



Speech education in secondary schools— a bibliography

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SPEECH EDUCATION IN SECONDARY SCHOOLS— A BIBLIOGRAPHY

ELMER HARRISON WILDS

State Normal School, Platteville, Wis.

A. GENERAL DISCUSSIONS FOR TEACHERS

1. HATFIELD, W. W. *Progress of English Teaching during 1912*. University of Illinois School of Education Bulletin, No. 10, p. 146.

This article contains an excellent historical statement of the development and changes in the teaching of Oral English during the last 25 years.

2. WILDS, ELMER HARRISON. *Public Speaking in the Early Colleges and Schools*. QUARTERLY JOURNAL OF PUBLIC SPEAKING, Vol. 2, pp. 31-38.

A discussion of the beginnings and early development of public speaking work in the American Secondary School from the Colonial Grammar School down to the Public High School of the mid-century.

3. DAVIS, CALVIN O. *High School Courses of Study*, pp. 30-31. The World Book Company.

An excellent outline statement of the aims, purposes, and values of Oral English as it should be taught in the curriculum of the modern High School.

4. JUDD, CHARLES H. *Psychology of High School Subjects*, pp. 132-210. Ginn and Co., 1915.

A brief but adequate treatment of the psychology of language and the psychology of English courses. One of the best discussions available on the psychology of speech.

5. PHILLIPS, A. E. *Effective Speaking*. The Newton Company, 1912.

One of the very best books ever written in the field of public speaking. Sets forth and discusses the five general ends of speech on the basis of the most sound modern psychological thought. Exceptionally stimulating to a high school teacher of the subject.

6. SCOTT, WALTER D. *The Psychology of Public Speaking*. Pearson. Philadelphia, 1906.

Not a very satisfactory discussion, although written in a popular style. But it is the only book attempting a complete treatment of the psychology of the subject alone.

7. WINANS, JAMES ALBERT. *Public Speaking*. Revised Edition, 1917. The Century Co.

The latest and best book on Public Speaking. A book of principles and intended to develop intelligence in regard to the subject. Stresses the psychological aspects, especially the psychology of attention. Should be in the hands of every high school teacher of the subject.

8. WOOLBERT, CHARLES H. *Studies in Social Psychology: The Audience*. Psychological Monographs, June, 1916, pp. 37-54.

A study of one phase of the psychology of public speaking: the audience. Very suggestive for teachers of reading and speaking. Based on experiments.

B. PERIODICALS FOR TEACHERS

9. QUARTERLY JOURNAL OF SPEECH EDUCATION. Official Organ of the National Association of Teachers of Speech. Published by George Banta Publishing Co., Menasha, Wis.

Devoted exclusively to speech education in all its branches. Contains much material of interest to the high school teacher of the subject.

10. *The English Journal*. Official Organ of the National Council of English Teachers. Published monthly by the University of Chicago Press.

Suggestions for the separate teacher of Oral English as well as for those who are combining the work with the regular English classes.

11. *The Speaker*. Published quarterly by Hinds, Noble, and Eldredge. 32 numbers published and available by volumes or single numbers.

An excellent periodical for the teacher of oral interpretation. Contains good literary selections of every type.

C. METHODS OF TEACHING

12. BOLENIUS, EMMA MILLER. *The Teaching of Oral English*. J. B. Lippincott & Co., 1914.

A delightfully unique book that reads like a novel. Its pages are packed with the description of personal experiences in the

development of an effective Oral English program, with suggestive exercises to be adapted for use in any high school by any teacher of English. Sets forth underlying and fundamental principles, based on the psychology and pedagogy of the subject. The one complete method book on the subject.

13. LYMAN, ROLLO L. *Oral English in the High School*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. I, pp. 241-259.

The best and most complete statement of the present status of Oral English in the secondary school. Sums up adequately most of the best literature on the subject and criticizes and appraises the various new movements in this field.

14. PARKER, SAMUEL C. *Methods of Teaching in High Schools*. Ginn & Co., 1915. Chapter XI, "Training in Expression," pp. 269-295.

A brief, but exceedingly helpful discussion of methods of teaching oral expression. Contains a particularly illuminating discussion of methods of securing real vital thought-content through the use of proper subjects and titles.

