITY

The information received from Miami University probably typifies the situation at many of the colleges and universities during the war.

"We have operated an active speakers' bureau filling about 450 engagements per school year for the past 12 years. Since Miami is located in a small college town located in close proximity to large cities most of our engagements have required automobile transportation. Since this transportation is out for the duration, the war has forced us to suspend the operation of our speakers' bureau for the duration."⁷⁶

75. Information received on the Speakers' Bureau Form from Florida Southern College, Lakeland, Florida.

76. Information received on the Speakers' Bureau Form from Miami University, Oxford, Ohio.

NORTHWESTERN UNIVERSITY

The speakers' bureau at Northwestern University has maintained its active record during the war and aided in home-front activities by providing speakers on war-time subjects.

"We are operating a Speakers' Bureau which provides student speakers for talks on various civilian defense activities; the Bureau also arranges for campus lectures on war activities and conducts discussion groups in the fraternities and open houses."⁷⁷

PENNSYLVANIA STATE COLLEGE

The Speakers' Bureau at Pennsylvania State College has been quite active providing speakers, debate and discussion groups, as well as providing informational service over the radio.

SMITH COLLEGE

According to information received by the author, the Speakers' Bureau at Smith College was very active and playing an important part in providing information on war-time activities.

SYRACUSE UNIVERSITY

Mr. E. L. Disinger of Syracuse University provided the author with a very detailed account of the activities of the speakers' bureau there. Considerable activity was indicated for the school year of 1942-1943.

77. Information received by the author in a letter from James H. McBurney, Dean of the School of Speech, Northwestern University, Evanston, Illinois, March 10, 1943.

"Last spring (1942) we put on probably the most active programs of community speaking in the history of our school. A wide variety of speaking programs related to the war effort were presented before some two-hundred community groups in or near Syracuse."78

THE CITY COLLEGE, NEW YORK

"As Chairman of the Public Speaking Dept. at the City College, I was asked in the winter of 1941-42 to organize a Speakers' Bureau among the teaching staff of the College. This Bureau has functioned chiefly, to date, as a clearing-house for defense training (civilian) activity, especially the Air Warden Service, many members of the staff assuming responsibilities, under the I. Y. City Police Department, as Precinct Training Directors and, in general, as lecturers on OCD topics."79

THE UNIVERSITY OF DENVER

The information received from the University of Denver stated that the advanced class in speech-making gives talks on such subjects as food rationing, rubber shortage, ways in which the housewife can help the war-effort, paper salvage drive, and others of a similar nature.

"Students who do outstanding class work are put on the defense council roster of speakers. No talk goes out without double checking by the instructor and a member of the defense council."80

-
- 78. Information received on the Speakers' Bureau Form from E. L. Disinger, Secretary, School of Speech, Syracuse University, Syracuse, New York, August 9, 1943.
 - 79. Information received on the Speakers' Bureau Form from the City College, New York, New York, April 8, 1943.
 - 80. Information received on the Speakers' Bureau Form from the University of Denver, Denver, Colorado, April 4, 1943.

UNIVERSITY OF KANSAS

The Speakers' Bureau at the University of Kansas appears to be very active. In the spring of 1943, there were twenty students serving on the Bureau. Some of the subjects were: The New Geography, How to Pay for This War, The Miracle of Russia, War Marriages, Medicine at the Battle Front, The Man Power Problem.⁸¹

UNIVERSITY OF MINNESOTA

A very fine account of the speaker bureau activity at the University of Minnesota was received by the author.

"This department sponsors a Student Speakers for Victory Bureau which is administered by the All University Council. The program is divided into two divisions: (1) Post War Reconstruction, and (2) immediate problems connected with the war effort, and with the interpretation of current events. The roster of active speakers is about thirty-five students, prepared to discuss one or more subjects in each category. The greater part of the contact work is done by three students. The supervision of the speeches and discussions, as well as the selection of speakers, is done in this office. During the past two months or so, the Bureau has averaged ten engagements. For the most part the Bureau is dependent upon organizations and individuals who happen, more or less casually, to hear of the service, since no concerted effort is made to get people to listen to us."⁸²

UNIVERSITY OF NEBRASKA

A very active Victory Speakers' Bureau is functioning at the University of Nebraska. Speakers are taken from

-
81. Information received on the Speakers' Bureau Form from the University of Kansas, Lawrence, Kansas.
 82. Information received on the Speakers' Bureau Form from the University of Minnesota, Minneapolis, Minnesota, May 10, 1943.

speech classes, the speech major group, and forensic students. Subjects concern such topics as rationing, man-power, bonds, blackouts, salvage, victory gardens, rumors, morale, war aims, and post-war world.

To prepare the speakers for the work they would do as members of the Bureau, a series of four meetings were held to discuss such things as the purpose of the organization, use of subject-matter and delivery, types of material to use.⁸³

UNIVERSITY OF PITTSBURGH

A student group at the University of Pittsburgh carries on much the same activity as the Victory Speakers' Bureaus on other campuses. Both men and women are used and the group is sponsored by the Speech Department of the University. Subjects listed for the school year of 1942-1943 were:

Our Enemies: their aims, their psychology, their resources
 Our Allies: our aims, our psychology, our resources
 The Good Neighbors: the new Pan-Americanism - what it is; its future
 Civil Liberties: what they are, their present status, their future
 What are we Fighting For?: our military, economic, social, and political aims
 Our Country and its Resources
 The Geography of War
 Propaganda in a World at War
 The Student in War-Time⁸⁴

-
83. Information received on the Speakers' Bureau Form from the University of Nebraska, Lincoln, Nebraska, March 12, 1943.
84. Information received on a special bulletin from the University of Pittsburgh, Pittsburgh, Pennsylvania,

24

35

—

25

212

215

• •

۱۰

3.

4-2

233

22

753

confi

because

Lansing

on the

that no

activity

12.

•

UNIVERSITY of UTAH

The Head of the Department of Speech at the University of Utah was city Chairman of the Victory Speakers' Bureau at Salt Lake City, Utah. The student speaker group at the university was most active in aiding campus war-time drives. Some of the projects reported on were: Victory Book Drive, the Knife Drive, Red Cross Drive, and stamp and bond sales. The student speaker group at Utah University did much to revive projects for the war effort that were on the verge of failure because of lack of campus support.⁸⁵

WESTERN RESERVE UNIVERSITY

Though no official Victory Speakers' Bureau was formed at Western Reserve, it was reported that a number of speakers from the university were actively engaged in giving speeches on subjects pertaining to the war effort and the various campaigns conducted to aid in the war effort.

MICHIGAN STATE COLLEGE

The Michigan State College Victory Speakers' Bureau confined its activities, for the most part, to the campus because the Lansing Junior Chamber of Commerce and the Lansing OCD had an active Victory Speakers' Bureau to carry on the work in the City of Lansing. It was soon learned that much could be done right on the campus because war-time activities and campaigns needed a promotional organization

85. Information received on the Speakers' Bureau Form from the University of Utah, Salt Lake City, Utah.

to get college students to support these various programs.

During 1942, the Victory Speakers' Bureau at Michigan State College served as an independent organization on the campus. In January of 1943, the Bureau became an affiliate of the Campus Defense Council, an organization set up to institute and regulate all war-time activities and campaigns sponsored on the campus. As an affiliate of the CDC, the Victory Speakers' Bureau was called upon at the beginning of each campaign or project to present the essentials of the project to the student body.

The officers of the Victory Speakers' Bureau were few; their duties many. A student chairman headed the organization. This officer was assisted by a sub-chairman. In addition to these two, there was a corresponding secretary, a recording secretary, publicity chairman and a speaker chairman.

The duties of the student chairman were to (1) attend all CDC meetings as the Victory Speaker representative, and at such meetings outline the work of the Victory Speakers' Bureau in handling the various war-time projects that would be carried out on the campus; (2) call meetings of the Victory Speakers' Bureau to discuss the speech work involved in handling projects; (3) check with other Victory Speakers' Bureau officers to see that each was satisfactorily carrying out his or her duties; (4) work with the faculty advisor in arranging any special meetings and programs that required faculty advice and counsel.

The sub-chairman assisted the chairman in all of the above mentioned duties and also arranged for printing of all speech material needed by members of the Victory Speakers' Bureau in the campaigns.

The corresponding secretary contacted other Victory Speakers' Bureau organizations and organizations in Washington, D. C., that provided information on the various campaigns which were being sponsored on campus.

The recording secretary kept complete records on all work and meetings of the Victory Speakers' Bureau.

The publicity chairman kept the various activities of the Victory Speakers' Bureau before the student body through articles in the campus daily.

The speaker chairman contacted all speakers and arranged for their speaking schedules and assisted the sub-chairman in getting information on the projects to the speakers.

During the school year 1942-43, the membership of the Victory Speakers' Bureau grew to sixty-five active members. Each dormitory, Co-op house, sorority, and some of the larger private homes had Victory Speakers' speak to their residents on subjects of vital import to the home front war effort.

During the 1942-43 school year, student Victory Speakers gave speeches to campus organizations on such subjects as: Campus morale in war-time, Student Health in War-Time, Bond and Stamp Drives, Red Cross Activities, Knitting,

Bandage Rolling, Need of Blood Donors, War Service Fund, Books for Army Camps, and one of the most successful campaigns during the year was to get girls to work in the place of Buildings and Grounds employees who had left the campus for military service. The Buildings and Grounds Department of Michigan State College asked the CDC to find out if the girls would be willing to wash windows and blackboards, help clean building, and keep the grounds in order. The Victory Speakers' Bureau was called in to ask if they could do anything to help put the project over. It was decided that talks should be given to all campus-women organizations on the needs of the Buildings and Grounds Department.

The result was that the Victory Speakers' Bureau representatives gave three to five minute talks at every sorority meeting, at each dormitory meeting, at the co-op house meetings, at campus club meetings, and at the conclusion of the two week campaign, the results were excellent. The Buildings and Grounds Department reported that enough women had signed up for jobs to replace all the men who had gone into the armed services.

Besides supporting war-time campus activities, some of the more proficient college Victory Speakers' Bureau spokesmen appeared at theatres in the Lansing area and gave short talks on the War Loan Drives, the Clean Plate Campaign, the Farm Labor Campaign, and the Red Cross Drive.

During the summer of 1943, the Victory Speakers' Bureau continued to be active on campus though the group was much smaller with only fifteen members. Again in the fall of 1943, the organization became larger. The enrollment at this time increased to forty-three student members.

Miss Jean Ann Granville, who served as Chairman of the Victory Speakers' Bureau at Michigan State College during the school year of 1943-1944, did a fine job of directing the group and handling the many speech campaigns on the war-time projects sponsored on the campus. Miss Granville was very active in speech work and because of her record, was chosen to represent Michigan State College in the Victory Speaking Contest at the Pi Kappa Delta Provincial Tournament held at Baldwin-Wallace College at Berea, Ohio, April 27th, 28th, and 29th, 1944. Miss Granville was awarded first place in the contest, in competition with representatives from eight other colleges.

Over the period of the two years, 1942 to 1944, several students were able to qualify for the national Victory Speakers' Bureau pin awarded for active speech service given to war-time projects and campaigns. Awards of these pins were made at the Michigan State College Speech Department annual banquet in May, 1944. Office of Civilian Defense certificates were also awarded to several of the more outstanding members of the college Victory Speakers' Bureau.

The accomplishments of the speakers' bureau movements in the United States during the war cannot be evaluated by the information of forty schools included in this study. However, the subject matter brought to the attention of the American public through the Victory Speakers' Bureaus, and the many other college student speakers' bureaus during war-time was certainly a necessary part of the home-front war-time activity.

From the reports of the schools included in this chapter, it is possible for the reader to gain some conception of the various speech activities of a war effort nature carried on by Victory Speakers' Bureaus and like organizations.

CHAPTER IV

- I CONTRIBUTION OF THE RADIO DIVISION OF
THE SPEECH DEPARTMENT IN WAR-TIME
- II CONTRIBUTION OF THE FILM DIVISION OF
THE SPEECH DEPARTMENT IN WAR-TIME

I

RADIO DIVISION

Included in the questionnaires sent to colleges and universities on activities of the speech departments during war-time was a form to be filled out on the extent of the use of radio by speech departments. The author realizes that this is a limited field of activity because there are comparatively few schools with licensed radio stations; even where such stations exist, they are often not available for speech department activities. However, there has been some radio activity that should be included in the thesis and the author believes that the information contained herein will be interesting and helpful to the reader who is interested in this phase of departmental work.

Thirty-eight schools of one-hundred and fifty receiving the questionnaire regarding radio activity, returned the form. The chart on the following page provides a list of the schools that returned the forms. The chart shows whether or not the school made use of radio as a means of bringing the war and its problems closer to the listening public. As the chart indicates, most schools were very indefinite about the types of programs and length of time on the air. Most colleges and universities using radio were those which had a radio station available on the campus.

Ten schools provided the author with some interesting information about the war-time radio activity at their

RADIO ACTIVITY

	NAME OF COLLEGE OR UNIVERSITY	NO WAR TIME RADIO ACTIVITY	MAKES USE OF RADIO	USES COLLEGE STATION	USES COMMERCIAL STATION	NO. DEFINITE INFORMATION OF TIME USED PER WEEK	TIME ON AIR DURING WEEK	HAS CAMPUS STUDIO BUT USES COMMERCIAL TRANSMITTER
1.	ALABAMA COLLEGE		X	X			S.P.*	
2.	BATES COLLEGE		X				S.P.*	X
3.	BAYLOR UNIVERSITY		X			X		
4.	BELOIT COLLEGE	X						
5.	WILLIAM AND MARY COLLEGE		X		WRNL	X		
6.	COLUMBIA UNIVERSITY	X						
7.	DARTMOUTH UNIVERSITY		X			X		
8.	DENVER UNIVERSITY		X		X	X		
9.	EASTERN ILLINOIS STATE COLLEGE	X						
10.	FLORIDA SOUTHERN COLLEGE		X	WLAK			15 MINS.	X
11.	HAMILTON COLLEGE	X						
12.	HARVARD UNIVERSITY		X			X		
13.	INDIANA UNIVERSITY		X	X		X		
14.	LOUISIANA STATE UNIVERSITY		X		X	X		
15.	MIAMI UNIVERSITY	X						
16.	MILLS COLLEGE		X	X		X		
17.	PENNSYLVANIA STATE COLLEGE		X			X		
18.	PURDUE UNIVERSITY		X	WBAA			50 PROGRAMS	
19.	SMITH COLLEGE	X						
20.	THE CITY COLLEGE OF NEW YORK		X	WNYC			1 PROGRAM	
21.	COLLEGE OF WOOSTER	X						
22.	UNIVERSITY OF ALABAMA	X						
23.	UNIVERSITY OF CHICAGO	X						
24.	UNIVERSITY OF FLORIDA		X	X		X		
25.	UNIVERSITY OF KANSAS		X			X		
26.	UNIVERSITY OF MARYLAND	X						
27.	UNIVERSITY OF MINNESOTA		X			X		
28.	UNIVERSITY OF NEBRASKA	X						
29.	UNIVERSITY OF NEW HAMPSHIRE	X						
30.	UNIVERSITY OF NORTH DAKOTA		X	X		X		
31.	UNIVERSITY OF PENNSYLVANIA		X			X		
32.	UNIVERSITY OF PITTSBURGH	X						
33.	UNIVERSITY OF UTAH	X						
34.	UNIVERSITY OF WASHINGTON	X						
35.	UNIVERSITY OF VIRGINIA	X						
36.	UNIVERSITY OF WISCONSIN		X	WHA		X		
37.	UNIVERSITY OF WYOMING	X						
38.	WESTERN RESERVE UNIVERSITY		X		WTAM	X		

* SEVERAL PROGRAMS PER WEEK — NUMBER OF HOURS NOT KNOWN

institutions. These ten colleges and universities will be considered separately in the following pages.

ALABAMA COLLEGE

Alabama College at Montivallo, Alabama, owns jointly with Auburn and the University of Alabama the station WAPI in Birmingham, Alabama. Alabama College broadcasts several programs each week including programs of special war-time value. For example, there is one program which stresses helpful war problems in home-making. Another program is one of entertainment, a dramatic show, which portrays war-time problems.

BATES COLLEGE

Bates College at Lewiston, Maine has a campus radio studio connected with the local station (WCOU) transmitter. Round table discussions, dramatic shows, debates, and speakers are presented from the campus studio, and many of these programs are built around war-time themes. One of these programs, called "World of Tomorrow", is a discussion of war-time problems.

BAYLOR UNIVERSITY

Baylor University reports the following:

"Mr. Ralph Mathews, Director of Radio, has sponsored radio programs emphasizing the war effort and has cooperated with the Red Cross, the Community Chest, Parent Teachers Association, and the Waco Army Flying School in producing radio programs. Other programs which he has produced have emphasized the war effort. He has sent transcriptions of such to small stations of the state."⁸⁶

86. Information received on "Radio Programs" from Baylor University, Waco, Texas.

FLORIDA SOUTHERN COLLEGE

Florida Southern College has a weekly program of fifteen minutes broadcast from the campus studio over WLMK. Nine people participate, all from the speech department. Discussion, drama, talks, and music are all used in the program. All of the programs are arranged to aid the war effort.

LOUISIANA STATE UNIVERSITY

Information received from Louisiana State University is as follows:

"Series of six faculty forums presented over Louisiana Network on 'Wartime South, Present and Future'. Series of six faculty forums, broadcast over local station on 'Problems of the Home Front'. Series of six broadcast from Speech Department faculty on 'Better Speech for more Rapid Communication in Time of War'. Any number of broadcasts for the 'Rubber Conservation Program'.⁸⁷

PURDUE UNIVERSITY

"WBAA, Purdue's campus radio station, has at least fifty programs a week devoted to some type of war work, such as Red Cross, War Rationing Board, and Civilian Defense. These programs are produced through the use of transcripts put out by such agencies as the Office of War Information. When it is possible, local talent is also used on programs that are sponsored to help the war effort. The majority of the emphasis in the station's radio work is placed on complete cooperation with the war effort."⁸⁸

THE CITY COLLEGE OF NEW YORK

The City College of New York has a Saturday morning

-
- 87. Information received on "Radio Programs" from Speech Department, Louisiana State University, Baton Rouge, Louisiana.
 - 88. Information received on "Radio Programs" from Purdue University, Lafayette, Indiana.

program on WMYC on topics relating to the war. Members of the Public Speaking Department have made significant contributions as speakers on this program.

UNIVERSITY OF MINNESOTA

The University of Minnesota sponsors a series of panel discussions broadcast over WLB on the general topic of "Post-War Reconstruction". The series of twelve broadcasts is entitled, "The World We Want". The Key Center for War Information and the Speech Department co-operate in the production and presentation of these programs.

COLLEGE OF WILLIAM AND MARY

The College of William and Mary had a weekly arrangement with WMRL in Richmond, Virginia. A class in radio at the college handled the program. Also, William and Mary featured a program of interviews of Navy Chaplains selected from the Navy Chaplain School which was in operation on the campus.

WESTERN RESERVE UNIVERSITY

Western Reserve University provided the following information:

"At the present time some of our radio students are helping with the dramatic portions of O.P.A. radio shows. Skits are sent over to my office and they are rehearsed Thursday evening. Since we took over the dramatic part of the shows about a month ago, there has been considerable favorable publicity. As a result, I imagine the shows will

continue. Usually there is an interview with some C.P.A. official followed by a dramatic illustration. The show is presented every Monday evening over WTAM.⁸⁹

As has already been indicated the Speech Departments of many colleges and universities have no connection with radio stations and thus are unable to make any direct contribution to the war effort through this medium. However, where there is some affiliation between the radio and the Speech Department, there seems to be a very definite trend toward cooperation between the two in presenting programs that will contribute to the war effort. Programs such as round table discussions, debates, dramatic shows and campaign speeches appear to be the most generally used as a means of bringing war-time information before the radio public. The conclusion is drawn that Speech Departments are participating actively in radio war-time activity wherever such opportunity presents itself.

89. Information received on "Radio Programs" from William B. McCoard, Western Reserve University, Cleveland, Ohio.

II

DRAMATIC DIVISION

Dramatic activities contribute their share to the war effort. In order to learn just what the speech departments were doing with their dramatic groups during the war, a form on dramatics was included in the questionnaire sent out. Sixty-three schools responded with information. Of the sixty-three, twenty-four schools provided detailed information of their activities in the dramatic field. The chart on the next two pages indicates the dramatic war-time activities of schools reporting.

In almost every case, the school reporting, stated that, in addition to the regular dramatic program of the speech department, musical reviews, talent shows, one act plays, and variety entertainment were being provided by the department for near-by army camps, U.S.O. centers, Red Cross Hospitals, and military groups located on the campus. Several schools stated that there was more activity in the dramatic division of the speech department since the war than previous to Pearl Harbor.

Although the students were fewer in number, those available seemed willing to do anything possible to put on entertainment for the armed forces. Where lack of acting ability made it impossible to do full length plays or where shortage of man-power made casting an impossibility, use was made of substitutes such as musicals and variety shows.

DRAMATIC ACTIVITIES							
NAME OF COLLEGE OR UNIVERSITY	HAS DRAMATIC ACTIVITY	PROVIDES SHOWS FOR U.S.O.	PRESENTS FULL LENGTH PLAYS	USES MILITARY STUDENTS IN SHOWS	TALENT SHOWS; MUSICALS; VARIETY SHOWS; AND SKITS	TAKES SHOWS TO SERVICE CAMPS	
1. ALABAMA COLLEGE	X						
2. BATES COLLEGE	X		X	X		X	
3. BAYLOR UNIVERSITY	X						
4. EASTERN ILLINOIS STATE TEACHERS	X		X		X		
5. FLORIDA SOUTHERN COLLEGE	X	X	X	X		X	
6. HAMILTON COLLEGE	X			X			
7. HARVARD COLLEGE	X	X	X				
8. INDIANA UNIVERSITY	X		X		X	X	
9. LOUISIANA STATE UNIVERSITY	X	X	X *	X	X	X	
10. MIAMI UNIVERSITY	X		X *	X			
11. MICHIGAN STATE COLLEGE	X		X		X	X	
12. MILLS COLLEGE	X		X *				
* FREE ADMISSION FOR ALL SERVICE MEN							

(CONTINUED ON NEXT PAGE)

DRAMATIC ACTIVITIES

NAME OF COLLEGE OR UNIVERSITY	HAS DRAMATIC ACTIVITY	PROVIDES SHOWS FOR U.S.O.	PRESENTS FULL LENGTH PLAYS	USES MILITARY STUDENTS IN SHOWS	TALENT SHOWS MUSICALS VARIETY SHOWS AND SKITS	TAKES SHOWS TO SERVICE CAMPS
13. PURDUE UNIVERSITY	X		X			
14. SMITH COLLEGE	X		X		X **	
15. THE COLLEGE OF WOOSTER	X		X *			
16. UNIVERSITY OF ALABAMA	X		X *		X *	
17. UNIVERSITY OF DENVER	X		X		X	X
18. UNIVERSITY OF FLORIDA	X				X	X
19. UNIVERSITY OF MINNESOTA	X		X ***			X
20. UNIVERSITY OF UTAH	X		X *			X
21. UNIVERSITY OF WASHINGTON	X		X			
22. UNIVERSITY OF WISCONSIN	X		X		X	
23. UNIVERSITY OF WYOMING	X		X			X
24. WESTERN RESERVE UNIVERSITY	X		X		X	

* FREE ADMISSION FOR ALL SERVICE MEN

** PRESENTED SHOWS BEFORE INDUSTRIAL GROUPS

*** IN ADDITION TO REGULAR PLAYS, PERFORMANCES GIVEN FOR SALE OF BONDS

Many shows traveled to near-by towns and camps. Red Cross Motor Corps units in several communities provided transportation for campus talent groups who presented shows at army camps and other places off the campus. At Michigan State College in East Lansing, Michigan, a talent group sent a show once a month to Fort Custer and Percy Jones Hospital in Battle Creek. The shows were directed by Donald Euell, Director of Dramatics at the college. The Red Cross Motor Corps of Lansing provided the transportation for the trips.

UNIVERSITY OF MINNESOTA

The information received from the University of Minnesota provides an interesting account of what one school was doing in the drama field during war-time.

"The Theatre Division of the Department of Speech has undertaken to help the war effort in several ways. First, by playing on its regular University season, war plays, and plays depicting the ideals of American democracy. Also the Masquers have been presenting plays for the sale of bonds to two or three audiences. We have taken several plays to army camps. Most certainly, the theatre is an important factor in maintaining morale during war-time. Civilians and military audiences alike need it. At present there are about one hundred students engaged in the work stated above."⁹⁰

UNIVERSITY OF UTAH

The University of Utah is engaged in many theatre activities which are contributing much to the war effort.

90. Information received on the "Dramatic Group Form" from the Speech Department, University of Minnesota, Minneapolis, Minnesota.

