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Evidences of Need for Speech Training for Activities Outside the Classroom by Teachers of New Mexico

Eva Becker White

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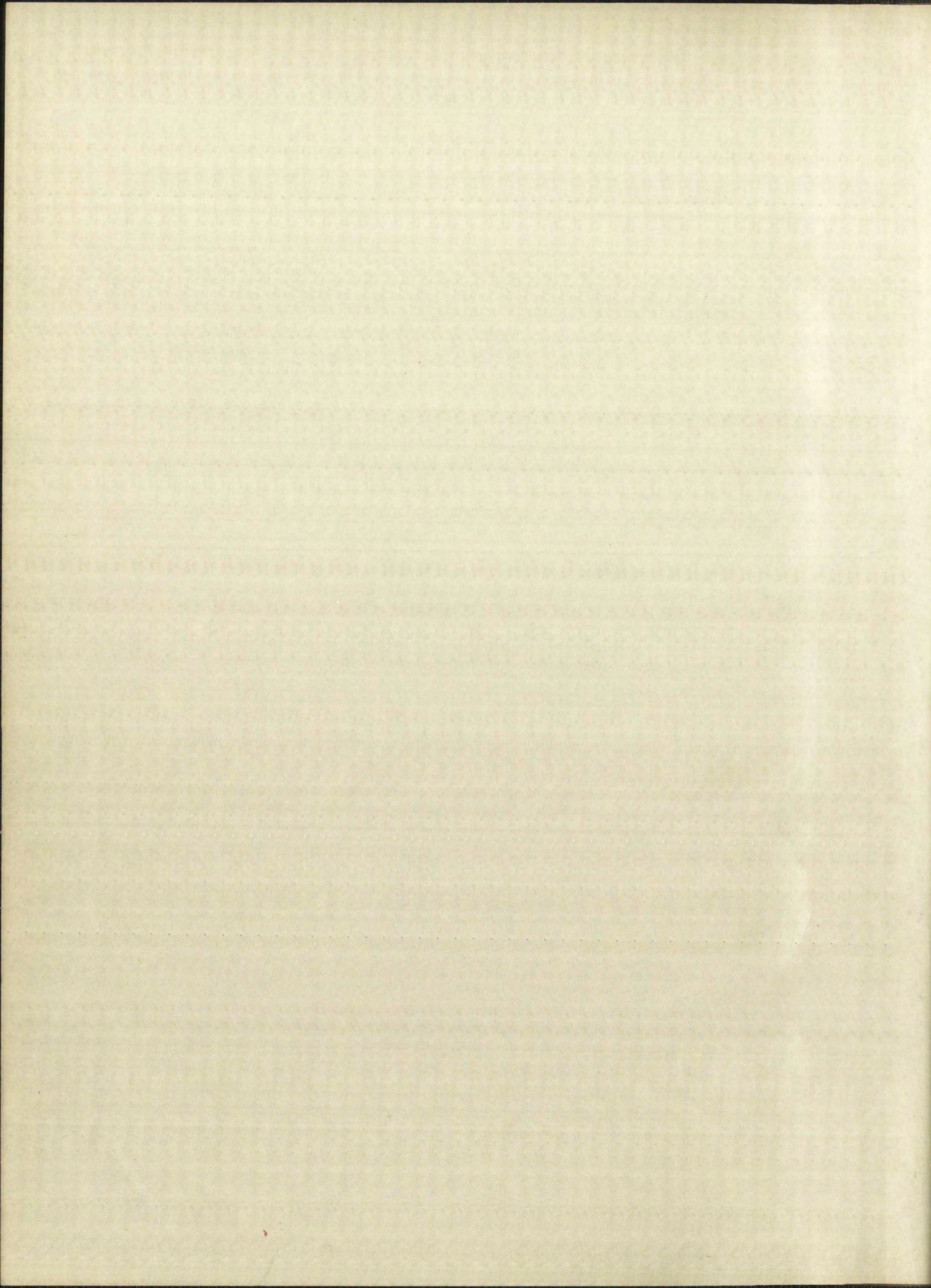
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EVIDENCES OF NEED FOR SPEECH TRAINING
FOR ACTIVITIES OUTSIDE THE CLASSROOM
BY TEACHERS OF NEW MEXICO

By

Eva Becker White

A Thesis

Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1938

THE CHURCH
OF THE HOLY SPIRIT
AND THE HOLY COMMUNION

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This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

J. P. Hammond
DEAN

May 31, 1938
DATE

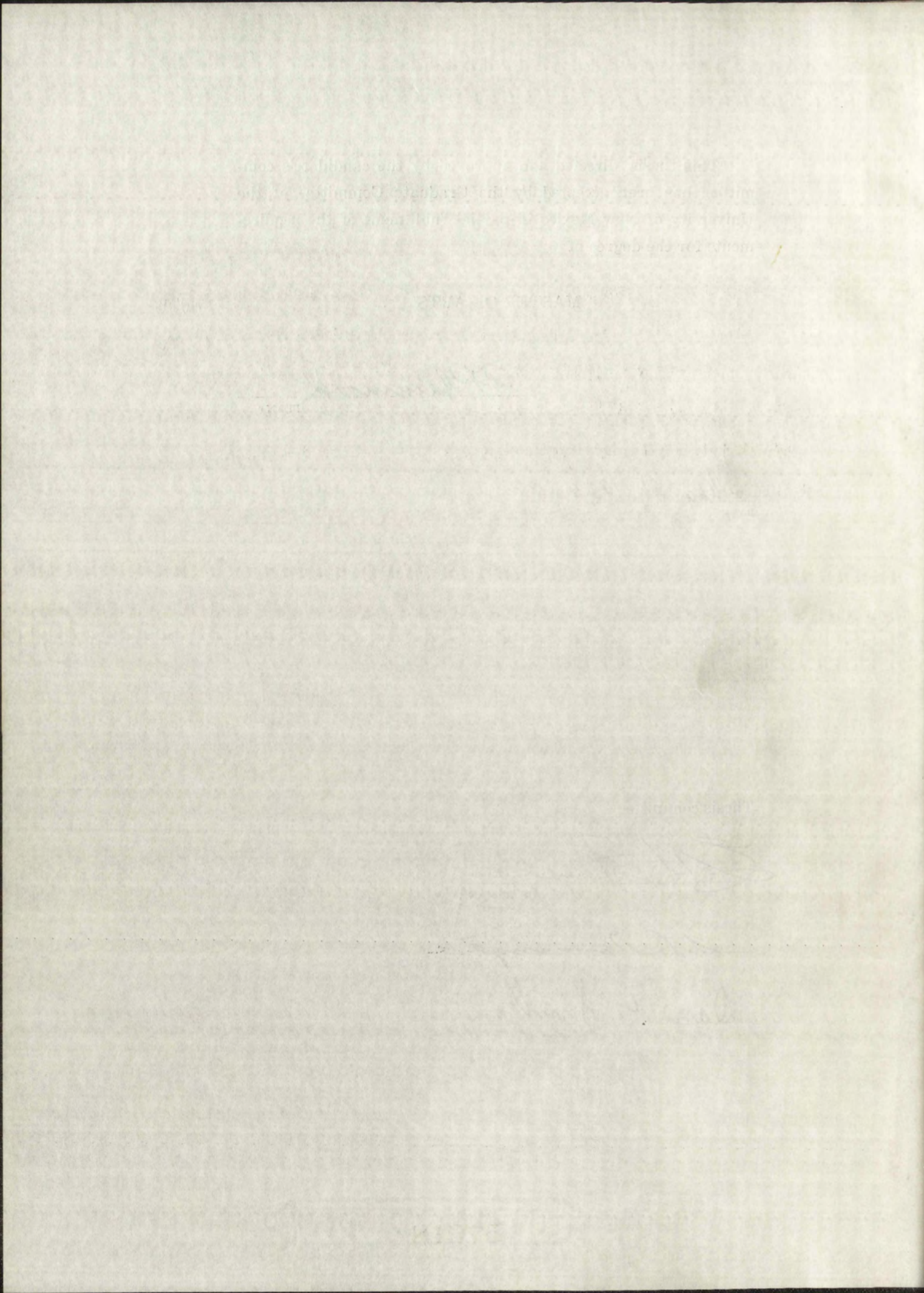
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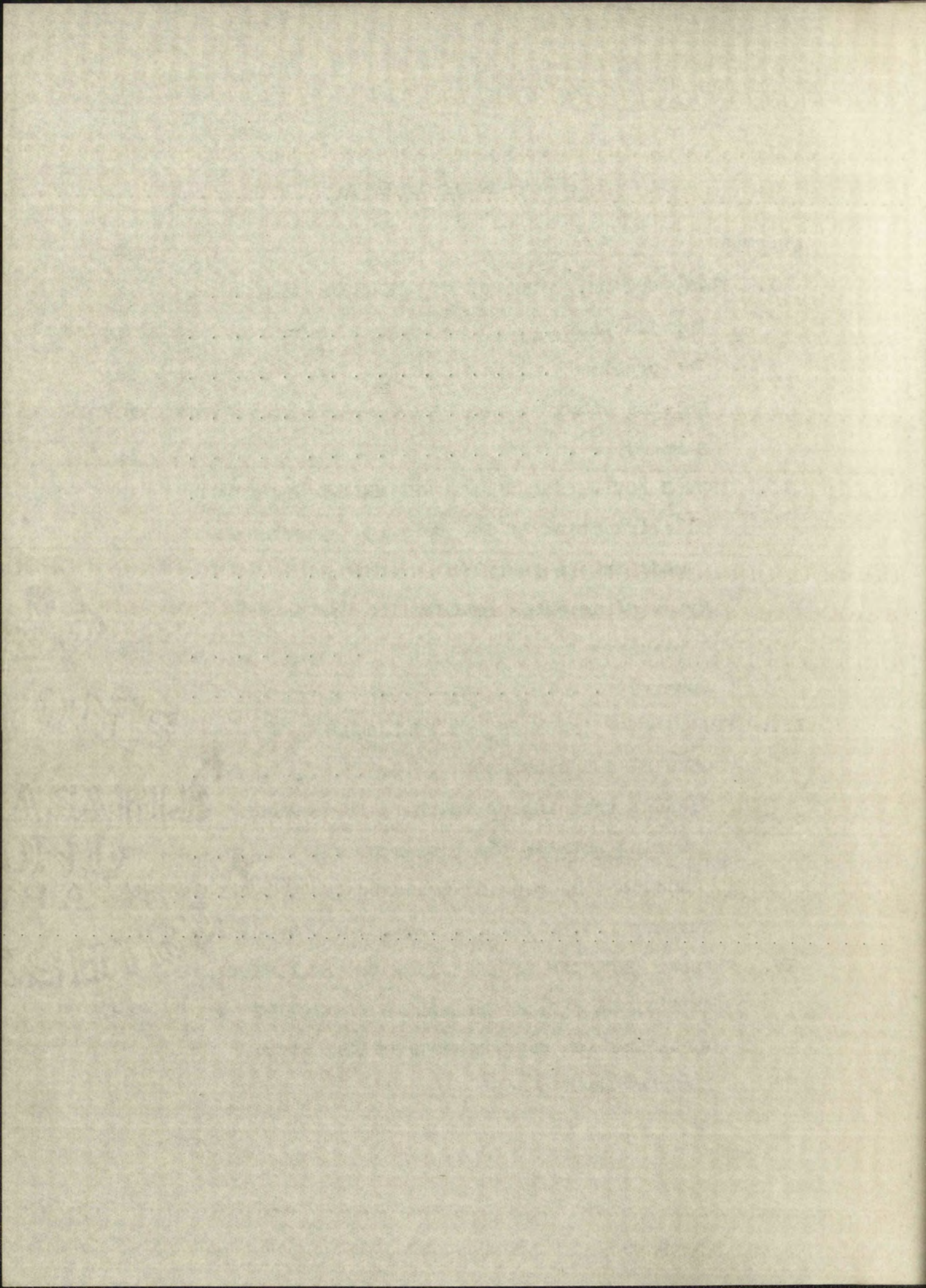


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Extensive cooperation by the teachers and superintendents of the state in securing the data necessary for this study has been given and is much appreciated. The personal and professional stimulation of Dr. E. H. Fixley is gratefully recognized and sincere thanks are extended to him for his valued criticism throughout the study.

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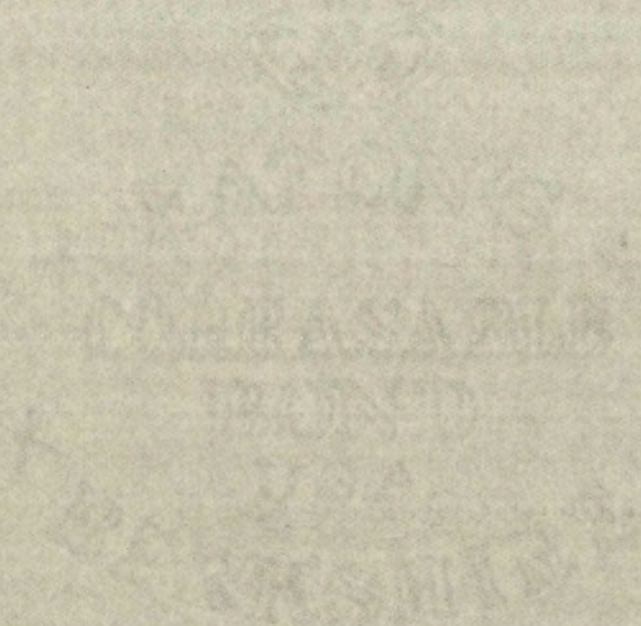
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CHAPTER I

INTRODUCTION, PROBLEM, AND RELATED STUDY

I. INTRODUCTION

Shifting Emphases of the Teacher's Work. If education were a thing apart and the teacher kept in seclusion within the four walls of the classroom, there would be little need for this study. But a view of the drama of American life reveals a complex civilization from which education cannot be divorced. In fact, education comes to bear a new and more vital relation to life in that education is, in its entirety, now regarded as training for complete living, while life becomes more dependent upon education for its fulfillment. The new relation of education to the realities of life is expressed in the following lines from a recent publication by the Stanford University education faculty:

Instead of being viewed as more or less a cloistered enterprise walled in an ivory tower of unreality, education is now coming to be concerned with helping pupils to come to grips with the realities of contemporary life.¹

1

The Stanford University Education Faculty, Harold Benjamin, consulting editor, The Challenge of Education (New York: McGraw-Hill Book Company, 1937), p. 82.

THE HISTORY OF THE
CITY OF BOSTON
FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
JOHN B. HENNING, ESQ.
OF THE BARR

IN TWO VOLUMES.
VOL. I.

BOSTON:
PUBLISHED BY
JOHN B. HENNING, ESQ.
OF THE BARR
AT THE SIGN OF THE
"GOLDEN BELL,"
IN THE CITY.

1790.

It should not be thought here that the term "pupils" implies simply the boys and girls of the schools, for many parents also need to be taught "to come to grips with the realities of contemporary life." Moreover, as education becomes a more complex enterprise, as well as a more costly one, the schools must be interpreted to the public in order that the fullest measure of understanding and sympathetic cooperation may be secured in the accomplishment of the new educational ideals.

The teacher is the logical one to perform this gigantic task. That he may do it with credit to himself and the teaching profession he must be thoroughly familiar with community life in its many phases, he must know the needs outside the classroom that his teaching may accomplish its most satisfying results, and that he may direct community attitudes and ideals, he himself must be a citizen in the fullest sense.

In keeping with this view of education, the teacher's horizon has been further broadened by the setting up of new social-economic goals.² These present a far-flung challenge to education in a multiplicity of problems of social adjustment, economic control, and the building of an informed,

thinking citizenry. The part of education in this gigantic task is ably expressed by Dr. Rugg of Columbia University.