15. WATKINS, DWIGHT E. *Public Speaking and Voice Training*. In Johnson, C. H. and others, "High School Education," Chapter XII, pp. 244-256.

A brief and very general discussion of the scope, aims, and methods of speech work now current in our high schools.

16. HOSIC, JAMES FLEMING. *Coöperation of All Departments in the Teaching of English Composition*. School Review, Vol. 21, pp. 598-607.

A clear and well organized discussion of the proposition that all the departments of the school should coöperate in upholding the standard of oral as well as written English in the school.

17. PACKARD, GRACE M. *The Recitation as a Means of Training in Public Speaking*. School Review, Vol. 19, pp. 128-130.

The author suggests that the elements of public speaking may be woven into the daily recitations in all departments and makes several excellent suggestions as to methods of doing this.

18. CLAPP, JOHN M., and others. *A Report of an Experiment in English Composition*. University of Illinois. School of Education Bulletin, No. 10, pp. 148-161.

A report of an extended investigation by 46 teachers in 37 high schools in Illinois testing the value of oral composition in High School work.

19. CLAPP, JOHN M. *Report on Experiments in Combining Oral and Written Composition*. University of Illinois School of Education Bulletin, Vol. XI, No. 17, pp. 148-163.

A report of an extended investigation carried on by High School Teachers' Association of Illinois to determine the wisdom and values of combining oral and written composition.

20. MUNROE, H. K. *Some Experiments with Oral Composition*. English Journal, Vol. I, pp. 359-363.

A summary digest of the experiences of a committee of teachers in the New York High Schools with the oral form of composition recitation in their classrooms.

21. Report of the National Joint Committee on the Reorganization of Instruction in Secondary English. U. S. Bureau of Education Bulletin 1917, No. 2.

The results of an exhaustive study of the work in English in schools throughout the nation. During a period of five years experts have been working representing every section of the country and every phase of the problem. Based on a solid foundation of fact and experience. Chapter X gives the report of the Committee on Oral Expression.

22. CAMBURN, BESSIE M. *A High School Course in Public Speaking*, English Journal, Vol. II, pp. 166-170.

A description of the work in public speaking as given to third year students in the high school at Mt. Clemens, Michigan.

23. CHILES, E. E. *Oral Composition as a Basis for Written*. English Journal, Vol. III, pp. 354-361.

Describes methods of teaching Oral English in the Manual Training School, Washington University, in which note books are used and a laboratory method followed in a combination of oral and written composition that has proven effective.

24. CHILES, E. E. *Oral Exposition for Colleges and High Schools*. English Journal, Vol. VI, pp. 458 ff.

Describes a method which involves a close correlation between oral and written composition, the description being accompanied by seven sample assignments.

25. COURTENAY, MARY E. *An Attempt to Make Oral Composition Effective*. N. E. A. Proceedings, 1912, pp. 721-725. Also in School Journal, Vol. I, pp. 563-565.

States very interestingly the purposes and methods of the teaching of oral composition in the Englewood High School, with practical illustrations from the class room.

26. DAWSON, CHARLES A. *Speech Training in Public High Schools*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. II, pp. 1-8.

An article describing the aims, methods, and materials of the teaching of what the author calls the "speech craft" in the high school. Evidently based upon the author's own experiences in the high school at Niagara Falls, New York.

27. FLEGLE, B. E. *Oral English in the High School*. English Journal, Vol. I, pp. 611-618.

The purpose of this article is to explain what has been done at the Baltimore City College to meet the needs of boys in oral expression—the method described being the result of three years' experimentation and study on the part of the writer.

28. FRAZER, NORMAN L. *Oral Expression as a Preparation for Written Composition*. Educational Review, Vol. 48, pp. 393-398.

A discussion by an English writer on the utilization of oral expression as a basis for training for written composition. The aim in his method is to recognize certain definite points as essential to good writing and to tackle these points one at a time systematically by means of an abundance of oral practice.

29. FRENCH, JOHN C. *Classroom Use of the Occasional Speech*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. II, pp. 167-170.

The presentation of an excellent device for using the speech for special occasions for classroom practice. Though used by the author in college teaching, it is admirably adapted for high school work.

