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CURRICULAR SPEECH

IN

MICHIGAN HIGH SCHOOLS

by

Hayden Kenna Carruth

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CURRICULAR SPEECH IN MICHIGAN HIGH SCHOOLS

by Hayden K. Carruth

The purpose of this dissertation was to present an evaluation of the status of curricular speech in the accredited public high schools of Michigan in 1948-49, an evaluation of the academic training of the teachers of speech in these schools, and to compare these results with the findings of Calvin O. Davis published thirty years earlier, in 1919.

The questionnaire method was used in each phase of the research. All public accredited high schools in Michigan reported whether or not speech was taught in their curricula. Schools offering speech supplied detailed information as outlined below. Ninety per cent of all persons teaching one or more classes of speech supplied data on their undergraduate and graduate training in speech.

It was found that 266 (56%) of the 473 public accredited high schools in Michigan taught one or more courses in speech. Approximately 24,000 students were enrolled in almost a thousand speech classes. That is, 14% of the pupils in schools offering speech were in speech classes. Two-thirds of all speech enrollments were in the basic course. Other area enrollments were: dramatics, 15% (of all speech enrollments); advanced speech, 8%; radio, 7%; debate-forensics, 3%. More than two-thirds of speech enrollments were in one-semester courses, most of the remainder being in full-year courses. Ninety per cent of speech elections occurred in schools where only tenth, eleventh, and twelfth graders were

admitted to speech classes. Of 266 schools teaching speech, 168 taught one course, only. Larger schools were at an advantage, both in the likelihood that speech would be offered, and in the variety of types of speech courses taught.

With respect to the college preparation of the 332 persons teaching one or more classes in speech, it was found that all reporting teachers held bachelor's degrees, and 30% held master's degrees. Forty-one per cent had majored in English, 30% in speech. However, in total preparation in speech (including undergraduate and graduate work) 45% of reporting teachers had training equal at least to a major (24 semester hours) in speech. Ninety-six persons taught speech half time, or more; 156 had one speech class in their daily schedule. The English-and-speech combination was most usual in mixed schedules.

This study revealed a growth in curricular speech education among Michigan schools. The Davis report indicated that 25% of North Central Association schools in Michigan offered speech in 1919. The present study found that 82% of NCA Michigan schools were teaching speech in 1948-49. It appears, further, that Michigan is currently favorably situated when compared with other states where data are available on curricular speech education in the high schools, and on the preparation in speech of teachers of speech. Finally, data reported here suggest that a broader speech program could have been carried on in the schools of Michigan by qualified teachers of speech who were actually in the schools at the time of this survey.

PREFACE

The writer wishes to acknowledge his indebtedness to the many persons who supplied information which was needed in the various phases of this study. Edgar Johnston and other members of the staff of the Bureau of Cooperation with Educational Institutions (University of Michigan) were helpful in making available the accreditation reports which had been submitted by the schools. Leon Waskin and Eugene Richardson, of the State Department of Public Instruction, Lansing, gave information on high school curricula and teacher certification, respectively. Ivan Chapman, A. L. Hegener, and Theodore Baruch were instrumental in supplying data for the Detroit school system. In fact, school administrators and speech teachers throughout the state set a new high standard for cooperation with research, the writer feels, reporting on almost a thousand speech classes, and on the preparation in speech of approximately three hundred teachers of speech in Michigan high schools.

Finally, the writer is indebted to the members of his doctoral committee for their interest and encouragement throughout this investigation, and for their guidance during the writing of this dissertation.

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CHAPTER I

INTRODUCTION

The purpose of this paper is to present a report concerning the status of speech education in Michigan high schools. This dissertation is a statistical tabulation and analysis of all the speech classes taught for academic credit in all the accredited public high schools in Michigan in 1948-49. Under consideration here are such questions as: How many schools included one or more speech courses in their curricula for the year of this study? What speech courses were taught? What students were permitted, or required, to take these courses? How many students were enrolled in speech courses? What was the preparation in speech of persons teaching speech? Statistical answers to these and many other related questions are presented to depict the status of curricular speech education in the accredited public high schools of Michigan in the 1948-49 school year.

It is of particular significance that Calvin O. Davis, of the University of Michigan, published the first recorded survey of speech classes in 1919,[1] thirty years

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1. Calvin O. Davis, "The Accredited Secondary Schools of the North Central Association." U. S. Bureau of Education, Bulletin, 1919, No. 45.

before the survey reported in this paper. It is pertinent to this study to observe any discernable change(s) in the status of high school curricular speech education during this thirty-year period. The Davis survey, made for the North Central Association of Colleges and Secondary Schools, is reviewed in some detail in the next chapter of this paper. It should be indicated here, however, that Davis was reporting on all subject areas taught in NCA schools in Michigan and the sixteen other states which comprised the NCA organization in 1919. The present study, on the other hand, was designed to find and list the speech classes which yielded academic credit in all accredited public high schools in Michigan. The basic similarity of the two studies is most significant, however. Both investigations undertook no "sampling" of "representative" schools; both report on all schools within the scope of the respective studies.

During the 1940's, a number of state-wide surveys were made of the status of speech education in various states throughout the nation. Exact comparison of these studies with this survey of speech in Michigan schools is not feasible because of evident differences in method, scope, etc. Rough comparisons, however, may be enlightening. Chapter II of this dissertation, then, reviews investigations of historic significance and contemporary interest regarding the status of high school speech education at given times and places.

While the method used in this investigation is reported in Chapter III, it should be indicated here that a response was secured from every public accredited high school in the state as to whether or not speech was in the academic curriculum for the year of this investigation. Further, schools having curricular speech furnished data on speech courses taught, grade levels of speech elections, enrollments in speech classes, and other items which are under consideration in this writing. Appendix D lists in alphabetical order the Michigan schools which reported one or more speech courses, along with statistical data regarding each school and each course. With respect to teacher preparation in speech, ninety per cent of the persons teaching one or more classes of speech responded to the request for information. Most teachers gave usable data on most items considered. Appendix F lists these teachers by code number, and indicates something of the nature of their undergraduate and graduate training, along with their daily teaching schedules in the spring of 1949. The relative completeness of these reports on speech classes, and on the teachers of these classes, should guarantee a fairly accurate picture of secondary school curricular speech education in Michigan in the year of this study.

Chapter IV outlines statistically the status of speech in Michigan schools with respect to speech courses which were taught during the year of this survey. Because a realistic study of speech education must include a consider-

ation of the preparation of the persons teaching speech, Chapter V reports on the certification majors and minors, the graduate degrees, and the daily teaching schedules of responding teachers of speech. Chapter VI summarizes the findings of this investigation, and explores some implications of these findings.

The primary contribution of this paper, then, is the presentation, in considerable detail, of basic statistical data in these two areas: the status of curricular speech education in Michigan high schools, and the speech training of teachers of speech.

CHAPTER II

RELATED STUDIES ON HIGH SCHOOL SPEECH EDUCATION

Early Studies, 1919-1932

The earliest recorded survey which reported the place of speech in the curricula of the schools was conducted by Calvin O. Davis, of the University of Michigan. Davis studied the curricula of the 1,032 public high schools which were accredited by the North Central Association. Seventeen states were covered by the survey: Arizona, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Ohio, South Dakota, Wisconsin, and Wyoming. A statistical analysis of all fields of study was made. In regard to "public speaking," the term which Davis used throughout his report,[1] it was found that 313 (30.3%) schools accredited by the North Central Association offered speech for academic credit in the year of the survey in the seventeen-state area, while 719 (69.7%) schools offered no speech. Montana and Indiana headed the list in speech education

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1. Calvin O. Davis, "The Accredited Secondary Schools of the North Central Association." U. S. Bureau of Education, Bulletin, 1919, No. 45. This survey is reported in Robert Edward Williams, "A Survey of Speech Training in High Schools of the United States with Recommendations for its Improvement," Quarterly Journal of Speech Education, VIII, No. 3 (June, 1922), 224-55. (M.A. Thesis, University of Wisconsin, 1921.)

with 52% and 51% of their schools, respectively, offering speech for academic credit. In Michigan, of 112 schools accredited by the North Central Association, 84 offered no speech, while 28 did offer speech courses.