He says:

We see then the significant role of the educator.. The passing of an epoch inevitably produces chaos and bewilderment. So it is with our current years; they are essentially years of drift, of lack of direction, of confusion, of problems, of ends, of next steps. Hence the dire need is for clarification--clarification of trends and factors, of problems and ends; clarification of alternative courses of action, of probable consequences, of loyalties and allegiances...New ideals and principles must be found to fit the new situations. A new orientation, born of the current trends, is demanded.³

This expansion of the teacher's role has most significant consequences for the teacher's qualifications and practices. He is no longer a mere tutor in a subject, but is responsible for making life adjustments and setting new levels of conviction and real understanding which bear a useful relation to the economic, cultural, and social growth of the nation.⁴

In this concept of change in American life in which the educator must assume the role of interpreter and leader in solving the many new problems that arise both in school

³ Rugg, Harold, American Life and the School Curriculum (Boston: Ginn and Company, 1936), p. 224.

⁴ Drummond, A. M., The Psychological Basis of Speech Training (New York: The Century Company, 1925), pp. 35-40.

and out, the improvement of thought is most necessary. Education must know more of the problems and needs of community life and the public must be informed and led to think in terms of the vital issues of education. In order that thought may be improved through the teacher as a potent factor in molding opinions, he must possess the power of expression, communication, and public discourse.

Speech, involving speech-making ability with its related activities, constitutes the teacher's greatest power in his communicative relationships with society. His activities can no longer be confined to the classroom and classroom instruction. He must become a vital part of community life and community interests by making contacts involving public addresses, both formal and informal, pertaining to community interests and community needs. The ideal situation would be a vitalized educational program of public speech activities by the teacher that would lift standards, develop higher motives, and increase cultural thought.

In the attainment of such an ideal good speech and voice on the part of the teacher are essential. Many educators, both in America and abroad, have recognized this fact and are urging that speech training be given a permanent place on the educational program provided for teachers

by the several states.⁵

Place in Teacher-Rating Scales. Recognition of the importance of good speech and voice is found, too, in the attention they receive in teacher-rating scales. Those who have rated teachers for the purpose of predicting teacher success, as found in a study made by A. S. Barr and Lester M. Emans of 209 rating scales,⁶ placed voice eleventh in a list of ninety-six items. While an interpretation of the term "voice" in relation to public speaking abilities is difficult, it is evident that the makers of rating scales considered good voice and speech important to the work of the classroom. The present study endeavors to show their importance to the more or less formal speech activities of teachers outside the classroom.

II. THE PROBLEM

Reasons for the Study. From the foregoing discussion of the shifting emphases of the teacher's work, of his logical place as leader in establishing a proper

⁵ Krefting, C. E., "Committee Report of the National Association of Teachers of Speech," Quarterly Journal of Speech Education, 23:594-602, December, 1937.

⁶ Barr, A. S. and Emans, Lester M., "What Qualities Are Prerequisite to Success in Teaching?" Nations Schools, 6:60-4, September, 1930.

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth and development. It begins with the first settlers who came to the New World in search of a better life. They found a land of opportunity, but also a land of challenge. The early years were marked by struggle and hardship, but the spirit of the pioneers was unyielding. They built a nation from scratch, one that was based on the principles of liberty and justice for all. Over the years, the United States has grown from a small colony to a great power, one that has shaped the course of world history. The story of the United States is a story of hope and dreams, a story that continues to inspire people around the world.

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understanding and sympathetic interest in the new educational program, of the role he must assume in the improvement of thought through a closer relationship between education and society, of his obligation to help mankind make proper adjustments to the realities of contemporary life, and of the apparent importance of good speech and voice in the accomplishment of these manifold duties, the conclusion has been drawn that the community speech activities and speech needs of teachers are important and worthy of special study.

Phases of the Problem. The problem is three-fold: it is desired to know (1) how active teachers are in making speeches outside the classroom,⁷ (2) the extent of their preparation for this part of their work, and (3) the degree to which they could be better trained for this phase of their job.

Delimitations. (1) As an early survey of the problem revealed the fact that one could not hope, in a limited study, to cover the entire field on a national basis, and since it is felt that a state survey will reflect, in a general way, conditions typical throughout the country, the teachers of the state of New Mexico were chosen for the study. However, since the state teacher-training program ends with the training for high school teachers, this study does not include teachers of college or university levels.

(2) The teachers included in the study were chosen from lists provided by the superintendents of the various counties of the state and ten municipal districts. Twenty-six counties are represented; the five not appearing on the record are those for which lists were not available or for which lists were received too late to be included. Administrative officers, including superintendents, principals, and supervisors, were eliminated, since a study of the speech training needs of administrators has been made by a graduate of the North Texas State Teachers College.⁷ It was thought that 500 questionnaires distributed to the remaining teachers on the lists would give a fair sampling, therefore an apportionment was made to each list. Superintendents of the counties and districts represented were not asked to select teachers for the study, as it was not intended that the teachers studied should be selected from those most likely to participate in public speech making. Disregarding grades or subjects taught, a sufficient number of teachers were selected at random from each list to make up the apportionment for that particular list. One hundred fifty-five teachers, representing 31 per cent of the total

⁷ Hotaling, Eugene, "Evidences of Need of Speech Training for School Administrators," (Unpublished Master's Thesis, North Texas State Teachers College, Dalton, Texas, 1936) p. 72.

number solicited and 8.2 per cent of the total number of elementary and high school teachers of the state, responded to the request made.

Of the returns two were blank and were discarded. Three others were discarded because the answers were too general to be usable. After discarding the five, 150 questionnaires remained as a basis for the study. A much larger number would have given a better picture but the 150 replies constitute a fair working basis, since they are well distributed. This number represents teachers in senior and junior high schools, rural schools, and grade schools.

(3) Since the chief concern of this study is to ascertain the needs for speech training by teachers of New Mexico for speech activities outside the classroom, only items relating directly to this phase of the teacher's work are considered.

(4) The study covers one school year beginning in the fall of 1936 and continuing through the school months of the year 1937. For convenience the year is designated in the study as "1937."

Definition of Terms. That this study may be fully understood by those who may chance to read it, the following definitions and explanations are offered: (1) by "public speaking" is meant not only the art of expressing words

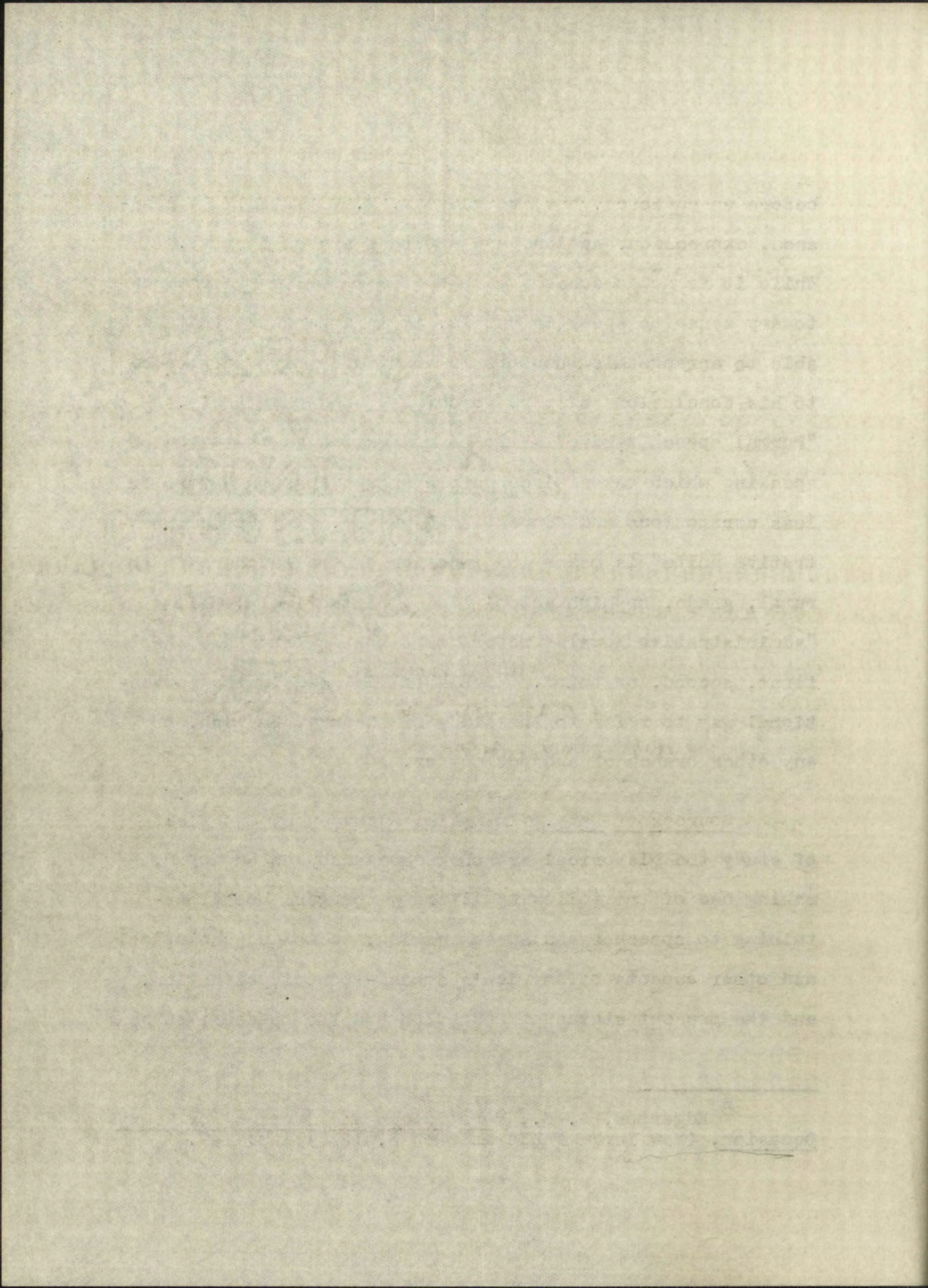
before an audience, but, to quote A. C. Edgerton,⁸ "Appearance, expression, action, and attitude are on display."

While it is not necessary that one be an orator in the customary sense to speak in public, it is imperative that he be able to arrange his thoughts in an orderly way and proceed to his conclusions simply, forcefully, and charmingly.

"Formal speech making" is to be understood as that type of speaking which takes place before an audience in a more or less ceremonious and conventional manner. (2) By "administrative units" is meant the location of the teachers in the rural, grade, or high school field, respectively, while "administrative levels" refers to a particular grade, as first, second, or third. "Subjects" is used in the conventional way to refer to the study of history, English, or any other branch of subject matter.

Sources of Data. In making a survey of the field of study the historical method of research was employed, making use of the following literary sources: books pertaining to speeches and speech making, to the psychological and other aspects of America's social-economic situation, and the present status of education and the teacher; current

⁸ Edgerton, A. C., More Speech and Stories for Every Occasion, (New York: Noble and Noble, 1936), pp. 1-2.



literature dealing with various aspects of the study; reports of speech committees; catalogues of schools of New Mexico and other states; and related studies.

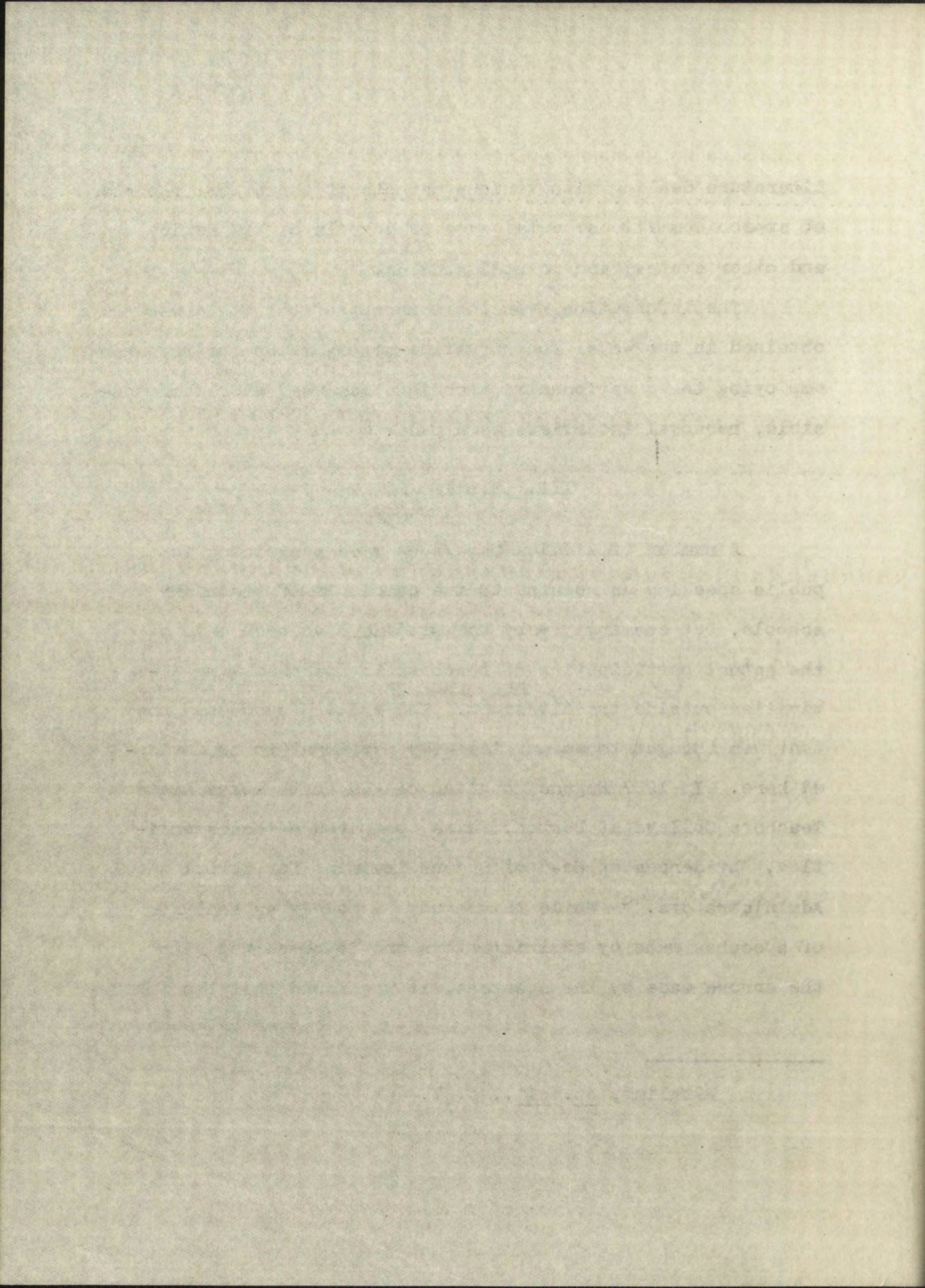
The information from the teachers of the state was obtained in two ways: the normative-survey method of research employing the questionnaire technique was used and, when possible, personal interviews were made.

III. RELATED STUDY

A number of studies have been made pertaining to public speaking as related to the curricula of secondary schools, but seemingly very few studies have been made of the actual participation of teachers in speech making activities outside the classroom. The writer found only one that was thought to be sufficiently pertinent to be reviewed here. In 1937 Eugene Hotaling of the North Texas State Teachers College at Denton, Texas, prepared a thesis entitled, "Evidences of Need of Speech Training for School Administrators."⁹ While this study is mainly an analysis of speeches made by administrators and is concerned with the errors made by the speakers, it was found that the forty

⁹

Hotaling, op. cit., p. 7.



administrators studied, ranging from rural school principals to college presidents, made an average of slightly over ninety-three speeches annually. The highest made 249 and the lowest twenty-five.