"Due to proximity of the University to Hearn's Army Base and Fort Douglas Induction Center, the University Theatre has received a number of requests for special performances of plays given during the season to be presented for the entertainment of the men in these camps. The men in uniform are also admitted free to all plays given under the auspices of the University Theatre. Dramatic groups are presenting programs to the convalescing soldiers at Camp Hearn's on a regularly scheduled program."91

UNIVERSITY OF WASHINGTON

Information received from the University of Washington shows the type of cooperation going on in many communities where colleges are located.

"We have an organization known as the Seattle Civilian War Commission Players which coordinates the activities of writers, directors, and actors and sees that skits on war effort subjects are given throughout the city. Information is obtained from government agencies and brought to University creative writing classes; skits are written there, are approved by the War Commission and are officially released. Local volunteer directors and actors form groups to rehearse and present the plays. Over forty such performances have been given in Seattle by six different groups of players; fifteen one-act plays have been completed by as many authors. The writing is supervised by Dr. Savage of the creative writing department; the coordination of the divisions of the organization is handled by Mrs. Venhe of the Speech Department. This makes the enterprise a joint project of the University and the local War Commission. The plays written are also sent throughout the country for production elsewhere."92

FLORIDA SOUTHERN COLLEGE

Florida Southern College reports that the dramatic group presented a one hour show of entertainment once a

-
91. Information received on the "Dramatic Group Form" from the Speech Department of the University of Utah, Salt Lake City, Utah.
 92. Information received on the "Dramatic Group Form" from Department of Speech, University of Washington, Seattle, Washington.

month for the U.S. C. In addition each of the four major productions was played at Drane Field and at Ledwick Field.

INDIANA UNIVERSITY

The University Theatre at Indiana University has been producing not only the regular six plays for the year, but providing variety programs for near-by camps. One performance of each of the six plays for the year was provided for the Yeomen and WAVES on campus. A group of thirty people was used in the variety shows which included patriotic songs, dances, and skits.

LOUISIANA STATE UNIVERSITY

Dramatic activities at Louisiana State University, in addition to the regular productions, included one-act plays given at the U.S.O. Center. Members of the armed forces located on campus were invited to participate in dramatic productions.

SMITH COLLEGE

The Department of Theatre at Smith College reports very interesting dramatic activity.

"Most of the work on the Theatre Department Production Course this year has been directly related to the national war effort: 1) Wake Island, a dramatization of Muriel Rukeyser's poem, making use of choric speech, group movement, projections, sound-effects, interpolated speeches by loud speakers. Presented October 23, 1942. 2) Wake With The Maximum, a half-hour Factory Follies, composed of original songs and dances, emphasizing the importance of war plant output, and presented at neighboring

factories as a morale-builder. Engagements so far have been at Fisk Rubber Co., Chicopee, Mass.; Westinghouse Electric Co., Springfield, and the Springfield Armory. In each case performances were given for all three shifts and office staffs. 3) Watch on the Rhine, final production of the season to be presented April 29th and 30th."⁹³

The author has included here only the schools that presented detailed reports on dramatic activities. Most of the information received on the activities such as presentation of full length plays, talent shows, musicals, skits and variety programs preceded the beginning of the 1943-44 school year. It is to be expected that more is being done and will continue to be done during this present year and throughout the remainder of the war. Certainly the value of productions provided by dramatic organizations and departments of our colleges and universities cannot be overlooked when the total picture of war effort activities is taken into account. It has been a difficult task to carry on in spite of such odds as transportation handicaps, lack of man-power and equipment shortage; yet, the reports indicate worth-while activity and wide spread appreciation.

93. Information received on the "Dramatic Group Form" from Smith College, Northampton, Massachusetts.

CHAPTER V

CONTRIBUTIONS OF DEBATE AND DISCUSSION GROUPS

Debate and discussion have always been important as extra-curricular activities of Speech Departments. Long before the United States entered the war, forensic organizations were sponsoring programs for clubs, church groups, business organizations, and professional groups desiring this type of informational program. A majority of the subjects presented by debate and discussion groups for the past few years have been concerned with topics on various phases of the war. The forensic activities have been concerned with such subjects as Western Hemisphere Solidarity, British and American Alliance, The League of Nations, and the International Police Force.

To determine the extent of forensic activity used to aid the war effort during the year 1942-1943, a questionnaire on Debate and Discussion was mailed to one hundred and fifty colleges and universities. The chart on page one hundred and ~~thirty~~^{forty}-seven provides information received from the thirty-three schools that returned the questionnaires with some indication of the condition of forensic activities at their institutions. It should be noted that several colleges and universities are included in the last column headed, 'Returned Form Indicates no Activity'. The questionnaires received from these schools either stated that the Forensic activity had been discontinued or that no work of this type was being carried out or some similar statement. With the exception of the nine schools included in the last column of the chart,

all of the schools reported that their regular program of debate and discussion was being handled much the same as in previous years. Twelve schools reported that their debate and discussion groups were appearing before off-campus audiences. Audiences listed by these schools included: high school assemblies, Kiwanis Clubs, Rotary Clubs, Army camps, Junior Chamber of Commerce, Chamber of Commerce, Parent-Teacher Clubs and Lions Clubs. Several schools listed their audiences in general classifications such as civic clubs, business organizations and professional clubs. These categories probably include other organizations than those listed above.

The reports from six colleges and universities stated specifically that they were using special war time subjects in their forensic work. The subjects listed were: Rationing, Inflation, Strikes in War Time, Black Markets, Share-The-Ride Plan, Home Front Morale, Cost of War and Lend Lease.

Reports from a few of the schools are included to indicate the type of information received on the returned questionnaires.

BATES COLLEGE

Bates College reports that their debaters have discussed and debated wartime problems and problems of peace to come before college and extension audiences and over the air on their own programs and on commercial networks.

BAYLOR UNIVERSITY

Baylor University had one of the more active forensic groups. "Many of the speakers supplied by the Speakers' Bureau to civic clubs and other groups are students of debate and discussion who have gained their knowledge and background of subjects dealing with the war effort from their study in debate and discussion. Debates upon topics connected with the war effort and the peace to follow the war have been held before different civic groups. The result is of course in the main to inform and supply information on topics related to this field. The division also has sponsored a participant in the National Discussion Contest sponsored by the Coordinator of Inter-American Affairs. This has added much to the student's knowledge and he has been able to contribute from the research acquired."⁹⁴

UNIVERSITY OF MINNESOTA

The University of Minnesota reports: "In addition to the regular debate program, which has this year concerned, for the most part, post war reconstruction, the University has sponsored a Minnesota All College Congress--War Session, which was attended by nineteen schools and something over seventy delegates. For the future, the plans include a Pan-American Discussion program, as a part of the contest sponsored

94. Information received on the "Debate and Discussion" form from the Baylor University, Waco, Texas.

by the Coordinator of Inter-American Affairs."⁹⁵

UNIVERSITY OF WASHINGTON

The University of Washington had one of the more active forensic groups. Men's Public Discussion program with fifteen students participating made eighty appearances before school, civic, and service groups throughout Washington, Oregon, and in British Columbia discussing vital war topics in forum style.

University Women's Discussion squad with twelve women students participating made eighty-two appearances before school, civic, and service groups. Men's groups also made twelve appearances using round table discussion method explaining the Victory Tax to community groups."⁹⁶

INDIANA UNIVERSITY

The report from Indiana University suggests an active forensic program. My debaters and discussants in cooperation with OGD are giving speeches before county groups of both an informative and persuasive nature. They discuss before and speak to fraternity, sorority and dormitory audiences and before high school audiences. The purposes are to improve morale, make for unity at home and unity with our allies,

-
- 95. Information received on the "Debate & Discussion" form, from the University of Minnesota, Minneapolis, Minnesota.
 - 96. Information received on the "Debate & Discussion" form, from the University of Washington, Seattle, Washington.

and intensify the war effort."²⁷

The college and university forensic programs of the schools reporting, indicate that many schools are using this division of the Speech Department to further the war effort. More than two-thirds of the schools that returned the questionnaires are busily engaged in sponsoring debate and discussion groups. One-half of this group, or twelve schools, indicated that their forensic speakers were appearing before off-campus audiences. Students of debate and discussion have for the last few years used subjects that center around the war time problems. A few schools reporting, stated that they had even selected special topics concerned with the war effort. These were indicated on the chart. Such activities illustrate the service that is being rendered by the forensic programs in helping to bring about an ultimate victory for the allies at home.

DEBATE AND DISCUSSION					
	NAME OF COLLEGE OR UNIVERSITY	HAS REGULAR DEBATE AND DISCUSSION ACTIVITIES	APPEARS BEFORE OFF CAMPUS GROUPS	USES WAR TIME SUBJECTS	NO. OF ACTIVITY
1.	BATES COLLEGE	X	X	X	
2.	BAYLOR UNIVERSITY	X	X	X	
3.	BELOIT COLLEGE	X	X		
4.	WILLIAM AND MARY COLLEGE				X
5.	DARTMOUTH UNIVERSITY	X			
6.	DENVER UNIVERSITY	X	X	X	
7.	EASTERN ILLINOIS STATE TEACHERS	X			
8.	INDIANA UNIVERSITY	X	X	X	
9.	LOUISIANA STATE UNIVERSITY	X	X	X	
10.	MIAMI UNIVERSITY	X			
11.	MICHIGAN STATE COLLEGE	X			
12.	MILLS COLLEGE	X			
13.	PURDUE UNIVERSITY	X			
14.	SMITH COLLEGE				X
15.	THE CITY COLLEGE OF NEW YORK	X			
16.	THE COLLEGE OF WOOSTER	X	X		
				(CONTINUED ON NEXT PAGE)	

DEBATE AND DISCUSSION

	NAME OF COLLEGE OR UNIVERSITY	HAS REGULAR DEBATE AND DISCUSSION ACTIVITIES	APPEARS BEFORE OFF CAMPUS GROUPS	USES WAR TIME SUBJECTS	NO. OF ACTIVITY
17.	UNIVERSITY OF ALABAMA				X
18.	UNIVERSITY OF CHICAGO				X
19.	UNIVERSITY OF FLORIDA				X
20.	UNIVERSITY OF KANSAS				X
21.	UNIVERSITY OF MARYLAND				X
22.	UNIVERSITY OF MINNESOTA	X			
23.	UNIVERSITY OF NEBRASKA	X			
24.	UNIVERSITY OF NEW HAMPSHIRE				X
25.	UNIVERSITY OF NORTH DAKOTA	X	X		
26.	UNIVERSITY OF PENNSYLVANIA	X			
27.	UNIVERSITY OF PITTSBURGH	X	X		
28.	UNIVERSITY OF UTAH	X	X		
29.	UNIVERSITY OF VIRGINIA	X			
30.	UNIVERSITY OF WASHINGTON	X	X	X	
31.	UNIVERSITY OF WISCONSIN	X			
32.	UNIVERSITY OF WYOMING				X
33.	WESTERN RESERVE UNIVERSITY	X	X		

CHAPTER VI

CONTRIBUTIONS OF THE SPEECH CLINIC IN
WAR-TIME

The Speech Clinic is comparatively a new division of the Speech Department. The author realized this when he planned this chapter of the thesis. However, it was believed that enough would be contributed through work in this field to warrant a consideration of the activity in the survey. A Speech Correction Form was included in the questionnaire mailed to one-hundred and fifty colleges and universities. The information desired was concerned with clinical aid being given to members of the armed forces through the Speech Department clinic. It was to be expected that fewer schools would provide information on this form than on the others mailed to the colleges and universities by the author. Thirty-two schools did respond with some information. Of this group, fifteen stated that they had a speech clinic, and it was assisting in correcting speech difficulties of different types for members of the armed services.

Most of the returned questionnaires were received by the author during the spring and summer of 1943. It is quite possible that other schools have added clinical work to their speech departments during the succeeding months. Five schools indicated that though they had no speech clinician at the time of writing, they planned to secure a person qualified for that position as soon as possible.

Much has been written on the need for speech clinics during war time. The Army induction examinations have proved that there is a decided need for just such a program of

remedial aid.

Professor Raymond Carhart pointed out in a recent article that; "Today there are four professional functions that speech correctionists can perform, in behalf of the war effort: (1) help to overcome speech defects in men liable for military service; (2) aid persons engaged in essential civilian activities to assume more important duties by helping them overcome handicaps of speech; (3) supply speech rehabilitation opportunities to war injury cases; and (4) maintain school and community speech correction services."⁹⁸ In the same article it is stated that; "The task facing speech correctionists, however, includes more than helping speech defectives meet the requirements for military service or for essential civilian activity. When the wounded come home, the profession must be ready to assist in their rehabilitation."⁹⁹

It is to be expected that much will be accomplished during the following months and years along these lines of rehabilitation. Only when the work has been done can any evaluation be made. However, in considering the contributions of the Speech Department in war time, it is worthwhile to note that some of the things that have already been done through the speech clinic for the service man or woman.

98. Carhart, Raymond, "War Responsibilities of the Speech Correctionist", The Quarterly Journal of Speech, Vol. XXIX, April 1943, p. 137.

99. Ibid, p. 138

In the following paragraphs several college and university speech clinics will be considered to provide the reader with a picture of some of the accomplishments.

BATES COLLEGE

At Bates, all of the hundred V-12 Navy trainees at the college, upon orders from the commanding officer, were given speech tests with the Mirrorphone and classified as to speech abilities and defects. Those who needed special treatment were assigned to a special speech teacher for Remedial Speech.¹⁰⁰

INDIANA UNIVERSITY

At the time of writing, those in charge of speech correction work at Indiana University were preparing to work with soldiers assigned to the university whose speech was impaired.¹⁰¹

PURDUE UNIVERSITY

The information received from the Speech Department at Purdue University provided the author with a more detailed report of the work in speech correction being done there. "The Purdue Speech Clinic conducts a hearing testing service for the Army Air Corps examining board in LaFayette; whenever

-
- 100. Information received on the "Speech Corrective Form", from the Speech Department, Bates College, Lewiston, Maine, June 1943.
 - 101. Information received on the "Speech Corrective Form", from the Speech Department, Indiana University, Bloomington, Indiana, August 1943.

requests are received, candidates are given audiometric examinations on the Western Electric 6B audiometer and findings are sent in writing to the officer in charge. Included among our forty-six cases this semester are many members of the University R.O.T.C., the E.R.C. and other army and navy organizations; we attempt to help these students make practical application of the training given them in speech clinic meetings to their military needs."¹⁰²

PENNSYLVANIA STATE COLLEGE

The Speech Clinic Staff at Pennsylvania State College which consists of a Professor, Instructor, Assistant and Technician, are all cooperating with the military groups on campus in providing remedial aid where necessary. Military and naval units are informed of the availability of the service offered and instructors at the college are expected to refer students in need of speech correction to the clinic.

UNIVERSITY OF MINNESOTA

"The Speech Clinic, now a department of the Office of Dean of Students, has given service during the past year to twenty persons who might be called 'wartime' patients. They fall into four classes:

1. Those rejected by Draft Boards on account of a speech defect.

102. Information received on "Speech Corrective Form", from Speech Department, Purdue University, La Fayette, Indiana, June 1943.

2. Reserves who at time of induction were turned down.
3. Those who are enlisted and wish to increase their chances of promotion in rank of officers.
4. Seniors in high school who are aware of possible rejection due to speech defect.

The clinic has been successful in rehabilitation in about ninety-five percent of the articulatory cases and fifteen percent in cases of stuttering. We are also in a position to advise induction officers on the handicap aspect of speech defects, whenever called upon for this service.¹⁰³

UNIVERSITY OF WASHINGTON

The information included on the Speech Corrective Form received by the author from the Speech Department of the University of Washington stated that; "No special arrangements have been made, and no statistical data is available, but the facilities of our speech clinic are available to the armed services. The types of cases which have thus far been handled are (1) men who have been disqualified by reason of defective speech; (2) men already in the service who are defective in speech; and (3) men who are enrolled as reservists or in special military courses in the University. The total number of men served thus far is fairly substantial. It is also our hope that the facilities of the University of Washington clinic will be used for necessary rehabilitation

103. Information received on "Speech Corrective Form", from Speech Department, University of Minnesota, July 1943.

of speech defective and hard of hearing or deaf casualties."¹⁰⁴

WESTERN RESERVE UNIVERSITY

The Speech Clinic activities at Western Reserve University include:

1. Aid to civilians and college students who are likely army material and who would be handicapped by speech defects.
2. Diagnostic service for the Army Air Cadets on the campus. This service includes: (a) recording, (b) analysis by clinician, (c) group criticism of second play back, (d) practice with voice mirror, (e) pronunciation test.
3. Special clinic arrangements for members of the armed forces.
4. Post-war rehabilitation work.

The information provided by the schools quoted in this chapter does not give a complete picture of what is being accomplished, nor of the need for speech correction with military groups. However, there has been one study made on a military speech correction program that does indicate what is being done by the college speech clinic and what could be done by all clinics. The results of this experimental program have been recently written up in the Quarterly Journal of Speech.

"In February, 1943, an educational project was initiated to correct the speech of advanced R.O.T.C. cadets in the University of Illinois. The program was to include

104. Information received on "Speech Corrective Form", from Speech Department, University of Washington, Seattle, Washington, September, 1943.

first, a speech survey of all advanced cadets to discover those needing speech correction; and second, therapy for cadets who needed remedial speech training.

"Upon consultation with the Commandant and Head of the English Department, a program was developed to promote greater military efficiency through correct speech. With that end in view, it was planned to train the cadets to use distinct, articulate speech for the military classroom and to instruct them in the use of the vocal mechanism in order to have the voice convey clear commands, and yet leave it in good condition after a long period of use. We hoped that this program would help especially those cadets experiencing hoarseness and huskiness during and after giving commands. The cadets were not to receive instruction in the organization of speeches.

"The staff for this program included a supervisor, one full-time instructor, one full-time assistant, one two-thirds time assistant, and a stenographer."105

The article provides information on the nature of the survey, procedure of testing, results of testing, methods of therapy, time spent in therapy, improvement of cadets and suggestions for improvement of the program. In addition to a consideration of each of the items just mentioned, the authors of the article provide a worth-while 'Conclusion' on the results of the six-hundred and eighty-two R.O.T.C. cadets tested.

"Conclusion

"The project showed the following results:

Preliminary data.

1. Of the total 682 cadets tested, 42.8% noted that they had experienced speech difficulties in the performance of R.O.T.C. duties. The greatest per cent

105. Nelson, Severina E., D. P. McKelvey, Naomi Hunter, Marjorie Walter, "An Experimental Military Speech Correction Program", The Quarterly Journal of Speech, Vol. XXX, February, 1944, p. 8.

found speech difficulties due to 'tired throat' or a 'husky voice'.

2. Previous speech training did not seem to aid cadets in meeting military speech situations.

3. The 'satisfactory' and 'defective' groups differed significantly with a critical ration of 3.08 in respect to spirometric measurements.

4. No significant relationship was shown between hearing loss and defective military speech.

Oral Performance Tests.

1. Of the total 682 cadets tested 390, or 57.2% were judged to have speech that was 'satisfactory' for military purposes.

2. Of the total 682 cadets tested, 292, or 42.8%, were judged to have one or more speech defects that would hinder their military efficiency.

3. The 'satisfactory' cadets showed a higher average rating on all oral performance tests than did the 'defective' cadets.

4. A total of 590 speech defects were found among 292 speech defective cadets, or an average of 2 defects per cadet.

5. The range of speech defects varied from 1 to 5 defects per cadet.

6. Of the speech defects, 54.6% were vocal; 38.8% were articulatory; 6.4% were rhythmical.

Therapy.

1. The greatest per cent of cadets 38.2% was judged to have shown 'good' improvement at the end of the semester.

2. The greatest per cent of cadets 49% continued working until the end of the semester."¹⁰⁶

Mrs. Lucia Neson, Director of Speech Correction at Michigan State College, has been doing considerable work with young men about to be drafted into the armed forces

106. Ibid., pp. 15-16.

who had speech difficulties which needed correction. Twenty cases have to date been entered in the clinic records. Each case has been carefully examined. An audiometric test was given to each individual to check hearing and voice recordings were made to aid in the diagnosing of the difficulty. Fifteen of this group are now serving in the armed forces.

Nine members of the armed forces, all stutterers, have received aid at the clinic. Seven of this group were discharged from the armed forces upon the recommendation of the clinician. The other two made sufficient progress as to be permitted to remain in the service.

Two cases treated at the Michigan State College Speech Clinic are worth noting here as evidence of what was done in these and similar instances to aid the war effort.

The first case was diagnosed as a voice problem, very high pitch. From the standpoint of the clinician, the method of correction and subsequent adequate results could be determined and obtained without much difficulty, providing the soldier in the case would cooperate. The circumstances surrounding the case were these: the young man of better than average height with a very masculine appearance was returned to this country from a battle-front where he had been serving as a gunner on a flying fortress. He had been returned to this country because of a maladjusted condition that had developed out of the inability to gain and hold the respect of those serving under him. He had been reduced from

a sergeant to a private. The fact that people laughed at him had caused him to lose confidence in himself. He was not aware of the reasons for the merriment and could not account for the condition in which he found himself.

An examination by the clinician revealed that though he was physically mature, his voice and his personality indicated that he was still in an early stage of adolescence. These facts were explained to the young man and he immediately responded with a desire to do something about the problem.

The period of treatment covered three months, and at the end of that time, the young man appeared before the Major of his unit, asked for his reinstatement as a sergeant and permission to be returned to action. In his last letter to Mrs. Nesom, the soldier mentioned being once again a gunner on a flying fortress in an active battle area. He was given his sergeant's rating.

The recordings of this soldier's voice are good evidence of the improvement that took place during the three months. He actually matured during that time. The first recording of his voice shows a very high pitch with much strain. The last recording made before leaving for duty, indicates a rich adult voice that is pleasing to listen to.

The second case concerned an officer who had served as a private in the first World War and was active again in this war. He came to the clinic because he was having trouble making men understand his commands. An audiometric test

revealed that he was totally deaf in high frequency sounds above '4096'.

The case was recorded as an articulation problem, and the officer was trained to give speech commands through muscular control. The training required several months of work, but as a result of the time taken to correct the condition, the officer was able to return to his position and give commands that were understood.

The work done by speech clinicians has proved to be a real contribution to the war effort. Through the activity of this division of the Speech Department many men who would otherwise have been rejected because of speech difficulties were aided and their speech problems often completely corrected. The speech clinics are also serving those in the service who develop speech nodules from the strain of shouting commands. Still another important part that is being played and will be still more important as the war progresses is the rehabilitation of the speech of the war injured.

APPENDIX A

I

ACT ORAL ENGLISH

City College of New York

Term 1

1. Introductory talk: Objectives and methods of course; explanation of speech rating sheet. Each student will "introduce" himself to the group -- state his name, his home town, his education, his interests.
- 2-3. Readings: Each student to select a paragraph of general interest (150-200 words); to read it to the class with introductory comment: title of book or article, name of author, student's reason for choosing the passage.

Rate student -- and make your comment -- on his general effectiveness, vocal resonance, distinctness of utterance, undesirable mannerisms.
4. Military commands: Stress strong clear voice and hygienic use of voice in talking to large groups under difficult conditions. Discuss military presence (How do you like to have commands given? -- Value of good timing.)
- 5-6. Reading over a P.A. system: Material -- an editorial or news item drawn from a news-magazine or from a commentator's column. Stress distinctness, phrasing, inflection, emphasis.
- 7-8-9. Reading and short talk: Reading of a sentence or brief passage from #21 - 100, followed by an explanatory talk. Check on use made of previous suggestions; comment on clarity and effectiveness of interpretation, development, illustration.
- 10-11-12. Talk: Report on an area or an activity from a military viewpoint. Stress concise, complete description.

N.B. Each student speaks six times, once in each of the above exercises.

II

AST ORAL ENGLISH - TERM 3

City College of New York

- 1-3. Theory of speech preparation and delivery, with particular reference to the expository, the teaching, speech:

1st hour Purposes and methods of the course; nature and purpose of a speech; types of speeches; selection of a topic; audience analysis, and adaptation of delivery.

Assign: Select 3 objects, 3 processes, each of which you can describe in a five-minute talk.

2nd hour Criticize, offer suggestions concerning selected topics. Discuss gathering and selecting material; organizing the speech; body, introduction, conclusion, the outline.

Assign: Prepare an outline for a 5-minute speech describing an object (the first speech to be delivered.)

3rd hour Criticize outlines. Discuss visual aids; forms of support; practicing delivery, "wording the speech"; notes.

- 4-7. Five-minute speech describing an object, with use of visual aids; outline.
8. Impromptu speeches.
- 9-12. Five-minute speech describing a process, with use of visual aids; outline. (In 12th hour, class selects a topic for group discussion.)
13. Informal group discussion by entire class.
14. Theory of the persuasive speech, the morale-building speech: materials and types of argument; the appeal of emotions, basic drives; adaptation to favorable, hostile, or indifferent attitude of audience.
- 15-17. Three-minute persuasive or morale-building speech. (In 17th hour, divide class into three groups and let each choose a topic for group discussion.)

III

AST ORAL ENGLISH - TERM 3

City College of New York

- 18-20. Group discussions by small groups. (In 18th hour a brief talk on the duties and proper attitudes of a participant in group discussion; in 19th hour, a brief talk on the duties and proper attitudes of a group leader.)
- 21-24. Five-minute speech describing an object or a process, without visual aids, with outline.