The Davis study, published in 1919, is particularly pertinent to the current study, as indicated in the preceding chapter, (1) because, historically, it was the first survey to report curricular speech education in Michigan high schools, and (2) because, as to method of research the Davis study is based on all the schools surveyed, as does the current study, and engages in no "sampling" of schools. The thirty-year interim between the two studies, also, is of some interest. In the last chapter of this dissertation, comment will be made on the possible influence on the development of speech education, during these three decades, of such factors as the Michigan High School Debating League, the existence of a strong department of speech at the state university, interest in adult speech education, the shift from "elocution" to "speech," the establishment and growth of professional organizations, and many other forces which were evident during these years.

The Speech Bulletin for May, 1932, prepared under the editorship of Rupert L. Cortright with the cooperation of the Committee for the Advancement of Speech Training in Secondary Schools, contained some data on the status of speech education in certain states. In Michigan, P. H.

Scott, of Detroit City College (now Wayne University), gathered data through questionnaires sent in 1929 to members of the Michigan High School Debating League. Scott wrote:

> We have 167 trained speech teachers in approximately 239 high schools; we have 41 speech teachers devoting their entire time to speech, 43 devoting two-thirds of their time, and 83 devoting one-third of their time. Full-time teachers of speech are apparently teaching 43 speech courses, 17 dramatics courses, 11 argumentation and debate courses, and 11 oral English courses. However, part-time teachers of speech are apparently teaching 169 courses in public speaking, 87 courses in argumentation and debate, and 37 courses in dramatics.[1]

Regarding Indiana, Clarence Dammon reported, in part, that of 800 secondary schools in the state, 536 returned his questionnaires. "Of these, 288 were found to offer not the slightest speech training in their curriculums."[2]

Among early studies, surveys by Davis, Scott, and Dammon have been reviewed. Insofar as method is concerned, Davis checked the curricula of all NCA schools, while Scott and Dammon used questionnaires in their respective investigations, the Davis survey being most complete in its coverage of the schools under observation.

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1. The Speech Bulletin, III, No. 2 (May, 1932), 9.
2. Ibid., pp. 22-24.

The C. A. S. E. S. S. Report

Approximately five years later, the Committee for the Advancement of Speech Education in Secondary Schools published information regarding speech education in the high schools. Their findings were presented in a series of three articles in the Quarterly Journal of Speech, the first[1] dealing with the central states area; the second[2] with the south; and the third[3] with the western and eastern states. Certain state reports for the mid-thirties which contained specific statistical data are presented briefly in tabular form below. States are listed along with the number of schools having speech for curricular credit:

Wisconsin[4]	69 Schools
Arkansas[5]	30 "
Oklahoma[6]	534 "
Idaho[7]	37 "

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1. Clara E. Krefting, "The Status of Speech Training in the Secondary Schools of the Central States," Quarterly Journal of Speech, XXIII, No. 4 (December, 1937), 594-602.

2. Harley A. Smith, "The Status of Speech Training in the Secondary Schools of the South," Quarterly Journal of Speech, XXIV, No. 1 (February, 1938), 95-101.

3. Clara E. Krefting, "The Status of Speech Training in the Secondary Schools of the Western and Eastern States," Quarterly Journal of Speech, XXIV, No. 2 (April, 1938), 248-257.

4. Krefting, Ibid., XXIII, p. 598.

5. Harley A. Smith, op. cit., p. 96.

6. Ibid., p. 99.

7. Krefting, op. cit., XXIV, 249-50.

Montana[1]	60	schools
Massachusetts[2]	24	"
Pennsylvania[3].	131	"

The number of speech teachers was reported in five states as follows:

Illinois[4]	303
North Dakota[5]	103
Ohio[6]	550
South Dakota[7].	140
Colorado[8]	83

Some of these data would be more meaningful if the methodology had been indicated in the original record of each investigation. Exact comparisons are usually impossible because procedures have not been given in many cases for the collection of these data. It is for this reason that a specific suggestion is made in the last chapter of this dissertation for the conduct of research of this nature.

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1. Ibid., p. 250.
2. Ibid., p. 255.
3. Ibid., p. 256.
4. Krefting, Ibid., XXIII, p. 595.
5. Ibid., p. 601.
6. Loc. cit.
7. Loc. cit.
8. Krefting, Ibid., XXIV, p. 249.

More Recent Speech Surveys

Several state-wide surveys were conducted in the 1940's. Nine of these surveys are reported below. It is interesting to note the variations in the methods employed in the respective investigations.

Nina Jo Anthony made a study[1] of speech education in the secondary schools of Alabama in 1940-41. She sent two questionnaires to the 344 high schools in the state. Seventy-one schools replied to her detailed questionnaire, 114 returned her simpler postcard form, making a total of 185 (53.8%) responses. Forty-one high schools reported offering a speech or dramatic art course. Twenty-eight persons in 26 schools were reported as speech teachers.

In 1943-44, Mary Deane Petty of Kansas sent quentionnaires to 70 senior high schools and 30 junior high schools. Responses indicated that 45% of these schools had speech courses.[2]

A doctoral dissertation[3] by Howard W. Townsend reports his findings regarding speech education in Texas in the

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1. Nina Jo Anthony, "A Survey of Speech Education in the Secondary Schools of Alabama" (M.A. thesis, University of Denver, 1944). Reported in Speech Abstracts, II (1942), 7.

2. Mary Deane Petty, "Status of Speech Education in High Schools of Kansas, 1943-44" (M.A. thesis, University of Denver, 1944). Reported in Speech Abstracts, V & VI (1944), 20.

3. Howard William Townsend, "The Status of Speech Education in Colleges and Universities and in Selected Secondary Schools of Texas" (Ph.D. Thesis, University of Wisconsin, 1947).

academic year, 1945-46. In the part of his research which concerned secondary schools, Townsend's attention was centered on the 272 high schools which belonged to the Southern Association of Colleges and Secondary Schools in the year of the study. One hundred seventy-five (64.34%) of the 272 schools responded to Townsend's request for information. Of the 175, it was found that 108 (61.7%) schools offered speech. A total enrollment of 88,201 was reported for the 175 responding schools, with a speech enrollment of 8,513 (9.65%). High school speech enrollments in Texas, with respect to types of courses were reported as follows: Fundamentals, 4,092 (48.97% of speech enrollments) offered in all of the 108 "speech" schools; Dramatics, 1,888 (22.18%), offered in 53 schools; Public Speaking, 1,324 (15.55%), offered in 46 schools; Interpretation, 479 (5.63%), offered in 18 schools; Radio, 471 (5.53%), offered also in 18 schools; and Debate, 259 (3.04%), offered in 19 of the 108 "speech" schools.

Among the 108 Texas schools, ninth graders could take Fundamentals of Speech in 26 (24.07%) of the schools, tenth graders could elect this course in 59 (54.63%) of the schools, eleventh graders could take this basic speech class in 86 (79.63%) of the schools, and twelfth graders could elect this course in 72 (66.67%) of the 108 schools. No school required speech for graduation.

One hundred forty-two persons were found to be teaching one or more courses in speech. Thirty-five (24.64%) were

reported to be teaching speech full time. Of the 142 teachers, three had no academic degree, 68 had Bachelor of Arts degrees, 27 had Bachelor of Science degrees, 41 had Master of Arts degrees, and three held Master of Science degrees. In major and minor preparation, speech and English led the field with 57 majors in speech and 54 majors in English, 35 minors in speech and 55 minors in English. Ninety-two (64.79% of 142) held either a major or a minor in speech. Of the 107 speech teachers handling a mixed load of subjects, 75 taught combinations of speech and English, and 17 taught combinations of speech and social studies.

In January, 1946, C. Paul Quimby, Jr., sent questionnaires to 259 principals of public high schools and 67 headmasters of private or independent schools in Massachusetts regarding speech education in their respective institutions. Quimby reported[1] 215 responses (66.1%) from the 325 schools addressed. It was found that 49 public schools and 9 private schools taught speech classes, the total of 58 being 26.9% of the responding schools. The 49 public schools reported 6,858 students in speech classes, 18.6% of the total enrollment in those schools.

Two hundred twenty-seven speech teachers and coaches reported their training. Of these, 95 (41.8%) had no preparation in speech; 47 (20.7%) had training equal to a major or

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1. C. Paul Quimby, Jr., "A Survey of Speech Education in Secondary Schools of Massachusetts" (Ed. M. Thesis, Boston University, 1947).

minor in speech. Of 206 responses, 147 (71.4%) taught speech in combination with English, 26 (12.6%) in combination with social studies.