It is interesting to note the comparison between these figures for administrators and those of the present study for teachers. The 150 teachers comprising the present study, ranged from no speeches to 202, with a total of 5,692 speeches, an average of 37.9 speeches for each teacher. This is further evidence of the frequency of the activity in the teacher's work and implies that he should be trained to discharge this function well.

IV. SUMMARY

It is seen from the foregoing discussion that certain developments in American life have changed the educational aspect. From a cloistered enterprise, education is now drawn into the social-economic maelstrom. The teacher cannot lag behind, but must assume a new educational role involving activities lying without the classroom. That he may be better able to meet these new situations new skills are needed, of which oral communication is thought to be the basic principle and speech training an essential.

If this is true, the teacher must be ready to meet these new demands. An intelligent training program cannot

be formulated without knowing how much public speaking teachers do, something of its nature, the present training offered, and the adequacy of this training to meet the needs.

Plans are made to study the teacher of New Mexico, believing conditions in this state are not unlike those found in other states. The method of collecting data is described and a related study reviewed. In the next chapter it is endeavored to learn how active teachers are in speech making outside the classroom.

CHAPTER II

SPEECH ACTIVITIES OF 150 NEW MEXICO TEACHERS

In the discussion in Chapter I of the modern conception of education as a vitalized agency in the development of community life, the responsibility of the teacher in meeting the public as interpreter and leader in bringing about closer contacts with the vital issues of education was pointed out. In this new role involving varied activities outside the classroom, where many public contacts must be made, the teacher who meets the issue fully and effectively must make public speeches. It is the purpose of this section of the study to learn how active the public school teachers of New Mexico are in this regard.

I. CLASSIFICATION OF TEACHERS AND NUMBER OF SPEECHES MADE IN THE YEAR 1937

Administrative Units. As a first consideration in the study of speech activities of teachers, it was desired to know what groups of teachers participate in extra-classroom speech making. To this end, teachers are classified under five administrative units. The number of teachers belonging to each unit, the number of speeches made by members of each unit, and the total number of teachers and the speeches made are shown in Table I, on the following page.

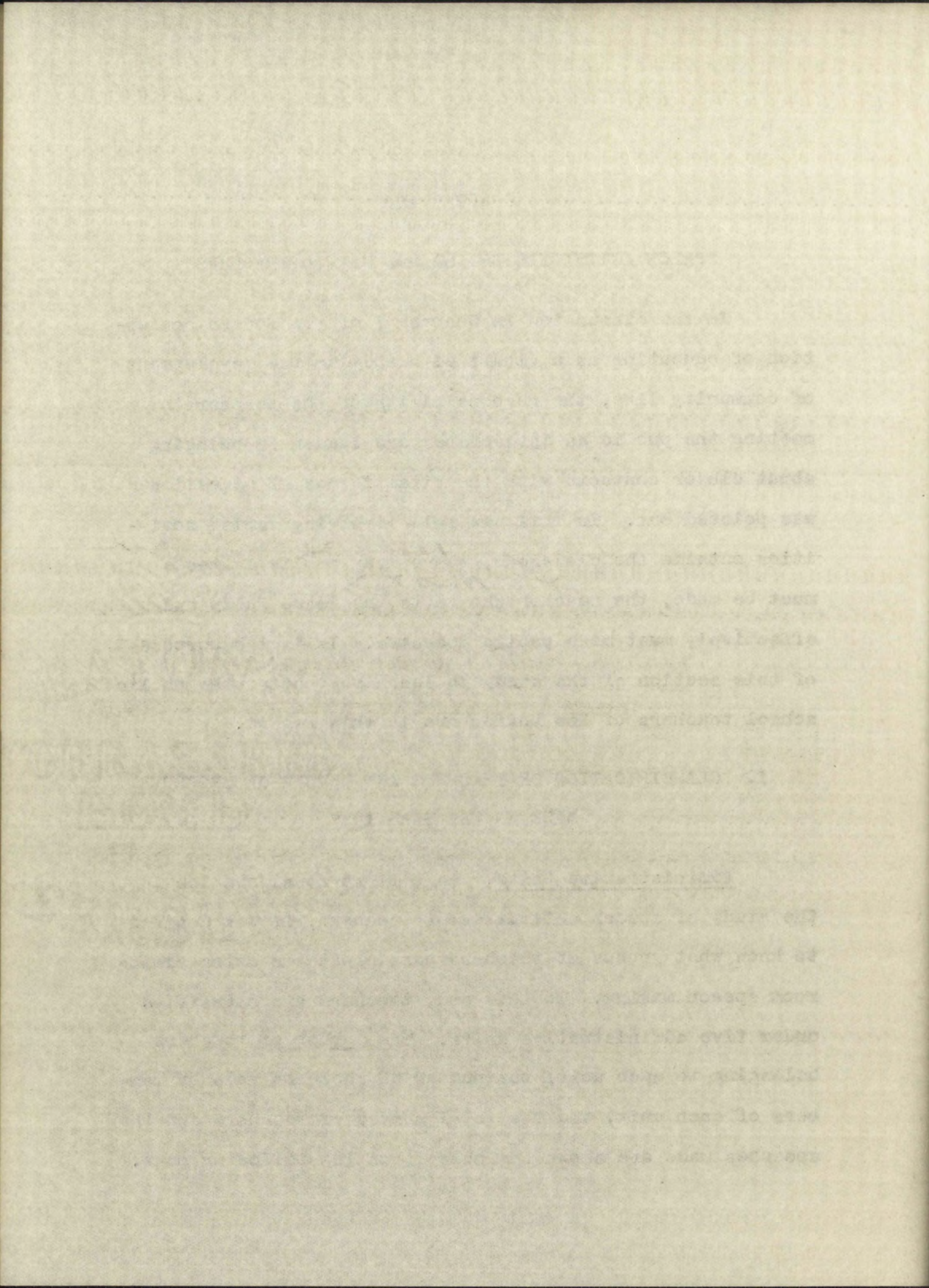
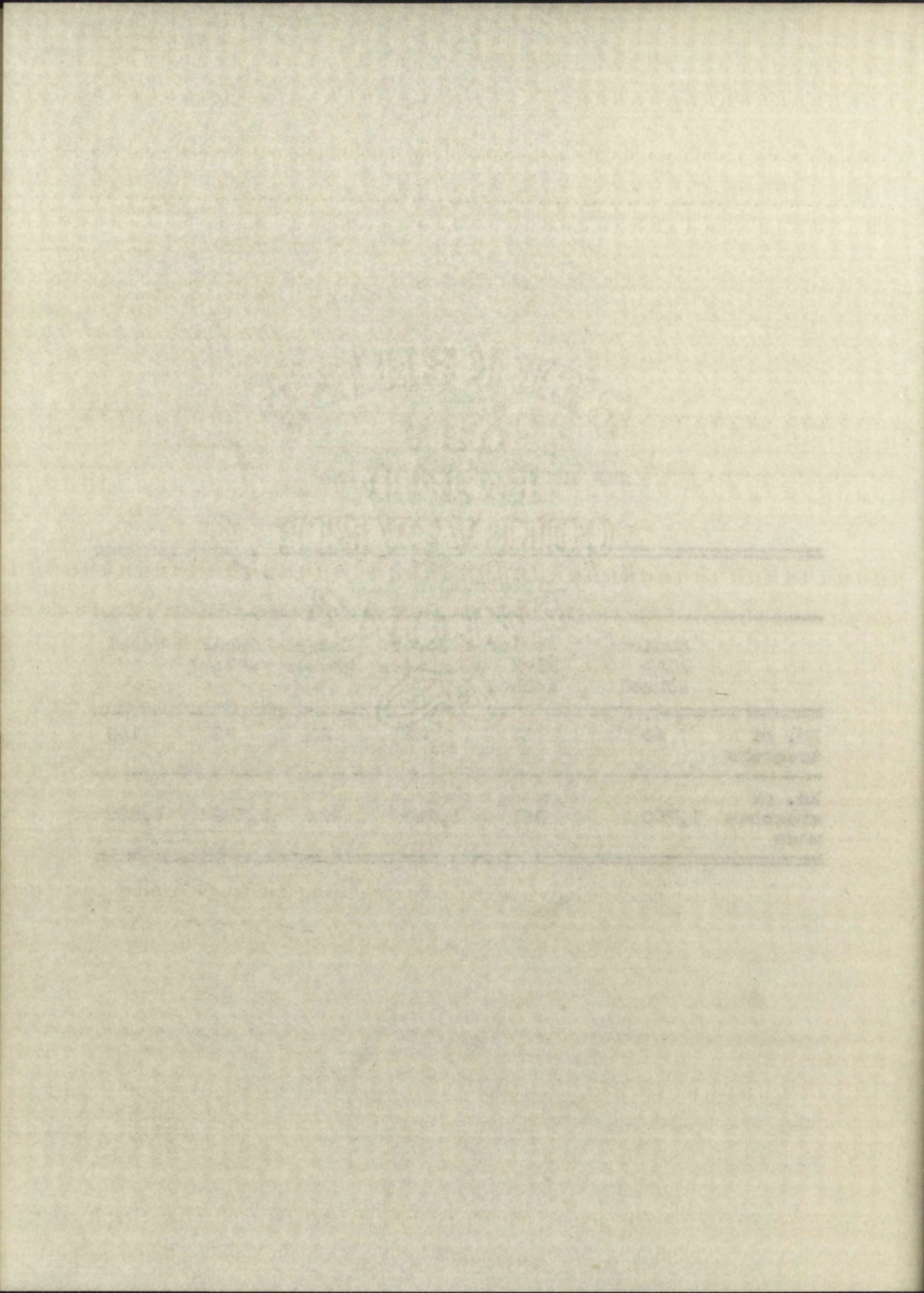


TABLE I

CLASSIFICATION OF TEACHERS
AND NUMBER OF SPEECHES MADE
IN THE YEAR 1937

Administrative Units						
	Senior high school	Junior high school	Upper grades	Lower grades	Rural school	Total
No. of teachers	40	13	32	23	42	150
No. of speeches made	1,790	361	1,756	401	1,384	5,692



It will be noted in Table I that, of the 150 teachers studied, the largest unit, containing forty-two, are rural school teachers; the next largest unit, a group of forty, are senior high school teachers; teachers of the upper grades make the third unit, containing thirty-two; lower grade teachers constitute the fourth unit, which has twenty-three; and junior high school teachers compose the fifth and smallest unit, containing thirteen.

It is readily seen from Table I that the speech activities of these five administrative units of teachers, during the year 1937, included 5,692 speeches. In the distribution of these speeches among the five units, it was found that the forty senior high school teachers made the largest number of speeches, totaling 1,790; the second unit in the distribution, represented by 1,756 speeches, is composed of teachers of the upper grades; this unit is followed by that of the rural teachers, with 1,384 speeches; the teachers of the lower grades rank fourth with 401 speeches; while the fifth and last group is that of junior high school teachers, who made 361 speeches.

As a further interpretation of these distributions of speeches and teachers, Table II was prepared, showing the averages of teachers in each unit and the average number of speeches each teacher in each unit made during the year 1937.

TABLE II

PER CENTS AND AVERAGES
OF TEACHERS AND SPEECHES
BY ADMINISTRATIVE UNITS

Administrative Units						
	Senior high	Junior high	Upper grades	Lower grades	Rural school	Total
Per cent of the teachers by units	26.7	8.7	21.3	15.3	28.0	100.0
Average no. of speeches per teacher	44.8	27.8	54.9	17.4	32.9	37.9

In the data presented in Table II it is interesting to note that the senior high school unit, containing 26.7 percent of the teachers studied, average 44.8 speeches per teacher in that unit. This unit is in strong contrast with the junior high school group which represents only 8.7 percent of the 150 teachers, with an average per teacher of 27.8 speeches. Upper grade teachers, it appears, were even more active in public speaking than teachers of senior high school. This unit contains 21.3 per cent of the teachers, with an average of 54.9 speeches each. Teachers of the lower grades were somewhat less active than those of the upper grades. This unit contains fewer teachers and has a teacher average for the year of only 17.4 speeches. Rural teachers studied comprise a few more than one fourth of the whole number, 28 per cent as represented in the table, but they averaged 32.9 speeches each.

It appears from these data that the largest number of teachers is represented by the rural school unit, but the teachers of the upper grades averaged the highest number of speeches and teachers of the senior high school ranked second. The smallest number of speeches was made by the junior high school unit, which also contains the smallest number of teachers.

Classification of Men and Women. In a consideration

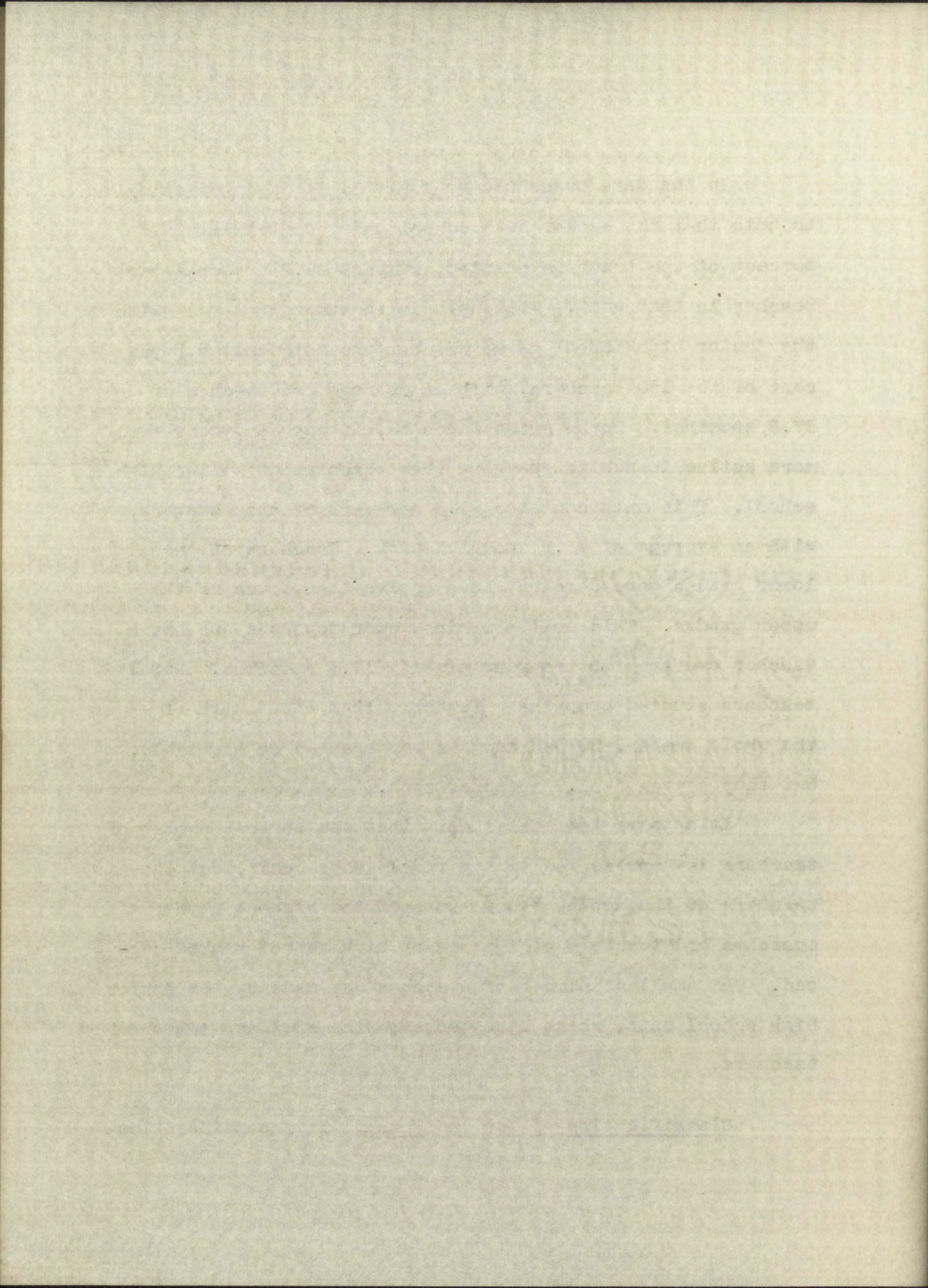


TABLE III

COMMUNITY SPEECH ACTIVITIES
OF 150 MEN AND WOMEN
TEACHERS OF NEW MEXICO

MEN					:	WOMEN				
Adminis- trative units	Num- ber	No. of speech- es	Aver- age	Per cent	:	Num- ber	No. of speech es	Aver- age	Per cent	:
Senior high	22	1,002	45.7	37.1	:	18	788	43.8	26.3	:
Junior high	1	27	27.0	1.0	:	12	334	27.0	11.2	:
Upper grades	15	906	60.4	35.5	:	17	850	50.0	28.4	:
Lower grades	1	0	0.0	0.0	:	22	401	17.4	13.4	:
Rural	18	766	42.6	28.4	:	24	618	25.8	20.7	:
Total	57	2,701	47.5	100.0	:	93	2,991	52.5	100.0	:

of community speech activities of teachers it is interesting to know how many teachers of each sex participate in public speaking outside the classroom. That is, are men or women teachers more often called on to make speeches? Table III shows the number of men and women respectively included in the 150 studied, their classification according to administrative units, and the number of speeches each unit made. The significant facts revealed in the data of Table III are that of the 150 teachers studied 57 are men and 93 are women, that men responded 2,701 times to requests for speeches and women 2,991 times. The unit average for men is 35.1 and for women 32.2. Based on the total number of speeches made, (5,692), the total number for men (2,701), and the total for women (2,991), it is found that men made 47.5 per cent of all the speeches while women made 52.5 per cent of all speeches made. This would seem to indicate that women made more speeches than men, but considering that there are 57 men and 93 women the figures change and men are found to average a little less than 47 speeches each and women average slightly over 32. The participation of men and women teachers in various fields of speaking is discussed under "Types of Speeches."

Types of Speeches Made by 150 New Mexico Teachers.

The data described and analyzed thus far show that teachers

TABLE IV

CLASSIFICATION AND NUMBER OF SPEECHES
MADE BY 150 TEACHERS OF NEW MEXICO IN 1937

Administrative Units						
	Senior high	Junior high	Upper grades	Lower grades	Rural school	Total
Relig- ious	442	46	320	105	324	1,237
Educa- tional	729	164	894	160	598	2,545
Politi- cal	41	23	24	2	30	120
Social	251	74	248	48	167	788
Civic	124	34	100	56	131	445
Athlet- ic	57	4	108	1	34	204
Plays and contests	146	16	62	29	100	353
Total	1,790	361	1,756	401	1,384	5,692

are called on to speak in community activities approximately once a week. Finding that they make public speeches of a nature not related to school work, the question arises as to the nature of these speeches. It is interesting to find (Table IV) that they pertain to religion, education, politics, social affairs, civic clubs, community athletics and community plays and contests. Each classification, it should be kept in mind, relates to speaking activities entirely outside the teacher's regular instructional duties.

The religious classification includes talks before Sunday school groups, missionary societies, and young people's organizations such as Epworth leagues, training unions, vacation Bible schools, and any other religious body, but does not include teaching classes or any teaching activity whatever. Educational talks pertain to more or less formal talks before parent-teacher associations, community literary societies, agricultural or other community clubs, adult school groups, mass meetings of school boards or parents called to launch a school building program or other educational enterprise, and speaking at school banquets. Another type of activity which calls for speech making by the teacher arises when it is found necessary or desirable to have the teacher preside at school or other elections, present a political candidate who is to deliver an address, or to speak on such an occasion as a political rally or

picnic. Such activities are classified as political speeches. Social community activities of teachers include host or hostess duties, acting as toastmaster, presenting the guest of the evening, appearing as speaker on the program, or presenting a prize in a community contest. Participation by teachers in civic affairs is not so extensive as some other activities, but since it is a field of increasing interest it is thought it should have a place in the study. It includes club lectures, dinner talks, round table discussions, presenting a club speaker, or participating as speaker at club functions. Some communities are active in community athletics, and here again the teachers serve as speakers in making booster talks or in the presentation of a prize or trophy to the winning team. The next and final classification of speech types made by the teacher outside the classroom cannot be interpreted as formal speech making, but it is a type of speech activity that often employs much of the teacher's time and thought outside the classroom, and may involve more training and skill than speeches of a more formal nature. This type pertains to community debates, plays, oratorical and other contests.

These seven classifications of speeches are presented in Table IV under administrative units of the teachers. The 40 senior high school teachers made 442 religious speeches, 729 educational, 42 political, 251 social, 124 civic, 57

athletic, and coached 146 plays and contests not staged as an integral part of the school enterprise. This is a total of 1,790 speeches for the unit. A much smaller unit, represented by 13 teachers of the junior high school, made 46 religious speeches, 164 educational, 23 political, 74 social, 100 civic, 108 athletic and coached 62 plays and contests, a total for the unit of 1,756. The unit composed of 23 teachers of the lower grades has a record of 105 religious talks, 106 educational, 2 political, 48 social, 56 civic, and 1 athletic, and 29 of coaching plays and contests, making a total for the year by this unit of 401. The fifth unit is that of 42 rural teachers who made 324 talks on religion, 598 on education, 30 political, 164 social, 131 civic, 34 athletic, and directed 100 plays and contests, a total number of 1,384.

Taken collectively and the 5 units made 1,237 speeches of religious nature, 2,545 in the field of education, 120 on matters pertaining to politics, 788 of a social nature, 445 civic, 204 athletic, and coached 353 plays and contests, a total for all units of 5,692 speeches.

As would be expected of teachers, even though the data pertain to speaking activities outside the classroom, the largest number of speeches made were educational. The second highest group pertain to religion, the third to social affairs, the fourth to matters of civic interest, the fifth

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has to do with plays and contests, the sixth with athletics, and the seventh and last group pertains to matters of politics. An analysis of the activities of each administrative group as regards each of the seven types of speeches is presented in tabular form in the Appendix. Each table shows the main classifications and as many sub-classes as were necessary to cover the field. Each table shows also the teachers' units with the number of speeches of each class made by each unit, and the totals, averages, and per cents of speeches each unit made. Table VII pertains to religious speeches, Table VIII to educational, in Table IX is found types of speeches made on political occasions, Table X shows speeches pertaining to social affairs, Table XI presents civic activities, and Table XII pertains to community athletics, and Table XIII to plays and contests.

It is interesting to note here the fields of speech activity outside the classroom in which men and women teachers are most active. Their respective responses to the community needs as regards speech making are shown in Table V. Both men and women are active in religious and educational fields, but men do all the political speech making, most of the civic, and much of the type pertaining to community contests. Women, however, do most of the speech work described as social and participate in all other fields except that of politics.

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TABLE V

COMMUNITY SPEECH ACTIVITIES
OF 150 TEACHERS OF NEW MEXICO
ACCORDING TO SEX

57 MEN				:	93 WOMEN		
Kind	Num- ber	Aver- age	Per cent	:	Num- ber	Aver- age	Per cent
Religious	503	8.82	18.6	:	734	7.88	25.5
Educational	1,459	17.00	54.0	:	1,086	17.05	32.9
Political	120	2.10	4.4	:	0	.00	.0
Social	88	1.54	3.3	:	700	7.52	25.5
Civic	281	4.92	10.4	:	164	1.76	5.6
Athletic	104	1.80	3.9	:	100	1.07	4.6
Plays and Contests	146	2.5	5.4	:	207	2.22	6.9
Total	2,701	35.0	100.0	:	2,991	32.7	100.0

Desiring to know if any relation exists between the subjects taught and speech activities outside the classroom, teachers of the high school were asked to list the subjects they teach. Of the fifty-three junior and senior high school teachers included in the study, sixteen failed to report the subjects taught, leaving thirty-nine to be counted. Even then an accurate check was difficult, for most teachers taught more than one subject and five made indefinite statements as to what they did teach. However, as nearly as was possible to ascertain from the data given, teachers of English and history ranked about even in the number of teachers reporting and in the number of speeches made; other teachers reporting in order of their rank, as regards the number of speeches made, were teachers of language and music, mathematics teachers and science teachers, with teachers of art and typing ranking lowest. This seems to indicate that a teacher's position as regards the subjects taught does not control the demand for public speaking outside the classroom and implied that all classes of high school teachers should receive professional speech training.

SUMMARY

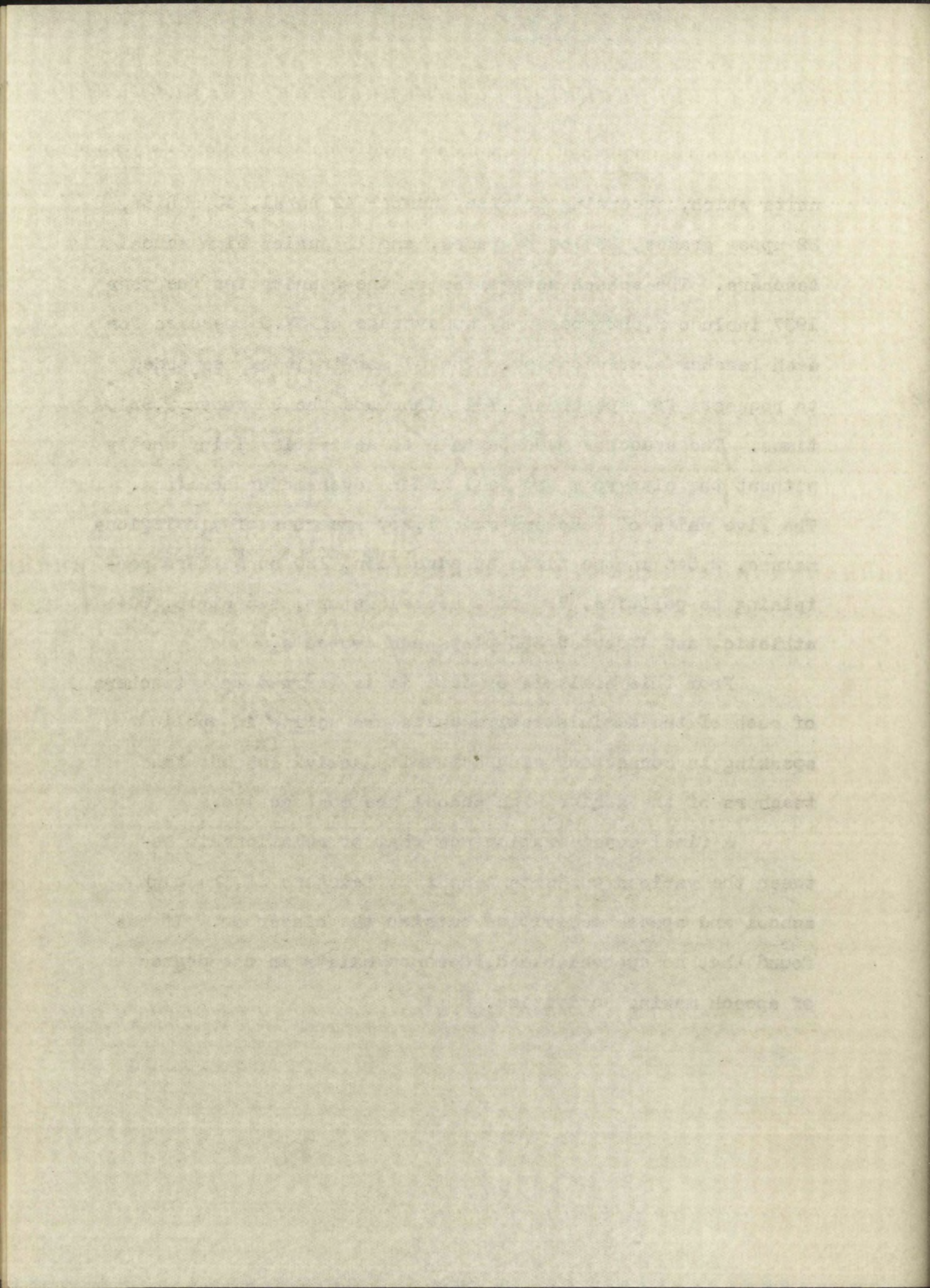
That the reader may have in mind a clearer picture of the speech activities of the 150 New Mexico teachers studied, this summary is offered.

The 150 teachers are divided into five administrative

units which, according to size, number 42 rural, 40 senior, 32 upper grades, 23 lower grades, and 13 junior high school teachers. The speech activities of the 5 units for the year 1937 include 5,692 speeches, an average of 37.9 speeches for each teacher participating. The 57 men included responded to requests for speeches 2,701 times and the 93 women 2,991 times. The speeches made pertain to activities lying wholly without the classroom and fall under seven major headings. The five units of teachers made 1,237 speeches of a religious nature, 2,545 in the field of education, 120 on matters pertaining to politics, 788 of a social nature, 445 civic, 204 athletic, and directed 353 plays and contests.

From this analysis of data it is learned that teachers of each of the administrative units are active in public speaking in connection with community activities but the teachers of the senior high school are most active.

A final consideration was that of relationship between the various subjects taught by teachers of the high school and speech activities outside the classroom. It was found that no appreciable difference exists in the degree of speech making activities.