Objectives

To contribute to the development of a more effective officer personnel by training in the principles and practices of oral communication.

To inculcate habits of clear and precise speech, to develop resonant voice and military presence, to train the ability to organize speech materials and to present them effectively, and to develop the power of exercising a guiding role in discussion - all for the purpose of

- (a) giving commands
- (b) reading and interpreting orders
- (c) transmitting messages via telephone and microphone
- (d) instruction in drill
- (e) demonstrations in use and care of equipment
- (f) participation in group discussions
- (g) public speaking
- (h) building and maintaining morale

General Procedures

The objectives are to be achieved by practical work in the classroom involving individual exercises in reading and speaking, each exercise to be followed by criticism from the instructor and the group. Each student will be given as many opportunities to speak before the group as the limited time allows. The student will be expected to participate in

IV

AST ORAL ENGLISH - TERM 3

City College of New York

in the discussions as well as to speak formally. Checks will be made to test the student's ability to listen accurately to what is being said. Special hours will be set aside for speaking over a public address system. Instruction in the principles of giving explanations, in leading discussions and conferences, and in making speeches will prepare for the actual performance of these tasks.

V

Military Speech

Louisiana State University

Preliminary Instructions

Textbook: Alan H. Monroe, Principles of Speech: Military Edition

Schedule of Textbook Readings:

Chapter IV: Four Weeks
Chapter V: Eight Weeks

Speeches: Each student will give a minimum of three prepared speeches during the eight weeks' course. Each speech is to be accompanied by an outline, handed in to the instructor at the beginning of the class meeting. The instructor will make comments on the speech and return the paper at the end of the hour. Each assignment is to be fulfilled promptly as assigned. It should be understood that the class hour is not the time for the preparation of the speech, which should have been prepared and rehearsed before coming to class.

Quizzes: One quiz and a final examination will be given. The first quiz, over Chapter IV, will be given in the fourth week; the final examination, covering both Chapters IV and V, will be given in the eighth week.

First assignment:

Read: Chapter IV of the textbook: How to Develop to Inform or Instruct.

Speech: Demonstrate a process (2-3 minute limit) using a diagram on the board or an actual object.

Suggestions: How to read a map, how to clean a gun, put on a gas mask, how a battle or campaign was fought, how to read a weather map, how a navigator determines his location at night.

VI

Military Speech

Louisiana State University

Preliminary Instructions

Special Instructions: The Use of Blackboard Illustrations

1. Make your drawing large enough to be seen easily. Use heavy lines.
2. Draw neatly and simplify your drawing as much as possible without omitting necessary details.
3. Face the audience as much as possible. Do not talk to the blackboard or stand in front of the drawing.
4. One possible method is to stand obliquely in relation to the audience and the blackboard and divide your attention between the two.

Special Instructions: The Demonstration of Objects (e.g., gas mask)

1. Feel free to pick up and put down the mask (or other object). Generally, hold it in your hand only while actually demonstrating it. Do not "fidget" with it.
2. Hold the mask in such a position that all can easily see it. If possible, hold it in the left hand and point with the right. Make movements purposeful.
3. Do not limit yourself to merely operating the object or article. Make your demonstration an actual exhibit. Do not waste your time in non-essential details. Stress important features, uses and values.

Points of Emphasis in First Speech:

1. Audience Contact: A positive communicative relationship between speaker and audience.
Signs of poor audience contact:
Looking at floor, ceiling, out the window or over the heads of the audience.
Looking in the general direction of the audience, but not getting the reactions of the listeners.
Seeming to talk to oneself -- soliloquizing.
2. Conversational Mode: An informality of manner similar to that of polite conversation. The voice is natural though louder in order to be heard. The pitch should not rise with increase in volume. An intimate eye-contact will assist in developing the desired contact.

VII

Military Speech

Louisiana State University

Preliminary Instructions

3. Audibility: Speaking loudly enough to be heard easily by the entire audience. Avoid both an over-loud, booming voice, and a soft, weak voice that will not carry. Observe those in the back rows to see if they show signs of being unable to hear.
4. Clarity: Make sure that you "secure understanding" of the audience. Show the importance of what you are trying to explain. Be sure to include a very brief summary at the close showing what you have tried to explain whether on the blackboard or by the use of the actual object.

Second Assignment:

1. Chapter II of the textbook: "How to Stand Up and Be Heard."
2. Speaking assignment: (2-3 minute time limit)
 - a. Describe some object, process, scene of action, or locality. (No blackboard drawings to be used in this speech.) The speaker is to use bodily activity (i.e., movement and gesture) to accompany and reinforce the verbal description. One purpose of the assignment is to encourage the freedom and effectiveness of bodily activity. An outline of the speech is to be handed the instructor at the time of the speech.
 - b. Suggested topics:
 - Describe some road you have been over.
 - Describe the striking features of some impressive building.
 - Describe the general course of some stream.
 - Describe the general topography of some region.
 - Outline the military campaign.
 - Show how geography has influenced some historical event or development. (These and similar topics drawn from history or geography, or both, will make a suitable topic for this assignment.)

VIII

Military Speech, Basic I.

Louisiana State University

3. Points of Emphasis in this Second Speech:
 - a. Avoid the use of "uh", "er", "anda", and other such vocalized pauses.
 - b. Stand erect, but not at attention. Avoid the extremes of slouching or stiffness.
 - c. Move freely and purposively so as to command the attention of the whole audience. Avoid nervous shifting of the feet, pacing to and fro.
 - d. Use the hands freely in gesturing, making the movements from the shoulder full and complete. Avoid nervous twiddling of the hands.
 - e. Limit the subject to the time limit of three minutes maximum. Come straight to the point of the speech, avoiding all tendencies to ramble. Careful and specific preparation is the most effective safeguard against rambling.

Third Assignment:

1. Complete your study of Chapter II, as well as a review of Chapter I, preparatory to a six weeks' quiz.
2. Speaking Assignment: (2-3 minute time limit)
 - a. A speech to explain or make clear some idea, theory, law, principle, personal conviction, or belief. This is not to be an explanation of a process or object. Subjects must be drawn from your studies and readings in history, geography, English, or from your personal convictions.
 - b. Suggested topics:
 1. Explain the basic principles and theories of the Monroe Doctrine, The Good Neighbor Policy, The Open-Door, Extraterritoriality, White Man's Burden, Reciprocal Trade Agreements, and Geopolitics.
 2. Explain the principles of Dymaxion Maps, Mercator Projection, or Map Coordinates.
 3. State a conviction of your own bearing on social, economic, political, religious, moral, or ethical principles. Do not try to argue the belief or gain acceptance of it. You are simply to state the belief and your personal reasons for adhering to it.

IX

Military Speech, Basic I.

Louisiana State University

Points of Emphasis:

1. Delivery: Correct pronunciation, distinct articulation, adequate projection, pleasing pitch, good quality, and effective modulation.
2. Content: Select a subject worth thinking and talking about. Avoid the trite and commonplace in the choice of subject. Organize the speech carefully, giving attention to the concise and coherent. Go straight to the point, and "do not beat around the bush." Illustrate the abstract principles by concrete examples and details.

ENGLISH III (SPEECH SECTION)

Fourth Assignment:

1. Textbook Assignment: Chapter 3, "How to Explain or Prove a Point." (This assignment covers a period of three weeks. A twenty-minute objective quiz over the textbook assignment will be given in the third week.)
2. Speaking Assignment: (To be completed in three weeks)
A one-point speech based on the discussion in the text. The purpose of this speech may be either to explain or to convince. Time limit: 3 to 3½ minutes.
3. Suggested topics:
The significance of some historical event.
The significance of some quotation from literature.
The significance of one main point in some recent book such as: Victory Through Air Power, Union Now, One World, etc.
The significance of some main geographic or climatic factor, such as: The Gulf Stream, the Bering Strait, the Mississippi River, the Dardanelles, etc.
The central point of a magazine article.
State a personal belief or conviction and support it with one main point.
Develop one main argument supporting your point of view on such problems as: strikes in war time, a fourth term for Roosevelt, Willkie for President, aid to China, the English in India, relations be-

ENGLISH III (SPEECH SECTION)

Louisiana State University

tween Russia and the United States, the occupation of conquered countries, punishment for war guilt, etc.

4. Outline of Speech: Make a detailed outline of your speech showing in logical order all of the arguments, facts, etc., that are to be included in the speech. At the beginning of your outline, state whether you are organizing your speech by the didactic method or by the method of implication. In the margin of the outline, note, opposite the point being made, the type of supporting material used, i.e., explanation, analogy, etc. Do not use this detailed outline for notes in speaking. If you wish to use notes, copy off the main points in your speech on a separate and smaller piece of paper.
5. Items to be stressed in this assignment:
 - a. In delivery
Direct audience contact and a communicative manner of speaking. Speak earnestly and sincerely and try to make the listeners feel that you are talking directly to them. If you use notes, do not try to conceal them but try to use them as inconspicuously as possible. Do not refer to your notes more often than necessary. Do not bend your head and shoulders down in looking at your notes. Raise the notes, so that you can look at them while standing erect.
 - b. In content
Select a worthwhile subject and be sure to make specific use of as many as possible of the forms of supporting materials discussed in the text. Decide whether your subject can be best developed by the didactic method or by the method of implication and follow the method decided upon. Make a special effort to make your speech interesting and to make your audience feel a real need for the information or the ideas that you have to offer.
 - c. In the textbook
You should understand thoroughly the nature and purpose of the one-point speech. You should learn the seven forms of verbal supporting material, understand how to use them in building a speech, and make a conscious effort to incorporate this knowledge

XI

ENGLISH III (SPEECH SECTION)

ASSIGNMENT IV

Louisiana State University

in this and future speeches. Note the criteria given on page 63 for evaluating an authority. Note also the suggestions concerning the use of maps, diagrams, etc. You should understand the use of the forms of support in a speech to explain and in a speech to establish proof. Familiarize yourself with the basic principles of the didactic method as over against the method of implication and the factors governing the choice of the method to be used in a given speech.

THE OFFICER'S SPEECH

1. The primary purpose of the officer's speech to his men is instruction. What he says should therefore be clear, straightforward and communicative.

The ultimate test of your effectiveness as a speaker is the degree to which your instructions are carried out. Military regulations require attention; if your men have not learned, you are probably at fault.

2. The effectiveness of your speech depends on your worth as an individual. The United States Army Manual, in discussing discipline says: "A true leader must embody in his own character, appearance and behavior the ideal of his men."
3. Positiveness and self-assurance are of great value to the speaker, but they cannot be faked. They must grow out of adequate information, thoroughly digested and prepared.
4. Only a physically alert person will hold the attention of his men for any length of time. The speaker should have:
 1. Good posture
 2. Responsive facial muscles
 3. Use of hands for demonstration of material, or for gestures
 4. Freedom of movement before the group
5. Physical alertness stimulates the speaker himself. He thinks more clearly and speaks with greater precision.

XIII

MATERIAL FOR STUDENTS -- SPEECH

University of Pittsburgh

Textbook: Brigrance and Immel - Speech for Military Service

Period 1: Discussion of pages 1-14 in text. Exercises 1 and 5 in pp. 14-15.

Period 2: Exercises 2, 3, or 4 on p. 14. Substitute three minutes for one minute. Or make a three minute speech beginning with a short and rather startling statement. Use a narrative or a series of short vivid examples to illustrate it. Choose your own subject. (pp. 5-7) In this assignment, concentrate on two things: (1) Give the impression of being a person worth hearing, speaking before an audience which you respect and which respects you. (pp. 5-7) (2) Get a full sense of your speech as a two-way process. See your audience and respond to them. (pp. 8-11) If you do, they will respond to you.

Period 3,4: Finish the speeches begun last hour. Discuss Chapter II.

Period 5,6: Demonstrative speeches

In this assignment, choose a subject which will require a great deal of action and descriptive movement. You should speak about some sport, hobby, or semi-technical skill which you actually want to demonstrate to your audience. There should be as much action as there is talk. Your title might well begin: "How To". Do not use the blackboard.

Period 7: Continue Demonstrative speeches. Discuss Chapter VIII.

Period 8: A speech on a technical subject, using chart or diagram. Note: Do not use the blackboard. Prepare a chart on a large piece of detail paper outside of class. Be sure to observe the simple rules which are stated in Chapter VIII. Exercises 1, 2, and 3 at the end of Chapter VIII offer some excellent suggestions for this assignment.

Period 9: Continue these speeches, which are, at the same time, composition exercises and constructive work in organizing your thoughts as well as your sentences.

Period 10: Read Chapter 3. Practice in class the exercises on pp. 44-46, 51-54, 55-56, 58-61, 62-63.

Period 11: Read a selection of your own choosing from Wheat. Suggestions: "What is an American?" p. 69; "Early Days", p. 91; "What Americanism Means", p. 165; "Third Inaugural Address", p. 287; There are many other good ones. Pick out a passage a half page or a little more in length, and read it to the class, demonstrating that you have profited by your reading of Chapter 3.

XIV

University of Pittsburgh

Period 12: Read Chapter 4. Practice in class some of the exercises in the chapter, particularly those on pages 81-83. Read passages from Wheat with the same purpose in mind. Suggestions -- "Early Years in America", p. 140; "American English", p. 106; "American Landscape", p. 112; "Early Days", p. 91; "Lincoln as a Campaigner", p. 98. Any other passage with a light, conversational quality may be used.

Period 13: Read and discuss Chapters 4 and 6. Analyze the difference between writing and speaking. Note the importance of the audience in determining what the speaker will say and how he will say it.

Period 14: Bring to class and hand in a well written speech outline on a topic of your own choosing. Observe the suggestions given in Chapter 5. This outline will be returned to you with suggestions. You will then revise it and use it as the basis for your final speech.

Read and discuss Chapter 7. Review Ferrin, Chapter 4, Section 3, logical paragraphs. Note the use of illustrations and instances to develop an idea in the following selections from Wheat: "Lincoln as a Campaigner", p. 98; "American Landscape", p. 112; "Broadcast of February 23, 1942", p. 298. Try to plan your final speech to make similar use of this kind of material.

Periods 15-16: For added time needed to finish speech work and speeches.

7/8/43

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State CollegeADM. 1
ASTF. 1-1

COURSE OUTLINE - SPEECH

Please do not destroy this syllabus. Return at conclusion of course training.

The two general objectives of this course are: (1) to develop precision and facility of expression in speech, and (2) to develop the ability of concentration upon and understanding of spoken remarks. These goals will be accomplished through practice and criticism thereof. The work of the course has been so arranged that each student will deliver approximately seven speeches and participate in two panel discussions. In addition each student will practice on vocal exercises for purposes of developing clear articulation, breath control, good voice quality and acceptable rate. The specific aims to be achieved through vocal exercises are to develop a voice that can be heard and understood with the least amount of strain and tension. To develop listening ability, students will be called upon from time to time to repeat the assignments given by the instructor and to give the gist of student speeches.

In this course it is important that each speech be carefully thought out and thoroughly prepared. Each speech you deliver is an oral test of your progress, mastery of subject and organization, and vocal expression.

The experience of thousands of students demonstrates the importance of the following suggestions:

1. Select a subject in which you are interested.
2. Do not write out the speech. Make an outline.
3. After you are familiar enough with the material that you can go through the speech without any breaks, say it at least six times aloud, standing up and using physical expression, imagining you are in front of the class.
4. Start thinking about the speech as far in advance of the time you are to deliver it as possible. Mull over it at odd times.

This syllabus contains every assignment of the course. It and the text (PRINCIPLES OF SPEECH - Military Edition, Alan H. Monroe) should be brought to class daily. The Section Marcher will be responsible for securing these texts from the Supply Officer before the second meeting of the class.

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State College

Time limits are shown by minimum and maximum. One of the important things to develop in this course is the ability to adjust the length of a speech to the time allotted. It is imperative that all speeches stay within the time limit.

Roman numerals in the syllabus below indicate the lessons. Under the Roman numerals are Arabic numerals (which show what will be done in class for that period.) and capital letters (which designate the assignment). The Arabic numeral following the speech number designates the speaker who will begin that round of speeches.

I. Day of Month _____/_____ Day of Week _____

1. Lecture (Explanation of course. Poise and Relaxation.)

- A. Speech #1. Prepare a 2 minute orientation speech as assigned by your instructor. The speeches will start with speaker number 1.
- B. Study in the text (Monroe - PRINCIPLES OF SPEECH) pages 1-5 (Characteristics of Successful Speaker, Self-confidence, Developing Skill)
- C. Be sure to read the supplementary sheet on Poise and Relaxation.

II. _____/_____

- 1. Speech #1. 1
- 2. Discussion and criticism of speeches.
- A. Complete speech #1.
- B. Study in the text pages 6-9 (Classroom Discussion)
- C. Study speeches by Lincoln in text, pages 157-159.

III. _____/_____

- 1. Complete speech #1.
- 2. Discussion of Communication and Expository Speech.
- A. Speech #2. Prepare a 2-3 minute speech demonstrating a process. The following are examples of demonstrating a process: How to put on a gas mask; how to clean a gun; how to make or read a map or chart; how to use

XVII

ARMY SPECIALIZED TRAINING PROGRAM Michigan State College

a telephone; how to use a baseball bat; how to plow a field, etc. Goals to be achieved: Poise, relaxation and communication.

- B. Study in text pages 54-64 (Forms of Verbal Supporting Material)

IV. _____/_____

- 1. Speech #2. 5
- 2. Discussion and criticism of speeches.
- A. Complete speech #2.
- B. Study in text pages 9-17, 65-69 (Uses of Supporting Material, and Preparing to Speak in Public)

V. _____/_____

- 1. Complete speech #2.
- 2. Discussion and criticism of speeches.
- A. Study in text pages 70-89. (How to Develop Talks to Instruct or Inform)

VI. _____/_____

- 1. Lecture and discussion of Outlining and Organization of Material.
- A. Prepare an outline for a 30 minute discussion of topic assigned you by instructor. This is due in five lessons. To be handed in at Lesson XI.
- B. Study in text, pages 23-34, 44-50 (Mechanics of Voice, Vocal Power, Variety and Emphasis)
- C. Make a list of the vocal speech defects you notice in yourself and those fellows in your section. To be handed in at next class meeting, Lesson VII.

VII. _____/_____

- 1. Lecture and discussion of Voice.
- 2. Hand in exercises on voice defects.
- A. Review notes on the lecture and discussion of Voice.
- B. Exercises in text as assigned by instructor.

XVIII

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State College

VIII. _____ / _____ _____ / _____

1. Vocal exercises by members of the class to diagnose the voice of each individual.
- A. Study in the text pages 37-38 (Pronunciation Standards)
- B. Exercises as assigned by your instructor.

IX. _____ / _____ _____ / _____

1. Vocal exercises.
- A. Exercises in the text as assigned by your instructor.
- B. Outline of subject due in two meetings.
- C. Study text pages 89-110 (Outlining the Talk to Convince)

X. _____ / _____ _____ / _____

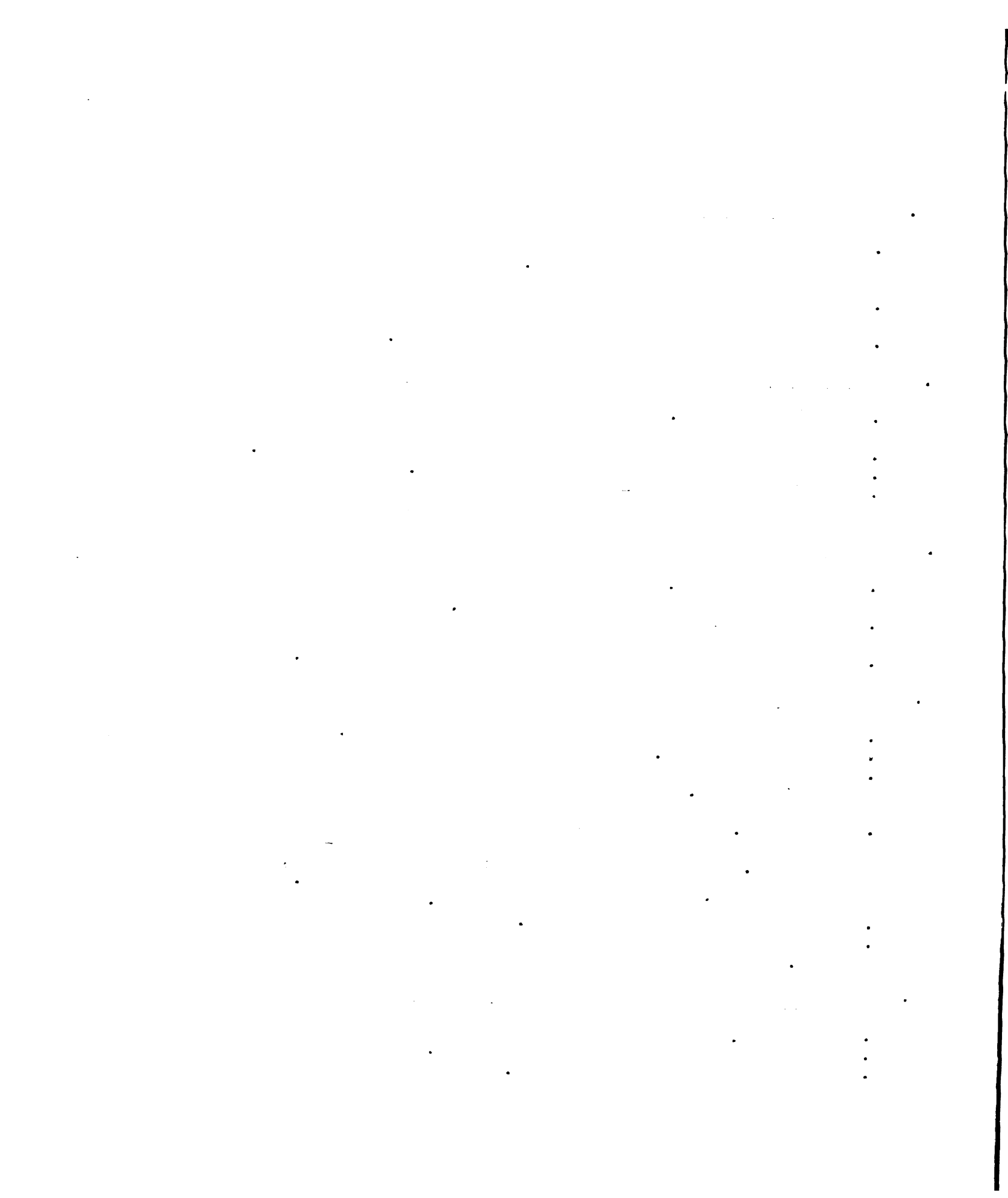
1. Vocal exercises.
- A. Review text, pages 70-89 (How to Develop Talks to Instruct or Inform)
- B. Hand in outline of subject assigned in Lesson VI.

XI. _____ / _____ _____ / _____

1. Discussion of outlines assigned in Lesson VI.
2. Hand in outlines.
3. Discussion of handling objects for purposes of demonstration.
- A. Speech #3. Prepare a 2-3 minute speech using an article for purposes of explanation and demonstration. Goals to be achieved: Clear outlining, purposeful and effective handling of the article. Speeches will begin with speaker #10.
- B. Hand in outline of Speech #3.
- C. Begin review for written test over material to date.

XII. _____ / _____ _____ / _____

1. Speech #3. 10
2. Discussion and criticism of speeches.
3. Hand in outlines of speech #3.



XIX

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State College

- A. Complete speech #3.
- B. Review for written test over material to date.
Test to be given Lesson XIV.

XIII. _____/ _____ _____/ _____

- 1. Complete speech #3.
- 2. Discussion and criticism of speeches.
- A. Review for written test over all text and lecture material to date.

XIV. _____/ _____ _____/ _____

- 1. Written test and discussion of test.
- 2. Vocal exercises and articulation drill.
- 3. Discussion of fluency.
- A. Study pages 18-26 in text (Physical Behavior)
- B. Select subject for speech #4, a 3-4 minute speech explaining an article or a process and involving the use of the board, maps or charts.

XV. _____/ _____ _____/ _____

- 1. Discussion and lecture on Physical Activity.
- 2. Selected students to repeat parts of discussion or assignment as listening and speaking project.
- A. Speech #4. Prepare a 3-4 minute speech explaining an article or a process, using the board, charts or maps. Goals to be achieved: purposeful walking, good physical activity, proper use of board, chart or map. Speeches will begin with speaker #15.
- B. Hand in outline of speech #4.

XVI. _____/ _____ _____/ _____

- 1. Speech #4. 15
- 2. Discussion and criticism of speeches.
- 3. Hand in outline of speech #4.
- 4. Organize class for Panel Discussions.
- A. Continue speech #4.
- B. Each panel group will select a topic for its discussion. Topics to be written out and handed in at next meeting.
- C. Study Discussion in text, pages 171-182.

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State College

XVII. _____/ _____/ _____

1. Speech #4.
 2. Discussion and criticism of speeches.
 3. Hand in topics for panel discussion.
-
- A. Complete speech #4.
 - B. Study text, pages 111-119 (Purposes and Preparation of Discussion)
 - C. Study source material on topic for your panel discussions.