Joseph W. Crane visited 65 of the 75 schools in Utah between November 1, 1947, and May 12, 1948. He sent questionnaires to nine other schools. Six responded, three did not. Crane was able, therefore, to compile data on 71 Utah schools. He found[1] that 59 (78.65% of the 71) schools offered speech, all on an elective basis. A 3,044 speech enrollment was found--8.9% of the total pupil enrollment in the 71 schools.

Among the 59 Utah schools, 37 (62.71%) schools employed 38 speech majors who were teaching speech. Ten (16.95%) schools employed 11 speech minors, and 12 (20.37%) schools did not employ either speech majors or speech minors to teach speech. Of the 38 speech majors, 31 (81.57%) had English minors. Four of these speech majors taught speech exclusively.

In the spring semester of 1948, Waldo Phelps investigated speech education in California as a basis for his doctoral dissertation.[2] This study was limited to three-year

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1. Joseph W. Crane, "A Survey of the Speech Curriculum, the Speech Teacher Preparation, and Present Speech Teacher Load in the Secondary Schools of the State of Utah in 1947-48" (M. A. Thesis, Brigham Young University, July, 1948).

2. Waldo Woodson Phelps, "A Survey of Speech Education in the Public Senior High Schools of California" (Ph. D. Thesis, University of Southern California, 1949).

and four-year public high schools. Phelps rejected the questionnaire technique "because of the failure of many to respond,"[1] and the resultant possibility of unrepresentative sampling. He therefore chose the interview method. Phelps noted that sampling in this type of research is controlled by two variables: geographic location and size of school. He selected 84 schools, therefore, which were distributed among three geographical zones, and whose enrollment ranged from less than 100 to more than 4,000 totalling almost 30% of the senior public high school pupils in California in the spring semester of 1948. Of the 439 senior public high schools in California, the 84 chosen for study constituted a sampling of almost 20% of the schools represented.

Enrollments in California high school speech classes in the spring of 1948 totaled 7,678--7.5% of 101,729 students in the 84 selected schools. These 7,678 speech students were enrolled in 327 classes, 284 of which were elective and 43 were required. Speech enrollments, according to types of courses, were as follows:

Public Speaking . . .	3,697
Dramatics	3,121
Radio	529
Debate	195

The 84 schools employed 145 persons who taught one or more courses in speech. Thirty-one teachers taught speech

1. Ibid., p. 29.

full time. Of the 145, 38 held speech majors; 46 held minors (12 units of college work) in speech; 49 had some speech training, but less than a minor; and 12 had no speech training on the college level.

John L. Healy sent questionnaires to 520 Nebraska school superintendents regarding their speech programs and staff for 1948-49. Responses were received from 360 (69%). Healy reported[1] that the replies indicated that 170 schools taught speech courses as follows: 68 in speech, 32 in public speaking, 24 in dramatics, 21 in oral English, 11 in debate, and lesser numbers of courses of various other types. Supplementary speech teacher questionnaires were sent to 263 persons. One hundred four replies reported a total of 3,064 speech enrollments as follows: 1102 (35% of speech enrollments) in Fundamentals, 1090 (35%) in Public Speaking, 651 (21%) in Dramatics, 115 (3%) in Debate, 55 (1%) in Radio, and 51 (1%) in Declamation. Healy found that speech courses were most popularly taught in the high schools in the junior and senior years.

The 263 teachers addressed were asked about their college background in speech. In a tabulation of 180 responses, Healy reported semester hours in speech as follows: 56 teachers had from one to five; 55 had six to ten. One hundred twenty-four had one to 15 hours of speech training.

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1. John L. Healy, "The Status of Speech Education in the Secondary Schools of Nebraska" (M.A. Thesis, University of Nebraska, 1949).

One hundred sixty-one had one to 30 hours, 19 reported 31 or more hours in speech.

In the academic year 1948-49, Franklin H. Knower conducted a research survey of speech education in Ohio.[1] While the total investigation was broad in scope, the portion which is of particular interest here is the report on speech in the secondary schools. The most detailed data on speech programs were obtained from official reports submitted by the school principals to the State Department of Education. The Ohio study, therefore, was limited to speech courses which were specifically identified by title as "speech," or some recognizable variant. No course labeled "English" was listed in the Ohio tabulation of speech courses.

Using these official reports, Knower found that, of 1366 junior and senior high schools of all types, 607 schools --575 senior high schools and 32 junior high schools--(44% of 1366) listed one or more speech courses. During the fall semester 505 schools had 709 speech courses organized into 1026 classes, enrolling 21,963 students. These 709 courses, according to type, were divided as follows: speech, 281; public speaking, 262; dramatics, 137; radio, 29. Twenty-seven schools were reported either to require registration

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1. Franklin H. Knower, Speech Education in Ohio; A Research Survey of Speech Education in Ohio Schools for the Year 1948-49. Columbus, Ohio: The Department of Speech, Ohio State University, 1950.

in speech, or to permit it as a substitution for the fourth year of required English. In commenting on the 68,000 students graduating from Ohio high schools in 1948-49, Knower said, "It may be estimated that about 25 to 30 per cent have taken a speech course."[1]

Still using official reports submitted by Ohio school principals to the State Department of Education, Knower found 581 persons listed as teaching one or more classes in speech. Thirty-six of these were teaching speech full time. One hundred forty-three teachers held master's degrees. Ninety-eight schools listed speech courses to be offered in alternate semesters or alternate years. Adding these 98 to the 581 discussed above, Ohio listed 679 speech course teachers. Of these 679, 250 indicated in the record of their preparation or certification that they had had some speech training. Knower concluded, "These data suggest that about 63% of these teachers may not be prepared for the job they are doing."

Blair Hart, of the University of Arkansas, in his doctoral dissertation,[3] recommended an undergraduate program of speech education at his institution for prospective teachers of speech in the high school. In an attempt to

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1. Knower, Ibid., p. 31.

2. Ibid., p. 29.

3. M. Blair Hart, "A Program of Speech Education for Prospective Teachers of Speech on the Secondary Level" (Ph. D. Thesis, University of Denver, 1951).

meet a specific educational need in his state, Hart gathered data on speech in the secondary schools of Arkansas in 1949-50.

In the first phase of his investigation, Hart sent a double postcard inquiry to the principal of each of the 423 accredited four-year high schools in Arkansas. One hundred and six (25%) of the principals responded. On the basis of these replies, Hart was then able to address the directors of speech activities. One hundred sixty-two of these speech directors completed Hart's more detailed questionnaire. In all, 181 school systems (43%) were represented in some way in the replies from both the high school principals and the directors of speech activities.

According to the 162 questionnaires returned by speech directors, 64 schools taught regular classes in speech. Hart concluded, "It may be safely estimated that 40% of the 423 accredited secondary schools offer one or more courses in speech; these are located largely in the 'North Central' and Class "A" schools."[1] Twenty-eight (43%) of those indicated that one year of speech might be substituted for an equivalent period of work in English. Three schools required speech. Nearly all speech classes were reported to meet five days a week. Eighty per cent of speech courses were full-year courses.

Among 107 responses from speech teachers, 26 reported college majors in speech, and 20 had speech minors.

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1. Hart, Ibid., p. 50.

Twenty-six held majors in English--without a major or minor in speech. Thirty-five teachers of speech had majors in fields other than speech or English.

Summary

Any summary of the data set forth in this chapter runs the risk of doing violence to the facts involved. Attempting to sketch a profile from these statistical materials quite possibly would result in an inexact picture of the status of speech education. Indeed, making specific comparisons on the basis of these extracted materials might lead to possible error, because:

1. Data were gathered at different times.
2. Data from different types of sources were employed.
3. Different methods of sampling were used.
4. Definitions of terms appear to be at variance, or terms have not been defined explicitly.
5. Selections of data for report purposes may have created misimpressions.

A simplified review of the foregoing reports, however, may be useful.

Davis found that 30% of North Central Association schools had speech in their curricula in 1916-17. (In Michigan, 25% of NCA schools taught speech.) With a total of 800 schools in Indiana, Dammon reported in 1932 that 46% of the responding schools (248 of 536) offered speech.

A 1937 report indicated that 31% of Wisconsin schools (69 of 222) had classes in speech.