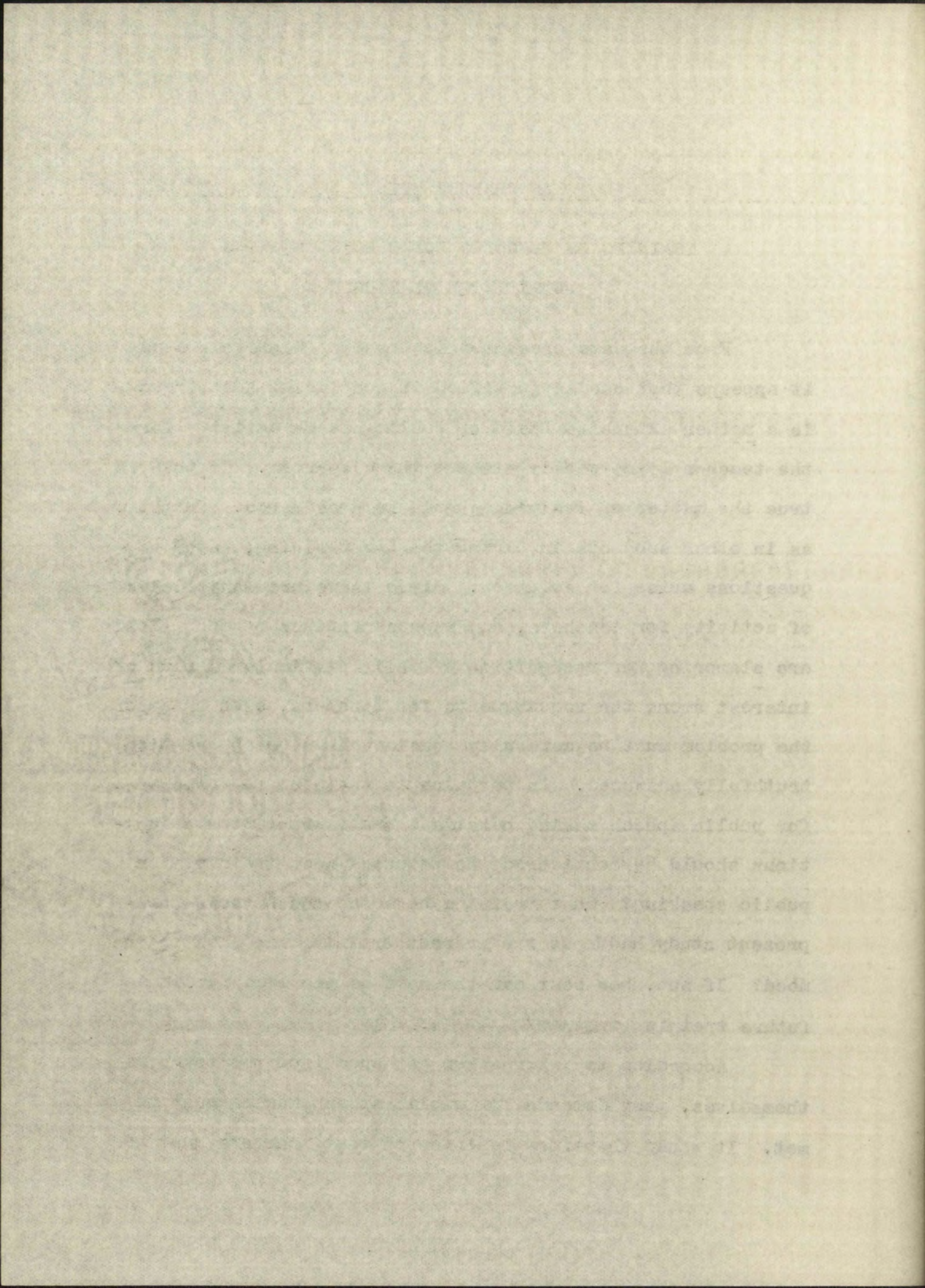


CHAPTER III

TRAINING OF TEACHERS FOR PUBLIC SPEAKING OUTSIDE THE CLASSROOM

From the data presented in Chapter II of this study it appears that one is justified in concluding that there is a rather extensive field of public speech activity for the teacher lying wholly without the classroom. If this is true the matter of training should be considered. In this, as in other subjects involving teacher training, numerous questions arise for solution. Since there are many fields of activity for teachers, and representatives of each field are clamoring for recognition of their particular fields of interest among the requirements for teachers, each phase of the problem must be carefully considered and each question truthfully answered. As pertains to training for teachers for public speech making outside the classroom, these questions should be considered: Do teachers need training for public speaking? What training have the teachers in the present study had? Is the present training adequate to the need? If not, how best can the need be provided for in a future training program?

According to information gathered from the teachers themselves, many demands for public speech making must be met. It would therefore be inferred that teachers must be



trained for this part of their work.

PRESENT TRAINING OF TEACHERS FOR SPEECH MAKING
OUTSIDE THE CLASSROOM

In a consideration of training it is necessary to determine the amount of training the 150 teachers who made the speeches reported in Chapter II had to fit them for speech making. To this end, teachers were asked to list the speech training courses they had had in high school, junior college, senior college, graduate school, and any special work in speech. They were also asked to list units of credit received or semester hours earned in this field. Their responses are presented in Table VI on the next page.

It is shown by the data in Table VI that sixty-three of the 150 teachers, representing forty-two per cent, have had no training in public speaking; twenty-eight others, or 18.7 per cent, have had high school training only; sixteen of those remaining, 10.7 per cent, have had high school and junior college training, while nine, 6.7 per cent, received some training in high school, junior, and senior college; there are seventeen who had no high school training, but ten of this number, or 6.7 per cent, had some junior college training and the other seven, or 4.7 per cent had senior college training. Of those remaining, two, represented by 1.3 per cent, had courses in both junior and senior

TABLE VI

TRAINING FOR PUBLIC SPEAKING OF 150 TEACHERS
OF NEW MEXICO

No. of teachers	No. : train- ing :	Private : lessons :	High : school : training :	Junior : college : training :	Senior : college : training :	Graduate : School : training :	Per cent : of total
63	x						42.0
3		x					2.0
1		x					0.6
1		x					0.6
3		x					2.0
28			x : 1-2				18.7
16			x : 2	x : 2-6			10.5
9			x : 1-2	x : 3-6	x : 3		6.0
1			x : 1	x : 6	x : 6		0.6
10				x : 2-6			6.0
7					x : 2-6		4.0
2				x : 3	x : 2-6	x : 3	1.2
1		x				x : 9	0.6
5				x : 2-6	x : 2-6	x : 2-3	4.0
150							100.0

college, while one out of the 150 took private lessons and graduate school courses. The remaining five had work in speech in junior college, senior college, and graduate school.

The titles and values of the courses taken were more difficult to check, since some were represented by term hours and some by semester hours and in some instances names of courses were the same in different fields. However, as well as they could be determined from the data given, the semester hours of credit and the units represented by high school courses are shown in the table. Courses reported under the high school classification were debate, public speaking, extemporaneous speaking, oratory, and expression. These represent from one-half to two units of high school work and are counted in the total units of credit for graduation. Junior college courses include courses by the same names as those of the high school and, in addition, cover courses in oral English, corrective speech, and story-telling. These courses range in value from two semester hours to double courses of six hours credit. Senior college and graduate school courses appear under the titles of dramatic art and platform presentation. They have assigned values of three hours each. Private courses are not listed by names and have no relative values assigned them. Among courses mentioned as having been taken is stage craft, but no credit is assigned and it is impossible to know how it should be

collaboration with the local community and the school board. The school board is responsible for the overall management of the school and the local community for the provision of resources and support.

The school board is also responsible for the appointment and dismissal of the principal and the approval of the school's budget. The local community is responsible for the provision of resources and support for the school.

The school board is also responsible for the approval of the school's policies and procedures. The local community is responsible for the provision of resources and support for the school.

The school board is also responsible for the approval of the school's curriculum. The local community is responsible for the provision of resources and support for the school.

The school board is also responsible for the approval of the school's staff. The local community is responsible for the provision of resources and support for the school.

The school board is also responsible for the approval of the school's facilities. The local community is responsible for the provision of resources and support for the school.

The school board is also responsible for the approval of the school's financial statements. The local community is responsible for the provision of resources and support for the school.

valued.

Adequacy of Present Training. The next question to be answered concerns the adequacy of present training. A check of the training was made in the previous section and courses evaluated by high school units and semester hours. In comparison with the demands made upon teachers for speech making outside the classroom, as represented by the numbers of speeches, the amount of preparation seems inadequate to meet these demands, but this cannot be fully determined without further investigation. It was thought advisable, therefore, to learn what the teachers themselves think about the adequacy of their speech training. Does the teacher feel that his training is adequate to his speech making needs, particularly those lying without the teaching sphere, or does he feel that more training would be an asset?

To this end, a ten-point self rating scale, items for which were selected from several check lists of standards in public speaking, was provided in the questionnaire.⁹ From the teachers' evaluation of their training as checked, it was learned that, generally speaking, the 150 teachers feel a need for more public speech training. Five, who are

⁹ Klein, Ruth, and Lamers, Wm. M., "Standards in Public Speaking," Quarterly Journal of Speech Education, Volume 22, (October, 1936), p. 439.

History of the Republic of the Philippines

The history of the Philippines is a story of discovery, conquest, and struggle. It begins with the arrival of Magellan in 1521, who claimed the islands for Spain. The Spanish then established a colony, and for centuries, the Philippines was a part of the Spanish Empire. The struggle for independence began in the late 19th century, with the Philippine Revolution of 1896-1898. The revolution was led by Andres Bono and other patriots who fought against Spanish rule. The revolution ended in 1898 with the signing of the Treaty of Paris, which transferred the Philippines to the United States. The United States then established a colonial government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1900-1901 was a continuation of the struggle for independence, and it ended in 1901 with the signing of the Philippine Organic Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1930-1931 was a continuation of the struggle for independence, and it ended in 1931 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1940-1941 was a continuation of the struggle for independence, and it ended in 1941 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1950-1951 was a continuation of the struggle for independence, and it ended in 1951 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1960-1961 was a continuation of the struggle for independence, and it ended in 1961 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1970-1971 was a continuation of the struggle for independence, and it ended in 1971 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1980-1981 was a continuation of the struggle for independence, and it ended in 1981 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 1990-1991 was a continuation of the struggle for independence, and it ended in 1991 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 2000-2001 was a continuation of the struggle for independence, and it ended in 2001 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 2010-2011 was a continuation of the struggle for independence, and it ended in 2011 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued. The Philippine Revolution of 2020-2021 was a continuation of the struggle for independence, and it ended in 2021 with the signing of the Philippine Independence Act. The United States then established a new government in the Philippines, and the struggle for independence continued.

mathematics teachers, science teachers, or typing teachers in high schools in large systems, felt that the demands made upon them for speech making would not justify further training. This idea was expressed by two teachers of lower grades also, but all others expressed a desire that more training in public speaking be included in the professional training courses for teachers.

The teachers' rating of their preparation for speech making indicates, in the light of increased demands for speech making in the communities in which they teach, a consciousness of deficiencies in matters pertaining to extemporaneous speech making, body responses, conversational speech, the literature of public address, and audience response. The total check shows that less than four per cent of the teachers studied think their training commensurate with their needs for participation in community speech making activities. On the other hand, many teachers in the study reinforced their statements in the body of the questionnaire with marginal notes pertaining to their need for speech training. To be exact, the total check shows that less than four per cent of the teachers studied think their training commensurate with their needs for participation in community speech activities.

SUMMARY

Having learned in Chapter II that there is a con-

siderable field of speech activity not included in the teacher's regular duties, it has been the purpose of the present chapter to learn what training teachers have had for public speech making and their felt need for additional training. It was found that more than 60 per cent of those studied have had no professional training in speech making, while no teacher has had more than 15 hours training, and only one had had this much. The majority of teachers having any speech training had one or two courses in junior college. More than ninety-five per cent of the teachers studied expressed a felt need for more professional training in speech making. The question remaining to be answered is that of how best to provide for the need in a future training program in public speech making for teachers of the state.

CHAPTER IV

PRESENT OFFERING OF THE STATE OF NEW MEXICO AS REGARDS SPEECH TRAINING FOR TEACHERS

In the light of previous discussions in this study one is brought to the realization that what is worthwhile in the whole development of the teachers of a state must be incorporated in a progressive and desirable program of education by the state. This state program should be evolved through a spirit of endeavoring to incorporate in the state offering vital and constructive courses which prepare teachers in the best possible manner to meet successfully their manifold duties and responsibilities. The curricula of the teacher training institutions of a state, in providing such a program of education and professional training for the teachers of the state, should be evolved through the cooperative planning of the curriculum committees of the several schools and the department of certification of the state, that the offering may encompass the needs of the teachers, provide adequately for certification, and be uniform throughout the state.

A consideration of the findings set forth in this study justifies the opinion that speech training, including public speaking, should be given a place in the preparation of teachers.

An effort has been made to learn the extent to which states have recognized the need for public speaking by teachers. It was found that plans for developing public speech skills for students in general are being fostered by the schools of a number of states through the provision, in addition to regular courses, of extra-curricular practice in public speech making by means of speech forums, inter-scholastic debating teams, forensic leagues, and public speaking institutes.¹⁰ While these movements have not been incorporated in required state teacher training programs and are as yet in an embryonic stage, they indicate a growing interest in speech development and use in public and are a recognition of public speech making as an asset in one's educational equipment for life.¹¹

I. CERTIFICATION REQUIREMENTS OF THE STATE OF NEW MEXICO

It is logical to inquire into the provisions that have been made in New Mexico for the training of teachers in public speech making to determine what part of the certification requirements set by the state for the teachers

¹⁰ Mallory, Louis A., "Speech Work and the Wyoming Plan," Quarterly Journal of Speech Education, Volume 22, (October, 1936) pp. 380-384.

¹¹ Ibid., p. 439.

of the state, can be interpreted as public speech training.

The underlying structure of all certification for the state of New Mexico is graduation from an accredited high school. In the high school offering are oral English, public speaking, oratory, and dramatization. These high school courses range in value from one-half unit of credit to two full units. In addition, clubs for debating and public speaking and literary societies are usually organized. These courses, however, are not definitely required of those who expect to teach or are in any sense preparatory courses for teaching, and are only given place in this study because of their importance as a part of the high school offering. It is possible they may in time be incorporated in requirements of the high school for students who expect to prepare for teaching.

After graduation from high school, teachers may obtain certificates by earning in colleges, normal schools, and universities of the state prescribed number of semester hours or term hours in courses designated by the State Department of Education. There are four kinds of certificates. In the prescribed courses for these certificates are certain subjects in English. They contain all the public speaking required of New Mexico teachers. These are listed in the following table and the relative values in semester hours and term hours are given.

ENGLISH REQUIREMENTS FOR CERTIFICATES*

(1) First Grade Certificate

Subjects	Sem. Hrs.	Term Hrs.
English	2	3
Grammar	1	1½
Composition	1	1½
Corrective Speech	2	3

(2) Professional Elementary Certificate

English	2	3
Grammar	1	1½
Composition	1	1½
Corrective Speech	2	3
Literature	4	6

(3) Master Teacher's Elementary Certificate

English	2	3
Grammar	1	1½
Composition	1	1½
Corrective Speech	2	3
Literature	6	9

(4) Five-Year High School Certificate

Composition and Rhetoric	4	6
Corrective Speech	2	3
Literature	6	9

Each of these certificates may be extended or converted into life certificates by earning additional college credits and through successful teaching experience.

* Rules and Regulations Governing the Certification of Teachers in New Mexico, State Board of Education, (Santa Fe: 1937).

English

German

French

Spanish

Portuguese

Italian

Latin

Greek

Hebrew

Arabic

Chinese

Japanese

Korean

Siamese

Tibetan

Malay

Indonesian

Tagalog

Philippine

Malayalam

Tamil

Urdu

Persian

Armenian

Georgian

Abkhazian

Ossetian

Ingush

Dagestani

Chechen

Kabardian

Tatar

Bashkir

It is difficult to determine how much of these courses is of the type that can be classed as public speaking. Courses in English, grammar, or composition are partially oral courses and may involve public speaking in its simplest form, but one cannot be sure. "Corrective Speech" is described as a course dealing with elements of correct speech and delivery, but it is not known if this is preparation for public speaking outside the classroom. It would be much better if courses in speech were designated as such and the methods and procedures described.

II. THE OFFERING IN PUBLIC SPEECH TRAINING BY NEW MEXICO NORMAL SCHOOLS, COLLEGES, AND UNIVERSITIES

In close articulation with the certification requirements of New Mexico, described in the preceding section, is the offering of the higher institutions of the state. The normal university, each college, and the university offer in their teacher training programs the English courses listed as requirements for certification. They also offer other English courses, some of which are required over and above the state requirements.

The Eastern New Mexico Junior College at Portales offers in the curriculum of preparatory courses two hours in speech development and speech education. In addition, ten hours of English are required for graduation, including

six hours of English composition, speech, and grammar. In these courses are to be found some oral English--it is difficult to say how much. Some attention is also paid to speech making and delivery, but the extent of these courses is also indefinitely specified. It was found that other schools have different requirements. The New Mexico Normal University at Las Vegas requires eighteen term hours in English for graduation, including the usual grammar, composition, and corrective speech courses. However, it cannot be said that any of these courses are definite training courses in public speaking. The University of New Mexico at Albuquerque grants degrees in the College of Education with a minimum requirement of twelve hours in English. In these courses are taught the principles and practices of composition and oral speech and the elements of delivery are covered in a brief way, but no provision is made for actual public speaking situations for either elementary or high school teachers. In the School of Mechanical Arts and Sciences located at State College, New Mexico, it seems that more attention is given to public speaking. While the minimum English requirements for graduation differ for the different departments, students of all departments are required to take two courses in public speaking in the junior year, each of which is one semester hour in value. At the New Mexico School of Mines at Socorro, however, only ten hours

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English are required for graduation and these, as one would expect, pertain largely to the written English of the business world. The Division of Teacher Education in the State Teachers College at Silver City requires twelve hours in English for graduation. This school provides all the usual teacher training courses. There seems to be no special attention paid to training for public speech making.