XVIII. _____/ _____/ _____

1. Complete speech #4.
 2. Discussion and Criticism of speeches.
 3. Vocal exercises and articulation drill.
-
- A. Study text, pages 119-133 (Methods of Discussion)
 - B. Continue study for your panel discussion. Draw upon material from your history course, etc.

XIX. _____/ _____/ _____

1. Lecture and discussion of technique of Panel Discussion.
 2. Impromptu demonstration of a discussion.
-
- A. Panel discussion, round #1. 1-8.
 - B. Those not members of the discussion panel will engage in listening and speaking projects based on the panel discussions.

XX. _____/ _____/ _____

1. Panel discussion, round #1. 1-8.
 2. Discussion and criticism of discussion.
 3. Listening and speaking projects.
-
- A. Panel discussion, round #1. 9-17.
 - B. Hand in topics for second round of panel discussion.
 - C. Study speech by President Roosevelt in text, pages 164-171.

XXI

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State College

XXI. _____/ _____ _____/ _____

1. Panel discussion, round #1. 9-17.
 2. Discussion and criticism of discussion.
 3. Listening and speaking projects.
 4. Hand in topics for second round of panel discussions.
- A. Panel discussions, round #1. 18-25.
B. Prepare for second round of panel discussion.

XXII. _____/ _____ _____/ _____

1. Panel discussion, round #1. 18-25.
 2. Discussion and criticism of discussion.
 3. Listening and speaking projects.
- A. Panel discussion, round #2. 1-8.
B. Listening and speaking projects as on first round of discussions.

XXIII. _____/ _____ _____/ _____

1. Panel discussion, round #2. 1-8.
 2. Discussion and criticism of discussion.
 3. Listening and speaking projects.
- A. Panel discussion, round #2. 9-17.
B. Select subject for speech #5, a 3-4 minute speech explaining the construction, use or relation of objects or processes through the use of gestures.

XXIV. _____/ _____ _____/ _____

1. Panel discussion, round #2. 9-17.
 2. Discussion and criticism of discussion.
 3. Listening and speaking projects.
 4. Hand in subject for speech #5.
- A. Panel discussion, round #2. 18-25.
B. Hand in outline of speech #5.

XXV. _____/ _____ _____/ _____

1. Panel discussion, round #2. 18-25.
2. Discussion and criticism of discussion.
3. Listening and speaking projects.
4. Hand in outline of speech #5.

XXII

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State College

- A. Speech #5. Speeches will begin with speaker #20.
- B. Study speeches by Churchill in text, pages 159-164.

XXVI. / / /

- 1. Speech #5. 20
- 2. Discussion and criticism of speeches.

- A. Continue speech #5.
- B. Review for written test to be given Lesson XXVI.
Review Physical Behavior.

XXVII. / / /

- 1. Speech #5.
- 2. Discussion and criticism of speeches.

- A. Complete speech #5.
- B. Review material on Discussion.
- C. Fifteen minute written test on Physical Behavior
and discussion. Discussion of test.

XXVIII. / / /

- 1. Complete speech #5.
- 2. Written test and discussion of test.

- A. Speech #6. Prepare a 2 minute speech of explanation as assigned by your instructor. Using the other attributes of good speaking, concentrate your efforts on being as fluent in your speaking as possible. Speeches will begin with speaker #25.
- B. See supplementary sheet for discussion of fluency.
- C. Listening project: Each student will repeat the material covered by one of the speakers. You will be expected to give an organized, clear and brief oral report of the speech assigned you.
- D. Study text, pages 134-144 (Speeches for Special Occasions.)

XXIX. / / /

- 1. Speech #6. 25.
- 2. Listening projects, each student reporting on a speech delivered by a member of the class.

XXIII

ARMY SPECIALIZED TRAINING PROGRAM Michigan State College

- A. Continue speech #6.
- B. Continue listening projects.
- C. Select subject for speech #7. This is your final speech, and as such is a final oral examination of your work during the course. The speech is to Explain. You may use any subject in which you are interested and on which you can speak. Consult the supplementary sheet for suggested topics. Hand in subject next class meeting.
- D. Study text, pages 145-150 (Broadcasting a Talk)

XXX.

- 1. Speech #6.
- 2. Listening projects on speech #6.
- 3. Hand in subject for speech #7.
- A. Complete speech #6.
- B. Listening projects.
- C. Speech #7. FINAL SPEECH. Prepare a 5-6 minute expository speech utilizing all the attributes of good speaking. You may use any or all of the methods of effective, clear exposition as used in the course. This speech constitutes your FINAL ORAL TEST.
- D. Hand in outline of speech #7.

XXXI.

- 1. Complete speech #6.
- 2. Listening projects.
- 3. Hand in outline of speech #7.
- A. Continue preparation of speech #7. FINAL SPEECH. Speeches will begin with speaker #4.
- B. On speech #7, each student will criticize and rate other students on a form given out by the instructor.

XXXII.

- 1. Speech #7. 4
- 2. Rating projects.
- 3. Discussion and criticism of speeches.
- A. Continue preparation of speech #7.
- B. Rating projects.
- C. Review for FINAL WRITTEN EXAMINATION, given the last class meeting, Lesson XXXVI. Review Chapter 1 and 2.

XXIV

ARMY SPECIALIZED TRAINING PROGRAM
Michigan State College

XXXIII. _____/ _____/ _____

1. Speech #7.
2. Rating projects.
3. Discussion and criticism of speeches.

- A. Continue preparation of speech #7.
- B. Rating projects.
- C. Review for FINAL WRITTEN EXAMINATION. Review Chapters 3, 4, and 5.

XXXIV. _____/ _____/ _____

1. Speech #7.
2. Rating projects.
3. Discussion and criticism of speeches.

- A. Complete speech #7.
- B. Rating projects.
- C. Review for final Written Examination. Review Chapters 6, 7, and 8.

XXXV. _____/ _____/ _____

1. Complete speech #7.
2. Rating projects.
3. Discussion and criticism of speeches.

- A. Complete review for FINAL WRITTEN EXAMINATION.
- B. Hand in this syllabus at the next class meeting.

XXXVI. _____/ _____/ _____

1. FINAL WRITTEN EXAMINATION.
2. Discussion of test.
3. Hand in syllabus.

SUBJECTS FOR SPEECHES

No one can select the subjects of your speeches for you. You must do this yourself. Two aids may be offered you in making this selection. The first consists of four basic suggestions for choosing topics about which to talk. The second help is a list of suggested speech subjects. Remember that the list of topics is only a suggestion of types of subjects you may use for your speeches.

SUGGESTIONS FOR CHOOSING TOPICS

1. Select a subject which interests you. Likewise your interests will call to mind subjects you would enjoy discussing.
2. Select a subject which will be of interest to your audience. Usually, your interests will be similar to those of the other members of your group.
3. Select subjects from your past experiences and knowledge. These experiences interested you when they took place. Too, you are an authority on these subjects. Likewise they will be of interest to others like yourself.
4. Select a subject which will demand some thought and preparation. The easiest subject is not always the most interesting. Too, you will develop your thinking and speaking ability in this way.

SUGGESTED SPEECH SUBJECTS

Making a Bed	Plowing a Field
Polishing G. I. Shoes	Milking a Cow, or Any Other
The Military Salute	Farm Work
Writing Military Correspondence	Handling or Cleaning Guns
How to Report to an Officer	Care of Lawns, Shrubs, etc.
Football, Basketball Plays, etc.	Construction of Farm Build-
Barracks Layout	ings
Methods Used in Golf, Tennis or	Main Street of My Home Town
Other Sports	How to Construct a Kite
Operation of the M-1 Rifle	Overnight Camping
Fly Casting or Other Types of	Speaking over the Radio
Fishing	How to Play a Musical Instru-
Hunting for Pheasants, Ducks, or	ment
Other Game	Military Appearance
Plan for Post-War Germany	Enjoying a Hobby
Methods of Camouflage	Training a Dog
Disposition of Rifle Squad	How to Ride a Horse
Mechanism of a Bell, Telephone,	Branding Cattle
Typewriter or Other Article	
Road Construction	Description of an Individual

SUGGESTED SPEECH SUBJECTS (CONT'D.)

Map Construction or Reading	How to Read or Study
Geometric or Trigonometric Problems	Life in the Country (or city)
Means of Cover and Concealment	Traditions of the U. S. Army
Methods Used in Swimming, Touch-Football, Skiing, etc.	A Soldier's Personal Equipment
Construction of the Hand Grenade	Description of an Interesting Place
Campsite Selection	How to Make Friends
Description of Dormitory Room	Construction or Use of a Camera
Gigs, and How Not to Get Them	My Idea of a Happy Life
Wood or Metal Handicraft	Military Courtesy
Divisions of the Army Command	Army Field Equipment
Construction or Use of the Gas-Mask	Manual of Arms
How to Use a Slide Rule	Steps and Marching for the Soldier
First Aid Methods	Squad or Platoon Drill
Identification of Military Insignia	Camps or Bivouacs
My First Day in the Army	Use of Compass
Duties of My Civilian Job	Military Sanitation
Military Terms	Security Under Fire
Description of a Church, Hotel, School	

POISE

Definition: Freedom from excessive nervousness

Manifestations of lack of poise:

- Too rapid approach to the platform
- Frequent and unnecessary movements of the hands, arms, and other members of the body
- A nervous frown or grin
- Breathy and high pitched voice
- Too rapid rate of speech
- Inability to look at the audience "in the eye".

AUDIENCE CONTACT

Definition: A communicative relationship between speaker and audience.

Signs of poor audience contact:

- Looking at the floor, ceiling, or out of the window.
- Looking in the general direction of audience but not getting the reaction of the listener.

CONVERSATIONAL MODE

Definition: An informality of manner similar to that of polite conversation. The voice is natural even though louder in order to be heard. The pitch should not rise with the increase in volume. An intimate eye-contact will assist in developing the desirable directness.

PURPOSEFUL WALKING

Definition: Movement on the platform for which the audience can see the purpose.

Purposes for walking:

To shift eye-contact.

To illustrate on blackboard or chart.

To illustrate by walking from one position to another.

EFFECTIVE POSTURE OR STANCE

Definition: The distribution of the weight of the body.

Positive: Weight shifted on the ball of the forward foot, indicating emphasis and force.

Neutral: Weight evenly distributed on both feet, indicating neutrality of thought.

Negative: Weight on heel of rear foot indicating a withdrawal attitude.

FLUENCY

Definition: The rhythmical flow of oral language -- freedom from hesitancy.

Why a speaker hesitates:

Poor preparation

Nervousness

Weak vocabulary

Attempt to improve choice of word and sentence

Lack of muscular coordination

Habit

XXVIII

ARMY SPECIALIZED TRAINING PROGRAM Michigan State College

MID-TERM

MULTIPLE CHOICE

1. The following suggestion which will not increase self-confidence is: (1) Pick an interesting subject, (2) Speak aloud as often as you can, (3) Never allow yourself to give up, (4) Try speaking without preparation, (5) Focus your attention on your audience.
2. The speaker having the strongest sense of communication is the (1) the elocutionist, (2) the conversationalist, (3) the talkative individual, (4) the egotist, (5) the hermit.
3. The following suggestion which is not good recitation procedure is: (1) Act alert, (2) be prepared, (3) talk loudly enough to be heard, (4) accept criticism with dignity, (5) impress class and instructor with your general knowledge.
4. In classroom discussion speak (1) only when you have been asked a direct question, (2) when you have an opportunity to use clever language, (3) when you can clarify an idea, (4) when you can demonstrate superiority, (5) when you can be humorous.
5. The best preliminary step in preparing the listener's mind for the main points of a speech consists of: (1) giving a history of the topic, (2) using humor to test the mood of the audience, (3) getting attention, (4) developing a minor point, (5) stating the conclusion to be reached.
6. The most essential requirement for an informative talk is to: (1) be humorous, (2) restate your points for emphasis, (3) to have clear organization, (4) to use vivid language, (5) to be impressive.
7. The English speech sounds which are correctly nasal are: (1) s, th, z, (2) th, ah, oo, (3) m, n, ng
8. Before one can overcome nervousness in speaking he should (1) imitate the speaking style of some good speaker, (2) cover up his speech faults so that they won't be noticed, (3) be willing to accept criticism.

9. The organs of articulation are: (1) the intercostal muscles, the Nasal Cavities, the Vocal Cords; (2) the lungs, the pharynx, the esophagus; (3) the teeth, the tongue, the lower jaw, the lips; (4) the diaphragm, the windpipe, the sinuses.
10. Relaxation in good speech is: (1) Disjointed bodily attitude reflecting freedom from thought; (2) A state of coordinated muscles without tension; (3) A feeling of complete ease.
11. Combatant is correctly pronounced: (1) com - bat' - ant (2) com' - ba - tant (3) com - ba - tant'
12. Athlete is correctly pronounced: (1) ath - uh - leet (2) ath-leet
13. The air reaches the lungs through the: (1) Eustachian tube, (2) Esophagus, (3) the trachea, (4) the aorta, (5) the cochlear duct.
14. Pitch is controlled by the (1) movement of the tongue, (2) amount of air expelled, (3) muscles of the larynx, (4) action of the diaphragm.
15. Nasal twang in speech is often the direct result of: (1) too flexible a tongue, (2) too rigid a tongue, (3) inactivity of the soft palate, (4) too tense a condition of the pharynx, (5) lack of control of the vocal cords.
16. Your pronunciation should be (1) like that of Oxford graduates, (2) like that used by careful speakers in the community, (3) like that of your parents, (4) like that of Harvard graduates.
17. Resonance is the same as: (1) quantity, (2) melody (3) projection, (4) force, (5) quality.
18. The purpose of the informative talk is to: (1) get it off your chest, (2) show how much you know on the subject, (3) impress the importance of the information, (4) get the interest and attention of the audience, (5) secure understanding of the subject.
19. The best type of humor in a speech is that which: (1) is an outgrowth of the subject itself, (2) comes at the beginning of the speech, (3) is in the form of a joke, (4) refers to the subject, (5) is on the speaker himself.

20. When your listeners have a vital interest in your subject, you should usually begin with: (1) a humorous anecdote, (2) a rhetorical question, (3) an illustration, (4) a reference to the subject, (5) a startling statement.
21. "Pointing" is usually used in the section of your speech dealing with: (1) conclusion, (2) attention, (3) need to know, (4) information, (5) initial summary.
22. The factor of interestingness involved when we give our attention to the unknown is: (1) nearness, (2) the vital, (3) novelty, (4) activity, (5) contrast.
23. You may best overcome the heaviness of a speech consisting mainly of facts by: (1) a humorous story on another subject, (2) a pause of a few minutes in speaking, (3) occasional humorous comments, (4) an illustration of the fact in question, (5) a statement of the importance of the information.
24. Projection of your voice is largely dependent upon your use of: (1) low pitch, (2) good articulation, (3) nasal resonance, (4) correct breath control, (5) sustained vocalization.
25. The motor mechanism of your voice consists of: (1) lungs, bronchial tubes, ribs, trachea, muscles; (2) rib cage, trachea, diaphragm, lungs; (3) bronchial tubes, abdominal muscles, chest cavity, diaphragm; (4) trachea, lungs, larynx, diaphragm; (5) ribs, pharynx, lungs, bronchial tubes.
26. The human vocal mechanism can best be compared to a: (1) violin, (2) piano, (3) wind instrument, (4) drum, (5) rubber band.
27. Poor use of the soft palate usually causes a voice which is: (1) flat, (2) harsh, (3) hollow, (4) thin, (5) nasal.
28. The suggested method for overcoming a weak, thin, voice is to: (1) use the modifiers more, (2) lower the soft palate, (3) lower the pitch and talk louder, (4) breathe more deeply, (5) speak slower.
29. Your emotional character is usually displayed in your vocal (1) pitch, (2) quality, (3) force, (4) rate, (5) precision.
30. A harsh voice usually signifies (1) a tight throat, (2) a relaxed palate, (3) inactive lips, (4) a low pitch, (5) diaphragmatic breathing.

TEST

31. The correct pronunciation of the word "theatre" is:
(1) the - ay' - ter (2) the' - ay - ter (3) the' - uh - ter
(4) the - uh - ter' (5) t' - uh - ter
32. The normal rate of utterance for speaking in words per minute is: (1) 110-125, (2) 150-175, (3) 190-250,
(4) 120-150, (5) 170-190
33. A high pitch may be caused by: (1) tension in the larynx,
(2) a nasal voice, (3) poor articulation, (4) chest breathing,
(5) closed sinuses
34. In demonstrating an article, you should, when not directly referring to it: (1) put it in back of you, (2) hold it where it can be seen, (3) hold it relaxed at your side,
(4) move it from one hand to the other to alternately free both hands, (5) put it in your pocket.
35. "With malice toward none," was said by: (1) Roosevelt on his first inauguration, (2) Lincoln at Gettysburg, (3) Churchill when he became PRIME MINISTER, (4) Lincoln on his second inauguration, (5) Jefferson in 1776.

TRUE - FALSE

91. What holds attention, controls action.
92. A good speaker never criticizes himself because this would lessen his confidence.
93. The normal condition of an audience is always one of tense expectancy.
94. A preliminary outline in some detail tends to insure unity and coherence in a speech.
95. A factual illustration is a series of uninteresting statistics.
96. It is impossible to be too conversational in speaking.
97. The articulators are used primarily for purposes other than speaking.
98. Repetition of important facts, dates, names or figures is not necessary in a speech. The audience will get them the first time.

XXXII

99. A low pitched voice is more easily projected than is a high pitched voice.
100. Relaxation of the muscles of the body will help to lower the pitch of a voice.
101. Diaphragmatic breathing is the best type for the giving of military commands.
102. A thin voice is caused by the presence of too many overtones.
103. Huskiness of voice after speaking to a large group is a warning of strain.
104. You should be able without strain or tiring your voice to increase the intensity (loudness) to a level capable of being easily heard by a large group under normal as well as adverse conditions.
105. Nasality is a quality disturbance.
106. A good expository speech persuades the audience to the speakers' point of view.
107. Explanation is a form of verbal supporting material.
108. The didactic method of establishing the proof for a statement consists of stating your conclusions first, then presenting the proof, and finally restating your conclusion.
109. Establishing the proof for a statement by the method of implication consists of stating the conclusion at the end after the evidence to support it has been presented.
110. Dividing a talk on the organization of the U. S. Army into (1) the air forces, (2) the ground forces, (3) the Services of Supply, is using the "causal order" method.
111. Use of stories of action is using the activity factor of interest.
112. An old newspaper proverb has it that when a dog bites a man it's an accident; when a man bites a dog, it's news. This is a use of the novelty factor of interest.
113. The purpose of Lincoln's "Gettysburg Address" was to convince.

XXXIII

114. The purpose of Lincoln's "Second Inaugural Address" was to explain.
115. In the speech to explain, the need step may often serve as the attention step.
116. The statement of your speech purpose may serve in the place of an initial summary.
117. Definition terms in a speech should precede the "need to know" step.
118. The "factors of interestingness" refer to the specific methods we can use to develop the attention step of a speech.
119. Humorous stories referring to a particular race or religion are good means of securing attention and interest in a speech.
120. In explaining a set of rules to a group, one should be sure to give a detailed explanation of all exceptions to these rules.
121. In using a microphone, a sudden increase in force will produce "blasting".
122. A silent pause will usually signify lack of memory on the part of the speaker.
123. As the interestingness of the material being read decreases, the vocal variety should usually increase.
124. If your group contains both men who are high school graduates and men who had only an eighth grade education, you should speak on the level of the high school graduates.
125. Oral practice of a speech before delivering it will usually be harmful in causing you to lose interest in it.
126. One should not attempt to speak in public until he has mastered the fundamentals of speaking.
127. Tension of the vocal bands has no relation to the pleasing quality of the voice.
128. Nervous tension in speaking should be entirely overcome before you can speak well.

XXXIV

129. In demonstrating a G. I. collar pin, you should hold it in front of you at chest height.
130. When demonstrating an article you need not worry about audience contact for their attention will be on the article.
131. At the end of his "blood, toil, tears and sweat" speech, Churchill had been directing the British war effort for well over a year.

INSTRUCTOR'S RATING CHART OF EFFECTIVENESS
IN SPEECH

Name _____

Score _____	Very Poor	Poor	Fair	Good	Excellent
Introduction	0	2	4	6	8
Communicative Manner	0	2	4	6	8
Enthusiasm	0	2	4	6	8
Voice (Variety, Volume, Quality, Pitch, Rate)	0	2	4	6	8
Articulation	0	1	2	3	4
Bodily action					
Effective gesture	0	1	2	3	4
Effective walking	0	1	2	3	4
Effective posture	0	1	2	3	4
Effective facial expression	0	1	2	3	4
Poise	0	4	7	10	13
Fluency	0	3	5	7	9
Organization of Material	0	1	2	3	4
Grammatical Correctness	0	1	2	3	4
Conclusion	0	1	2	3	4

RATING SHEET USED BY STUDENTS
IN FINAL SPEECH FOR A. B. T.
SPEECH CLASSES

Michigan State College
FINAL EXAMINATION FOR AST

MULTIPLE CHOICE

1. When explaining a chart, the speaker should: (1) Stand a little to one side, (2) always look at the chart, (3) do as little walking as possible, (4) refer to all details of the chart though they are not related to your purpose, (5) use a pointer in referring to the chart.
2. When your audience is sleepy, you might best hold their attention by: (1) a few jokes, (2) a rest period of five or ten minutes, (3) more statistics and factual information, (4) increased bodily activity, (5) fewer vocal changes.
3. Transition of thought in a speech is usually indicated to the audience by: (1) shifting your weight to the other foot, (2) a step forward, (3) a step backward, (4) looking away from your audience, (5) a few steps to the side.
4. A beginning speaker, in his use of platform movement in speaking, should (1) use very little movement, (2) walk only when using the board, (3) use as much movement as possible, (4) never use backward movement, (5) stay near the center of the platform.
5. The two usual classifications of gestures are: (1) Giving and Receiving, (2) accepting and rejecting, (3) conventional and non-conventional, (4) descriptive and non-descriptive, (5) descriptive and conventional.
6. A gesture should always be: (1) in the audience's plane of vision, (2) an exact description of the thing described, (3) made only with the hands and arms, (4) preceded by the explanation, (5) accompanied by a change in facial expression.
7. Changes in the speaker's facial expression usually: (1) express his emotional feeling toward his thought, (2) express his intellectual feeling toward his thought, (3) emphasize his cordial feeling toward his audience, (4) are thought out before his speech, (5) accompany descriptive gestures.

XXVII

8. The present view of the armed forces toward education is that: (1) colleges should entirely dispense with teaching the Liberal Arts subjects, (2) technical training for war duties should be given only in army and navy camps, (3) technical training for war duties should begin in the elementary schools, (4) colleges should furnish the Liberal Arts background for army technical training, (5) Liberal Arts education will not be valuable in the period after the war.
9. In his January 6, 1941 message to Congress, President Roosevelt stated that: (1) he was satisfied with the progress of America in the war effort, (2) our domestic policies were a part of our foreign policy, (3) original war production goals were set too high, (4) governmental influence must not be used in labor-management disturbances, (5) social and economic problems must rest until after the war is won.
10. Prime Minister Churchill gave the principal credit for England's survival in 1940 to the (1) R. A. F., who turned back the German Luftwaffe, (2) defeat of the U-boat campaign, (3) increased arms production, (4) will-power of the English nation, (5) help from the United States.
11. In a panel discussion, the one thing the chairman should not do is: (1) ask direct questions of the participants, (2) state his own opinions on matters discussed, (3) allow any disagreement between participants, (4) summarize the conclusions of the discussion, (5) prepare an agenda of the discussion.
12. One of the best guarantees for a successful discussion is: (1) spontaneous thinking on the part of the participants, (2) active participation of the audience, (3) strict formality in the procedure, (4) a feeling of cooperation between participants, (5) a simple uncomplicated subject.
13. The first step in an actual discussion is: (1) visualizing the results of the discussion, (2) evaluating the problem, (3) examining the importance of the problem, (4) focusing attention on the problem, (5) stating the purpose of the discussion.
14. In introducing a speaker your main object should be to: (1) create a desire to hear the speaker, (2) discuss the speaker's subject that the audience will understand his talk, (3) build him up as a speaker, (4) say something humorous about the speaker, (5) get the speaker's name across to the audience.