Among the more recent surveys, with 185 replies from Alabama's 344 high schools, it was found in 1940-41 that 22% of the responding schools taught speech or dramatic arts. Forty-five per cent of 100 selected Kansas schools had speech courses in 1943-44. Of 272 Southern Association schools in Texas in 1945-46, 175 supplied data which indicated that 62% of the responding schools offered speech. With a 66% response from Massachusetts schools, 27% of the replying schools had speech classes in January, 1946. In 1948, 79% of Utah schools were teaching speech. Sixty-nine per cent of Nebraska schools reported in 1948-49 that 47% of the responding schools had speech in their curricula. Forty-four per cent of all Ohio schools listed one or more speech courses in 1948-49. Of 423 schools in Arkansas, speech directors in 162 reported 64 schools (40% of those responding) having regular speech classes in 1949-50.

It may be useful to indicate again that, in the nine surveys reviewed above, the free-will response of schools under study was the most commonly used method of investigation, serving the Alabama, Texas, Massachusetts, Nebraska, and Arkansas surveys, and eliciting varying percentages of response to requests for information. There was a pre-selection of schools to be surveyed in Kansas, and then a free-will response to requests for information. In the

Utah survey, most schools studied were visited for the purpose of securing desired data; while in Californis certain schools were selected in terms of predetermined criteria, and these selected schools were visited. In contrast to the free-will response and the interview methods, the Ohio survey of speech in secondary schools tended to depend more heavily upon official reports from principals of high schools and junior high schools to the Ohio State Department of Public Education.

This information may be of some interest as the status of curricular speech education in Michigan schools is surveyed in Chapter IV.

CHAPTER III

SCOPE AND METHOD OF SURVEY

This investigation is concerned with curricular speech education in the accredited public high schools of Michigan. A definition of each of these terms will delineate the scope of this study.

Scope of Study

This writing deals with speech education in Michigan high schools which earns academic credit. Speech correction in Michigan, which is budgetarily and administratively reserved for students who are specifically in need of this service, and which normally does not yield academic credit in high school, is not reported here. Obviously excluded from this writing also is consideration of extra-curricular (or co-curricular) speech activities for which no academic credit is given. It is not intended, by implication, to call into question the pedagogical or developmental value of non-credit-bearing speech procedures. Statistical data, however, normally are available for certain non-credit speech activities. The Michigan speech correction program, for example, is reported annually by the State Department of Public Instruction in terms of the employment of certified speech

correctionists, case loads, the nature of speech correction services rendered, etc. Also, the state office of the Michigan High School Forensic Association tabulates annually the many phases of participation in its discussion, debate, and forensic activities. It appeared to be more meaningful, therefore, to limit this investigation to an area where statistical information was not available: namely, curricular speech education.

In this survey, the local school interpreted "speech education." The spokesman for the local school was asked to report any credit-bearing course, of any length, under any title, which according to local plan and intent, was designed primarily or exclusively to serve the purpose of "speech education." Lengths of courses, titles of courses, and certain other variables are reported later in this writing. It is sufficient to indicate here that this study undertakes to treat all courses in the schools surveyed, any significant part of which was, according to the local school, "speech education."

Accredited schools were used as a basis for this investigation. While the accreditation procedure was initiated in 1871 by the University of Michigan as "a new plan of admissions for freshmen"[1] at the University, accreditation has come to indicate the evaluation and the approval

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1. Annual Report of the Bureau of Co-operation with Educational Institutions (University of Michigan Official Publication, 1948), P. 5.

of the local school by the accrediting agency in Michigan, the University of Michigan.[1] These accredited schools have been visited and evaluated by representatives of the accrediting agency; their staff and their program (among other things) presumably have proven acceptable to the accrediting representatives. This report concerns the place of speech in the programs, and the qualification of the speech staff, of these "approved" schools.

In an early stage of this investigation, all accredited high schools in Michigan were under consideration. As the study proceeded, however, it became evident that a significant difference exists between public and non-public schools. This difference is basically philosophic. The non-public school usually has been established to perform one or more particular functions presumably not being performed by the public school. In the case of the accredited non-public school, the school must, in order to be accredited, adhere to certain basic program patterns which tend to characterize the public school. In addition to offering at least minimal "public school" programs, the accredited non-public school undertakes to serve the particular end for which it was established. A school founded, financed, and administered by a religious denomination usually teaches church history, "ethics," and the dogma of the sponsoring

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1. The Bureau of Cooperation with Educational Institutions at the University represented the University in these matters in the year of this survey.

sect. A review of the curricula of non-public schools (private and church schools) would indicate that special philosophic considerations, which were intrinsic in the founding of most non-public schools, resulted, for the most part, in "special" types of curricula. It was felt that this investigation would be more generally useful treating the broader considerations of the public school curriculum, rather than attempting to interpret the relationship of speech education to the various specialized points of view (and thus, the somewhat specialized curricula) of non-public schools. This report, therefore, deals with accredited public schools.

The schools throughout Michigan reported their own administrative organization. Thus, in portions of this study where total school enrollment is under consideration, it will be observed that certain high schools are three-year schools (grades ten through twelve), most are four-year high schools (grades nine through twelve), a very few are five-year high schools (grades eight through twelve), and some are six-year high schools (seven through twelve). The term "high school," therefore, was interpreted by the local school in terms of its own organization.

This study does not treat "representative" schools--"representative" in terms of size or geographic location. Reports from all accredited public high schools in Michigan have been tabulated here. Not only is certain information regarding speech education in the whole state of great

intrinsic value, but also it is useful to know as far as possible the speech education situation at a given time in each particular Michigan school.

With respect to size, Michigan schools are popularly referred to as "Class A," "Class B," etc. These groupings according to size were established and are traditionally employed by the Michigan High School Athletic Association. The Athletic Association categories[1] are used here with the following exception: where Upper Peninsula schools with a high school enrollment of 75-124 are placed in Class D for purposes of athletic competition, and Upper Peninsula schools with a high school enrollment of less that 75 in Class E, this report uses the simplified Lower Peninsula categories for the entire state:

Class A - 800 or more
Class B - 325 - 799
Class C - 125 - 324
Class D - Less than 125

Since any grouping of schools according to size would, of necessity, be arbitrary, there appears to be some advantage in employing categories which are popularly in use.

Method

Data on speech education in Michigan schools were gathered by the questionnaire method. The usual liabilities in the use of this method lie in an inadequate return

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1. Bulletin of the Michigan High School Athletic Association XXV (No. 4-S, Nov. 1948), 207.

of questionnaires, and ambiguity or incompleteness of answers on returned questionnaires. The writer feels that he was unusually fortunate on both of these scores. Every accredited public high school in Michigan reported the presence or absence of curricular speech in the academic year of this study. Of the schools offering and teaching one or more courses in speech for academic credit in 1948-49, almost every school submitted the data requested; virtually all responses were usable. As is indicated in Chapter V, the teacher qualification questionnaire elicited a very strong response from teachers of speech throughout the state. This approach to an every-school survey was considered more significant from a research standpoint, and more useful in gathering the data desired, than the employment of a sampling technique.

In an attempt to secure authoritative data regarding speech in the curricula of Michigan high schools, various approaches were used. Inquiry was made of the University of Michigan Bureau of Cooperation with Educational Institutions, the high school accrediting agency in Michigan in the year of this survey. It was found that the Bureau accredited schools for one year, two years, or three years, depending upon the Bureau representative's evaluation of the individual school. One-year schools were required each year to submit to the Bureau a report of their curricula, changes in staff, certain data regarding the financial status

of the school district, etc.--all of this information reportedly having a bearing on the awarding or the renewal of accreditation. Two-year schools were required to submit such a report every two years, in preparation for an accreditation visit by a representative of the Bureau. This report was required of three-year schools every third year. Although some two-year and three-year schools voluntarily sent reports annually for the general information of Bureau officials, still the Bureau files were inevitably incomplete in regard to the curricular program of any accredited public high school in any given year. Not only were reports from many schools lacking each year, but the forms which the schools submitted to the Bureau did not contain all of the information which appeared to be a requisite part of this study. Further, this investigation was concerned with all classes in speech education, not just those labeled "speech," or some variant thereof. A study of titles of courses did not appear to be a realistic method of discovering the facts regarding speech education in Michigan schools. Bureau records were useful as a "starter," but were much less complete than was desired.

