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Lousene G. Rousseau

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SPEECH EDUCATION IN THE NORMAL SCHOOLS—A SURVEY

LOUSENE G. ROUSSEAU

Western State Normal College, Kalamazoo, Michigan

A GLANCE through the indexes of those journals devoted partially or entirely to the interests of speech education shows a most unfortunate lack of material on normal school problems. Public schools, high schools, and colleges hold an absolute monopoly of attention. The men and women who are writing about speech problems are neither of the normal schools nor are they interested in the normal schools. Stranger still, the men and women who are directing speech work in our teacher-training institutions are, if one may judge by appearances, indifferent to the fact that ideals in speech training have been undergoing a most significant and wholesale change during the past few years.

This charge arises from the following evidence: in 1921, only thirteen out of nearly two hundred normal school teachers of speech were members of the National Association of Teachers of Speech; only twenty-seven out of one hundred sixty-five normal school libraries received the *QUARTERLY JOURNAL OF SPEECH EDUCATION*; only five normal school teachers of speech, representing only three schools, attended the National Convention, held in Chicago last December; not one article published in the *QUARTERLY JOURNAL* was written by a normal school teacher or related to normal school problems.

This is a serious indictment to somebody. The question to be decided is: Are we to blame the normal schools for their lack of

interest, or the National Association for its complete neglect of this phase of work? The answer must be that both sides are to be blamed; the National Association a little more than the normals, for it is composed of the progressive men and women of the profession, who ought to appreciate the importance of this phase of speech work. One of these very progressive members of the Association was asked why it was that the needs of the normal schools were so neglected, both in convention programs and in the *QUARTERLY JOURNAL*. He answered somewhat in this manner: "Oh, there is no use trying to do anything with them; their teachers are almost entirely graduates of special schools, lacking in academic standing, and not interested in securing academic standing." This reply served as a challenge to which the following survey is the response.

In the belief that the popular questionnaire method would not produce enough results to enable one to draw sound conclusions, requests for catalogs were sent to the one hundred sixty-five state normal schools of the United States. Replies were received from one hundred fifteen institutions, or approximately seventy per cent of the entire list, including all of the larger and more representative schools. Of this group eighty-nine are four-year teachers' colleges, granting either the A.B. or Ph.B. degree, while eleven more offer three years of college work.

The first matter of interest in the survey was the teaching staff employed, together with their training. The investigation showed the following results:

Schools employing one full-time speech teacher.....	64
Schools employing two full-time speech teachers.....	4
Schools employing three full-time speech teachers.....	4
Schools where one speech teacher teaches other subjects also..	40
<hr/>	
<i>Total Schools Reporting Teachers</i>	112
Schools counted twice (1 and 4).....	2
Schools offering no work	5
Number of teachers reported.....	124

The forty teachers who are engaged in teaching other work, in addition to their speech work, lend proof to the old adage that "variety is the spice of life," for we find seventeen separate and distinct fields of learning combined with speech. This would seem to indicate either that speech work is extremely adaptable, or that speech teachers are long-suffering. The other subjects are as follows:

English—27
Physical Education—4
Spelling
Sociology, hygiene, tests and measurements (one teacher)
Arithmetic—2
Arithmetic and penmanship
Music
Drawing, botany, and music
Latin, Spanish, Physical Training, Dean of Women
Domestic Science and Art
<i>Total—40</i>

So far as training is concerned, the survey indicated that most of the normal school speech teachers have academic standing. Insofar as data was given in the catalogs, the results were as follows:

Work in special schools only.....	28
Bachelor's degree	21
Master's degree	17
Doctor's degree	1
No degree—no other data given.....	6
Bachelor's degree and special school.....	17
Master's degree and special school.....	4
Normal school training only.....	5
Not reporting	25
<i>Total.....</i>	<i>124</i>

Those of us who are much concerned about the report of the Committee on Association Title at the next convention, will be interested chiefly in that part of the survey which deals with nomenclature of departments and courses. Neither side in the controversy will find much "food for argument" here. It is appalling to note the absolute lack of standardization in this respect. It would be a comparatively safe wager that neither the colleges nor the high schools could produce such a display of originality as is shown here. Not only do the names of the departments vary, but in sixty-two schools the names of the department is barely related to the title of the teacher; while nine schools do not bother to bestow any kind of a title on the department. Five more offer no work of any description in the field of speech. The departments are labeled as follows:

English	65	Language	1
English expression	2	Oral English	1
English language	5	Oratory	1
Expression	10	Public Speaking	2
Fine Arts	1	Public Speaking and Expression	2

Public Speaking and Debating..	1	Reading and Speaking	2
Public Speaking and Dramatics..	1	Speech	1
Reading	3	Not named	9
Reading and Effective Speaking	1	No department.....	5
Reading and Oratory.....	1	<i>Total Departments Classified</i>	115

According to the catalogs, teachers of speech are supposed to be teaching the following subjects:

Directed Reading	1	Oral Expression and Story Telling	1
Dramatics	2	Oral Reading	1
Dramatics and Oral Expression..	2	Oral Expression and Dramatics..	2
Elocution and Logic.....	1	Oratory	1
English	26	Public Speaking	9
English Expression	1	Public Speaking and Expression	3
English Expression and Reading	1	Public Speaking and Debating..	1
English and Reading.....	1	Public Speaking and Dramatics..	3
English Language	1	Public Speaking and Oral Eng-	
Expression	19	lish	1
Expression and Dramatics.....	1	Public Speaking and Reading...	8
Expression and English Lang-		Reading	12
uage	1	Reading and Effective Speaking..	1
Expression and Story Telling...	1	Reading and Expression.....	2
Expressive Reading	1	Reading and Dramatics	1
Language	1	Reading and Language.....	2
Literature and Reading.....	1	Reading and Speaking	2
Literature and Story Telling....	1	Reading and Speech.....	2
Methods	1	Speaking	1
Oral Expression	9	Speech	2
		<i>Total Teachers Classified</i>	124

The courses offered in the teacher-training institutions offer even more variety than the titles of the departments would indicate. So far as numbers of courses offered is concerned, it is rather significant, and certainly very hopeful to note, that seventy-six schools require some speech work for graduation, at least in those courses which prepare teachers for work in the elementary grades. Division of courses in the normal schools are about as follows:

Institutions offering only one course.....	25
Offering from 2 to 13 courses.....	85
No courses	5
Institutions offering advanced courses.....	43
Institutions requiring some speech work.....	76
Institutions where all work is elective.....	34
Offering more than one fundamental course....	42
One foundation course pre-requisite to advanced work in department.....	3
Institutions offering 4 to 13 courses.....	30

In the twenty-five schools where but one course is offered (usually required for graduation in nearly all courses) the courses are known by the following fourteen names:

Debate	Public Speaking.
English	Public Speaking and Argumentation
Expression—3	Reading—8
English Language	Reading and Public Speaking
Logic	Story-Telling
Methods—2	<i>Clear Expressive Reading and Distance Articulation</i>
Oral English	
Oral Expression—2	

General or foundation courses are known by the following titles:

Directed Reading	Oral Language
Clear Expressive Reading and Distinct Articulation	Oral Reading—3
Elements of Elocution	Public Speaking and Dramatization
Elocution	Reading—27
English Expression—2	Reading and Expression
English Language—5	Reading and Public Speaking—2
Expression—14	Reading and Speaking
Fundamentals of Speech	Reading and Speech
Fundamentals of Expression	Spoken English
Oral Expression—18	Vocal Expression
Oral English—6	Voice
	Principles of Expression

Where the description of the course indicated that the class-work was largely public speaking in its strictest sense, the titles are as follows:

Advanced Public Speaking—4	Practical English
Argumentation and Public Speaking	Practical Speaking
Forensic Oratory	Public Speaking—31
Extemporaneous Speaking—2	Public Speaking and Conversation
Informal Speaking	Public Speaking and Debating
The Occasional Address	Reading and Oratory
The Oration—2	The Short Speech
Orations and Popular Addresses	Speeches and Orations
Oral Discussion	Speeches and Parliamentary Law
Oratory	Theme-writing, Speaking and Debating
Platform Speaking	

Even Play Production is known by four names:

- Play Production—5
- Applied Dramatics
- Community Dramatics—2
- Technique of the Drama

Nine different titles are found for Argumentation and Debate:

Advanced Debating	Debating—6
Argumentation—8	Inter-School Debating
Argumentation and Debating—11	Inter-Society Debating
Debate and Oral Composition	Preparation and Delivery of De-
Debate Rehearsal	bates

The field of Interpretative Reading apparently has more imaginative appeal than any other field, for in finding titles for these courses teachers have allowed their fancies to run riot:

Advanced Dramatics	Interpretative Reading—5
Advanced Elocution	Interpretation of Poetry
Advanced Oral Expression	Oral Interpretation
Advanced Expression—2	Physical Culture and Dramatics
Advanced Reading—4	Platform Reading
Classical Drama	Play Rehearsal
Critical Readings	Poetic Interpretation
Dramatic Art—4	Private Lessons—2
Dramatic Expression	Prose Interpretation
Dramatic Interpretation—2	Reading of Lyrics
Dramatics—4	Reading of Victorian Poetry
Elementary Reading—3	Reading of Poetry
Imagination and the Dramatic In-	Repertoire
stinct	Shakespearean Reading
Interpretation—3	Summer Play

Methods of teaching reading, required in every normal school in the United States, is offered by the Department of Speech in only thirty-four out of one hundred sixty-five schools! Think of it! In eighty per cent of our teacher-training institutions prospective teachers study methods in reading in the departments of English or education! The course where a knowledge of principles of speech is most essential is taught from a purely pedagogical viewpoint. It will be noticed in the nomenclature of these courses that not even all the thirty-four courses deal with *beginning* reading.