30. GOUGH, HARRY B. *Suggestions on the Preparation and Delivery of Biographical Speeches*. Introduction to *Famous Living Americans*. Chas. Webb & Co., 1915.

An excellent device for preparing biographical speeches through the use of a definite theme. Contains an excellent suggestive outline.

31. HOLLISTER, HORACE A. *Oral Composition in the Secondary School as a Basis for Effective Training in Written Composition*. English Journal, Vol. I, pp. 497-501.

A psychological treatment of the values of oral composition and a discussion of the principle that the natural order of procedure in language training is from speech to writing. Uses examples from Tuskegee Institute.

32. PERCIVAL, MARY. *An Evolution of Oral Composition*. English Journal, Vol. IV, pp. 315 ff.

Sets forth the experiences of the author in Hunter College High School, New York City, in supplementing written composition with oral composition in the regular English course. Describes well the methods used, especially those concerning the assignment of topics.

33. REAVIS, W. C. *An Experiment in the Teaching of High School Composition*. School Review, Vol. 21, pp. 538-541.

A description of a plan for supplying theme material from the pioneer history of the community in the form of reports on special topics. Although described for written themes, an excellent device for oral work.

34. SHELDON, ELEANOR. *Oral Themes*. N. E. A. Proceedings, 1912, pp. 718-720.

Describes a practical method of oral theme work as used in Oshkosh Normal School, entirely independent of regular public speaking courses, as an important and regular part of the composition work.

35. THOMAS, JOSEPH M. *Oral Composition in Its Relation to Writing*. English Journal, Vol. IV, pp. 487 ff.

An excellent article justifying the teaching of oral composition as a necessary complement of written composition, giving concrete methods for overcoming difficulties in actual teaching.

D. TEXTS FOR HIGH SCHOOL USE

36. LEWIS, CALVIN L. *American Speech*. Scott, Foresman Co. 1916.

The author has made the mistake of trying to cover too much ground. Full of good material, but far too many phases of speech work are treated in the narrow compass of one small volume.

37. HOUGHTON, HARRY G. *The Elements of Public Speaking*. Ginn and Company, 1916.

A text-book written for first year college students, but could be very successfully used with upper classes in high schools. Stresses a minimum of theory with a maximum of practice.

38. KNOWLES, ANTOINETTE. *Oral English: the Art of Speaking*. D. C. Heath & Co., 1916.

Treats Oral English under four heads; Delivery, Composition, Argument and Persuasion, Special Occasions. Many good sug-

gestions, many good exercises, many useful appendices, but has the usual faults of such texts in being too hastily thrown together and trying to cover too broad a field.

39. ROBINSON, FREDERICK B. *Effective Public Speaking*. LaSalle Extension University, 1915.

A text admirably adapted to high school classes, emphasizing the content or thought side of public speaking. Treats delivery side of public address as subordinate to the message side. Skilfully arranged in progressive lessons, the subject being successfully unified. A very teachable textbook.

40. SMITH, WILLIAM PALMER. *Oral English for Secondary Schools*. The MacMillan Company, 1913.

A popular text, with many faults. Treats formal elements first and at too great length. Confuses interpretation and oral composition. Altogether too much space taken up with selections for practice, even though the selections are all very good.

41. WARD, CORNELIA CARHART. *Oral Composition*. The MacMillan Company, 1914.

Emphasizes especially the content of spoken English as the title indicates. Discusses fully Preparation and Expression as Conditioned by Thought, as well as Actual Speaking. Treats Oral Composition from the same standpoints as written: Narration, Description, Exposition, Argumentation. Does not make the mistake of trying to cover too much ground.

42. WATKINS, DWIGHT E. *Public Speaking for High Schools*. American Book Co.

One of the first textbooks on Speaking for high school use. Has the usual fault of trying to cover too much ground within the compass of a very slender volume. Full, however, of practical suggestions and helpful exercises.

E. SPECIAL PHASES OF TEACHING

43. AIKIN, W. A. *The Voice—an Introduction to Practical Phonology*. Longmans, Green and Co., 1910.

A special study of phonology which the author defines as the science of vocal sound. Lays special emphasis upon the importance of phonology in the training of the voice. The chapters are profusely illustrated and should be very helpful to the high school teacher.