Reports which the schools submitted to the State Department of Public Instruction, Lansing, Michigan, also were investigated. It became evident that the Department of Public Instruction did not possess data regarding particular subject areas. In the discharge of its functions as defined by law, and in the performance of its various services

to the schools, the Department had not tabulated the numbers of students in individual courses, the grade level at which given courses may be elected, nor much of the other data which appeared to be pertinent to this study.

To get specific information regarding the place of speech in the curricula of all Michigan accredited public high schools, there appeared to be only one course available: go to the schools themselves. The questionnaire method, therefore was employed.

Accredited public high schools which had reported to the Bureau of Cooperation with Educational Institutions for the academic year, 1948-49, and which listed speech in their curricula, were sent (March 1, 1949) a questionnaire (Appendix A) which listed data from the report to the Bureau on first semester speech courses. In most instances, these data included the name of the speech course(s), number of students enrolled, and the name of the teacher. Speech teachers were asked to verify, correct, or complete (as appropriate) this information regarding the first semester speech classes, and to supply statistics for any speech courses which were being taught during the second semester. An indication was requested as to whether the speech course was elective or required. Also, a report as to the length of the course was asked. Further, the total high school enrollment was to be reported, and finally, information was to be given regarding speech work which was carried on in other classes.



Accredited public high schools which had not reported to the Bureau of Cooperation with Educational Institutions for 1948-49 were sent (March 1, 1949) a questionnaire (Appendix B) which requested essentially the same information. Since no first semester data were available, the blank form was sent to the high school principal.

Accredited public high schools which had reported to the Bureau for 1948-49, and which listed no speech in their curricula, were sent (March 1, 1949) a notice (Appendix C) to the effect that the name of their school was being placed tentatively in the "non-speech" column (schools offering no course in speech for academic credit) for this investigation. The high school principal was asked to confirm this designation, or to correct it.

A stamped, self-addressed envelope was enclosed with each request for information.

Follow-up communications were sent as necessary to distinguish the "speech" schools (those offering one or more courses in speech for academic credit) from the "non-speech." Further follow-ups were directed as needed to "speech" schools in an effort to get complete, verified data regarding speech courses taught in the schools surveyed in the year of this study. Finally, copies of the entire, completed report were sent to all of the public accredited schools in the state, "speech" and "non-speech." In addition, copies were sent to the teachers of speech throughout the state, each teacher being addressed by name. Enclosed



with each report was the request that notice be given of any errors which might have appeared in the final tabulation. This procedure, it was hoped, would lead to the reasonable presumption that statistics submitted by the schools were accurate, and that the final tabulation, also, was accurate.

A listing of these data is set forth in Appendix D where every public accredited high school in Michigan offering one or more courses in speech in 1948-49 is named, the speech course(s) taught, and statistical data regarding the school and the speech course(s). It will be observed that virtually all of the schools listed supplied usable answers on most points.

It should be pointed out that the Appendix D listing of Detroit schools reports data for the first semester, only. Special administrative approval from Detroit school system officials was needed before the survey was begun there. In January, 1949, these officials[1] indicated their interest in this investigation, and approved the survey in Detroit. They urged, however, that Detroit data be sought for the first semester, only. They indicated further that speech courses in Detroit were generally one-semester courses, that the pattern of speech elections tended to be the same for the first and second semester and that data for Detroit for the

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1. Ivan E. Chapman, Assistant Superintendent of Schools, Detroit; and A. L. Hegener, Head, Language Education Department, Board of Education, Detroit; in consultation with Theodore Baruch, Head, Department of English, Pershing High School, Detroit.

academic year could be arrived at--fairly reliably from a statistical standpoint--by doubling the first semester figures. It will be observed, therefore, that, where full-year data are needed for a particular computation, first semester figures for Detroit are doubled.

Throughout Chapter IV, totals of speech enrollments, per cent of students taking speech, and other such data do not take account of possible duplications in speech enrollments. The statistical information requested and submitted would not reveal the fact that a given student might have elected more than one speech course during the year of this study.

Many of the problems which characterized the gathering of data on speech classes were encountered in the effort to secure statistical information regarding teacher training. The files of the Bureau of Cooperation with Educational Institutions (University of Michigan) were again useful as a "starter" toward needed information. But since the schools were required to report to the Bureau only new staff members, these files yielded data on relatively few teachers of speech. The records of the Certification Division of the State Department of Public Instruction were also investigated. Certification officials were able to give assurance on this point, only: that teacher training credits which had a direct bearing upon the status of a teacher's certification probably were reported to their unit. However, other college or

university credits, which presumably affected the teacher's professional competence, but which had no immediate bearing upon the teacher's certification, may or may not have been reported to certification officials.

It appeared necessary, therefore, to contact the teachers, themselves, in an effort to get data from as many persons as possible who were teaching one or more classes in speech, and in an effort to get data which were current at the time of this survey. Thus, the questionnaire method was employed.

A copy of the questionnaire which was sent to all persons teaching speech in Michigan's accredited public high schools during the period of this study is set forth as Appendix E. Questions asked, it will be observed, were limited to specific, objective, verifiable items. Undergraduate and graduate training for teaching were explored. Finally,the daily teaching schedule of each speech teacher was requested.

The teacher of speech was addressed by name in each case, and a self-addressed, stamped envelope was enclosed with the questionnaire. Of 332 persons listed as teaching one or more speech classes, 291 (90%) replied to the request for information. Chapter V tabulates data drawn from these responses.

Summary

It can be said, then, that this study is chiefly concerned with the place of speech education in the curricula of Michigan high schools (Chapter IV), and the preparation in speech of the persons teaching speech courses (Chapter V). This writing reports speech education which bears academic credit, regardless of name or length of course, in public, accredited high schools (including all types of organizations). The Michigan High School Athletic Association categories are generally used in grouping schools as to size. The questionnaire method was used to gather the data presented here.

CHAPTER IV

SPEECH IN THE CURRICULA OF MICHIGAN HIGH SCHOOLS

In this chapter, we shall seek answers to such questions as: how many schools taught one or more courses in speech for academic credit in 1948-49, and how many schools taught no such course; what speech courses were taught, and what were the student enrollments in these courses; on what grade levels were speech courses elected; how long were these courses?

"Speech" and "Non-Speech" Schools.

The Bureau of Cooperation with Educational Institutions of the University of Michigan accredited 607[1] high schools for the academic year of 1948-49. Of this number, the Bureau designated 473 as public schools, and 134 as non-public schools. This investigation is concerned with 473 accredited public high schools.

Of the 473 accredited public high schools, it was found that 266 schools (56.23%) offered one or more courses in speech in the 1948-49 school year, and that 207 schools (43.77%) offered no speech course for academic credit.

Table 1 below reports the total number and per cent of "speech" and "non-speech" schools grouped according to size.[2]

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1. Annual Report, op. cit., p. 25. Plus one school which was accredited after the report went to press.

2. See Michigan High School Athletic Association categories on page 26.

TABLE 1

	Class of School							
	A		B		C		D	
	No.	%	No.	%	No.	%	No.	%
"Speech" Schools . . .	55	96.4%	85	86.5%	108	50%	18	17.6%
"Non-Speech" Schools . . .	2	3.6%	13	13.5%	108	50%	84	82.4%
Total Schools . Each Class . .	57		98		216		102	

The data presented in Table 1 indicates a positive correlation between school size and the presence of speech in the curriculum. Almost all of the Class A schools offered one or more classes in speech, whereas less than one-fifth of the Class D schools offered such courses.

This suggests that, while 44% of Michigan schools offered no speech in the year of this study, it cannot be assumed that 44% of Michigan high school students could not elect speech. Of approximately 220,000[1] students enrolled in all accredited public high schools in 1948-49, 169,000 (77%) were attending "speech" schools, and 51,000 (23%) were enrolled in "non-speech" schools. Of 46,203[2] students graduating from all

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1. Annual Report of the Bureau of Co-operation with Educational Institutions (University of Michigan Official Publication, 1949), p. 29.

2. Annual Report of the Bureau (1950), p. 18.

accredited public high schools in 1949, 36,879[1] (80%) graduated from "speech" schools, and 9,324 (20%) graduated from "non-speech" schools. That is to say, 56% of Michigan public accredited high schools (those offering speech) enrolled 77% of the students and furnished 80% of the high school graduates in 1949.

Total Speech Enrollments

Table 2 reports the following data regarding the schools which offered one or more speech courses for academic credit: total school enrollment by school size, per cent of total school enrollment in each category, total speech enrollment by school size, per cent of total speech enrollment, and per cent of total students taking speech in each category.