Beginning Reading	Problems in Teaching
Essentials of Teaching Oral and	Professional Reading
written Composition	Public School Reading
Methods in Advanced Reading	Reading for Teachers—2
Methods in Oral English	Teacher's Reading
Methods in Reading—20	Teaching of Reading
Primary Reading—3	

Special courses in training the speaking voice are offered in only ten normal schools, and under the following titles:

English for Foreigners
 Elements of Speech
 Corrective Speech
 The Speaking Voice
 Speech Correction

Speech Defects
 Speech and Voice Clinic
 Voice
 Voice Training—2

Story-telling, which is offered in one form or another in all our teacher-training institutions, is taught in speech departments by only twenty-two schools. As in the case of Beginning Reading, the remaining schools offer such work in the departments of English or education. Twenty courses called *Story-Telling*, one called *The Art of Story-Telling*, and one in *Dramatization*, complete the list here.

Only two normal schools offer courses in pageantry, one called *Pageantry*, and the other, *Festival and Pageantry*.

A very careful analysis of the subject-matter covered in all these courses shows that variety is not confined to titles of courses and departments. It also shows a complete lack of agreement among normal school teachers as to even the most fundamental aims of speech education. In this list, the terms used have been taken in all cases from the catalog descriptions of courses offered:

Argument—16
 Common reading
 Characterization, Impersonation, etc.—9
 Correction of bad habits—45
 Enunciation
 Articulation
 Pronunciation
 Phonics
 Debating—18 (One is impromptu; one is written and oral)
 Dialect—3
 Diacritical Markings—2
 Emotions—8 (One specifies "simple" emotions)
 English—13 (This indicates written English)
 Facial expression
 Grammar, usage—8
 Good time
 Imagination and the dramatic instinct—3
 Interpretation—31
 Interpretation of the printed page—6
 Literary appreciation—10
 Life (No further explanation)—2
 Methods—Later grades and high school—38
 Elementary grades—13
 Mental attitudes—2

- Memory-training
- Parliamentary procedure—8
- Personality—2
- Physical development—13
- Physiological, neurological, psychological elements in language
- Psychology—9
 - pedagogy and hygiene of reading
 - of impression
 - of oratorical delivery
 - of reading
 - of speech
- Power—3 (No description beyond attainment of power)
- Pageantry—5
- Poise—6
- Principles of speech—13
- Play production—13
- Platform work—44 (Courses where the aim is exhibition)
- Reading—15 (Mostly "rendering selections")
- Speaking—62
 - Extempore—40
 - Oratory—17
 - Style—2
 - Delivery—3
- Social asset
- Speech defects—8
- Story-telling—33
- School activities—22 (Course planned to prepare for activities)
 - Debates—10
 - Contests—3
 - Plays—9
- Text-book—4 (Course planned to follow certain text))
- Theory of Amateur
- Vital, mental and emotional natures blended—2
- Voice—quality, pitch, force, inflection, etc.—66
- To think Clearly—6

If a survey such as this serves no other purpose, it certainly ought to show that there is a tremendous opportunity for the National Association of Teachers of Speech to do some work. When one realizes that three hundred sixty-nine out of three hundred seventy-nine courses offered in the schools reporting are open to freshmen, absolutely without pre-requisites, it ought to be apparent that normal school speech work, as it now exists, is entitled to very little academic recognition.

At the same time, it must be remembered that degrees from these schools,—a large number of them offering majors in speech,—

entitle their owners to graduate standing in practically all of our colleges and universities. Hence the colleges and universities ought to be concerned about the quality of the work done there.

But our teacher-training institutions have a far greater claim to recognition than one of academic standing. They are turning out the teachers of our public school systems! Every year they graduate approximately twenty-five thousand teachers, ninety-five per cent of whom are prepared to teach in the kindergarten and elementary grades. Of the six hundred thousand public school teachers in the United States, five hundred sixty-five thousand teachers are doing kindergarten and elementary grade teaching.

What is the significance of this, you ask? In the National Conventions one hears frequently from high school teachers, "Take care of the high school situation and you won't have to worry about college entrance requirements and beginning courses in college." If that is true, how much more important is it to take care of the *public school situation*, and *prevent* the high school problems! If our elementary teachers understood even the simplest principles of speech education and of mental hygiene, how many of the tragic experiences of childhood might be prevented!

Courses in beginning reading and in story-telling are offered in every teacher-training institution in the United States. What an opportunity for trained teachers with high ideals of speech education to make of every public school teacher a real public servant! Can any one imagine any place where there is a greater need for teachers who are themselves exponents of good speech habits; where harsh voices and indistinct speech have more regrettable effects on sensitive natures?

This is the speech situation in the normal schools of the United States. This survey is intended to show existing conditions; it is not intended to suggest remedies. It is intended as an invitation to the normal schools for coöperation and to the National Association of Teachers of Speech for assistance.