XXXXXXXX

15. The attention-holding factor in your delivery of a broadcast speech is your: (1) clarity of articulation, (2) correct pronunciation, (3) variation of force and quality, (4) pitch, and rate variety, (5) oratorical style of delivery.
16. An expository speech means: (1) to expose someone and bring him to justice, (2) to present a subject in debatable form, (3) to make clear in an orderly process of explanation.
17. Coupon is correctly pronounced: (1) cu-(kew)'-pon
(2) cu-(koo)'-pon.
18. Defect is correctly pronounced: (1) de'-fect (2) de-fect'
19. Which of the following characteristics is essential to a good group discussion leader or chairman: (1) outstanding speaker, (2) one who has a voice that commands attention, (3) one who is clever at repartee, (4) one who shows fearless impartiality.
20. The elements of variety which you may develop in your voice are: (1) force, timing, tempo, (2) pitch, rate, timing, (3) pitch, rate, force, (4) tempo, rate, pitch.
21. The normal speed of utterance for most speakers averages: (1) 75-100 words per minute, (2) 120-200 words per minute, (3) 100-120 words per minute, (4) 120-150 words per minute.
22. In order to effectively participate in a discussion an individual should (1) not form opinions on the discussion question beforehand, (2) always discuss the question with other members of the panel, (3) read the Congressional Digest (4) study the problem which is to be discussed, (5) plan to win the other members of the panel over to your views.
23. Discussion groups need to (1) meditate, analyze, discuss, and agree, (2) argue points, disagree within limits, understand one another and make decisions, (3) focus attention, examine needs, explore the means of satisfaction, visualize results, and take appropriate action, (4) listen attentively, gain the respect of other members of the group, speak rapidly, and organize your ideas, (5) follow the trend of the discussion, interrupt only to ask questions, look at the audience, and keep your speech closely tied to your notes.

TEXT

24. To give commands used by the armed forces, it is well to remember this fundamental: (1) be rigid, (2) make a megaphone of your mouth, (3) keep tense, (4) be stern, (5) be cheerful and always carry a smile.
25. Ordinarily a lower-pitch level suggests (1) weakness, excitement, irritation, (2) assurance, poise, and strength, (3) intelligence, understanding, and kindness, (4) good-nature, understanding, and fineness, (5) fear, tenseness, and youth.
26. You may develop these desirable elements of vocal variety in your voice: (1) sweetness, loudness, and attraction, (2) kindness, definiteness, and ease, (3) directness, understanding, and fairness, (4) clarity, distinctness and harshness, (5) rate, force and pitch.
27. The best criterion for army men to follow in the pronunciation of spoken words, is to: (1) pronounce words as you hear them in your group, (2) pronounce the words as you learned them in high school, (3) ask your officers how to pronounce the words in question, (4) follow the pronunciation agreed upon in your branch of military service, (5) ask your college instructors.
28. Changes in the quality of tone are closely related to (1) the subject, (2) the audience, (3) the occasion, (4) friends, (5) emotion.
29. The object of a deliberative group discussion is: (1) to allow an audience to hear the opinions of experts, (2) to permit citizens to "air" their beliefs, (3) to enable many people to speak during a given amount of time, (4) to reach a consensus on what to do about something and how to do it, (5) to entertain a group of people interested in pertinent questions of the day.
30. A successful group discussion should provide (1) for the utilization of the specialized information of the panel members, (2) an opportunity for every member to speak, (3) time for considering questions from the audience, (4) for limiting the time taken by each member, (5) ample time for adequate preparation and study.
31. A good discussion leader should above all else have, (1) a sense of humor, (2) understanding, (3) the ability to speak well, (4) good sense, (5) a thorough understanding of the question.

XL

32. A good presiding officer on any program (1) does not say much, (2) is dressed very attractively, (3) follows the speaker carefully, (4) always carries notes, (5) has a kindly voice.
33. Talks at luncheon club group meetings especially aim (1) to influence belief, (2) gain respect for a certain view, (3) to secure good will, (4) to present information, (5) to argue a pertinent problem.
34. The three terms which more nearly characterize the manner of speaking to luncheon club groups are: (1) ease, breeze, and please, (2) kindly, cheerful and funny, (3) joking, clear, and pleasant, (4) modesty, tolerance, and good humor, (5) understanding, intelligent and lengthy.
35. Of primary importance to the speaking of a military man is: (1) precision, (2) interestingness, (3) size, (4) friendliness, (5) a good subject.
36. The first essential in group discussion is: (1) speed, (2) common background of experience of participants, (3) use of good English, (4) order, (5) reference to authority.
37. The following practice on the part of the speaker tends to improve eye contact: (1) pick out one person and talk to him personally for a short while, (2) reference to well prepared notes, (3) use of chart or diagram, (4) attempt to take in the whole audience at one glance, (5) assume a military bearing.
38. Group discussion is particularly valuable for (1) logically developing a topic, (2) developing friendship between members of the panel, (3) promoting a particular viewpoint, (4) discovering detailed facts about the topic, (5) to exchange ideas.
39. The following suggestion which is not good recitation practice is: (1) act alert, (2) be prepared, (3) talk loudly enough to be heard, (4) accept criticism with dignity, (5) impress class and instructor with your general knowledge.
40. In classroom discussion speak, (1) only when you have been asked a direct question, (2) when you have an opportunity to use clever language, (3) when you can clarify an idea, (4) when you can demonstrate superiority, (5) when you can be humorous.

XII

41. The best preliminary step in preparing the listener's mind for the main points of a speech consists of: (1) giving a history of the topic, (2) using humor to test the mood of the audience, (3) getting attention, (4) developing a minor point, (5) stating the conclusion to be reached.
42. The most essential requirement for an informative talk is to: (1) be humorous, (2) restate your points for emphasis, (3) to have clear organization, (4) to use vivid language, (5) to be impressive.
43. The English speech sounds which are correctly nasal are: (1) s, th, z, (2) th, ah, oo, (3) m, n, ng
44. The air reaches the lungs through the (1) Eustachian tube, (2) Esophagus, (3) the trachea, (4) the aorta, (5) the cochlear duct.
45. Your pronunciation should be (1) like that of Oxford graduates, (2) like that used by careful speakers in the community, (3) like that of your parents, (4) like that of Harvard graduates.
46. The purpose of the informative talk is to: (1) get it off your chest, (2) show how much you know on the subject, (3) impress the importance of the information, (4) get the interest and attention of the audience, (5) secure understanding of the subject.
47. The best type of humor in a speech is that which: (1) is an outgrowth of the subject itself, (2) comes at the beginning of the speech, (3) is in the form of a joke, (4) refers to some member of the audience, (5) is on the speaker himself.
48. When your listeners have a vital interest in your subject, you should usually begin with: (1) a humorous anecdote, (2) a rhetorical question, (3) an illustration, (4) a reference to the subject, (5) a startling statement.
49. You may best overcome the heaviness of a speech consisting mainly of facts by: (1) a humorous story on another story, (2) a pause of a few minutes in speaking, (3) occasional humorous comments, (4) an illustration of the fact in question, (5) a statement of the importance of the information.

50. The human vocal mechanism can best be compared to a:
(1) violin, (2) piano, (3) wind instrument, (4) drum,
(5) rubber band.
51. In demonstrating an article, you should, when not
directly referring to it: (1) put it in back of you,
(2) hold it where it can be seen, (3) hold it relaxed
at your side, (4) move it from one hand to the other
to alternately free both hands, (5) put it in your
pocket.

TRUE AND FALSE

91. There is one correct posture for speaking.
92. In speaking one should sacrifice complicated details
for understandability.
93. Restating a point makes your audience feel you think
them incapable of understanding it the first time.
94. Presenting information is the main task in the intro-
duction of your talk.
95. Clear organization is an essential requirement for
talks which aim to instruct or inform a group.
96. Always use abstract data in a speech in order not to
mislead your listeners.
97. Your rate of speaking should be in inverse ratio to
the difficulty of the material being explained.
98. The vocal cords are similar in structure to the
strings on a violin.
99. The palate is one of the resonators.
100. Microphone hissing is produced by poor articulation
of sibilants.
101. A pause in speaking may be used to create suspense
and interest.
102. Changes in force are usually used for emphasis.
103. Good vocal variety may be fostered by oral reading
of poetry.

104. The purpose of a speech should be stated by the speaker in his first sentence.
105. As a speaker begins his talk, the audience attention is centered upon his subject.
106. When audience interest in a subject is low, the speaker might best secure attention by use of an initial summary.
107. The thought transitions in a speech will usually take care of themselves if the subject is interesting.
108. The primary purpose in giving an informative speech is to create an interest in the information.
109. Save your novelty, vividness and personal vigor for the last point of your speech.
110. The "Initial Summary" of the points of an informative speech immediately precedes the final summary.
111. If the speaker is interested in his subject, it is not necessary to consider the time, place, and occasion of the speech.
112. A cure for stage fright is to become so absorbed in yourself that you forget your audience.
113. A monotonous voice is caused by abrupt changes in pitch.
114. Lack of interest on the part of the audience shows low audience intelligence.
115. The larger the audience the slower you should speak.
116. Flexibility of voice is something that one is born with and is very seldom acquired.
117. Every speech must have a specified purpose.
118. To project well, you need only a strong voice.
119. You should not waste time during your speech by interpreting the facts, statistics, etc., presented in your speech.
120. Transitions should be made in the middle of a thought if the speaker would give relief to his audience.

XLIIV

121. The "h" on one (hut), two, three, four, is used to produce diaphragmatic pull.
122. Resonance is the amplification of the overtones produced by the vocal bands.
123. Flexibility of voice is an attribute of an alert, wide-awake speaker.
124. Reserve of power is derived from a strength of the vocal bands.
125. A rising inflection at the end of a sentence connotes uncertainty.
126. Relaxation of the muscles of the body will help to lower the pitch of a voice.
127. Harshness is caused by strain of the vocal bands.
128. There is no way for an individual to detect his own subtle voice changes.
129. A good speaker has at least a range of one octave.
130. The number of main points in an outline ought to be such, that after the speech is over, the listener should be able to recall them, and to reconstruct the trend of the whole address.
131. Formality of procedure is essential to panel discussion.
132. In group discussions as long as you have an adequate knowledge of the subject matter, it is not necessary to know the function or objectives of the group considering the problem.
133. More than anything else, the chairman's duty is to see that the discussion leads to some conclusion.
134. Sharp and precise utterance comes only when you keep your jaws, lips, and tongue moving, and moving with precision.
135. When you describe someone's voice as being harsh or mellow or guttural or nasal, you are describing its quality.

136. A rigid jaw while speaking rules for distinctness of voice sounds.
137. It is better to end sentences with an upward cadence than a downward cadence.
138. The natural tendency of most speakers is to raise pitch whenever they try to increase the loudness.
139. It is possible to vary the manner in which force is applied as well as the amount of force applied.
140. Accurately speaking, of course there is no such thing as a speech mechanism or vocal mechanism.
141. A beginning speaker is better off with too much movement than with too little.
142. The stroke of the gesture should fall just a little late of the point to be emphasized.
143. If a person gestures well in ordinary conversation it follows that he will gesture well on the platform.
144. The consensus of opinion expressed in the Chicago Round Table was that the high schools should introduce more courses such as mechanical drawing and machine shop to get students ready for the war.
145. A good speaker never criticizes himself because this would lessen his confidence.
146. Panel discussion affords an excellent opportunity for one member of a panel to criticize another for his mistakes.
147. Flat disagreement is indicative of decisiveness and should be encouraged in panel discussion.
148. Gestures should be made only with the hands.
149. Speech has a visual as well as an auditory appeal.
150. A movement by the speaker of which the auditors are unconscious can affect their response.
151. What a speaker does may be sufficient to establish contact with his auditors.

XLVI

152. A good expository speech persuades the audience to the speaker's point of view.
153. Explanation is a form of verbal supporting material.
154. The didactic method of establishing the proof for a statement consists of stating your conclusion first, then presenting the proof, and finally restating your conclusion.
155. Establishing the proof for a statement by the method of implication consists of stating the conclusion at the end after the evidence to support it has been presented.
156. The purpose of Lincoln's GETTYSBURG ADDRESS was to convince.
157. Dividing a talk on the organization of the U. S. Army into (1) the air forces, (2) the ground forces, (3) the services of supply, is using the "causal order" method.
158. In the speech to explain, the need step may often serve as the attention step.
159. Humorous stories referring to a particular race or religion are good means of securing attention and interest in a speech.
160. In explaining a set of rules to a group, one should be sure to give a detailed explanation of all exceptions to these rules.
161. As the interestingness of the material being read decreases, the vocal variety should usually increase.
162. Oral practice of a speech before delivering it will usually be harmful in causing you to lose interest in it.
163. In demonstrating a G. I. collar pin, you should hold it in front of you at chest height.
164. When demonstrating an article you need not worry about audience contact for their attention will be on the article.

University of Alabama

Course Outline - English Speech

This course has two general objectives: (1) to develop fluency and precision of expression in speech, and (2) to develop the ability of concentration upon and understanding of spoken remarks. These goals will be accomplished through practice in speaking and criticism thereof. Military manuals stress the fact that "rapidity and precision of communication are indispensable to efficient Air Force and military operation". Since oral communication means (1) that words are spoken and (2) that they are heard and understood by others, the student's role as listener in this class is equally as important as that of speaker. The good student will learn much by observing and listening to his fellow students. Also the student should attend as many public functions as possible, critically evaluating both speakers and speeches.

The work of the course has been so arranged that each student will deliver a minimum of five speeches during the four weeks. Additional speaking assignments may be made by the instructor if time permits. Also the instructor may make specific listening assignments if outstanding speakers appear on the campus during the course. With these two possible exceptions, this syllabus contains every assignment for the course. It and the text (SPEECH FOR MILITARY SERVICE - Brigrance and Immel) should be brought to class daily.

Every speech you deliver should be carefully thought out and thoroughly prepared. This is the best insurance you can have against stage fright. Remember that each speech you deliver in class is an oral test of your progress, your mastery of subject and organization, and your ability to express yourself clearly and meaningfully. In a sense, each speech is a preparation for all other speeches you will ever make.

The following suggestions have proved helpful to thousands of college students in speech:

1. Select a subject in which you are interested.
2. Do not write out the speech. Make an outline.
3. Practice your speech, going through it several times, if possible aloud, standing and imagining yourself before the audience.

XLVIII

4. Start thinking about your speech as far in advance as possible. Mull over it at odd times, letting the speech grow and develop in your mind.

No one can select the subjects of your speeches for you. Only you can do that. However, we can help you by suggesting a number of possible subjects in which you may be interested but which more likely will serve to suggest other topics to you. Under no conditions are you expected to limit yourself to the subjects listed in this syllabus.

Time limits are indicated for each speech and should be strictly observed unless changed by your instructor. One of the most important things to be learned in this course is a sense of time while speaking and thus to develop the ability to adjust the length of the speech to the time allotted. It is imperative that all speeches stay within the time limits.

The plan for each day's work is given below. The Arabic numerals indicate the work to be covered in class that day, while the capital letters indicate the assignments to be made.

Daily Assignments

First Week

Monday:

1. Explanation of aims and objectives of course.
2. Securing of textbooks.
- A. Speech no. 1. Prepare a 2-3 minute orientation speech as outlined by your instructor. Your purpose is to hold the attention and interest of your audience. Suggested subjects: My Hometown, An Embarrassing Moment, My Greatest Thrill, My Most Vivid Experience, My Favorite Movie Star, etc.
- B. Study in text, pages 1-4.

Tuesday:

1. Begin Speech no. 1. Students will speak in alphabetical order, beginning with no. 1.
2. Discussion and criticism of speeches.
- A. Continue Speech no. 1.
- B. Study in text, pages 5-14.

WEEK

Wednesday:

1. Continue Speech no. 1.
2. Discussion and criticism of speech no. 1.
3. Discussion of text material.
- A. Complete Speech no. 1.
- B. Study in text, pages 16-26.

Thursday:

1. Complete Speech no. 1.
2. Discussion and criticism of speech no. 1.
3. Discussion of text assignment.
- A. Study in text, pages 24-26.
- B. Written test on text material assigned during week.

Friday:

1. General discussion of Speech no. 1, with emphasis on problems of individual students.
2. Discussion and review of text assignments.
3. Written test on text material.
- A. Speech no. 2. Prepare a 5 minute speech to stimulate. Your general idea must be accepted by your audience, but you must then to believe it more strongly or perform it more vigorously. Suggested subjects: Man Needs a Religion, Buy More War Bonds, and Stamps, The Good Old U.S.A., Patriotism, More Means Mother, I Call Him "Dad", An Officer is a Gentleman. This speech begins with no. 12.
- B. Prepare a careful outline of Speech no. 2, turning it in to your instructor at least one class period before you are to speak. Use the example on pages 98-99 as a model.
- C. Study in text, pages 89, sec. III, to 99, sec. IVA.

Second Week

Monday:

1. Return of test papers.
2. Discussion of text assignment.
3. First group of speakers turn in outlines.
- A. Speech no. 2. Speeches begin with speaker no. 12.
- B. Study in text, pages 114-120.

I

Tuesday:

1. Speech no. 2. To stimulate. Begin with speaker no. 12.
 2. Discussion and criticism of speeches.
 3. Second group of outlines turned in.
- A. Continue Speech no. 2.
B. Study in text, pages 122-132.

Wednesday:

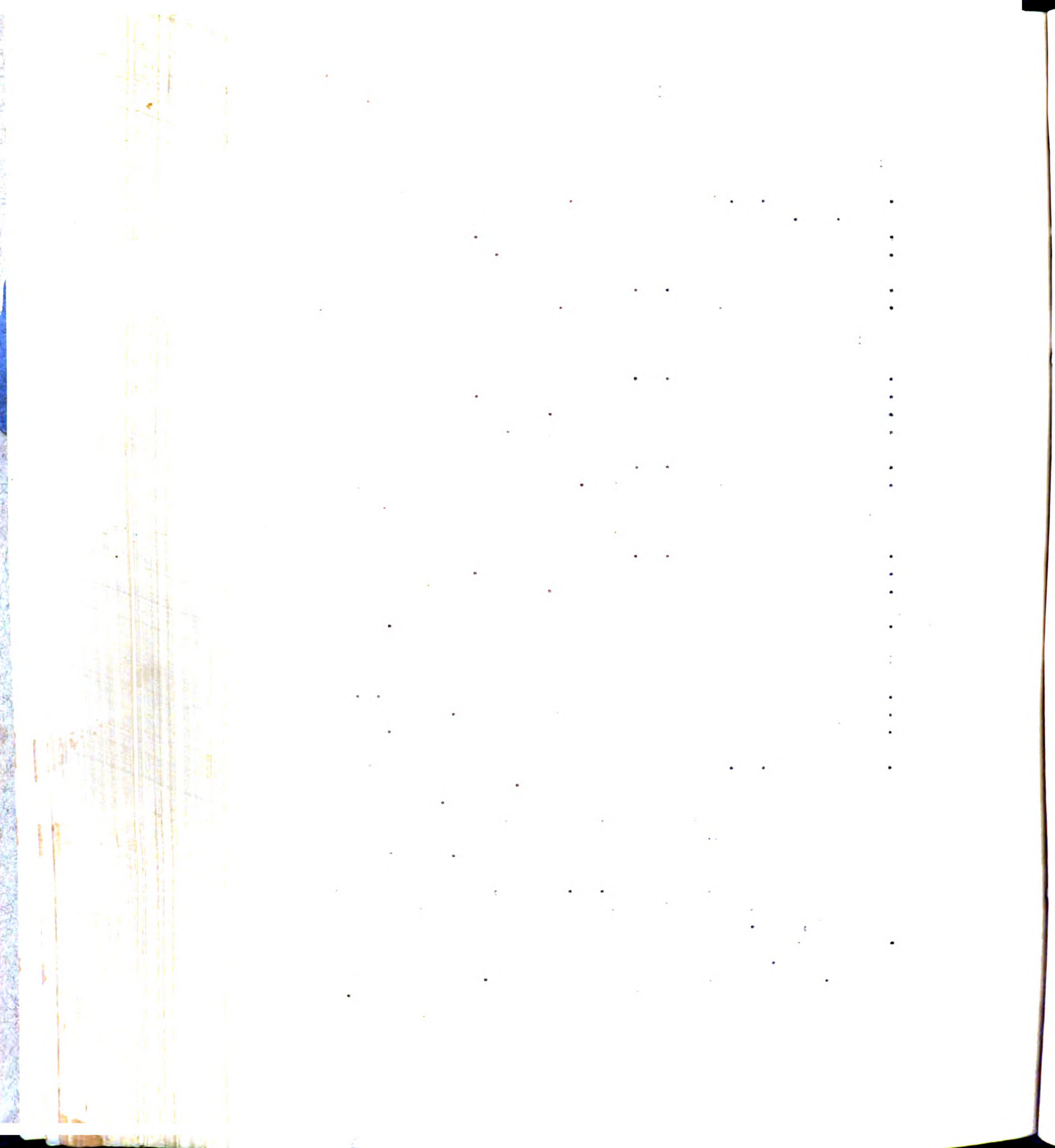
1. Continue Speech no. 2.
 2. Discussion and criticism of speeches.
 3. Discussion of text assignment.
 4. Third group of outlines turned in.
- A. Complete Speech no. 2.
B. Study in text, pages 65-81.

Thursday:

1. Complete Speech no. 2.
 2. Discussion and criticism of speeches.
 3. Discussion of text assignment.
- A. Written test on text material of second week.

Friday:

1. General discussion and criticism of Speech no. 2.
 2. Discussion and review of text material.
 3. Written test on text material of second week.
- A. Speech no. 3. Prepare a 2 minute speech to explain without use of visual aids. Your goal is complete understanding by your audience. Emphasis on clarity of expression, brevity, and vividness of description, to be achieved through careful selection and organization of material. Suggested subjects: How to (do almost anything such as) Make a Bed, Polish G. I. Shoes, Wash Uniforms, Milk a Cow, Clean a Gun, Read a Gas or Electric Meter, etc.
- B. Divide the class into two groups for third week speeches. Group I will speak on Monday and Thursday, Group II on Tuesday and Friday. The order of speaking been reversed on Thursday and Friday.



II

Third Week

Monday:

1. Begin Speech no. 3, Group I.
 2. Discussion and criticism of speeches.
-
- A. Complete Speech no. 3, Group II.
 - B. Study in text, pages 40-62.

Tuesday:

1. Complete Speech no. 3, Group II.
 2. Discussion and criticism of speeches.
-
- A. Study in text, pages 135-136.

Wednesday:

1. Discussion and criticism of Speech no. 3.
 2. Discussion and explanation of text assignment.
-
- A. Speech no. 4. Prepare a 2 minute speech to explain using demonstration. Your goal is the same as in Speech no. 3, but your method will differ in that you will make use of visual aids for demonstrations. Emphasis is on bodily action, including purposeful walking, gestures and facial expression. Suggested subjects: How to Read a Map, Use a Slide Rule, Construct a Camera, Identify Airplanes, Administer First Aid, etc. (Also see text, page 137, exercises 2 and 3, and suggested subjects at end of syllabus.)
 - B. Speech no. 5. Final Speech. Prepare a 5 minute speech to inform, utilizing all the attributes of good speaking. This speech will be an oral examination on your work in this course and should be your best effort. The speeches will not begin until next Monday, but you should spend as much time as possible in its preparation. See suggested subjects at end of syllabus, but you may choose any subject on which you can speak well.
 - C. A full and complete outline of Speech no. 5 must be handed in to your instructor at least one class meeting before you are to speak.
 - D. Study in text, pages 99-111 (on outlining).
 - E. The written weekly test will be given either Thursday or Friday as time permits.

LII

Thursday:

1. Speech no. 4. Group I (reverse order).
2. Discussion and criticism of speeches.
- A. Complete Speech no. 3, Group II.
- B. Preparation of Speech no. 5.

Friday:

1. Complete Speech no. 4, Group II (reverse order).
2. Discussion and criticism of speeches.
- A. Begin Speech no. 5.
- B. Review text, pages 1-36.

Fourth Week

Monday:

1. Begin Speech no. 5.
2. Discussion and criticism of speeches.
3. Outlines due from speakers for Tuesday.
- A. Continue Speech no. 5.
- B. Review text, pages 40-81.

Tuesday:

1. Continue Speech no. 5.
2. Discussion and criticism of speeches.
3. Outlines due from speakers for Wednesday.
- A. Continue Speech no. 5.
- B. Review text, pages 84-120.

Wednesday:

1. Continue Speech no. 5.
2. Discussion and criticism of speeches.
3. Outlines due from speakers for Thursday.
- A. Complete Speech no. 5.
- B. Review in text, pages 122-138.

Thursday:

1. Complete Speech no. 5.
2. Discussion and criticism of speeches.
- A. Final weekly written examination of text and lectures.
- B. Bring textbooks for collection by instructor.

Friday:

1. Final weekly written examination.
2. Collect textbooks and return them to supply room.

End of Course

SUGGESTED SUBJECTS FOR SPEECHES

These subjects are typical of the ones to be used for Speeches nos. 3, 4, and 5. If you do not use one of these, and you need not, your own subject should fit the purpose as well as these do.