TABLE 2

Class of School	Total School Enrollment	Total Speech Enrollment	Per cent Students in Speech
Class A	93,772 - 55.49%	14,636 - 61.64%	15.6%
Class B	45,752 - 27.07%	5,820 - 24.51%	12.7%
Class C	27,606 - 16.33%	2,945 - 12.40%	10.6%
Class D	1,870 - 1.11%	342 - 1.45%	18.2%
Totals	169,000	23,743	14.05%

1. Ibid., pp. 24-38.

Approximately 14% of all students in the 266 "speech" schools elected speech in 1948-49, or approximately ten per cent of the pupils in all 473 public accredited high schools in Michigan. In addition to the tabulation above, the total speech enrollment lends itself to further analysis in the following sections.

While Table 2 reports the total speech enrollments by school size, Table 3 below analyzes total speech enrollments according to types of courses. Titles of courses, course lengths, and other variables will be examined later in this writing. Perhaps it should be indicated here, however, that, for purposes of this study, any course constituting an initial (or beginning) contact with speech was placed under the "Basic Speech" heading, any follow-up "public speaking" type of course is called "Advanced Speech," "Dramatics" includes all general play production courses plus "Stagecraft" and

TABLE 3

Type of Course	Number of Courses	Number of Sections	Average per Section	Total Enrollment	Per cent of Speech Enrollment
Basic Speech	340	615	26	15,944	67.15%
Dramatics	106	130	28	3,601	15.17%
Adv. Speech	63	82	24	1,959	8.25%
Radio	46	59	26	1,556	6.55%
Debate	52	52	13	683	2.88%
Total	607	938	25	23,743	

"Interpretation." There is little ambiguity about "Radio" since all courses were labeled either "Radio" or "Radio Speaking." Courses titled "Debate," "Forensics," and "Discussion" are, for convenience, collected here under the "Debate" heading.

Certain totals appearing in Tables 2 and 3 are analyzed and refined according to school size in two tabulations below, Table 4 indicating speech course enrollments according to school size, and Table 5 reporting speech section size by school class.

TABLE 4

Name of Course	Class A		Class B		Class C		Class D	
	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment	Courses	Enrollment
Basic Speech	97	8,780	107	4,265	120	2,608	16	291
Dramatics	98	2,614	21	867	4	87	3	33
Adv. Speech	32	1,319	20	445	11	195		
Radio	44	1,513	2	43				
Debate	24	410	21	200	5	55	2	18
Totals	275	14,636	171	5,820	140	2,945	21	342

TABLE 5

Name of Course	Class A		Class B		Class C		Class D	
	Sections	Average	Sections	Average	Sections	Average	Sections	Average
Basic Speech	295	30	175	24.3	129	20.2	16	18.1
Dramatics	94	27.7	29	29.9	4	23.3	3	11
Adv. Speech	48	27.4	22	20.2	12	16.5		
Radio	57	26.5	2	21.5				
Debate	24	17	21	9.5	5	11	2	9

After the consideration above of the total speech enrollments in Michigan accredited public high schools, a discussion is presented below of the various types of courses.

Basic Speech

Since two-thirds of Michigan high school speech enrollments were in the basic course, perhaps a detailed analysis of this course would be profitable. Of the 266 "speech" schools, eight schools offered courses only in the dramatics or debate-forensics areas, but no general basic speech course. Of the 259 schools teaching basic classes in speech, 250 submitted reports which were usable in all respects in this section.

TABLE 6

Length of Courses	Class A		Class B		Class C		Class D		Total	
	Schools	Speech Enrollment	Schools	Speech Enrollment	Schools	Speech Enrollment	Schools	Speech Enrollment	Schools	Speech Enrollment
One Semester	43	7,285	39	2,339	38	965	4	67	124	10,656
Full Year	4	160	28	1,089	57	1,350	11	199	100	2,798
Other	7	1,335	11	718	7	211	1	25	26	2,289
Total	54	8,780	78	4,146	102	2,526	16	291	250	15,743

Speech enrollments in these 250 schools totaled 15,743. Table 6 indicates the length of the basic speech course in the 250 schools, with a report of speech enrollment in each category. It will be observed that, of the total enrollment of almost 16,000 in basic speech courses, approximately two-thirds of the enrollments were in one-semester courses. These enrollments occurred, however, in one-half of the schools. This probably grew out of the fact that most Class A and one-half of the Class B schools taught one-semester courses. On the other hand, the preponderant majority of Class C and D schools taught full-year basic speech courses.

Twenty-six schools indicated a length of course other than a regular one-semester or one-year election. Three schools taught ten-weeks courses in basic speech; one had a six-weeks course. One school taught speech for one period per week for two years (in the tenth and eleventh grades); one school, one period per week for three years; one taught speech two periods per week for one year. Nineteen reported that a student might elect speech for either one semester or one year. In addition to these 26 schools, seven schools, while reporting one-semester or full year courses in speech, indicated that approximately half the class time was devoted to "Journalism."

The grade level of students having access to basic speech courses is analyzed in Table 7.

TABLE 7

Grade Level	A	B	C	D	Total Schools	Per cent Schools	Total Enroll.	Per cent Enroll.
12	3	8	25	1	37	15%	1159	7.29%
11-12	15	31	44	5	95	38%	4067	25.83%
11	3	1	2		6	2%	986	6.2%
10-12	17	19	20	2	58	23%	4132	26.25%
10-11	3	1	2	1	7	3%	987	6.2%
10	6	8	4	2	20	8%	2654	16.86%
9-12	3	4	4	4	15	6%	549	3.5%
9-11				1	1		17	
9-10	2	2	1		5	2%	540	3.5%
9	2	2			4	2%	595	3.8%
8-9		1			1		38	
7-9		1			1		19	
Total	54	78	102	16	250		15,743	

Among the 250 schools under consideration here, more than half of the schools limited registration in this course to juniors and seniors. With respect to enrollments in basic speech, 40% of these enrollments occurred in schools admitting only juniors and/or seniors; 90% occurred in schools which barred ninth and lower graders.

Two hundred and fifty-eight schools submitted titles for 340 basic speech courses (of various lengths). Of the 340

titles, the course was called "Speech" in 244 instances, and "Speech I" in 61 cases. Other speech titles ("Beginning Speech," "Elementary Speech," "Introductory Speech," "Speech Fundamentals," etc.) were used for 15 courses. One course was called "Personal Adjustment." An "English" title was applied to the remaining 19 courses: "Oral English," "English 12A," "English III," "Special English," etc.

In regard to class size, it has been reported in Table III that enrollments averaged 26 pupils per section in the basic speech classes, and, in Table 5, that average class size varied from 30 in Class A schools to 16 in Class D schools. It should be indicated, in addition, that, among the 615 basic speech sections, enrollments in individual classes ranged from four students to 48.

44 classes enrolled less that 15 pupils
68 classes had 15-19 pupils
135 classes had 20-24 pupils
189 classes had 25-29 pupils
137 classes had 30-34 pupils
37 classes had 35-39 pupils
5 classes had more than 39 pupils

With respect to the basic speech course in Michigan high schools, therefore, it may be said that one-half of the "speech" schools taught one-semester courses to two-thirds of the basic speech students; that one-half of the schools, enrolling 40% of the basic speech students, limited enrollments to juniors and seniors, with 90% of the enrollments embracing tenth or higher graders; that most basic speech classes were labelled "Speech," or some recognizable variant; and that approximately 400 (of 615) speech classes enrolled 20 to 30 pupils each.



Dramatics

Fifty-six schools offered 106 dramatics courses, organized into 130 sections, with an average of 28 pupils per section. Dramatics enrollments totaled 3,601, 15.17% of the total speech enrollment. Ninety-five of these courses (115 sections) were one semester in length; 11 (15 sections) were full-year courses.

Virtually all courses were titled "Dramatics," "Drama," or "Play Production," with distinctions between courses "I" and "II" being made in seven schools. One course was called "Voice-Drama," one "Audio-Arts," and one "English IV." One school offered the only course in the state in Interpretation, and the only courses (two) in Stagecraft.