The failure to provide training for teachers in public speech making is not because of lack of provision on the part of the schools for courses in public speaking. As has been said, all the state schools have desirable courses already in operation that would give teachers admirable training, but since these courses are not a required part of the teacher's professional training, and since teachers feel they must take the prescribed courses, they do not take the speech training courses.

III. SUMMARY

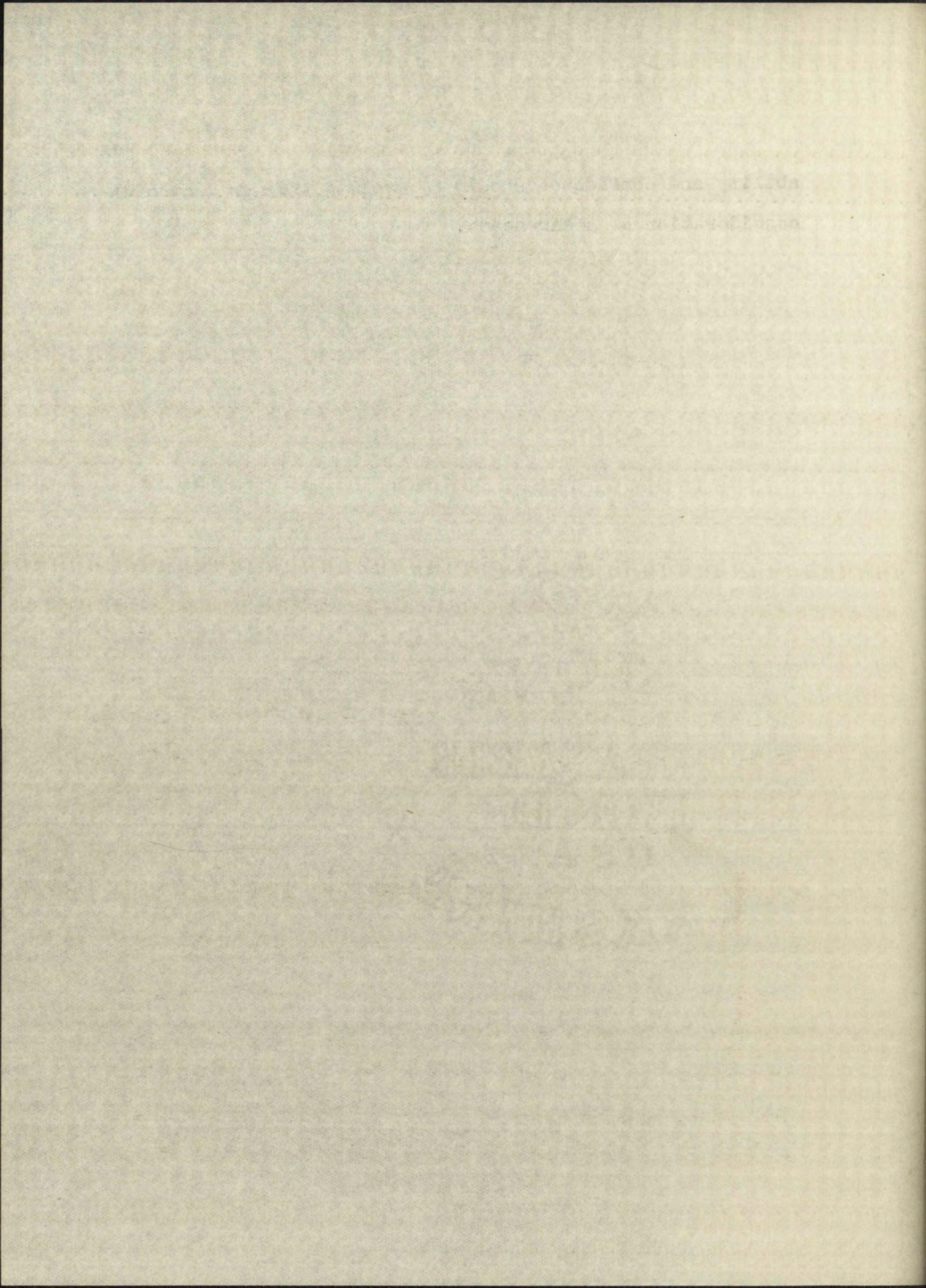
Realizing that a speech activity program, such as that participated in by the 150 teachers whose speech activities are reviewed in Chapter II, would necessitate preparation and training, the next logical step was to learn what the state of New Mexico offers her teachers to fit them for this phase of their work. The first part of Chapter IV is a study of the requirements for state certification of

all groups of teachers. It was learned that six hours in English are prescribed as a minimum for all certification and that these courses include studies of the elements of written and oral English, some speech, and delivery. The extent to which public speaking is included could not be determined, since the descriptions of the courses in the catalogues of the different schools do not give any definite assignment to it.

The catalogues of the higher educational institutions of New Mexico were then studied to learn what the schools offer as public speaking in teacher training courses. It was found that, in most instances, the English courses prescribed for certification by the state form a part of the required English of the schools. In addition to the six semester hours represented by these prescribed courses, the schools require from six to twelve hours of English for graduation. Any training for teachers pertaining to public speaking is found in the first six hours of prescribed English, with the exception of two hours in public speaking required by the School of Mechanical Arts and Sciences and some pre-college training given by the Junior College.

Since teachers almost unanimously admit a felt need for more public speaking that they may be better able to fulfill their obligation to the public to speak at community functions, a state program that would afford them both

ability and confidence should be evolved through a careful consideration of their needs.



CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

There is need to relate education more closely to community life. Knowledge and understanding must be diffused and thought must be directed and improved as regards the purposes and plans of education.

The teacher logically becomes the leading force in these developments. It is his task to counsel and advise, to guide into newer channels of thought and action, to inform the public about the work of the school, and to obtain for education the needed knowledge of community life. An essential feature of this work of the teacher, and one most necessary to its successful accomplishment, is oral speech--not merely the exchange of language in conversational speech, but the making of public speeches, both formal and informal, at community gatherings.

I. SUMMARY

From the data presented in former sections of this study it was learned that 150 New Mexico teachers, comprising workers in five administrative units--senior high school, junior high school, upper grades, lower grades, and rural schools--participated in public speech making lying wholly without the classroom 5,692 times during the year 1937.

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This is an average of 37.9 speeches for each teacher. It was found that fifty-seven men and ninety-three women took part in these speeches, the men averaging a few more speeches per teacher than the women.

The speeches represented seven areas of community interest and were both formal and informal in nature. Speeches of an educational nature comprise the largest group, those pertaining to religion are second, the social group is third, with civic, athletic, and political groups following in the order named. The seventh group pertains to coaching of plays and contests. Men teachers led in the number of educational and political speeches and women led in the other groups; the administrative units leading, however, are senior high school, upper grades, rural school teachers, respectively.

It was found that although the 150 teachers studied assume the role of speech maker fairly often in community functions, the training they have had for this new role (Chapter III) is so small as to be almost negligible. Forty-two per cent report no training at all and an additional 18.7 per cent report high school training only, leaving 39.3 per cent who have had professional training for speech making in public. The teachers' evaluation of their training in the light of their needs shows that all but five felt that they should have more training for speech

making outside the classroom.

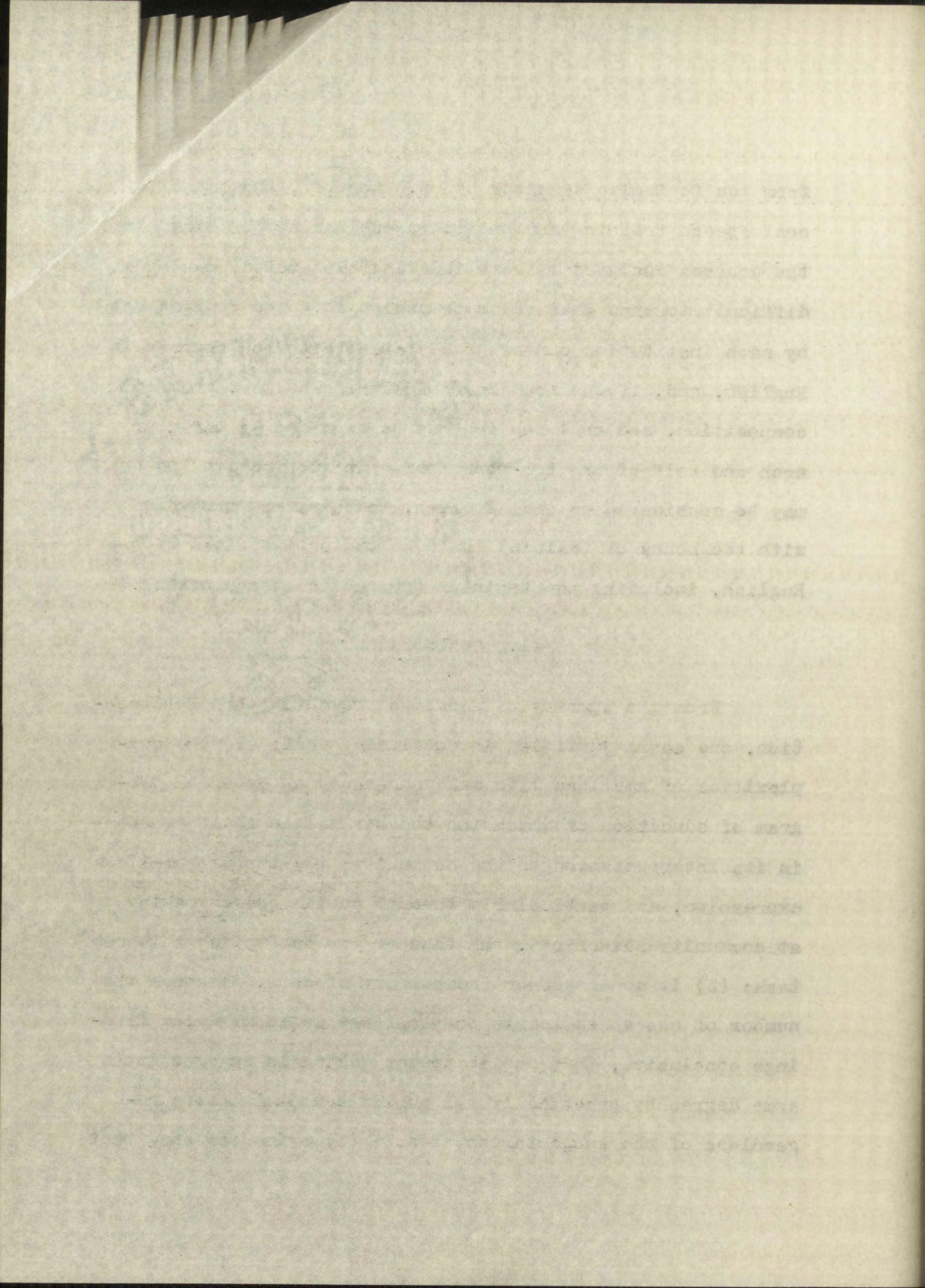
It was learned that, of those reporting the subjects taught, history and English teachers led in the number of speeches made. They were about evenly divided as to the numbers of teachers participating and the number of speeches made. While a typing teacher and two science teachers made no speeches and reported no need for training for public speech making, teachers of other subjects were about evenly distributed.

Finding that teachers are asked repeatedly to make public speeches in community activities and that small provision has been made to prepare them for this phase of their work, a study was made of the offering of the state as regards speech training courses. It was learned that the state plan of New Mexico for certification of teachers to build upon high school graduation as a foundation, through a series of courses prescribed by the state, semester and term hours of credit in the teacher training institutions of the state. Credits earned in the state schools lead to four kinds of certificates. Among the prescribed courses for these certificates are English courses, ranging from one to three semester hours in value, that may contain oral speech work and some public speaking. The junior college, the senior colleges, and the university of the state of New Mexico set up English requirements ranging

from ten to twelve semester hours. However, the amount of oral speech training and public speech making contained in the courses included is very indefinitely stated, making it difficult to know what value to assign it. The courses set by each institution contain the state prescribed courses in English, and, if the four hours assigned English, grammar, composition, and oral English may be regarded as one hour each and half of the two-hour course in "Corrective Speech" may be considered as oral English, teachers are provided with two hours of training to cover the entire field of oral English, including the training for public speech making.

II. CONCLUSIONS

From the summary of findings stated in the above section, one seems justified in concluding that: (1) the complexities of American life make necessary an extended program of education of which the teacher is the chief exponent in its interpretation to the community; (2) through oral expression, and particularly through public speech making at community gatherings, the teacher may accomplish this new task; (3) it appears from the summary of data, although the number of cases studied is not so large as to make the findings conclusive, that public speech making is engaged in to some degree by practically all public school teachers regardless of the subjects they teach; (4) evidences show that



although teachers, generally speaking, would welcome more speech training, prescribed speech courses leading to certification by the state of New Mexico and to graduation from teacher-training institutions of the state, cannot be regarded as including more than two semester hours of oral English of all types; (5) since the findings show that teachers are called on to speak at public gatherings not connected with the work of the school, this phase of their work seems sufficiently important to justify a training program formulated by the state whereby teachers may obtain sufficient training in public speaking to insure success in the undertaking.

III. RECOMMENDATIONS

No new thought is expressed when the teacher is spoken of as a pioneer in education. The teacher has been the educational pioneer of all times who willingly braved the storms of adversity and the shoals of criticism in behalf of the advancement of education, but the modern educational situation of which this study has spoken is a new problem for the teacher and one of no small magnitude. The teacher's success in its accomplishment depends upon the fusion of school and community in a harmonious whole where mutual understanding and mutual benefits prevail, to the end that sound principles of education are fixed, higher goals attained, and living standards raised.

If this is true, the importance of the task justifies preparation for it in order that its success may be assured and the greatest possible benefits be derived through its accomplishment.

From the evidences presented in the study it seems that ability to speak in public in situations outside the classroom should, generally speaking, be a part of the teacher's equipment for success in the new role. It is recommended, therefore, that: (1) Teachers should have in their courses of training an opportunity to learn the correct techniques and platform behaviors involved in both formal and informal varieties of speech making. In view of the fact that professional requirements for teachers, as regards numbers of courses and hours, are already crowded, and that the course in corrective speech is already scheduled, it might not be advisable to introduce new courses, but the training for public speech making in community situations could be included as a subdivision of oral English. It is not an important matter where the teacher's training in public speech making be placed, but it is important that it be included. (2) It is further recommended that the speech training for public speaking be of two types: (a) that which is general in nature and (b) that which is specific, stressing extemporaneous speech making and providing as many actual speaking situations as possible in which student

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teachers may make platform appearances under observation and criticism. (3) As regards high school training, while professional training is a function of teacher training institutions, students in the high school who expect to become teachers should be guided into public speaking courses which would lay the foundation for college courses to be taken later. The high school courses may even be given a small amount of recognition on the professional college training program by a reduction in the required speech courses.

(4) As a fourth and last recommendation, it is suggested that some attention should be paid to a consideration of whether all teachers need the training for public speech making outside the classroom. Since it appears from the study that the demand made for speech making is fairly uniform upon all teachers, the training provided should be uniform.