Radio Range Finder	Cloud Formations
Geopolitics	The Four Cycle Engine
Making a Field Bed	Care of a Pipe
Operation of the M-1 Rifle	Methods of Camouflage
Soils	The Principle of Protective Tariffs
Flesh Burns and Their Treatment	Essentials of Keyboard Harmony
The Correct Way to Salute	Airport Layout
Treatment for a Sunstroke	Loading a Liberty Ship
How to Plow a Field	Manufacture of Shells, Tanks, or Other Objects
Wood or Metal Handicraft	Airplane Identification
How to Clean a Gun	The Principle of Radar
Construction of a Molotov Cocktail	Icing a Refrigerator Car
Field Water Supply	The Army as a Career
How to Construct a Kite	How to Train a Dog
How to Play a Musical Instrument	Road Construction
Types of Fishing	Construction of a Gas-Mask
Traffic Patterns of an Airport	Duties (or training) of M.P.'s
How to Report to an Officer	Food Poisoning
Types of War Gases	Weather Prediction
My Civilian Job	Divisions of the Air Corps
The Turbine Engine	Newton's Laws of Motion
Principle of the Electric Eye	Writing Military Correspondence
Map Construction or Reading	Importance of the Panama Canal
Structure of the Human Larynx	Rifle Range Layout
Submarine Menace	Flight-Check for an Airplane
Precision Bombing	Navigation Methods
Branding Cattle	How to Ride a Horse
Japan's Strategy	Post-War Aviation
How to Use a Microphone	Types of Airplane Engines
Landing on an Aircraft Carrier	Lend-Lease
	Yearly Weather Cycles

SUGGESTED SUBJECTS FOR SEMINARS (CONT'D.)

Electric Power Distribution	Identification of Military
Speaking over the Radio	Insignia
Attacking an Objective	Printing a Newspaper
Latitude and Longitude	Explanation of Plays in
The October Revolution	Football, or Other Sports
Hunting for Ducks, Pheasants,	The Post-War Home
etc.	Use of Sulfa Drugs
How Not to Get Malaria	Laying out a Baseball Field
Transfer of Heat	How to Select Your Friends
Principle of the Telephone	Book Binding
How to Spot a Spy	The Magnetic Wire Recorder
Structure of the Human Eye	The British Commandoes
Cryptology	Developing and Printing
Soil Erosion	Pictures
Frozen Food Industry	Conservation (of any natural
Care of Lawn, Shrubs, etc.	resource)
How to Dig a Foxhole	Treatment of Shell Shock
Rocket Guns	Blind Flying
Plan for Post-War Germany	Harbor Defense
The Life (of any great man)	Orchestra Arrangement
Wonders of Science	Prospecting for Oil, Gold, etc.
Care of an Airplane Radio	Amphibious Operations

IV

Michigan State College

ARMY AIR FORCES PRE-FLIGHT TRAINING

COURSE OUTLINE

This course will attempt to help you in your mental and physical adjustments in situations involving oral communication. This will include the development of confidence, a poised appearance, a meaningful facial expression, and the use of bodily alertness.

You will receive assistance in developing a voice that is pleasant to listen to, clearly understood, and easily heard.

Further, you will secure practice in such organization of reports, military orders, instructions, etc., as will secure satisfactory response.

I

Day of Month _____ Day of Week _____

Day's Lesson:

1. Introductory Lecture - to explain course and the basis for the adjustment to the speaking situation and oral communication.
2. Class Organization Details.
3. Begin Oral Project #1.
- A. Oral Project #1 - to aid the individual to develop the fundamental processes of oral communication.
- B. Text, "Speech Handbook", Harry G. Barnes, pages 1-15 (Introduction to the Speaking Situation)

II

Day of Month _____ Day of Week _____

1. Oral Project #1.
2. Discussion and criticism (oral and/or written)
- A. Oral Project.
- B. Text, pages 15-20 (Phonation, Articulation)
- C. Lecture and Discussion of Voice.

LVI

III

Day of Month _____ Day of Week _____

1. Oral Project #1 to be concluded.
2. Lecture and Discussion of Voice and Voice Control.
 - A. Discussion of Voice.
 - B. Individual Voice Practice.
 - C. Text, pages 20-26 and 67-80 (Rhythm, Voice Control, Pronunciation, Audience Response).

IV

Day of Month _____ Day of Week _____

1. Discussion of Voice, including Text Assignment (pages 67-76).
2. Individual Voice Improvement.
 - A. Practice Individual Voice Improvement.
 - B. Lecture on Bodily Action.
 - C. Text, pages 62-67 (Control of Bodily Activity).

V

Day of Month _____ Day of Week _____

1. Suggestions for Individual Voice Improvement.
2. Lecture on Bodily Action.
 - A. Oral Project #2 (2-3 minutes). Articles should be used for purposes of demonstration and explanation, e.g., book, photograph album, razor, press kit, small musical instrument, leggings, etc..
 - B. Text, pages 26-36 (Choice of Subject, Choice of Thought).

VI

Day of Month _____ Day of Week _____

1. Oral Project #2 (Speakers present outlines).
2. Discussion and Criticism.
 - A. Oral Project #2.
 - B. Text, pages 36-55 (Choice and Organization of Material).

LVII

VII

Day of Month _____ Day of Week _____

1. Oral Project #2 to be concluded.
2. Discussion and Criticism.
- A. Oral Project #3 (2-3 minutes). Purpose: To develop bodily alertness. (Board, maps, charts may be used.) Topics: How to dig a foxhole; how to carry a gun; how to drive a tractor; the correct position of a soldier; correct response to military orders; how to make a bed; etc.
- B. Prepare an Outline for Project #3 (Present Outlines at time of speaking.)
- C. Text, pages 55-62 (Projection to Audience.)

VIII

Day of Month _____ Day of Week _____

1. Oral Project #3 (Speakers present outlines).
2. Discussion and Criticism.
- A. Oral Project #3.

IX

Day of Month _____ Day of Week _____

1. Oral Project #3 to be concluded (Students present outlines).
2. Discussion and Criticism (oral and/or written).
- A. Review for Midterm Exam (Emphasis on book).

X

Day of Month _____ Day of Week _____

1. Mid-term examination.
2. Discussion of questions following test.
- A. Oral Project #4 (2-3 minutes). Emphasis on introduction and conclusion. Select subject and prepare general outline.
- B. Lecture on Organization and Outlining of Material.

LVIII

III

Day of Month _____ Day of Week _____

1. Lecture on Organization and Outlining of Material.
 2. Individual application in class of lecture material to your subject for Oral Project #4.
- A. Oral Project #4.
B. Prepare Outline for Oral Project #4.

III

Day of Month _____ Day of Week _____

1. Oral Project #4 (Speakers present Outlines).
 2. Discussion and Criticism.
- A. Oral Project #4.
B. Oral Project #5 (1-3 minutes). Complete development of your topic using all the necessary supporting materials arranged in logical order. Suggested topics: The development and/or future of radio, motion pictures, farming methods, airplanes or air travel, housing, weapons, educational methods, labor organizations, art, South America, Far East, Alaska, etc.
- C. Prepare a complete outline for Oral Project #5.

III

Day of Month _____ Day of Week _____

1. Oral Project #4 to be concluded (Speakers present Outlines).
 2. Discussion and Criticism.
- A. Oral Project #5.

III

Day of Month _____ Day of Week _____

1. Oral Project #5 (Speakers present Outlines).
 2. Discussion and Criticism.
- A. Oral Project #5.
B. Begin your preparation for Final Oral Project #3.

LIJ

LI

Day of Month _____ Day of Week _____

1. Oral Project #5 (Speakers present outlines).
2. Discussion and Criticism.
- A. Oral Project #5.
- B. Continue preparation on Final Oral Project #6.

LI

Day of Month _____ Day of Week _____

1. Oral Project #5 to be concluded (Speakers present outlines).
2. Discussion and Criticism.
- A. Final Oral Project #6, (4-5 minutes). Purpose: To present a problem and your proposed solution clearly and interestingly. Suggested topics: Democracy and the Individual, World Cooperation after the War, Settlement of National Boundaries, Presidential Candidates, Our Relations with Russia, Labor Disputes, British-Indian Question, The Race Problem, Your Personal Creed, etc.
- B. Prepare outlines for Final Oral Project #6.

LI

Day of Month _____ Day of Week _____

1. Oral Project #6 (Speakers present outlines).
2. Discussion and Criticism.
- A. Oral Project #6

LI

Day of Month _____ Day of Week _____

1. Oral Project #6 (Speakers present outlines).
2. Discussion and Criticism.
- A. Oral Project #6.

LI

Day of Month _____ Day of Week _____

1. Oral Project #6 to be concluded (Speakers present outlines).
2. Discussion and Criticism.

LX

- A. FINAL WRITTEN EXAMINATION over all material to date.
- B. HAND IN THIS SYLLABUS AT NEXT MEETING.

LXI

Day of Month _____ Day of Week _____

- 1. FINAL WRITTEN EXAMINATION.
- 2. DISCUSSION OF EXAMINATION AND COURSE MATERIAL.
- 3. HAND IN THIS SYLLABUS.

III

ARMY AIR CORPS - PRE-FLIGHT TRAINING

Michigan State College

SPEECH -- MID-TERM EXAMINATION

Do Not Write On This Examination

MULTIPLE CHOICE

1. The following suggestion which will decrease your self-confidence in your speaking is: (1) pick an interesting subject, (2) speak aloud as often as possible, (3) never allow yourself to give up, (4) try speaking without preparation, (5) focus your attention on your audience.
2. The best preliminary step in preparing your listeners' minds for the main points of a speech consists of: (1) giving the history of the topic, (2) using humor to test the mood of the audience, (3) getting attention, (4) developing a minor point, (4) stating the conclusion to be reached.
3. The most essential requirement for an informative talk is to: (1) be humorous, (2) restate your points for emphasis, (3) have clear organization, (4) use vivid language, (5) to be impressive.
4. The purpose of the informative talk is to: (1) get it off your chest, (2) show how much you know on the subject, (3) impress the importance of the information, (4) get the interest and attention of the audience, (5) secure understanding of the subject.
5. The best type of humor to use in a speech is that which: (1) is an outgrowth of the subject itself, (2) comes at the beginning of the speech, (3) is in the form of a joke, (4) refers to some member of the audience, (5) is on the speaker himself.
6. When your listeners have a vital interest in your subject, you should usually begin with: (1) a humorous anecdote, (2) a rhetorical question, (3) an illustration, (4) a reference to the subject, (5) a startling statement.
7. Projection of your voice is largely dependent on your use of: (1) a low pitch, (2) good articulation, (3) nasal resonance, (4) correct breath control, (5) sustained vocalization.

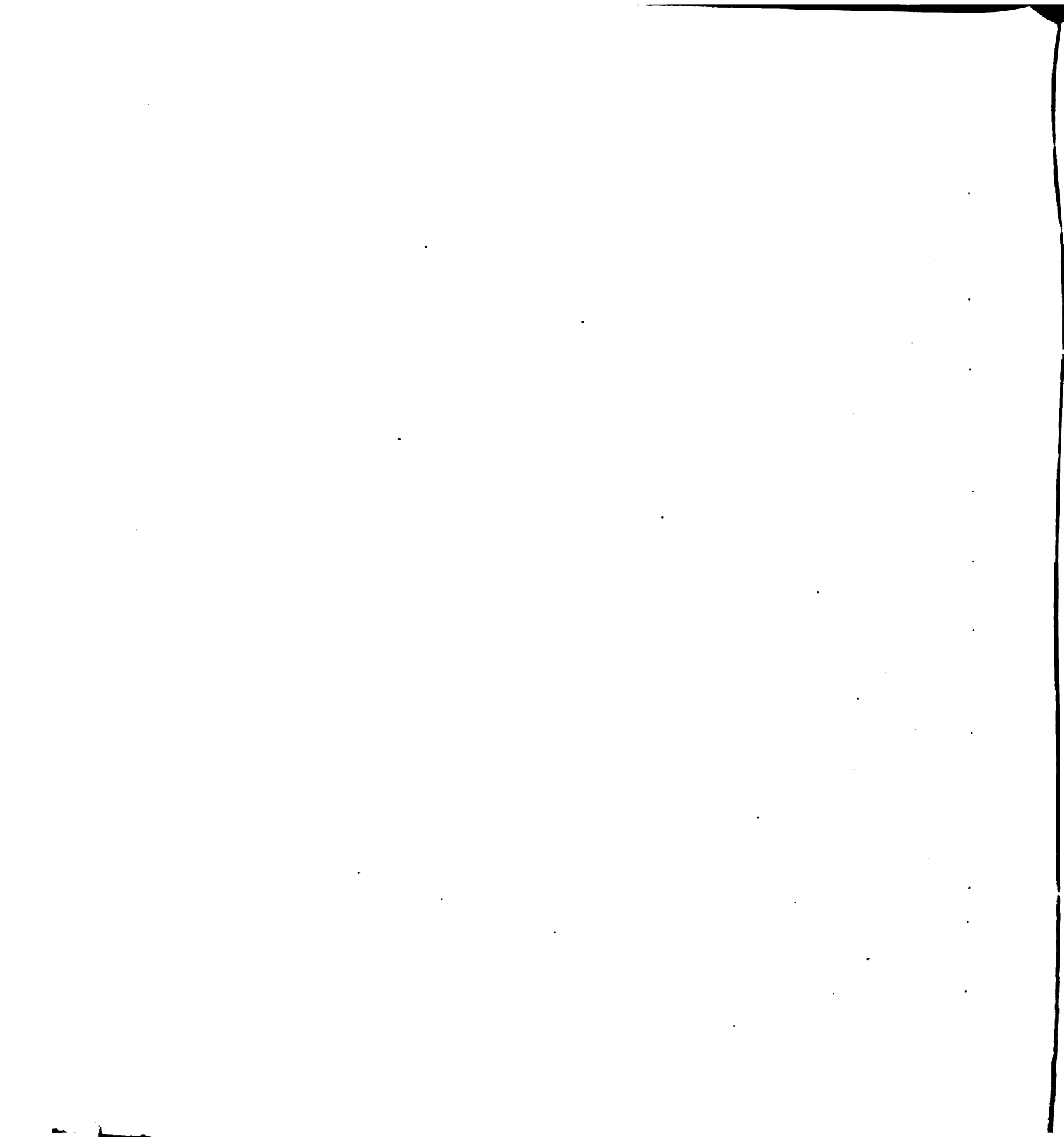
8. The human vocal mechanism can best be compared to a:
(1) violin, (2) piano, (3) wind instrument, (4) drum,
(5) rubber band.
9. Poor use of the soft palate usually causes a voice
which is: (1) flat, (2) harsh, (3) hollow, (4) thin,
(5) nasal.
10. The suggested method for overcoming a weak, thin voice
is to: (1) use the modifiers more, (2) lower the soft
palate, (3) lower the pitch and talk louder, (4)
breathe more deeply, (5) speak louder.
11. Your emotional character is usually displayed in your
voice by: (1) pitch, (2) quality, (3) force, (4) rate,
(5) precision.
12. A harsh voice usually signified: (1) a tight throat,
(2) a relaxed palate, (3) inactive lips, (4) a low pitch,
(5) diaphragmatic breathing.
13. A high pitch may be caused by: (1) tension in the larynx,
(2) a nasal voice, (3) poor articulation, (4) chest
breathing, (5) closed sinuses.
14. Your pronunciation should be like that of: (1) an Oxford
graduate, (2) the careful speakers in your community,
(3) your parents, (4) Harvard graduates, (5) the average
individual.
15. The most important purpose of the conclusion of an ex-
pository speech is to: (1) make the last point, (2)
make one more witty remark, (3) review the points of
the speech, (4) get the good will of the audience, (5)
persuade the audience to act on the proposal.
16. The most important purpose of a good speech introduction
is to: (1) arouse attention, (2) cause laughter, (3)
give a history of the subject, (4) size up the audience,
(5) have time to adjust notes and other speech aids.
17. If the speaker's subject were "Army Instructors" and he
touched on the camp lay-out, you would say that he
violated: (1) coherence, (2) good taste, (3) unity,
(4) economy of words, (5) emphasis.
18. The statement, "Air Cadet Milton Jones from Jackson,
Mississippi, is benefiting from the Physical Education
classes held in Jenison Field House at Michigan State
College", is an example of: (1) an omission of one step
in logic, (2) an anachronism, (3) a specific instance,
(4) use of authority, (5) a general premise.

IXIII

19. The principal reason for making an outline of your speech is to: (1) aid in remembering the speech, (2) test the organization of the speech, (3) test your neatness of outlining, (4) determine the length of the speech, (5) use the outline while speaking.
20. Of primary importance to the speaking of a military man is: (1) precision, (2) interestingness, (3) size, (4) friendliness, (5) good subject.
21. The following practice on the part of the speaker tends to improve eye contact: (1) pick out one person and talk to him personally for a short while, (2) refer to well-prepared notes, (3) use a chart or diagram in the speech, (4) attempt to take in the whole audience at a glance, (5) assume a military bearing.
22. The articulators are used primarily for purposes of: (1) speaking, (2) breathing, (3) valvular action, (4) eating, (5) swallowing.
23. The English speech sounds which are correctly nasal are: (1) s, th, z, (2) th, ah, oo, (3) d, t, u, (4) n, n, ng, (5) s, f, v.
24. The first step in speech improvement is to: (1) learn the rules of good speaking, (2) discover your speaking abilities and needs, (3) practice to develop good speaking habits, (4) make transitions, (5) develop eye-contact.
25. Before one can overcome nervousness in speaking he should: (1) imitate the speaking style of some good speaker, (2) cover up his speech faults so they won't be noticed, (3) be willing to memorize his entire speech, (4) deliver impromptu speeches, (5) be willing to accept criticism.

TRUE AND FALSE

91. It is impossible to be too conversational in speaking.
92. You should not waste time during your speech by interpreting the facts, statistics, etc., presented in your speech.
93. A good method of establishing a direct relationship with your audience during a speech is the free use of personal pronouns.



LXIV

94. It is not necessary to repeat important facts, dates, names or figures in your speech for the audience will get them the first time.
95. Strain in vocalization is caused by forcing the breath over hyper-tense vocal bands.
96. A low-pitched voice is more easily heard at a distance than a high-pitched voice.
97. Relaxation of the muscles of the body will help to lower the pitch of the voice.
98. Diaphragmatic breathing is the best type of breathing for the giving of military commands.
99. A speaker with a flexible voice will give his audience the impression that he is an alert, wide-awake person.
100. A rising inflection at the end of a sentence connotes uncertainty.
101. Aggressive behavior when used as a compensation for an inferiority complex is not revealed in the voice of the speaker.
102. It is good psychology to open your speech by saying, "Unaccustomed as I am to public speaking....".
103. A cure for stage-fright is to become so absorbed in yourself that you forget your audience.
104. Nasality of speech usually signifies to the listener laziness on the part of the speaker.
105. The larger the audience to which you are speaking, the slower you should talk.
106. A good expository speech persuades the audience to the speaker's point of view.
107. A large chest expansion is necessary in order to speak loudly.
108. The speaker who is training to project to his audience must develop the characteristics of meekness, gentleness, and mildness.

LMV

109. If a semi-humorous incident should occur while you are speaking, assume a dignified manner that would prevent laughing by the audience.
110. If you, as the speaker, have a bad cold, apologize for it early in your speech.
111. Once the material is organized for a speech, there is no reason for varying that material regardless of where the speech is given.
112. New Material dealing with your subject should not be introduced to your audience in the conclusion of your speech.
113. The number of main points in an outline ought to be such that after the speech is over, the listener should be able to recall them and to reconstruct the trend of the whole address.
114. Huskiness of voice after speaking to a large group is an evidence of vocal strain.
115. The purpose of the introduction of a speech is to prove that most important point of the speech.
116. A rhetorical question, to be effective in a speech, must be answered by the speaker,
117. Avoid the use of personal experiences in your speeches.
118. A good speaker never criticizes himself because this would lessen his confidence.
119. The normal condition of an audience consisting of soldiers is always one of tense expectancy.
120. A factual illustration is a series of statistics.
121. Dividing a talk on the organization of the U.S. Army into these three divisions: (1) the Air Forces, (2) the Ground Forces, (3) the Services of Supply, is using the "logical" method of organizing a speech.
122. Oral practice of a speech before delivering it will usually be harmful in causing you to lose interest in it.

LXVI

123. A pause in speaking will usually signify lack of memory on the part of the speaker.
124. In explaining a set of rules to a group, one should be sure to give a detailed explanation of all the exceptions to these rules.
125. As the interestingness of the material being read decreases, the vocal variety of the speaker should increase.

ARMY AIR CORPS - PRE-FLIGHT TRAINING

Michigan State College

SPEECH -- FINAL EXAMINATION

Do Not Write On This Examination

MULTIPLE CHOICE

1. When explaining a chart, the speaker should: (1) stand a little to one side, (2) always look at the chart, (3) do as little walking as possible, (4) refer to all details of the chart though they are not related to your purpose, (5) use a pointer in referring to the chart.
2. Transition of thought in a speech is usually indicated to your audience by: (1) a step backward, (2) a step forward, (3) shifting your weight to the other foot, (4) looking away from your audience, (5) a few steps to the side.
3. A beginning speaker, in his use of platform movement in speaking, should: (1) use very little movement, (2) walk only when using the board, (3) use as much movement as possible, (4) never use backward movement, (5) stay near the center of the platform.
4. A gesture should always be: (1) in the audience's line of vision, (2) an exact description of the thing described, (3) made only with the hands and arms, (4) preceded by the explanation, (5) accompanied by a transition movement.
5. Changes in the speaker's facial expression usually: (1) express his emotional feeling toward his thought, (2) express his intellectual feeling toward his thought,

IXVII

- (3) emphasize his cordial feeling toward his audience, (4) are thought out before his speech, (5) accompany descriptive gestures.
6. To give the commands used by the armed forces, it is well to remember this fundamental: (1) be rigid, (2) keep tense, (3) make a megaphone of your mouth, (4) be stern, (5) be cheerful and always carry a smile.
 7. Usually a lower pitch level suggests: (1) weakness, excitement, and irritation, (2) assurance, poise, and strength, (3) intelligence, understanding, and kindness, (4) good-nature, understanding, and fineness, (5) fear, tenseness and youth.
 8. The best criterion for army men to follow in the pronunciation of spoken words, is to: (1) pronounce words as you hear them in your group, (2) pronounce the words as you learned them in high school, (3) ask your officers how to pronounce the words in question, (4) follow the pronunciation agreed on in your branch of military service, (5) ask your college instructors.
 9. Changes in quality of vocal tone are closely related to the: (1) subject, (2) audience, (3) occasion, (4) friends, (5) emotion.
 10. The air reaches the lungs through the (1) Eustachian tube, (2) Esophagus, (3) Trachea, (4) Aorta, (5) Cochlear duct.
 11. In demonstrating a revolver, you should, when not directly referring to it: (1) put it in back of you, (2) hold it where it can be seen, (3) hold it relaxed at your side, (4) move it from one hand to the other to alternately free both hands, (5) put it in your pocket.
 12. The organs of articulation are the: (1) intercostal muscles, nasal cavities, vocal cords, (2) lungs, pharynx, esophagus, trachea, (3) teeth, tongue, lower jaw, lips, palate, (4) diaphragm, wind-pipe, sinuses, (5) epiglottis, hard palate, larynx, naso-pharynx.
 13. Good relaxation in speech is a: (1) disjointed bodily attitude reflecting freedom from thought, (2) state of coordinated muscles without tension, (3) feeling of complete ease, (4) chest and shoulders erect and abdomen pulled in, (5) posture reflecting informality.

LVIII

14. Nasal twang in speech is often the direct result of:
(1) too flexible a tongue, (2) too rigid a tongue,
(3) inactivity of the soft palate, (4) too tense a
condition of the pharynx, (5) lack of control of the
vocal cords.
15. The thesis of your speech is the same as your: (1)
general subject, (2) speech title, (3) introductory
statement, (4) central thought, (5) first main point.
16. One of the best methods of securing audience attention
at the beginning of your speech is by an introduction
using a: (1) pre-summary, (2) statement of thesis, (3)
definition, (4) illustration, (5) statement that the
speech will be interesting.
17. The statement: "Many of the men in the Army Air Corps
are profiting by virtue of their training at the colleges
where they are stationed," is an illustration of: (1)
faulty construction, (2) a general premise, (3) hypothet-
ical illustration, (4) statement from authority, (5)
factual statistics.
18. Articulation may be defined as: (1) use of proper
accent, (2) vibration of the vocal bands, (3) giving
correct value to vowel sounds, (4) flexible adjustment
of teeth, tongue, lips, etc. in forming syllables,
(5) the correct use of vowel and consonant sounds.
19. The pitch of your voice is controlled by the: (1)
movement of the tongue, (2) amount of air expelled,
(3) muscles of the larynx, (4) action of the diaphragm,
(5) tension of the pharynx.
20. When your audience is sleepy, you might best hold their
attention by: (1) a few jokes, (2) abstract data, (3)
more statistics and factual information, (4) increased
bodily activity, (5) fewer vocal changes.
21. The usual number of words spoken per minute by the
average speaker is: (1) 75-200, (2) 120-200, (3)
100-120, (4) 120-150, (5) 200-240.
22. When time is very brief and the audience interest in
your subject is low, you might best secure attention
by an introduction of the type of: (1) hypothetical
question, (2) illustration, (3) humorous story, (4)
startling statement, (5) history of the subject.