As to the grade level of the dramatics enrollments, of 95 usable reports on this item:

25 courses enrolled twelfth graders only
29 courses enrolled 11-12 graders
2 courses enrolled eleventh graders only
25 courses enrolled 10-12 graders
2 courses enrolled 10-11 graders
1 course enrolled tenth graders only
7 courses enrolled 9-12 graders
2 courses enrolled 9-10 graders
1 course enrolled 7-8 graders
1 course enrolled seventh graders only

More than half of the dramatics courses admitted only eleventh and/or twelfth graders; 11 courses admitted ninth or lower graders. One school taught a year's course in dramatics to seventh and eighth graders, enrolling 110 pupils. Another taught dramatics to 24 seventh graders.

Table 4 above indicates that 78 dramatics courses were offered in Class A schools, 21 in Class B, 4 in Class C, and 3 in Class D schools. Of 55 Class A schools offering speech courses, 36 offered one or more dramatics courses; the remaining 19 offered no drama for curricular credit.

Enrollments in drama classes ranged from six to 45, according to usable reports on 128 sections.

14 classes had less than 15 students
20 classes had 15-19
36 classes had 20-24
23 classes had 25-29
22 classes had 30-34
8 classes had 35-39
5 classes had 40-45

This investigation, therefore, indicates that most dramatics courses were one semester in length, most were called "Dramatics," or some recognizable variant; somewhat more than half of the courses admitted no students below the eleventh grade; approximately 75% of the drama courses were taught in large (over 800) high schools; and size of class ranged fairly evenly from 15 through 35 per section, with something of a high point in the 20 to 25 range.

Advanced Speech

Under consideration in this section are 63 courses (82 sections), 48 of which were titled "Speech II," seven were called "Advanced Speech," three were labeled "Speech III" or "Speech IV," two were named "Speaker's Bureau," one was called "Speech-Drama" (for upperclassmen, following

a "Speech-Drama" for ninth and tenth graders), and two were titled "Speech" following courses in "Oral English."

Fifty-two of these 63 courses were one semester in length, nine were full year courses, and two could be elected for either one semester or one year. Of 58 usable answers regarding the grade level of advanced speech elections,

8 courses enrolled only twelfth graders
30 courses enrolled 11-12 graders
13 courses enrolled 10-12 graders
2 courses enrolled 10-11 graders
4 courses enrolled 9-12 graders
2 courses enrolled 9-10 graders

These courses, enrolling 1,959 pupils, were taught in 44 schools: 19 Class A, 17 Class B, and 8 Class C schools. Averaging 24 students per section, class sizes ranged from seven through 40.

12 classes had less than 15 enrollees
12 classes had 15-19
20 classes had 20-24
15 classes had 25-29
13 classes had 30-34
10 classes had 35-40

"Speech II," therefore, was the most popularly used title for the advanced speech courses, most of which were one semester in length. Approximately 65% of these courses admitted only eleventh and/or twelfth graders. Advanced speech offerings were limited pretty largely to Class A and B schools.

Radio

Twenty-two schools taught 46 radio courses which were organized into 59 classes (or sections). Of these 46 courses, 37 were titled "Radio" and the remaining nine were called "Radio Speech" or "Radio Speaking," with distinctions between courses "I" and "II" in six schools. Forty-three of these courses were one-semester in length; three were full year courses. One Class B school taught radio; 21 Class A schools taught one or more radio courses. Grade levels of radio elections were as follows:

1 course enrolled twelfth graders, only
17 courses enrolled 11-12 graders
25 courses enrolled 10-12 graders
1 course enrolled 9-12 graders
2 courses enrolled 9-10 graders

Averaging 26 pupils per section, class sizes ranged from eight through 45.

3 classes had fewer than 15 students
3 classes had 15-19
13 classes had 20-24
20 classes had 25-29
13 classes had 30-34
6 classes had 35-39
1 class had 45 students.

Briefly then, all radio courses were titled "Radio" or a recognizable variant; virtually all were one semester in length, were taught in Class A schools, were reserved for 10th through 12th graders, and enrolled 20 to 35 students.

Debate, Forensics, and Discussion

The last of the considerations of types of speech courses analyzes 43 debate classes, eight courses titled "Forensics," and one discussion class. Of these 52 courses, 48 were one semester in length, three were one year, and one could be elected for either one semester or one year. From 51 usable reports, it appears that

16 courses were open to 11-12 graders
16 courses were open to 10-12 graders
19 courses were open to 9-12 graders

These courses were taught by 33 schools as follows: 15 class A, 13 Class B, 4 Class C, and one Class D. Class enrollments ranged from three through 25.

14 classes had less than 10 students
17 classes had 10-14
10 classes had 15-19
10 classes had 20-24
1 class had 25 students

Constituting approximately three per cent of the total speech enrollment, these 52 courses (52 sections) had 683 students, for an average of 13 per section.

Curricular Patterns

Concluding the report on the place of speech in the curricula of Michigan high schools, summaries are presented below of curricular speech patterns in the schools of various sizes.

In the 55 Class A schools teaching speech during the

period of this investigation, seven schools taught one type of speech course--basic speech. Nineteen taught two types of courses, as follows:

10 taught basic speech and dramatics
6 taught basic speech and advanced speech
1 taught basic speech and radio
2 taught basic speech and debate

Seventeen schools taught various combinations of three types of speech courses:

5 taught basic speech, dramatics, and radio
4 taught basic speech, dramatics, and debate
3 taught basic speech, radio, and debate
2 taught basic speech, advanced speech, and dramatics
1 taught basic speech, advanced speech, and radio
1 taught basic speech, advanced speech, and debate
1 taught advanced speech, dramatics, and radio

Eleven taught four types of speech courses:

7 taught basic speech, advanced speech, dramatics, and radio
3 taught basic speech, debate, dramatics, and radio
1 taught basic speech, debate, dramatics, and discussion

One Class A school taught five types of speech courses: basic speech, advanced speech, dramatics, radio and debate.

Of the 85 Class B schools, 51 taught one type of speech course, as follows:

47 taught basic speech
2 taught dramatics
1 taught debate
1 taught forensics

Twenty-six taught two types of speech courses:

11 taught basic speech and advanced speech
8 taught basic speech and dramatics
7 taught basic speech and debate

Seven schools taught combinations of three types of speech courses:

3 taught basic speech, advanced speech, and dramatics
1 taught basic speech, advanced speech, and debate
1 taught basic speech, advanced speech, and radio
1 taught basic speech, dramatics, and debate
1 taught basic speech, dramatics, and forensics

The remaining Class B school taught four types of speech courses: basic speech, advanced speech, dramatics, and debate.

Of the 108 Class C schools, 94 taught one type of speech course:

92 taught basic speech
2 taught dramatics

Thirteen taught two types of speech courses:

8 taught basic speech and advanced speech
2 taught basic speech and dramatics
2 taught basic speech and debate
1 taught basic speech and forensics

One Class C school taught three types of speech courses: basic speech, debate, and forensics.

Of the 18 Class D schools teaching speech in the period of this survey, 16 taught one type of course; 15, basic speech; and one, dramatics. One school taught basic speech and dramatics, and one taught basic speech, debate, and forensics.

Table 8 totals the numbers of types of courses taught in the schools of various sizes. It will be observed that, of 266 "speech" schools, 168 taught one type of speech course, with relatively larger numbers of smaller schools (Class C and D) falling into the one-type category.

In addition to the tabulation below, it can be reported that, of the 168 schools having one type of speech course, basic speech was taught in 161 schools; dramatics in five; debate, in one; and forensics, in one.

TABLE 8

Number of Types	School Size				Total
	A	B	C	D	
1	7	51	94	16	168
2	19	26	13	1	59
3	17	7	1	1	26
4	11	1			12
5	1				1
Total	55	85	108	18	266

Summary

This investigation revealed that, of the 473 accredited public high schools in Michigan in 1948-49, 266 (56%) taught one or more courses in speech for academic credit. With respect to school size, percentages of schools offering speech ranged from 96% for Class A to 18% for Class D. However, 80% of the students graduating from high school during the period of this study were enrolled in schools where speech was taught. Speech elections totaled approximately 24,000 in the year of this survey. This is 14% of the total number of students in the 266 schools offering speech, or ten per cent of the total enrollment in all 473 accredited public high schools.

The basic course statistically dominated the speech enrollments, accounting for two-thirds of all speech elections. Of the 266 schools offering speech, the general basic speech course was taught in 258. In 161 schools, the basic course was the only speech course taught.