It is believed a training program of speech study and practice in speech making incorporating the items just enumerated as recommendations will give the teacher skill in speech making, confidence in his ability, and courage to go forward in the accomplishment of the new tasks of education to the end that many benefits may be derived for the school and the community.

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APPENDIX

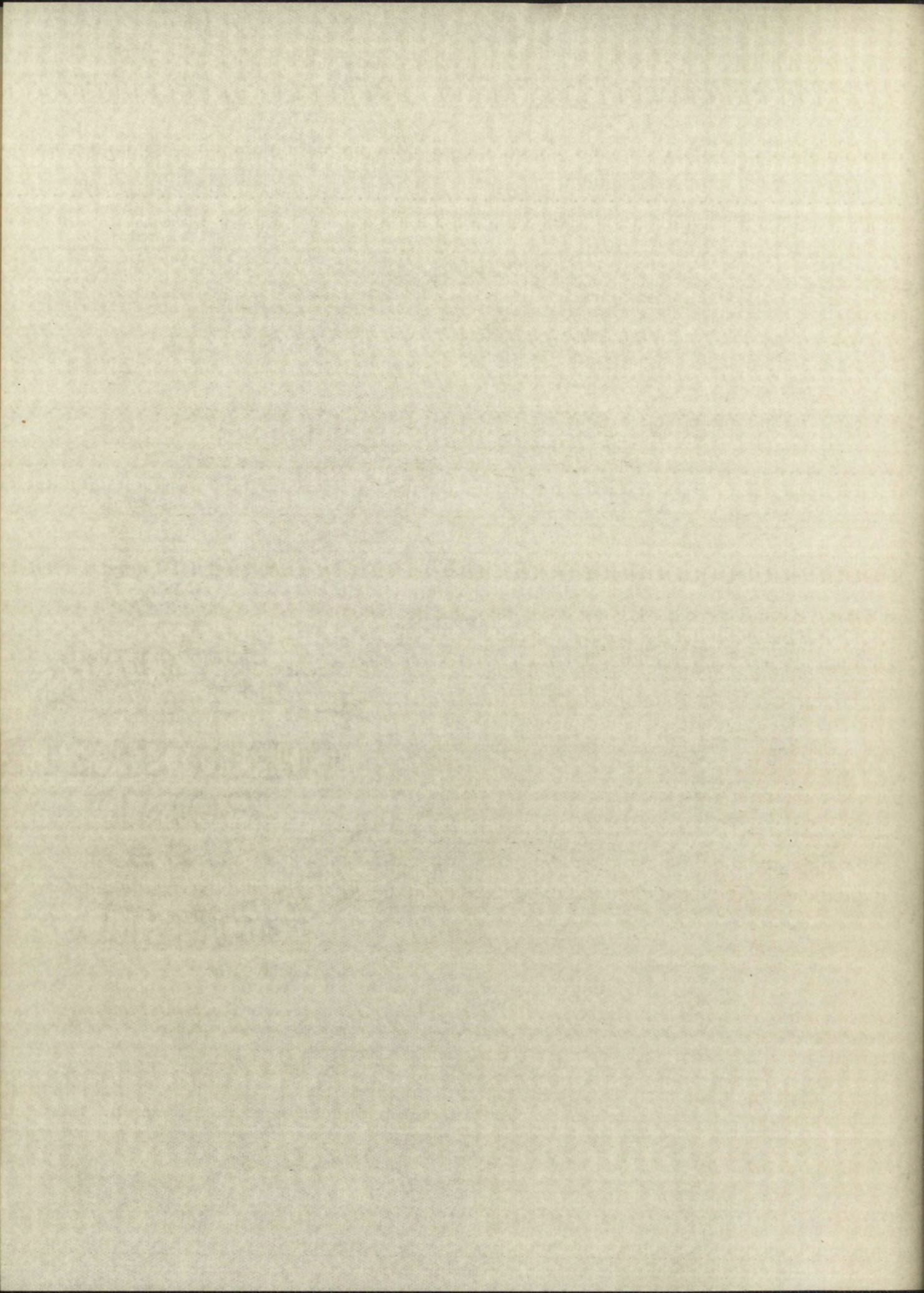


TABLE VII
SPEECH ACTIVITIES OF 150 NEW MEXICO TEACHERS IN 1937
PERTAINING TO RELIGION

	Administrative Units					
	Senior High school	Junior High School	Upper Grades	Lower Grades	Rural School	Totals
Sunday School	251	21	78	71	75	496
Mission- ary So- ciety	0	4	15	12	9	40
Young peo- ple's work	128	14	98	14	168	422
Vacation Bible School	54	0	54	8	0	116
Others	9	7	75	0	72	163
Totals	442	46	320	105	324	1,237
Average	88.4	9.2	64.0	21.0	64.8	247.5
Per cent	35.7	3.7	25.8	8.4	26.2	100.0

TABLE VIII

SPEECH ACTIVITIES OF 150 NEW MEXICO TEACHERS
IN 1937 PERTAINING TO EDUCATION

	Administrative Units					Totals
	Senior High School	Junior High School	Upper Grades	Lower Grades	Rural School	
P. T. A.	30	5	44	17	83	179
School Fairs	42	9	25	11	68	155
Literary Clubs	82	6	107	14	27	236
Agriculture Clubs	24	2	37	3	12	78
Adult School	39	9	75	22	50	195
Confer- ences	331	106	321	51	197	1,016
Mass Board Meetings	53	7	75	1	78	214
School Banquets	50	10	4	2	53	119
Others	78	16	206	20	30	353
Totals	729	164	894	160	598	2,545
Average	81.0	1.8	9.9	1.8	66.4	32.2
Per cent	28.6	6.4	35.1	6.3	23.6	100.0

TABLE IX
SPEECH ACTIVITIES OF 150 NEW MEXICO TEACHERS IN 1937
PERTAINING TO POLITICAL OCCASIONS

Administrative Units						
	Senior High School	Junior High School	Upper Grades	Lower Grades	Rural School	Totals
Presiding Officer	9	10	7	0	4	30
Presenting Candidate	5	0	8	0	16	19
School Elections	5	3	2	0	3	13
Political Rally	6	4	7	2	17	36
Others	16	6	0	0	0	22
Totals	41	23	24	2	30	120
Average	8.2	4.6	4.8	0.4	6.0	4.8
Per cent	34.1	19.2	20.0	1.7	25.0	100.0

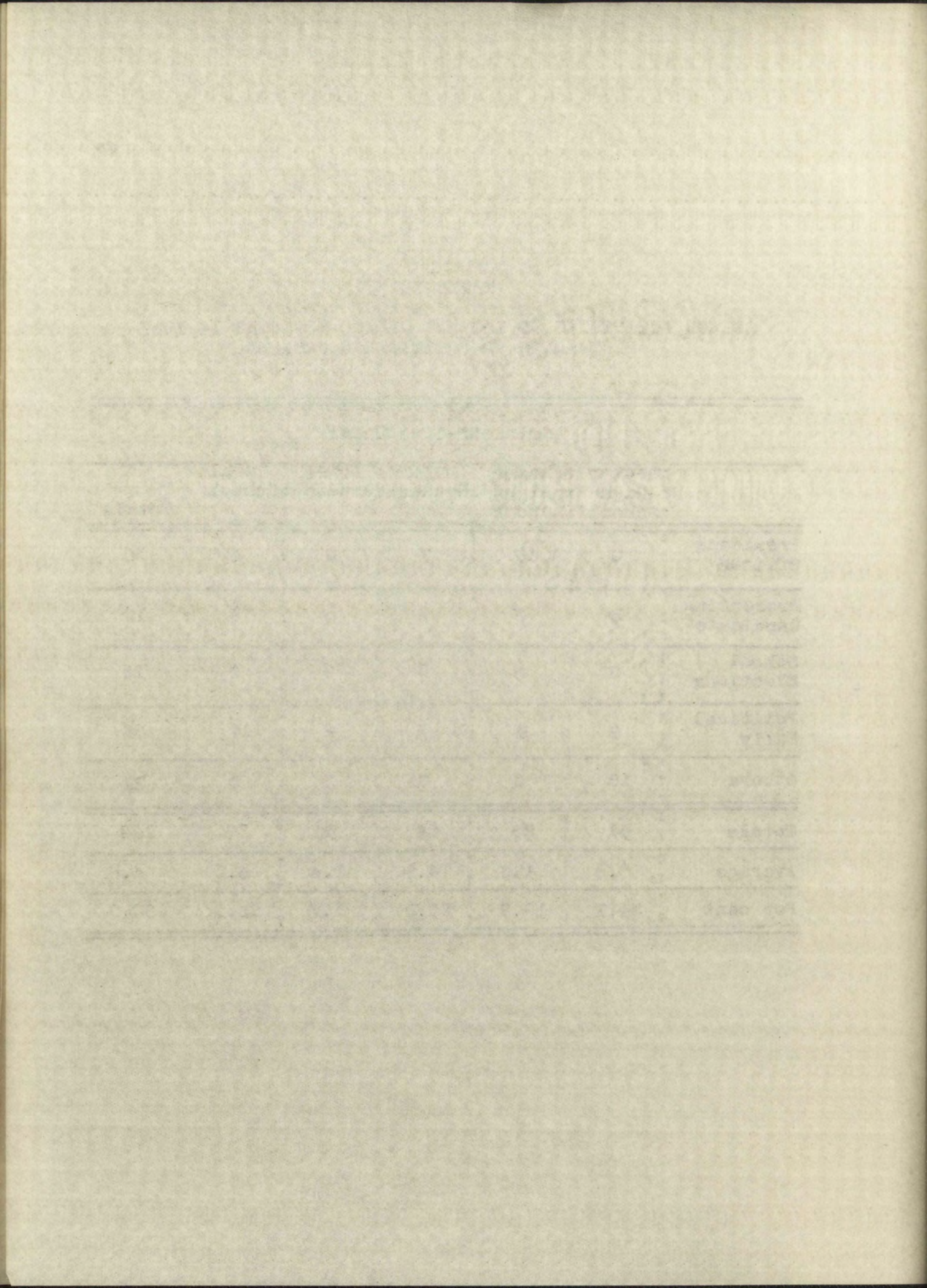


TABLE X

CLASSIFICATION OF 150 NEW MEXICO TEACHERS IN 1937
PERTAINING TO COMMUNITY SOCIAL AFFAIRS

Administrative Units							
	Senior	Junior	Upper	Lower	Rural		
	High	High	Grades	Grades	School		
	School	School					Totals
Host or Hostess	139	55	114	16	124		446
Toast Master	12	1	12	0	4		29
Present Prizes	26	7	10	5	3		51
Present Guest	62	7	47	26	18		160
Speak on Program	6	0	14	1	13		34
Others	6	6	0	51	5		68
Total	251	74	248	48	167		788
Average	41.8	12.3	4.1	8.0	2.8		13.8
Per cent	31.8	9.4	31.5	6.1	21.2		100.0

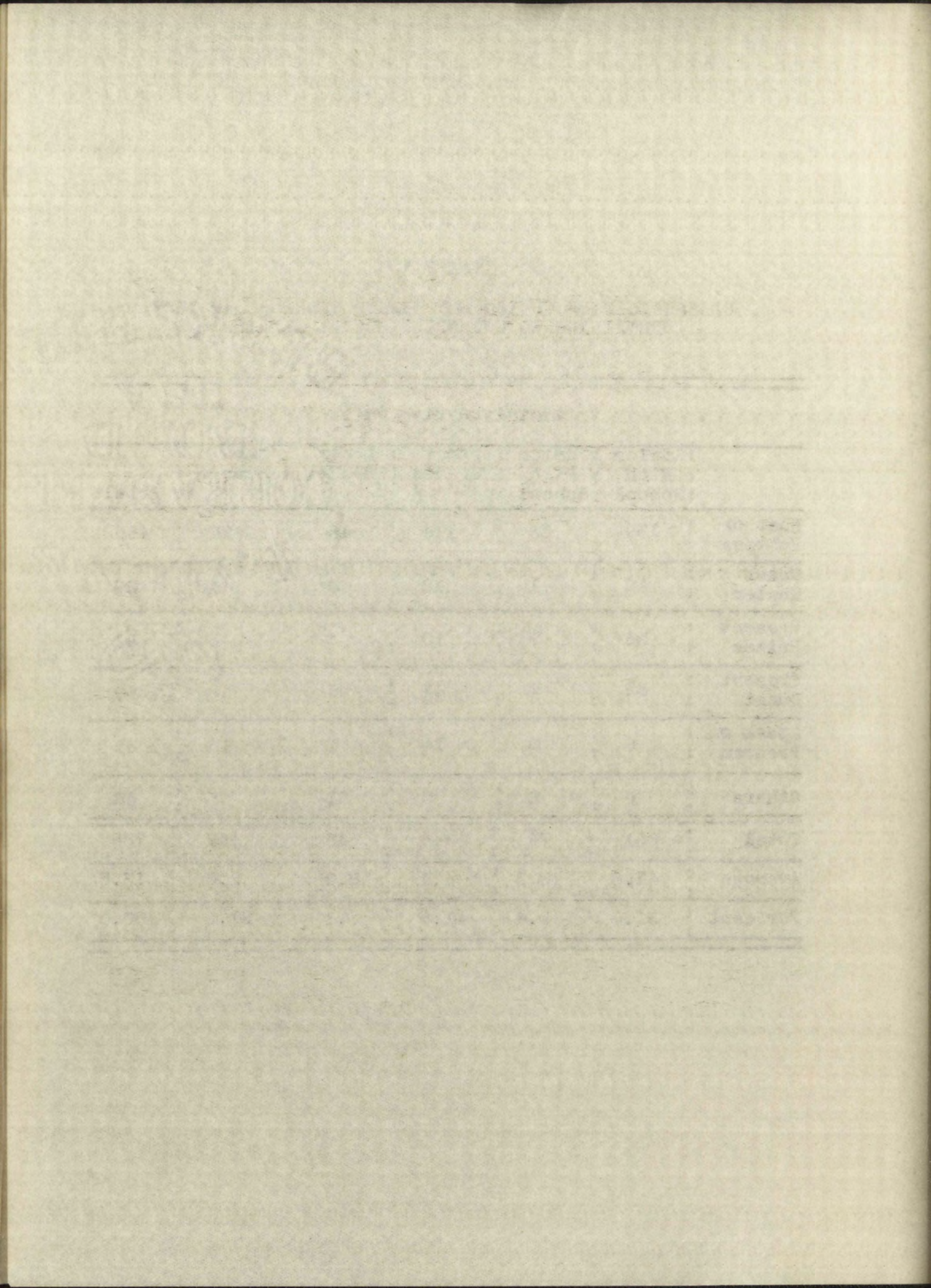


TABLE XI

SPEECH ACTIVITIES OF 150 NEW MEXICO TEACHERS IN 1937
PERTAINING TO CIVIC ACTIVITIES

Administrative Units							
	:Senior : High : School	:Junior : High : School	:Upper : Grades	:Lower : Grades	:Rural : School	:	: Totals
Club Lectures	: 6	: 0	: 14	: 1	: 2	:	: 23
Dinner Talks	: 18	: 1	: 8	: 6	: 14	:	: 47
Round Table	: 37	: 27	: 26	: 31	: 56	:	: 177
Presenting a speaker	: 32	: 1	: 21	: 2	: 21	:	: 77
Part on program	: 23	: 5	: 13	: 16	: 23	:	: 80
Others	: 8	: 0	: 18	: 0	: 15	:	: 41
Totals	: 124	: 34	: 100	: 56	: 131	:	: 445
Averages	: 20.7	: 5.7	: 16.7	: 9.3	: 21.8	:	: 14.8
Per cent	: 27.8	: 7.6	: 22.5	: 12.6	: 29.4	:	: 100.0