23. Your outside preparation for a speech to be delivered before an audience should consist largely of: (1) rulling over the main points to be discussed, (2) writing the speech in full and memorizing it, (3) reading on the subject that you may discuss all phases of it, (4) outlining the speech and orally practicing it, (5) mentally going over the points to be discussed.
24. In giving an expository speech, you should state your speech thesis or central thought: (1) in the opening sentence, (2) just before the conclusion, (3) as the first main point, (4) immediately after the definitions, (5) following attention step.
25. When using a gesture during a speech, the stroke of the gesture should come: (1) just after the point to be emphasized, (2) a few words before the word to be emphasized, (3) as a surprise to the audience, (4) on the emphasized word, (5) only as a description.
26. After you have selected the general subject for a speech, your next step is to: (1) make the outline, (2) write the introduction, (3) read on the subject, (4) select the topic or phase of your subject, (5) find a humorous story to begin the speech.
27. In the event of disturbances or "heckling" interruptions from your audience while delivering a speech, you should: (1) ignore the disturbance, (2) have the offender ejected from the room, (3) remain silent until the disturbance has stopped, (4) turn the incident to your advantage by good nature and tact, (5) laugh it off.
28. When you have been introduced by the chairman as the next speaker, you should first: (1) remain seated for a moment and smile at the audience, (2) rise and address the chairman before moving to the speakers' stand, (3) begin speaking to the audience as soon as you rise, (4) walk to the speakers' stand and then turn and address the chairman, (5) remain seated until the audience has stopped applauding.
29. The best posture you can use for an expository speech before a group of men newly inducted into the Army is to stand with your: (1) feet together and back straight and stiff, (2) feet apart and hands on your hips, (3) feet wide apart and your hands clasped behind you, (4) feet slightly apart and body relaxed, (5) one leg bent and your arms folded.

30. Your speech "themes" may be: (1) concrete, (2) general, (3) general or arbitrary, (4) concrete or abstract, (5) arbitrary and abstract.
31. The "statement of thesis" in a speech: (1) must be stated before the discussion of main points, (2) is the opening sentence of your speech, (3) is identical with your general purpose, (4) need not necessarily be stated, (5) is usually stated as a question.
32. A very important purpose for having written outline of your speech is to: (1) free your mind for the delivery process of the speech, (2) guarantee proportion and disunity, (3) give your instructor something to follow while you are speaking, (4) test your powers of memory in delivering the speech, (5) have a speech which may be used at any time on short notice.
33. A very good method to use in overcoming nervousness in speaking is to: (1) have confidence in the stability of your speech mechanism, (2) ignore your speaking faults to protect your self-confidence, (3) criticize yourself in all aspects of your speaking and admit no improvement, (4) use notes in your first few speeches, (5) prepare thoroughly your speech material.
34. The use of comparison as a method of explanation usually involves relating the thing explained to something which is: (1) unknown, (2) novel, (3) opposite, (4) familiar, (5) obscure.
35. A hypothetical illustration is: (1) a set of actual statistics, (2) a humorous story, (3) a personal experience, (4) an imaginary happening, (5) an authoritative statement.
36. When quoting statistics in a speech, you should always: (1) have them on a note card and read them to the audience, (2) state the exact figures to insure understanding, (3) state the general source of your information, (4) separate them from illustration, (5) interpret their meaning.
37. Statements of authority are especially valuable in a speech when: (1) your purpose is to impress the audience, (2) the authorities are unknown, (3) those authorities quoted are prejudiced in favor of your side of the question, (4) you condense the statements and express them in your own words, (5) the source of the material is also given.

38. Audience interest in your speech will be increased if you use material which is: (1) capable of creating suspense, (2) abstract and impersonal, (3) outside the experience of the audience, (4) anti-climatic in construction, (5) complicated and calls for their undivided attention.
39. A good conclusion to your expository speech might contain: (1) an amplification of your thesis, (2) a new point of explanation, (3) an apology for the material omitted, (4) an appeal for the acceptance of your proposal, (5) a pre-summary.
40. A talk which you, as an Army officer, might deliver before a luncheon club would especially aim at: (1) influencing belief, (2) gaining respect for a certain view, (3) securing goodwill, (4) presenting information, (5) arguing a pertinent point.
41. The following difficulty which is a fault of articulation is: (1) substitution of one sound for another, (2) omission of a sound, (3) incorrectly formed sound, (4) incorrectly accented syllables, (5) addition of a sound.

TRUE AND FALSE

91. In speaking, one should sacrifice complicated details and exceptions to rules for understandability.
92. Restating a point makes your audience feel that you think them incapable of understanding it the first time.
93. Presenting information is your main task in the introduction of your speech.
94. Always use abstract data in a speech in order not to mislead your listeners.
95. The vocal cords are similar in structure to the strings of a violin.
96. A pause in speaking may be used to create suspense and interest.
97. As a speaker begins to talk, the audience attention is centered on his subject.
98. When audience interest in a subject is low, you, as the speaker, might best secure attention by the use of an initial summary.



LXXII

99. The thought transitions in a speech will take care of themselves if the subject is interesting.
100. The primary purpose in giving an informative speech is to create an interest in the information.
101. Save the novel and vivid material for the last point in your speech.
102. The "Pre-Summary" of the points of an informative speech immediately precedes the final summary.
103. To project well, you need only a strong voice.
104. Walking should be done in the middle of a thought if the speaker would give relief to his audience.
105. A rigid jaw while speaking makes for distinctness of voice sounds.
106. If a person gestures well in ordinary conversation, it follows that he will gesture well on the platform in a public address.
107. Gestures should be made only with the hands.
108. A movement by the speaker of which both the speaker and and the audience are unconscious can effect the audience response.
109. What a speaker "does" may be sufficient to establish contact with his audience.
110. Humorous stories referring to a particular race or religion are good means of securing attention and interest in a speech.
111. In demonstrating the construction of the "throat-microphone" you should hold it in front of you at chest height.
112. If your audience contains men who are high school graduates, and men with only an eighth grade education, you should speak on the level of the high school graduates.
113. Tension of the vocal bands has no relation to the pleasing quality of the voice.
114. Nervous tension in speaking should be entirely overcome before you can speak well.

LXXIII

115. When demonstrating an article, you need not worry about your audience contact for the audience's attention will be on the article about which you are talking.
116. The larger the audience, the more you must extend your arms when gesturing.
117. Learn to use one or two gestures and then practice them until you can use them in all the speeches you give.
118. Good, experienced speakers are unconscious of their posture, movement and gestures while speaking.
119. An effective gesture usually originates in general bodily action.
120. A speaker should not take a step while talking, instead he should move only during the pauses between thoughts.
121. The speaker's problem of the use of movement while speaking can be solved by his standing still.
122. The movements and gestures you use in a speech should be done so well that they will call the audience's attention to themselves.
123. As an officer speaking to a group of privates you should use as much slang as possible to create the desired feeling of informality between yourself and your audience.
124. The word "one" in "one, two, three, four," (counting cadence) should be pronounced "HUT" in order to secure the necessary diaphragmatic pull.
125. A speaker's voice quality usually reveals important characteristics of his personality.
126. Before becoming an effective speaker you must learn the hard and fast rules governing the art of speech making.
127. All effective bodily activity used by the speaker should arise from an intense desire to project thought and material to the audience.
128. Flexibility of voice is something that one is born with and can very seldom be acquired.
129. One of the simplest ways of establishing clarity in a speech is by using obscure words.

LXXIV

130. Your vocal resonance is due to your own amplification of the overtones produced by your vocal cords.
131. Too many overtones in your voice will cause it to sound thin.
132. The reserve of vocal power you may have, making it possible for you to speak to a large audience as well as a small group, is derived from the strength of your vocal cords.
133. The quality of your voice will usually express your emotional feeling about what you are saying.
134. The only item you need consider in selecting the subject for a speech is your own interest in the subject.
135. The connectives "andah", "well", "uhuh" are good means of making transitions between thoughts.
136. You should never use abrupt changes in pitch for they will cause your voice to become monotonous to your listeners.
137. Your communication with the audience is apparent in the physical as well as the mental reaction of the members of the audience.
138. As a general rule, the dictionary is the final authority on the pronunciation of words.
139. The principal resonators of the voice are: the mouth, nasal cavities, sinuses, and pharynx.
140. The first step toward your improvement in speech is your recognition of your own inadequacies in speaking.
141. A speaker's voice is more easily heard and more pleasant to listen to when it is slightly above a medium pitch level.
142. If your speech is indistinct and difficult to understand, the chief fault lies with your resonating apparatus.
143. If your audience shows coldness, prejudice or enmity toward you, close your speech as soon as possible.
144. In the conclusion of a speech the speaker needs to justify his right to be speaking on the particular subject.

145. The historical type of speech demands the use of a chronological type of outline.
146. One should not attempt to speak in public until he has mastered the fundamentals of good speaking.
147. In outlining a speech, the introduction is the first part to be thought out.
148. In a periodic sentence, the important idea comes at the end of the sentence.
149. If you can make good declarative sentences while giving a speech, do not risk making poor sentences of another type.
150. The general purpose of a good expository speech is to persuade the audience to the speaker's point of view.

University of California

PRE-METEOROLOGICAL PROGRAMS
ARMY AIR FORCES

Outline for Course V (a & b)
in the "C" Program

Prepared under Direction of the
University Meteorological Committee

I. Course V (a), American History

Purpose: To acquaint the student with American history in relation to the principal social and political movements of the modern world; to promote understanding of the events leading to the present war and the ideas at conflict in it.

II. Course V (b), Oral and Written Composition

Purpose: To develop the student's power to read and think accurately, and to express himself precisely in speech and on paper; to develop imagination and mental resourcefulness.

III. Organization

The purposes enumerated above will be served most effectively and economically by collaboration of Departments of English, Speech, History, and Government. The responsibilities of instruction may be divided in such a way as to make the best use of the staff at each college. A single integrated course may be planned; or the three branches of the work - history, writing, and speech - may be conducted by independent meetings, after joint planning by a representative committee and with due recognition of the content of American history as appropriate subject matter for speaking and writing. Whatever the method of organization, the training in written and spoken composition and the training of history should be regarded as equal in importance. The two main divisions of the course should strengthen and facilitate each other; neither should be thought of as subordinate to the other.

IV. Allotment of time

History: Three contact hours a week

Writing and speech: Four contact hours a week, including two hours of laboratory.

- (a) All work in Course V (a & b) is to be done within contact hours.
- (b) In writing and speech, one-two-hour laboratory period should be scheduled each week, if possible.

V. Study of History

(1) Since the student's powers of reasoning, imagination, and expression are to be trained in relation to the study of American history and institutions, the historical work in the course should require the student to analyze and discuss in detail selected documents of primary importance, such as the Declaration of Independence; the Constitution; selections from Roger Williams; The Bloody Tenent; selections from Thomas Paine; Common Sense, The American Crisis; half a dozen Federalist papers; selections from speeches and writings of Theodore Parker, Horace Mann, Daniel Webster, John C. Calhoun, Henry George; selections from Whitman's Specimen Days; selections from state papers, letters, and speeches of Jefferson, Lincoln, and Wilson. The supplementary use of such a work as Documents of American History, edited by Henry Steele Commager, or The Heritage of America, edited by Commager and Allan Nevins, or American Memory, edited by Henry Boston, will be advisable.

At least one hour each week shall be devoted to discussion in sections of not more than twenty-five students under the leadership of an instructor. The function of lectures shall be to provide historical background for the texts to be studied in detail.

(2) The study of American history may begin with the Colonial or the National period, but in any event shall include some treatment of the diverse racial and national stocks and the struggle on the American continent of the European Empires.

XXXVIII

(a) It shall include study of the development of indigenous institutions, with special reference to self-government, religious institutions, and the conceptions of freedom of conscience, speech, and the press; of the formation of the Constitution and the Bill of Rights; of the Jeffersonian and Hamiltonian conceptions of the American state; of the progressive democratization of our government, including the equalitarian influence of the frontier; of historic American foreign policies; of the industrial, social, and political developments that produced the Civil War and its aftermath; of the importance of immigration in American development; of America's part in the war of 1914-1918, and the period thereafter.

(b) It shall present America, as far as possible, in relation to the main social and political movements of world importance during the period studied.

(c) It shall contain some analysis of important social and political ideas such as Marxism, the idea of a world state, and the ideas of nations now at war with us, such as National Socialism and Italian Fascism, and shall study the bearing of these ideas on American conceptions of society.

VI. Study of Composition

(1) Speech

It shall be considered equally important that a student be able to speak well and write well, but methods of satisfying minimum requirements in speech may be worked out by the colleges individually.

Minimum requirements in speech:

(a) A voice adequately clear and loud, free from faults of articulation such as might prevent immediate intelligibility.

Note: It should be borne in mind that future candidates for the "A" program should exhibit qualities of leadership involving a commanding presence and skill in clear exposition to audiences of perhaps 60 indoors or out.

LEXIX

(b) Enough fluency to give a short impromptu speech, reasonably free from hesitation, reasonably forceful and pleasant in delivery, reasonably coherent in sentence structure, and well enough put together to be readily remembered in outline.

Note: It is very desirable that disc recordings be made of the voice of each student, at the start of the course to give him an idea of his faults in speech, and at later periods to show progress in correcting them. Each student, wherever possible, should be given practice in distinct utterance over public address systems. Officers in the Air Corps have to make themselves clearly understood despite interference by intense noise.

(2) Writing

Training in written composition should seek to develop the primary virtues of good expository style, recognizing that exposition, liberally understood, offers full play for imagination and expressiveness.

(a) Exposition has responsibilities to the subject; the ideas or data to be presented must be accurately understood.

(b) Exposition has responsibilities to the audience; the students should think of themselves as addressing laymen in laymen's English. They must be able to put technical ideas in non-technical language. This often calls for apt metaphor and analogy.

(c) Exposition requires sustained structure and demands the power to plan and organize material of some scope.

(d) A good expository style is at once concise and sufficiently articulated. The principles long familiar to composition teachers will apply with double force in this program; words must be accurate and definite; sentences coherent, free from ambiguity, and readable. Jargon, in Quiller-Couch's sense, should be treated as a cardinal sin. The colloquial style should be encouraged within reason; in any case, diction should be idiomatic, not excessively bookish.

INDEX

(e) Since one purpose of this course is to foster imagination, and since composition and the reading of literature are stimulants to imagination, the reading of literature should be encouraged within limits of time and short of interference with the dominant object of training students in American history and clear expression. Some class periods may be devoted to the reading and discussion of poems, of short prose pieces, or selections by notable English and American writers of the past and present. American students will gain by the opportunity to learn the native idiom from Emerson, Thoreau, Mark Twain (Life Along the Mississippi, Huckleberry Finn), Frost, E. B. White, (One Man's Meat), Mencken, (The American Language), etc. Within the forty-eight weeks it may be possible to study one or two literary works of full magnitude - a play of Shakespeare, an important novel, or the like. Readings in literature may easily be found which will correlate with the study of history, but this need not be the only or primary reason for introducing them; they may be introduced for their value to the student's imagination and power of reflecting and writing.

VII. Integration

Much or most of the writing and speaking in the composition section will be based on material drawn from the study of American history. Composition instructors should not overlook the opportunity also provided by the student's scientific and technical training as a source of material. But especially at the start of the course, those in charge of written and oral compositions will have to give many hours to establishing fundamental concepts of style, delivery, organization, etc., and to providing appropriate exercises. Opportunities for integration will increase as the course develops.

Instructors in American history and in science and mathematics should suggest to those responsible for composition appropriate topics for oral and written development. Compositions originating in this way need not be doubly read and graded. Instructors in history and science will satisfy themselves independently of the degree in which students have mastered assigned material. Instructors in composition will judge the student's ability in structure, lucidity, and power of expression. Staff conferences should iron out any difficulties in the judgment of particular papers.

VIII. Examinations*

(1) For the use of the central record office in Chicago, each college shall establish a qualitative standing for all students in each branch of the course; history, written composition, and spoken composition. For this purpose each student shall be rated superior, ordinary, or inferior.

(2) An examination combining history and written composition will be set by the central committee at the end of each half of the program. This examination shall be graded by the colleges according to instructors. A list of the examination scores and the completed examination papers shall be sent to Chicago for the use of the central record office. The examination at the end of the first half of the program will deal with material from American history to or through the Civil War, and the final paper with material after the Civil War.

(3) Each college shall also report the names of students given remedial work in speech, with a statement indicating whether such students have improved sufficiently so that their level of attainment may be considered satisfactory, or whether they are so deficient in speech as to be unpromising weatherofficer candidates. Such reports should be returned at the same times as reports on examination standings.

- - - - -

*Sections (1) and (2) were amplified only through the first half of the course. For the last half a different plan was approved by the conference of Academic Directors in Chicago, November 22, 1943. It provided:

A. That the final examination be prepared by the Course V staff in each college, according to uniform directions as to length, type of questions and general content, and submitted for approval to Professor Theodore Morrison, Harvard University, Consultant in Course V.

B. That any college at its option may offer to the students at their option the following alternatives to the final examination:

XXXXII

(a) Any student who wishes may, with the approval of an appropriate member of the Course V staff, substitute for the final examination an original paper of about 2,000 words on a topic dealing with the historical content of the course for the second twenty-four weeks as outlined in the syllabus. This paper should be based on the reading of at least one complete book, approved by an appropriate member of the Course V staff and above the level of a mere textbook or survey.

(b) The paper should be handed in before the beginning of final uniform examinations. The grade given the paper should be considered the student's grade on the final examination.

(c) The student should be allowed a period not to exceed four weeks for writing his paper. During this time he may, with the approval of an appropriate member of the Course V staff, be excused from contact hours devoted to writing and speech (not history), but if so excused, he should be required to satisfy his instructor by a suitable means that he is working on his paper seriously and making progress on it.

(d) It is expected that the better students (C plus to A) will be attracted by this opportunity. Instructors should approve the project only for students who may reasonably be expected to profit by it and to write papers of not less than C plus value.

C. That final grades shall be reported to the Chicago office in letters - A, B, C, D, F.

(a) For purposes of the University Meteorological Committee, A = 90-100; B = 80-89; C = 70-79; D = 60-69; F below 60.

(b) The final grades shall constitute an appraisal of the student's work throughout the entire course.

As in the past, separate grades shall be reported for history, Written Composition, and Speech. A separate grade for the final examination need not be reported to Chicago. In lieu of reporting to

Chicago, it is understood that the examination grade will be taken into account in arriving at the final grade reported for Course V.

The essay section of the final examination (or the paper substituted for it) should be graded for both content and form - that is, it should count both in the student's grade for history and in his grade for written composition.

IX. Consultant

The consultant in Course V is Professor Theodore Morrison of Harvard University, who assumed the primary responsibility for the organization of the course.

APPENDIX B



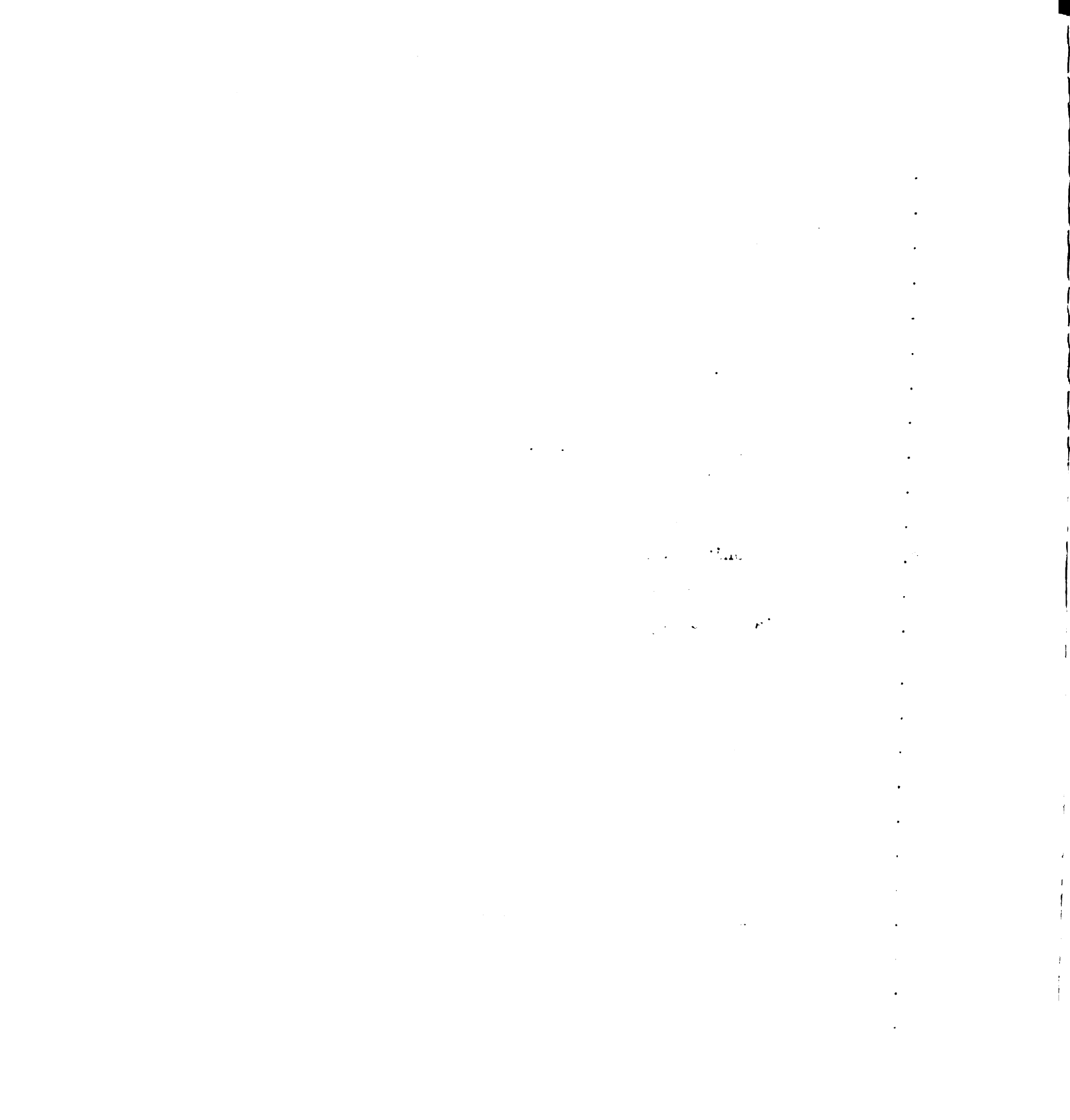
II

Sixty-two colleges and universities returned questionnaires sent to them by the author on activities of the speech department in war-time. The schools that provided information that could be used in any part of this thesis are as follows:

1. Alabama College, Montevallo, Alabama
2. Amherst College, Amherst, Massachusetts
3. Bates College, Lewiston, Maine
4. Baylor University, Waco, Texas
5. Beloit College, Beloit, Wisconsin
6. Brigham Young University, Provo, Utah
7. Carleton College, Northfield, Minnesota
8. Carnegie Institute of Technology, Pittsburgh,
Pennsylvania
9. City College of New York, New York, New York
10. College of William and Mary, Williamsburg,
Virginia
11. Columbia University, New York, New York
12. Cornell University, Ithaca, New York
13. Dartmouth College, Hanover, New Hampshire
14. Eastern Illinois State Teachers College,
Charleston, Illinois
15. Florida Southern College, Lakeland, Florida
16. Georgetown University, Washington, District of
Columbia
17. George Washington University, Washington, District
of Columbia
18. Grinnell College, Grinnell, Iowa

III

19. Hamilton College, Clinton, New York
20. Harvard University, Cambridge, Massachusetts
21. Indiana University, Bloomington, Indiana
22. Iowa State College, Ames, Iowa
23. Louisiana State University, Baton Rouge, Louisiana
24. Massachusetts State College, Amherst, Massachusetts
25. Miami University, Oxford, Ohio
26. Michigan State College, East Lansing, Michigan
27. Mills College, Mills College P. O., California
28. New York City College, New York, New York
29. New York University, New York, New York
30. Northwestern University, Evanston, Illinois
31. Ohio State University, Columbus, Ohio
32. Pennsylvania State College, State College,
Pennsylvania
33. Princeton University, Princeton, New Jersey
34. Purdue University, Lafayette, Indiana
35. Smith College, Northampton, Massachusetts
36. State College of Washington, Pullman, Washington
37. State University of Iowa, Iowa City, Iowa
38. Syracuse University, Syracuse, New York
39. The College of Wooster, Wooster, Ohio
40. University of Alabama, University P.O., Alabama
41. University of Chicago, Chicago, Illinois
42. University of Denver, Denver, Colorado
43. University of Florida, Gainesville, Florida



IV

44. University of Georgia, Athens, Georgia
45. University of Illinois, Urbana, Illinois
46. University of Kansas, Lawrence, Kansas
47. University of Maryland, College Park, Maryland
48. University of Michigan, Ann Arbor, Michigan
49. University of Minnesota, Minneapolis, Minnesota
50. University of Missouri, Columbia, Missouri
51. University of Nebraska, Lincoln, Nebraska
52. University of New Hampshire, Durham, New Hampshire
53. University of North Dakota, Grandforks, North
Dakota
54. University of Pennsylvania, Philadelphia,
Pennsylvania
55. University of Pittsburgh, Pittsburgh, Pennsylvania
56. University of Virginia, Charlottesville, Virginia
57. University of Utah, Salt Lake City, Utah
58. University of Washington, Seattle, Washington
59. University of Wisconsin, Madison, Wisconsin
60. *University of Wyoming, Laramie, Wyoming*
60. Wayne University, Detroit, Michigan
62. Western Reserve University, Cleveland, Ohio