44. CLAPP, JOHN M. *The Speaking Voice*. University of Illinois School of Education Bulletin, No. 13, pp. 188-189.

A plea for the correction of voice defects among high school pupils.

45. MUCKEY, FLOYD S. *The Natural Method of Voice Production*. Scribners, 1915.

A new departure in the field of voice training. A careful study of the physics of sound as well as of the anatomy and physiology of tone production.

46. ROGERS, CLARA KATHLEEN. *The Voice in Speech*. Published by the author, Boston, 1915.

A plea for special training of the speaking voice in the schools. The author suggests ways and means of doing this, presenting various plans and exercises for practice to overcome faults and difficulties.

47. MOSHER, JOSEPH A. *The Essentials of Effective Gesture*. MacMillan Co., 1916.

A very adequate and satisfactory treatment of the whole field of gesture. Treats the nature and technique of gesture, the scope of gesture, and the art of acquiring facility in gesture. Very helpful to high school teachers.

48. OTT, ERNEST A. *How to Gesture*. Hinds, Noble & Eldredge.

A book that has been widely used because of its clear classification of kinds of gesture and its numerous illustrative passages for practice.

49. CLARK, S. H. *Interpretation of the Printed Page*. Row, Peterson & Co., 1915.

This book is unique in that it confines itself to the great need of mastering the content and full value of the thought before any attempt should be made to present the material through the medium of the voice.

50. PHILLIPS, A. E. *Natural Drills in Expression*. The Newton Co.

A textbook on interpretation based on the principle that the various emotions are naturally expressed by different tones of the voice. By the comparison of literary and colloquial passages expressing the same emotion, pupils are taught to feel the emotion and thus naturally express the emotion in their tones. Valuable for high school teachers who wish to train their pupils to express literature with real feeling.

51. WINCHESTER, C. T. *The Oral Interpretation of Literature*. English Journal, Vol. V, p. 506.

A discussion of the values of oral interpretation or reading aloud. A statement of the principle that oral reading is the most effective aid to the emotional interpretation of literature and that the habit of reading aloud improves clear, distinct, and pleasing utterance in speech.

52. GARDNER, BERTHA LEE. *Debating in the High School*. School Review, Vol. 19, pp. 534-545.

A plea for the substitution of the academic aim in debating for the commonly existing "Sport aim." A clear statement of the evils arising from the abuse of debating as a sport with sound recommendations for reform.

53. HARTWELL, E. C. *Debating in the High School*. School Review, Vol. 19, pp. 689-693.

In this discussion the author attempts to refute the criticism of debating made by Miss Gardner in the article mentioned above.

54. STOWE, A. MONROE. *The Motivation of Debate in Our Secondary Schools*. School Review, Vol. 19, pp. 546-549.

The author sets forth the evils attendant upon debating because of the existing mistaken notion of its function. He gives a plan used in the Kansas State Normal College for the conduct of debating according to what he calls "life situations."

55. DENNEY, J. V., DUNCAN, C. S., and MCKINNEY, F. C. *Argumentation and Debate*. American Book Company, 1910.

Presents the various aspects of argumentation theory in a condensed form. Contains a wealth of illustrative material. The treatment is somewhat fragmentary; the author, in working for brevity, has sacrificed a certain coherence of structure. Exercises and suggestions, however, are practical.

56. FOSTER, WILLIAM TRUFANT. *Essentials of Exposition and Argument*. Houghton, Mifflin & Co., 1911.

A condensation of the author's college text. The work supplies a long-felt want in secondary schools. The presentation is clear, logically organized, and based on sound pedagogical principles. Exercises at the close of each chapter are interesting and practicable.

57. LYON, LEVERETT S. *Elements of Debating*. University of Chicago Press.

Written by a high school man, familiar with high school problems. A small and compact little text, offering a stimulating aid to speech work.

58. THOMAS, RALPH W. *A Manual of Debate*. American Book Company, 1910.

A simplified college text, not too difficult for high schools. A text written for the guidance of the pupil.

59. DITHRIDGE, RACHEL L. *High School Plays in New York City*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. I, pp. 284-287.

The results of an investigation by a committee of the Association of High School Teachers of English of New York City on Public Speaking and Dramatics, concerning the plays used in the high schools of that city.