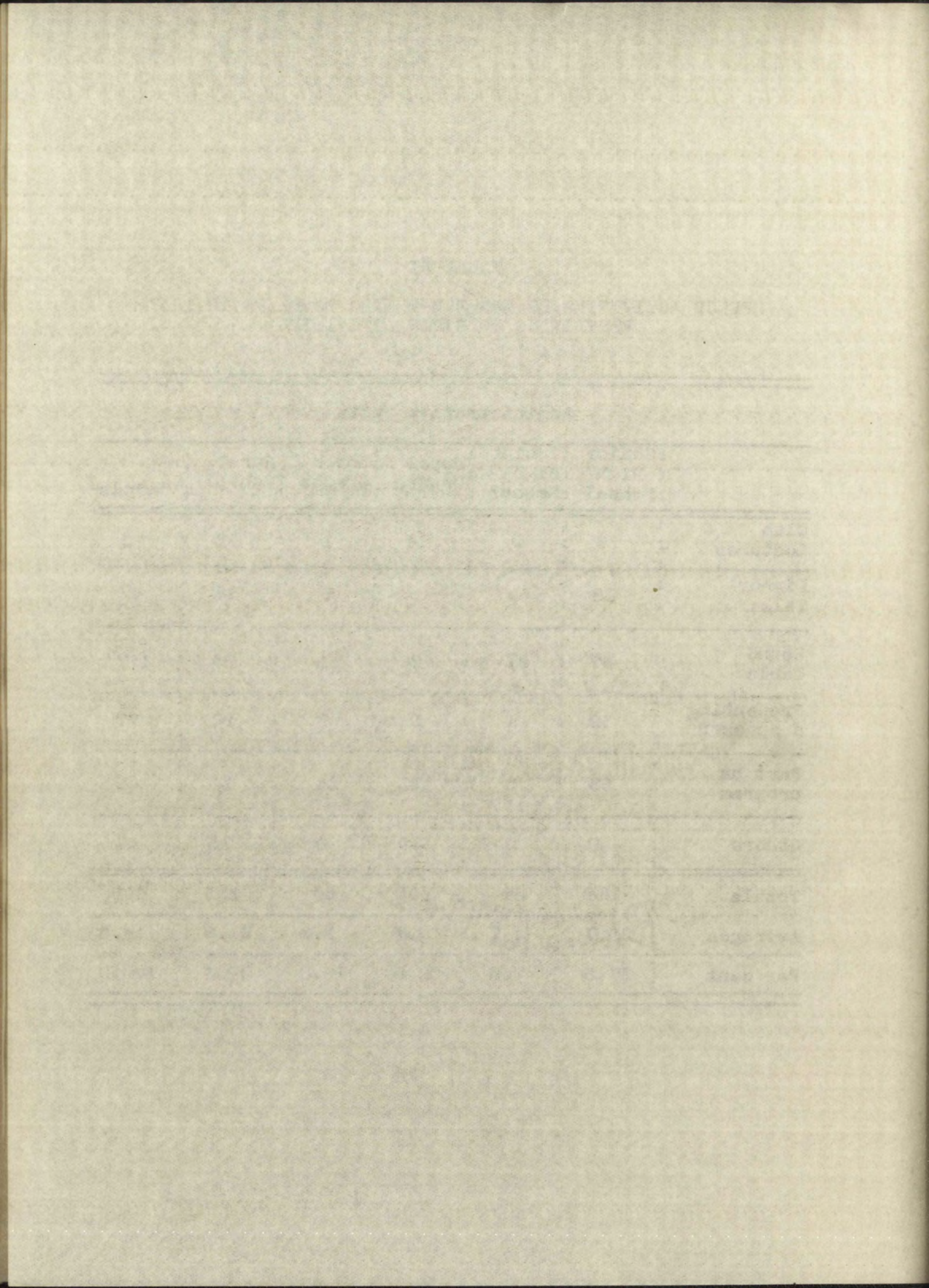


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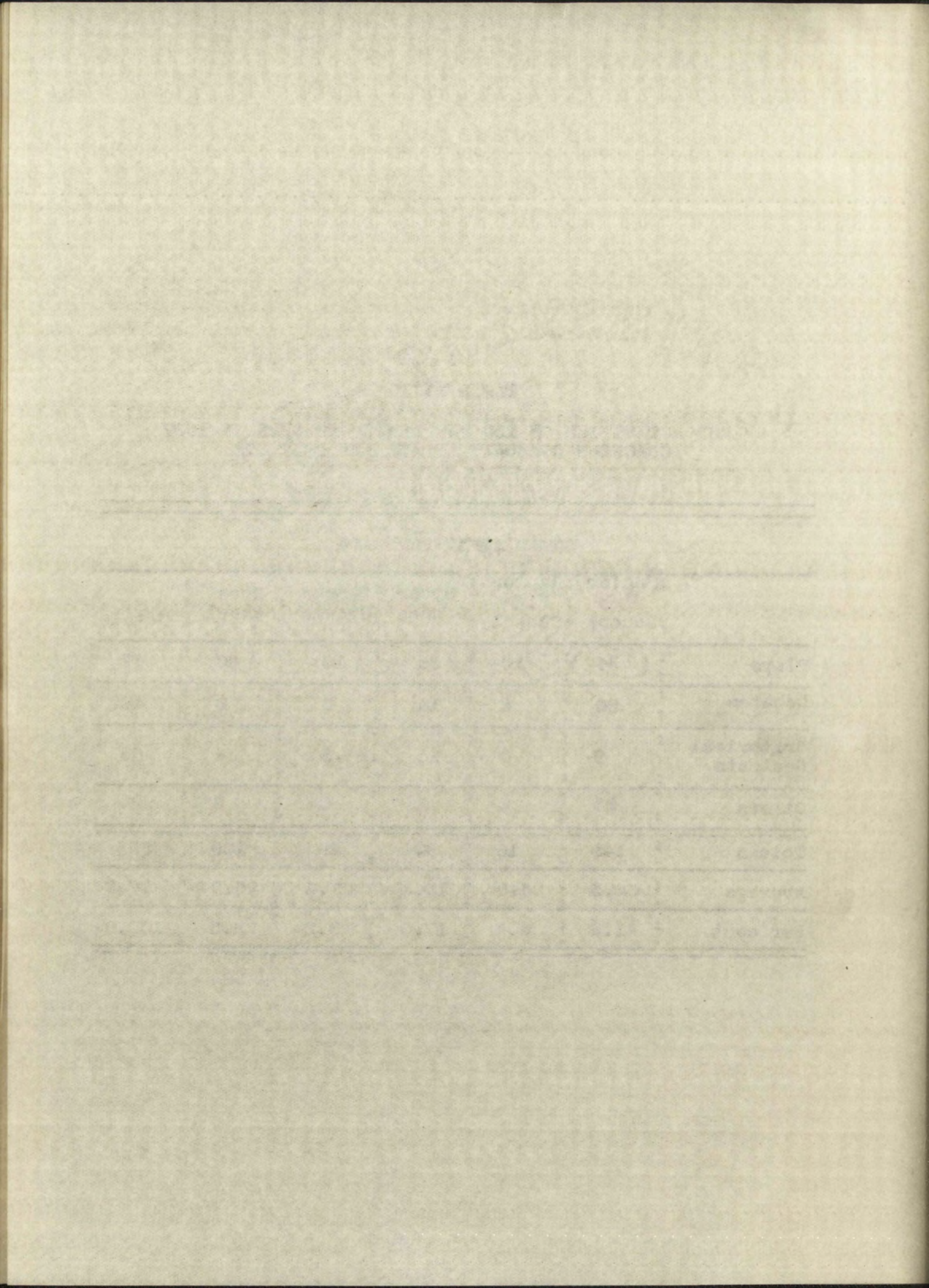
SPEECH ACTIVITIES OF 150 NEW MEXICO TEACHERS IN 1937
PERTAINING TO COMMUNITY ATHLETICS

Administrative Units							
	Senior High School	Junior High School	Upper Grades	Lower Grades	Rural School	TOTALS	
Booster Talks	22	2	63	0	21	108	
Present Trophy	20	2	7	1	8	38	
Others	15	0	38	0	5	58	
Totals	57	4	108	1	34	204	
Average	12.4	0.8	21.6	0.2	6.8	8.4	
Per cent	27.9	2.0	52.9	0.5	16.7	100.0	

TABLE XIII

SPEECH ACTIVITIES OF 150 NEW MEXICO TEACHER IN 1937
COACHING COMMUNITY PLAYS AND CONTESTS

Administrative Units							
	: Senior : High : School	: Junior : High : School	: Upper : Grades	: Lower : Grades	: Rural : School	:	: Totals
Plays	: 34	: 10	: 35	: 18	: 50	:	: 147
Debates	: 20	: 4	: 10	: 6	: 8	:	: 48
Oratorical Contests	: 9	: 0	: 15	: 5	: 34	:	: 63
Others	: 83	: 2	: 2	: 0	: 8	:	: 95
Totals	: 145	: 16	: 62	: 29	: 100	:	: 353
Average	: 36.5	: 4.0	: 15.5	: 7.3	: 25.0	:	: 17.7
Per cent	: 41.3	: 4.5	: 17.6	: 8.2	: 28.3	:	: 100.0



QUESTIONNAIRE

Dear Teacher:

In connection with the preparation of my Master's thesis at the University of New Mexico, I am endeavoring to learn the extent to which classroom teachers engage in public speaking activities and to ascertain whether we as teachers have sufficient speech training to meet these extra-classroom obligations. Public speaking is to be interpreted as those speech activities presented in a more or less formal manner before an audience or group which one does not confront in his daily routine duties.

With the permission and approval of the Dean of the College of Education, I am submitting this questionnaire. Please assist me by giving the information listed below, for which I am

Gratefully yours,

Teacher Address
Name of School

I. Present position: (Please place an x after position you occupy) (1) Senior high school... (2) Junior high school... (3) Upper grades... (4) Lower grades... (5) Rural school... If you are a high school teacher, what subjects do you teach?

II. Please indicate in the appropriate spaces below the number of appearances involving public speaking of each type listed you make annually. If your figure is an estimate, please encircle, (3).

1. Religious:

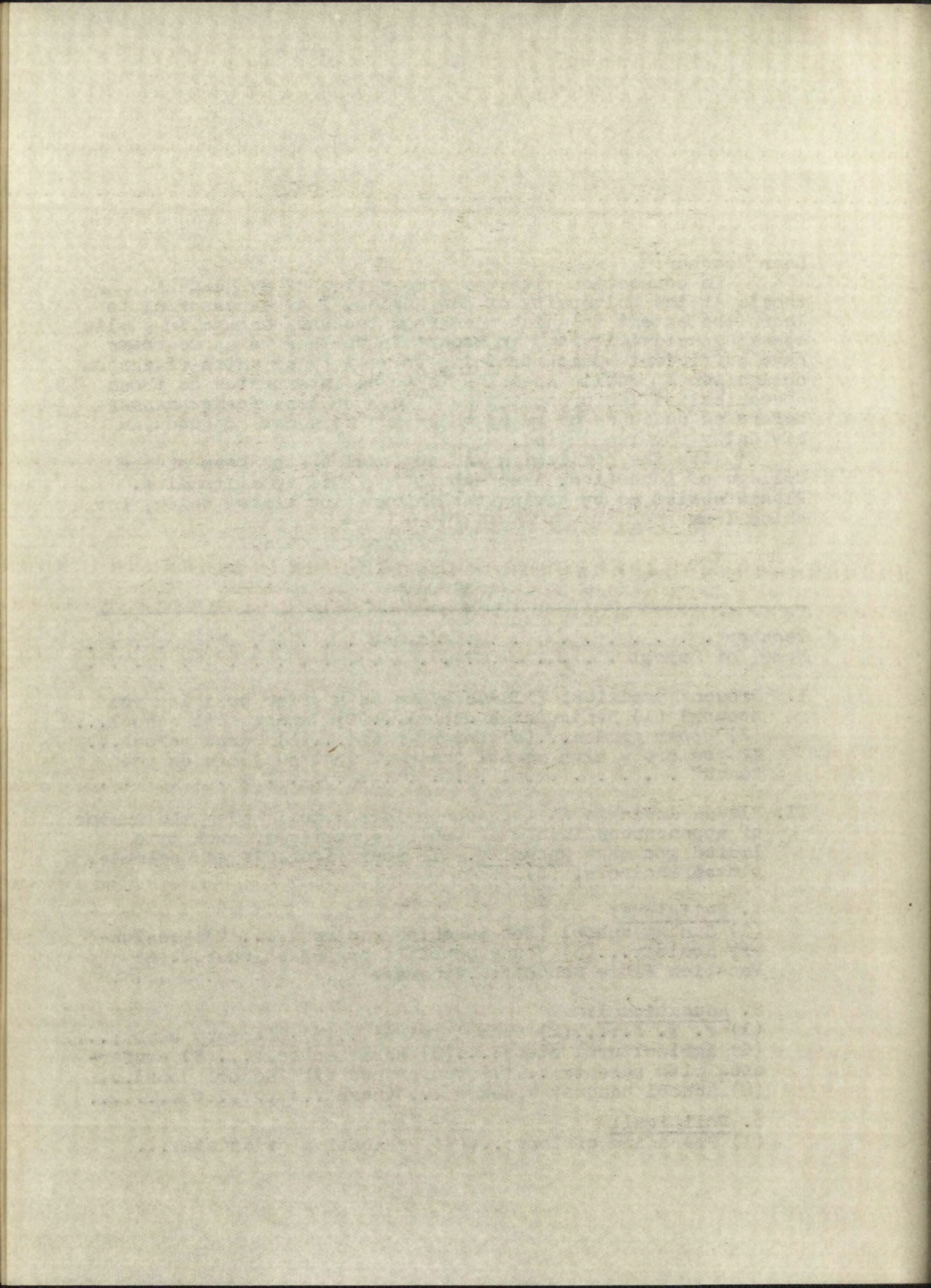
(1) Sunday school (Not teaching a class):... (2) Missionary Society... (3) Young people's organizations:... (4) Vacation Bible School:... Others:

2. Educational:

(1) P. T. A.:... (2) School fairs:... (3) Literary clubs:... (4) Agricultural clubs:... (5) Adult school:... (6) conference with parents:... (7) Conference with school board... (8) School banquet speaker:... Others:

3. Political:

(1) Presiding officer:... (2) Presenting candidate:...



(3) School election:...(4) Political rally or picnic:...
Others:.....

4. Social:

(1) Host or hostess:...(2) Toast master:...(3) Present
prize:...(4) Present the guest:...(5) Read paper or speak
on program:...Others:.....

5. Civic:

(1) Club lectures:...(2) Dinner talks:...(3) Round table:..
(4) Presenting a speaker:...(5) Read paper or selection:...
Others:.....

6. Athletics:

(1) Booster talks:...(2) Present trophy:...Others:.....

7. Coaching:

(1) Plays:...(2) Debates:...(3) Oratory:...Others:.....

III. What preparation have you had in public speaking?
(Please list by titles of courses and semester hours if
Possible:

1. Graduate school training:
2. Senior college training:
3. Junior college training:
4. High school training:
5. Special courses:

IV. In regard to the following points, do you feel that
your training is adequate to your speech-making needs:

(Yes) (No)

1. Elementary speech training: _____
2. Rhetoric of speech making and oral
interpretation: _____
3. Declamation: _____
4. Debating: _____
5. Dramatization: _____
6. Extemporaneous speech making: _____

7. Body responses (gesture): _____
8. Conversational values of speech making: _____
9. A study of the oiteration of public
address: _____
10. Effects of oral communication
(audience response): _____

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