The following is a list of the colleges and universities that provided information on the military speech training programs considered in Chapter II of this thesis:

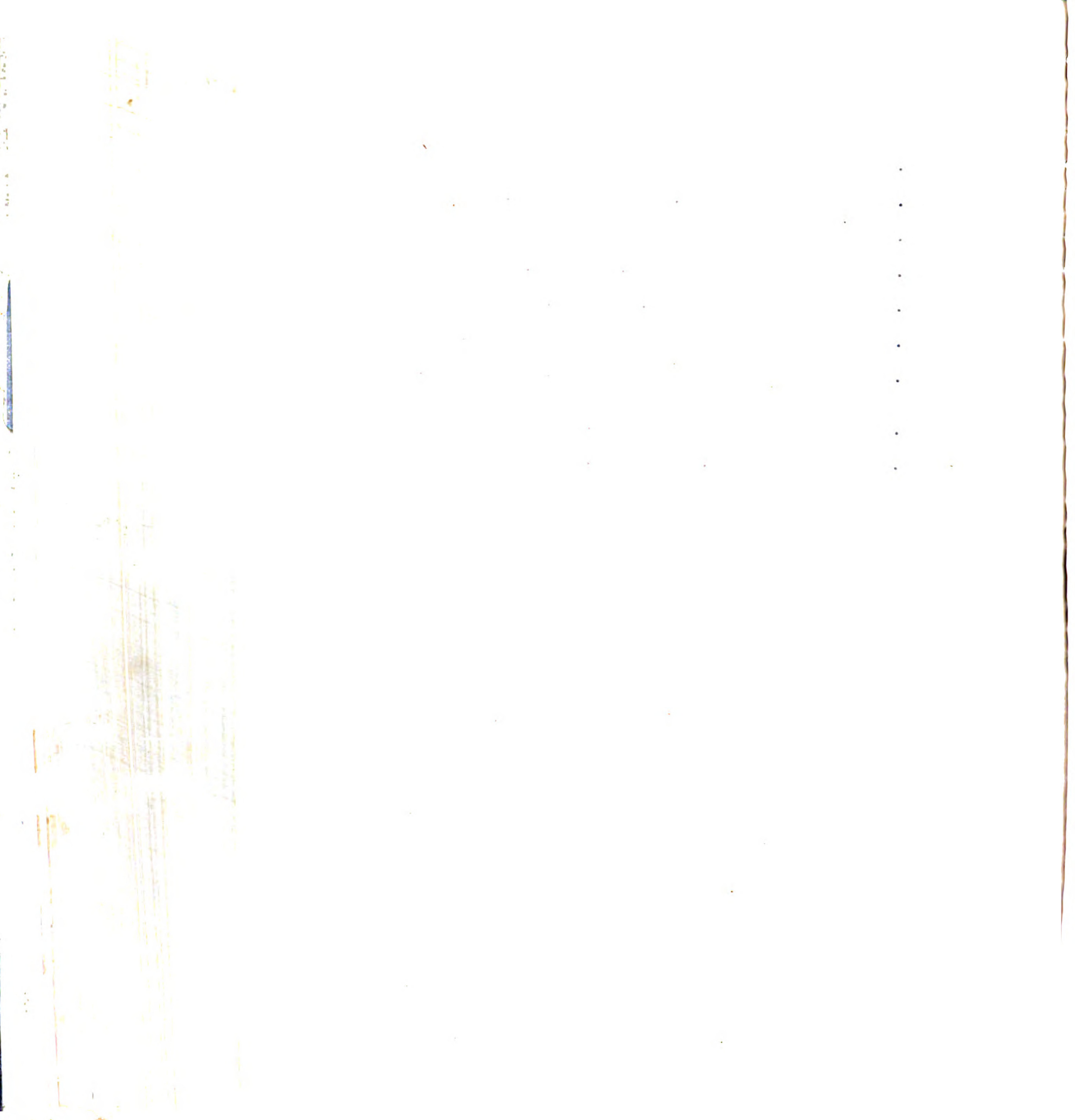
1. Alabama Polytechnic Institute, Auburn, Alabama
2. Amherst College, Amherst, Massachusetts
3. Agricultural and Technical College of North Carolina, Greensboro, North Carolina
4. Bates College, Lewiston, Maine
5. Baylor University, Waco, Texas
6. City College of New York, New York
7. Carleton College, Northfield, Minnesota
8. Colorado School of Mines, Golden, Colorado
9. Colorado State College of Agriculture and Mechanic Arts, Fort Collins, Colorado
10. Cornell University, Ithaco, New York
11. Florida Southern College, Lakeland, Florida
12. Georgetown University, Washington, District of Columbia
13. Georgia School of Technology, Atlanta, Georgia
14. Harvard University, Cambridge, Massachusetts
15. Indiana University, Bloomington, Indiana
16. Iowa State College, Ames, Iowa
17. Louisiana State University, University, Louisiana
18. Massachusetts Institute of Technology, Cambridge, Massachusetts
19. New York University, New York, New York
20. North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina



21. Ohio State University, Columbus, Ohio
22. Pennsylvania State College, State College,
Pennsylvania
23. Princeton University, Princeton, New Jersey
24. Purdue University, Lafayette, Indiana
25. St. Norbert College, West DePere, Wisconsin
26. Stanford University, Stanford University P.O.,
California
27. State College of Washington, Pullman, Washington
28. State University of Iowa, Iowa City, Iowa
29. The Citadel, Charleston, South Carolina
30. University of Alabama, University P.O., Alabama
31. University of Arizona, Tucson, Arizona
32. University of California, Berkeley, California
33. University of Denver, Denver, Colorado
34. University of Florida, Gainesville, Florida
35. University of Idaho, Moscow, Idaho
36. University of Kansas, Lawrence, Kansas
37. University of Kentucky, Lexington, Kentucky
38. University of Michigan, Ann Arbor, Michigan
39. University of Minnesota, Minneapolis, Minnesota
40. University of Missouri, Columbia, Missouri
41. University of Nebraska, Lincoln, Nebraska
42. University of Pennsylvania, Philadelphia,
Pennsylvania
43. University of Pittsburgh,



44. University of Santa Clara, Santa Clara, California
45. University of Utah, Salt Lake City, Utah
46. University of Washington, Seattle, Washington
47. University of Wisconsin, Madison, Wisconsin
48. University of Wyoming, Laramie, Wyoming
49. Utah State Agricultural College, Logan, Utah
50. Virginia Polytechnic Institute, Blacksburg,
Virginia
51. Western Reserve University, Cleveland, Ohio
52. Yale University, New Haven, Connecticut



VIII

PERIODICALS

Carhart, Raymond, "War Responsibilities of the Speech Correctionist", The Quarterly Journal of Speech, XLIX, April, 1943, 133-140.

Held, L. W., and C. W. Held, "Public Speaking in Army Training Program", The Quarterly Journal of Speech, XLIX, April, 1943, 143-146.

Hallory, L. A., "Speech Training of Army and Naval Officers", The Quarterly Journal of Speech, XLIX, April 1943, 140-145.

Nelson, S. E., D. P. McElvey, Naomi Hunter, and Marjorie Walter, "An Experimental Military Speech Correction Program", The Quarterly Journal of Speech, LXXI, February 1944, 8-16.

"Speaking Instruction in College Military Units", The Quarterly Journal of Speech, XLIX, December 1943, 399-423.

Wiley, E. W., "On ASTP, English III", The Quarterly Journal of Speech, LXXI, February 1944, 16-18.

BOOKS

Brigance, W. L., and R. E. Immel, Speech for Military Service, New York, 1943.

Monroe, A. H., Principles of Speech, Military Edition, New York, 1943.

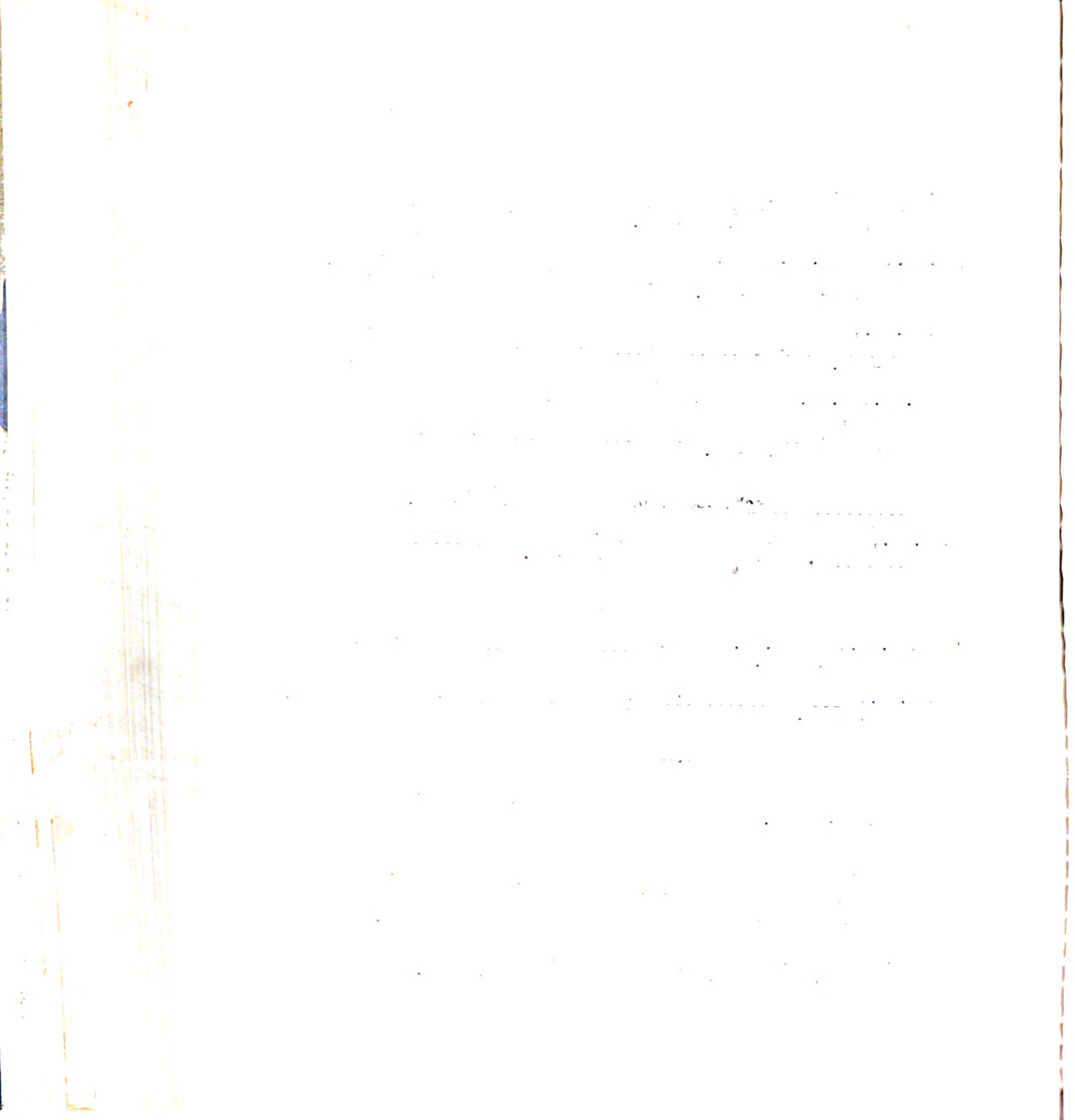
DIRECTIVE

Directive on Army Specialized Training Program, English: AST-III, 24-12465.

LETTERS

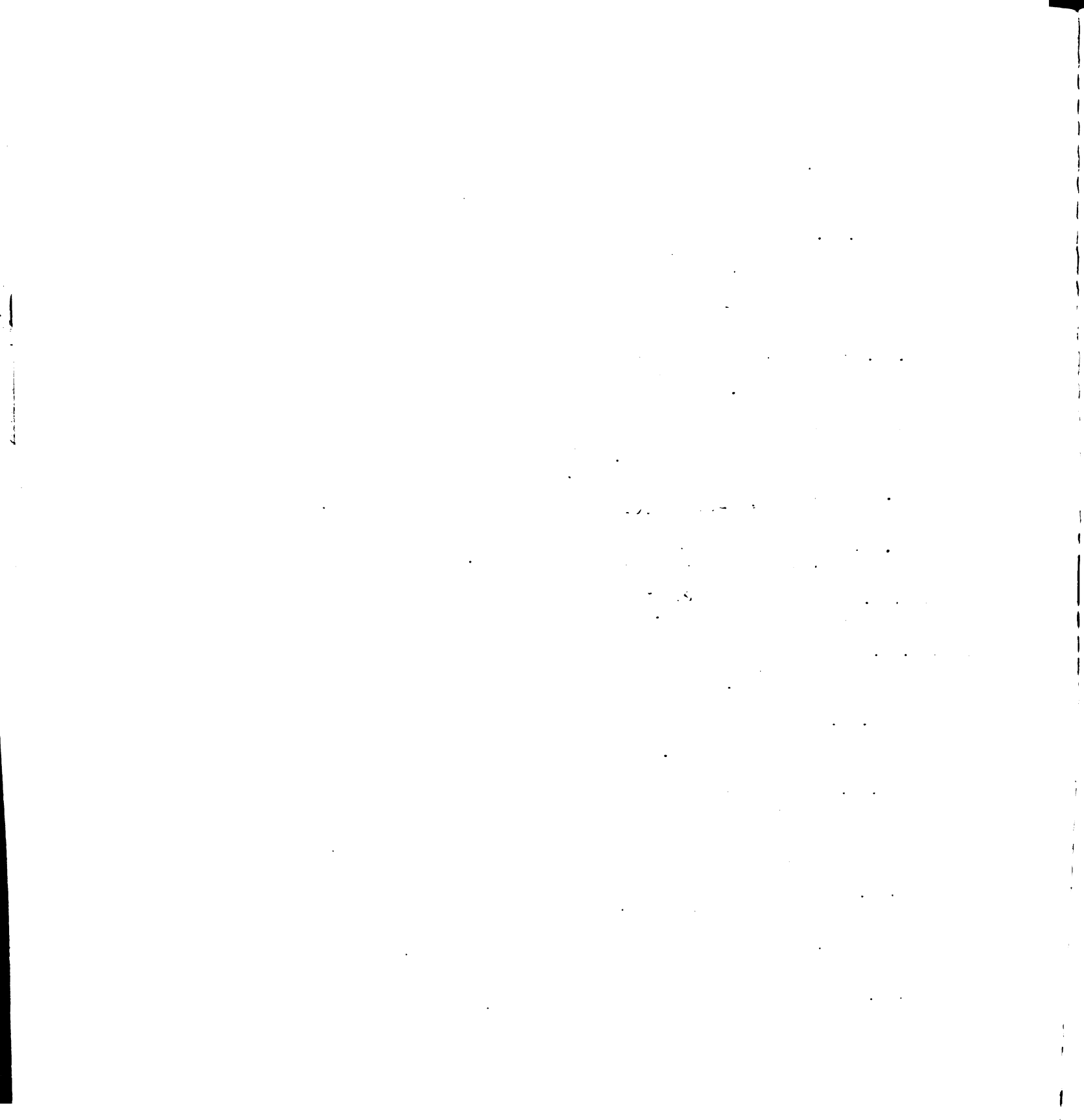
The following is a list of letters received in answer to the form letter that is included at the end of Appendix "B".

Aly, Bower, Chairman, Department of Speech, University of Missouri, Columbia, Missouri, October 22, 1943.



IX

- Bartlett, Howard R., Head of the Department of English and History, Massachusetts Institute of Technology, Cambridge, Massachusetts, October 28, 1943.
- Chamberlain, L. M., Dean of the University and Registrar, University of Kentucky, Lexington, Kentucky, October 23, 1943.
- Crafton, Allan, Head, Department of Speech and Drama, University of Kansas, Lawrence, Kansas, October 21, 1943.
- Ewbank, H. L., Professor of Speech, Department of Speech, University of Wisconsin, Madison, Wisconsin, November 3, 1943.
- Gilkinson, Howard, Assistant Professor in Speech, Speech Department, University of Minnesota, Minneapolis, Minnesota, November 6, 1943.
- Johnson, T. Earle, Head of Department of Speech, University of Alabama, University P.O., Alabama, November 15, 1943.
- Ketcham, V. A., Chairman, Department of Speech, Ohio State University, Columbus, Ohio, April 9, 1943.
- Lattig, H. E. Coordinator ASTP, University of Idaho, Moscow, Idaho, November 2, 1943.
- Mayer, F. P., Chairman, Department of English, University of Pittsburgh, Pittsburgh, Pennsylvania, October 22, 1943.
- McCloskey, F. H., Coordinator, Department of English, New York University, Washington Square, New York, New York, November 1, 1943.
- McKeenna, J. F., Chairman, Speech Division, University of Santa Clara, Santa Clara, California, November 23, 1943.
- Morrison, Theodore, Director, Department of English A, Harvard University, Cambridge, Massachusetts, October 29, 1943.
- Prouty, L. A., Registrar, The Citadel, Charleston, South Carolina, October 27, 1943.
- Raining, Glenn W., Department of English, Georgia School of Technology, Atlanta, Georgia, November 26, 1943.
- Regan, J. P., Division of Languages and Literature, Grinnell College, Grinnell, Iowa, March 10, 1943.



Westfall, Alfred, Speech Department, Colorado State College,
Fort Collins, Colorado, October 23, 1943

The following is a list of the letters used in this thesis that were received by Professor Paul D. Bagwell, Acting Head of the Department of Speech, Michigan State College, East Lansing, Michigan.

Ashton, J. W., Chairman, Department of English Language and Literature, University of Kansas, Lawrence, Kansas, October 27, 1943.

Coffman, C. R., Head of English Department, University of North Carolina, Chapel Hill, North Carolina, December 4, 1943.

Emerson, J. G., Associate Professor of Speech and Drama, Stanford University, Stanford University P.O., California, December 1, 1943.

Howell, W. S., Department of English, Princeton University, Princeton, New Jersey, December 3, 1943.

Hudson, A. P., Director, Navy E-1-2, Department of English, University of North Carolina, Chapel Hill, North Carolina, December 4, 1943.

Mack, Maynard, Department of English, Yale University, New Haven, Connecticut, December 13, 1943.

Morrison, Theodore, Director, Department of English A, Harvard University, Cambridge, Massachusetts, December 2, 1943.

Weaver, A. T., Chairman, Department of Speech, University of Wisconsin, Madison, Wisconsin, October 22, 1943.

Williamson, A. B., Chairman, Department of Speech, New York University, Washington Square, New York, December 23, 1943.

Wise, C. M., Department of Speech, Louisiana State University, Baton Rouge, Louisiana, October 23, 1943.

Yeager, W. H., Public Speaking, George Washington University, Washington, District of Columbia, December 2, 1943.

III

The following pages include a copy of the questionnaire forms and the form letter sent to the colleges and universities to obtain the necessary information for this study.



MICHIGAN STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EAST LANSING

DIVISION OF LIBERAL ARTS
DEPARTMENT OF SPEECH AND DRAMATICS

Dear Sir:

I am compiling information for a Master's dissertation in the field of speech and hope that you might have some material that could be used in completing the study.

The study concerns the activities of the speech departments of the colleges of the United States in their efforts to aid in the winning of the present war. Perhaps you have organized special classes or courses which serve the war effort. On the other hand, you might be sponsoring a War speaker's bureau. Undoubtedly, you are striving in some way to do your bit as a department. It might be that you are still in the process of planning your work in this direction. If so, I would be glad to know about it, so that I can keep in touch with you as to the progress you are making.

I am interested in any of the following programs being sponsored by you that has a direct correlation with some phase of war work.

1. Speaker's bureau
2. Dramatic groups
3. Radio programs
4. Speech corrective work for branches of the armed services
5. War courses (please describe) e.g. a course in speech for members of the Army Air Corps
6. debate and discussion

I feel that the individual persons concerned with sending me the necessary information will see the value for future reference and study and will be willing to cooperate in furnishing the material desired. It is my hope that you will not be modest about your accomplishments to date. Certainly the speech departments of the country have certain definite activities in which they might engage in small or more important ways that will help to bring the United Nations closer to peace.

Knowing that a compilation of the desired information will take up your time that might have been spent in other advantageous ways, I am enclosing forms on which much of the information I desire may be placed and hoping that such forms will save you some trouble that might otherwise be incurred. I will thank you in advance for any cooperation you may be able to give me.

Sincerely yours,

Kenneth Richards

Kenneth Richards
Graduate Assistant

1. The first part of the document is a list of names and addresses of the members of the committee. The names are listed in alphabetical order, and the addresses are given below each name. The list includes the names of the members of the committee, the names of the members of the sub-committee, and the names of the members of the advisory committee. The addresses are given in the following order: the address of the member of the committee, the address of the member of the sub-committee, and the address of the member of the advisory committee.

2. The second part of the document is a list of the names and addresses of the members of the committee. The names are listed in alphabetical order, and the addresses are given below each name. The list includes the names of the members of the committee, the names of the members of the sub-committee, and the names of the members of the advisory committee. The addresses are given in the following order: the address of the member of the committee, the address of the member of the sub-committee, and the address of the member of the advisory committee.

SPEAKER'S BUREAU FORM

Name of College

Address

State

Already speech departments throughout the country are sponsoring Victory Speaker's Bureaus that supply clubs, theatres, and various community gatherings with speakers who talk about and discuss with audiences such problems as gasoline rationing, food rationing, rubber shortage, ways in which the housewife can help win the war, etc. If your department sponsors such an organization or anything similar to it, I would appreciate any and all facts you are able to send me about it. Use the space below for any information you might have on speaker's bureaus.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

DRAMATIC GROUP FORM

Name of College

Address

State

It might be that you have dramatic groups who have been doing or are planning to do skits or plays depicting some phase of the war problems. If such groups are appearing in public, any information about the type of skits or plays used, the audiences played to, number of people used for such activities and the accomplishments and value to audiences if any is noticeable may be listed in the space provided below.

SPEECH CORRECTIVE FORM

Name of College

Address

State

Many speech departments who are fortunate enough to maintain speech clinicians and speech clinics are able to offer their services to various branches of the armed services. If you are doing any work of this type, use the space below to describe the kinds of cases handled and any results that may have been tabulated.

RADIO PROGRAMS

Name of College

Address

State

If there is a college sponsored radio station on your campus or you have access to a radio station and are presenting through the speech department programs that may be classified as aiding the war effort, please describe below the type of radio programs, number of people participating, department affiliations with the station used, results of programs if any can be determined, and how much of the responsibility of preparation of the programs is assumed by the speech department.

DEBATE & DISCUSSION

Name of College

Address

State

If any debate or discussion groups have been or are being sponsored by the speech department or in cooperation with the department and are doing special work to further the war effort in any way please describe below the nature and accomplishments if any are known of the work.

WAR COURSE FORM

Name of College

Address

State

Many speech departments are offering or are preparing to offer special speech courses for branches of the armed service. If you are doing so list the accomplishments in the space below.

[illegible]

University of Colorado

...the Department of ...
...for the ...
...in the ...

**MICHIGAN STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EAST LANSING**

**DIVISION OF LIBERAL ARTS
DEPARTMENT OF SPEECH AND DRAMATICS**

Dear Sir:

I am engaged in compiling material for a Master's dissertation in the field of speech and hope that you might forward to me any material discribed in this letter.

In regard to a letter of inquiry sent by myself to the War Department in Washington D. C., I received a letter from them in which your college was listed as being one of those now engaged in training one or more branches of the armed forces. If any of these groups on your campus are receiving any type of speech instruction, I would be most grateful for the course outline or syllabus being used that I might include it in the thesis as indication of what is being done by your department in aiding the war effort.

The dissertation concerns the activities of the speech departments of the colleges of the United States in their efforts to aid in the winning of the present war. Perhaps you've already received a letter written by myself earlier this year. If you have and have forwarded the information that I am seeking, please disregard this letter.

Any consideration you may give this letter will be greatly appreciated.

Sincerely yours,

J. Kenneth Richards
J. Kenneth Richards
Graduate Assistant

Oct 28 47

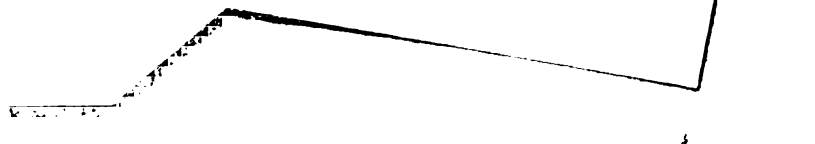
to 27 48

to 28 48

to 29 48

USE ONLY

~~SEP 17 1948~~



MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03196 6223