60. A List of Plays for High School and College Production. Issued annually by the Drama League of America.

Prepared by the Committee on Plays for Secondary Schools and Colleges and the Committee on Plays of the National Council of Teachers of English. Should be in the hands of every teacher who is called upon to coach play production.

61. DRUMMOND, A. M. *Fifty One-Act Plays*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. I, pp. 234-240.

An excellent list of fifty plays, all of which could be used with high school pupils. The plays are actable, of literary value, and by writers of recognized ability.

62. DRUMMOND, A. M. *The Choice of Plays*. QUARTERLY JOURNAL OF SPEECH EDUCATION. Vol. II, pp. 105-115.

The author sets forth in this article the principles that should govern the high school teacher in the choice of plays for presentation by pupils of high school age.

63. MERRY, GLENN N. *High School Plays in Iowa*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. II, pp. 236-243.

The result of a questionnaire sent out to the high schools of Iowa by the University of Iowa. A list of plays given in recent years with complete description of play, name of publisher, and rank of effectiveness. Very helpful.

64. PEREGO, INA, MAUDE. *The Little Theatre in the High School*. English Journal, Vol. V, pp. 483-485.

A report of the organization and operation of the "little" theatre in the high school at South Bend, Ind. According to the reports of the Drama League this is the first and only little theatre in a public school. A very interesting and suggestive article.

65. DOREY, J. MILNOR. *A School Course in Dramatics*. English Journal, Vol. I, pp. 425-430.

Discusses very helpfully the dramatization of school classics as an aid to oral expression. Gives some practical suggestions as to methods of employing material.

66. FRANK, MAUDE M. - *Dramatization of School Classics*. English Journal, Vol. I, pp. 476-481.

Aside from a discussion of dramatization as a source of arousing interest in the literature, this article shows the opportunities for oral composition along the lines of this work.

67. SIMONS, SARAH E. and ORR, CLEM IRWIN. *Dramatization*. Scott, Foresman and Co., 1915.

This book is designed to give practical suggestions for the dramatization of school classics, one of the most successful of all devices for vitalizing the work of the English class and for training in oral expression.

68. CLARK, S. H. *A New Plan for a Contest in Public Speaking*. School Review, Vol. 20, pp. 379-382.

A criticism of high school oratorical contests as ordinarily conducted, calling particular attention to the coaching evil. Sets forth a plan used at Lake Forest College for an extemporaneous speaking contest in which practical subjects are used.

69. DAVIS, WILLIAM HAWLEY. *The Function of the Speaking Contest*. English Journal, Vol. IV, pp. 299-303.

A discussion of the history and types of speaking contests, with a plea for contests in which only that is used which is artistic and will endure.

70. LANE, FRANK H. *Faculty Help in Intercollegiate Contests*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. I, pp. 9-16.

A condemnation of present methods of conducting contests and debates. Suggests three ways in which to improve the situation from the standpoint of faculty assistance.

71. LYON, LEVERETT S. *A Worthwhile Contest*. English Journal, Vol. II, pp. 247-249.

A description of a contest in oral reading between classes in the Joliet Township High School.

72. MAULER, C. T. *A Solution for Public Speaking in the High School*. Education, Vol. 34, pp. 162-168.

A description of the extemporaneous contests held by the high schools of Illinois under the auspices of the State University. Contains excellent lists of subjects for both boys and girls as used in these contests.

73. WEAVER, ANDREW THOMAS. *The Interschool Forensic Contest*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. II, pp. 141-148.

Many practical suggestions concerning difficult phases of interschool contests, such as coaching, school relationships, and judging.

74. WILDS, ELMER HARRISON. *A Practical High School Speaking Contest*. QUARTERLY JOURNAL OF SPEECH EDUCATION, Vol. III, pp. 198 ff.

A description of the plan used in the extemporaneous speaking contests in South Dakota, held under the auspices of Dakota Wesleyan University. Contains not only subjects for speeches, but also references for reading on each subject.

75. SWIFT, W. B., M.D. *Speech Defects in School Children*. Houghton-Mifflin 1918.

A new number in the Riverside Educational Monographs, edited by Henry Suzzallo. A brief manual on the treatment of common speech disorders.