The preponderant majority of speech courses, including both basic and advanced courses of all types, were one semester in length. This was particularly true in the larger schools. The smaller schools, on the other hand, showed a strong tendency toward offering full year speech courses.

Most schools admitted only tenth, eleventh, and twelfth graders to speech classes, 90% of speech elections

occurring in such schools. This was almost equally true in the case of the basic course and in the various advanced speech classes.

As would be expected, the curricular pattern of speech offerings tended to broaden in proportion to the increased size of the school. In terms of percentage, most schools teaching two or more types of speech courses were Class A schools, while most of the schools teaching only one type of speech course were smaller in size (Classes C and D).

CHAPTER V

TEACHER PREPARATION

In a report on the status of speech education, consideration of the persons teaching speech is no after-thought. In a sense, the teacher of speech is the speech course. Of particular importance here, therefore, is the speech training of the persons who taught speech for curricular credit. Pertinent questions are: What college degrees were held by these teachers; what institutions granted these degrees; and in what year were these degrees earned? What major-minor preparation did speech teachers have in the year of this survey? How many semester hours of speech (undergraduate and graduate) did these teachers have? And, finally, what was the nature of the actual teaching load of each of these teachers?

The questionnaire form which was used to gather data in these areas is included as Appendix E. Responses to these inquiries are tabulated in full in Appendix F. In an effort to encourage a frank report from all teachers, the guarantee was made that no individual report would be identified. Names of teachers, therefore, do not appear in this publication, though teacher's reports were signed in all cases.

As was indicated earlier in this writing, 332 persons were listed as teaching one or more classes in speech. Of these, 291 (90%) complied with the request for information, most replies being usable on most items. Table 9 reports (by school size) the teacher qualification questionnaire returns.

TABLE 9

School Size	Total Speech Teachers	Replies	No Replies
A	110	97	13
B	93	74	19
C	110	101	9
D	19	19	0
Total	332	291	41

In this relatively full response, it would appear that Class C and D schools are particularly well represented.

Degrees Earned

Of 241 teachers submitting usable answers regarding origin and date of undergraduate degrees, 188 reported having received bachelor's degrees from Michigan institutions, and 53 had such degrees from out-of-state institutions. So far as teaching situation is concerned, there was a proportional distribution of teachers holding in-state and out-of-state degrees among high schools of various sizes. Likewise there

was a proportional distribution of graduates from Michigan teacher training institutions between larger (Class A and B) and smaller (Class C and D) schools--no teacher training institution distinctively serving larger or smaller schools. Of these 241 teachers:

Two received their degrees before 1920.
32 received their degrees between 1920 and 1929.
59 received their degrees between 1930 and 1939.
148 received their degrees between 1940 and 1948.

Fifty-nine persons teaching speech were first-year teachers in the year of this survey, having received their undergraduate degrees in 1948 (45 in-state degrees; 14 out-of-state).

In 251 usable responses, 71 teachers reported master's degrees in various subject areas, 50 having been granted by the University of Michigan. Of these 71:

One received his degree before 1920.
3 received their degrees 1920-1929.
22 received their degrees 1930-1939.
45 received their degrees 1940-1948.

Fifteen held master's degrees dated 1948. There was an average lapse of seven years after the bachelor's degree before the earning of the master's degree for holders of the second degree.

Major-Minor Preparation

Two hundred fifty-one usable reports were submitted regarding undergraduate teacher certification. Perhaps it should be noted here that, in the state of Michigan, certain colleges and universities are certified by the State Department of Public Instruction as teacher training



institutions, and set their own requirements for majors and minors. Minima are set by the State Department at 24 and 15 hours for majors and minors, respectively.[1] While most teacher training schools set these minima as their own requirements, some institutions set higher standards for majors and/or minors. It can be taken for granted, therefore, that a "major" and a "minor" in Michigan means at least 24 and 15 semester hours, respectively.

Table 10 indicates, by school size, the number of majors in various fields held by persons teaching one or more classes in speech.

TABLE 10

Majors	Class A	Class B	Class C	Class D	Total
English	22	25	47	9	103
Speech	24	25	21	1	71
Social Science	6	11	18	3	38
English-Speech	2	6	-	-	8
Others	3	7	15	6	31
Total	57	74	101	19	251

1. Teachers' Certification Code, Michigan Department of Public Instruction, Bulletin No. 601 (Lansing, Michigan, 1942), pp. 16, 7a.

In the larger schools (Class A and B), English majors and speech majors are approximately equal in number, while English majors are statistically dominant in the smaller schools (Class C and D).

All minors reported by persons teaching speech are totaled, by school size, in Table 11. It is meaningful, however, to distinguish between "First" minors (Table 12) and "Second" minors (Table 13) earned for teacher certification. Traditionally, among Michigan teacher training institutions, the first minor is governed by the department in which the minor is taken. The second minor, on the other hand, consists of any fifteen hours in a subject or area. In the case of speech minors, the reasonable presumption may be made that the program which is directed by the speech department of the teacher training institution (the first minor in speech) is to be considered more significant than an undirected accumulation of academic hours. Distinctively different patterns may be observed in the totals of first and second minors in Tables 12 and 13.

TABLE 11

Total Minors	Class A	Class B	Class C	Class D	Total
English	27	36	36	6	105
Speech	19	20	31	5	75
Social Science	28	50	71	10	159
Others	28	30	54	16	128

TABLE 12

First Minors	Class A	Class B	Class C	Class D	Total
English	20	28	30	5	83
Speech	15	18	23	2	58
Social Science	11	19	26	4	60
Others	10	9	21	8	48
Total Reported	56	74	100	19	249

Since 174 of the 251 teachers reporting on this item held majors in English or speech (103, English; 71, speech), perhaps an examination of the minor preparation of each of these groups would be profitable. Of the 71 speech majors, 57 held first minors, and eight held second minors, in English. There were 31 second minors in social science. Among the 103 English majors, 38 held first minors, and nine held

TABLE 13

Second Minors	Class A	Class B	Class C	Class D	Total
English	7	8	6	1	22
Speech	4	2	8	3	17
Social Science	17	31	45	6	99
Others	18	21	33	8	80
Total Reported	46	62	92	18	218

second minors, in speech. Thirty-two English majors had first minors in social science. Reference to both Tables 10 and 11 reveals that 208 teachers had either majors or minors (first or second) in English, 197 in social science, and 146 in speech.

Total Training in Speech

In considering the professional qualification of the teacher of speech, perhaps more important than undergraduate major and minors, or degrees earned, is the total semester hours of training in speech, both undergraduate and graduate. It was found that the range extends from zero through 89 semester hours. Of 257 usable reports, as indicated in Table 14, 72 teachers had less than 10 hours of training--

TABLE 14

Semester Hours	Class A	Class B	Class C	Class D	Total Teachers
0 - 9	14	16	35	7	72
10 - 19	16	16	17	6	55
20 - 29	15	14	18	1	48
30 - 39	25	12	8	-	45
40 - 49	8	4	5	1	18
50 - 59	9	1	4	-	14
60 - 69	-	-	-	-	--
70 - 79	2	1	-	-	3
80 - 89	2	-	-	-	2
Teachers Reporting	91	64	87	15	257

the minimum which is usually required of a teacher if his high school is to be accredited in Michigan;[1] 127 had less than 15 hours of training (equal to a speech minor)--the minimum which is normally required of a teacher if his high school is to be accredited by the North Central Association.[2] One hundred fifteen teachers had training equal to the minimum major requirement in Michigan--24 hours. Eighty-two had at least 30 hours--the University of Michigan requirement for a speech major.

Speech majors would, of course, have a minimum of 24 hours in speech. Of 92 English majors reporting their total training in speech, 33 had less than ten hours, 43 had less than 15, 20 had 24 or more, and nine English majors had 30 or more hours in speech.

Teaching Load

In the second semester of 1948-49, 285 persons teaching speech were reported to be handling a total of 1340 classes, of which 527 were speech classes (see Table 15). Thus, persons teaching speech carried an average daily schedule of 4.35 classes, including 1.85 speech classes. Teaching schedules tended to vary from this average speech load in terms of the size of the school: teachers in Class A schools had 2.8

1. Annual Report of the Bureau of Co-operation with Educational Institutions, (Ann Arbor, Michigan: University Press, 1949), 35, 1d).

2. Policies, Regulations, and Criteria for the Approval of Secondary Schools, The North Central Association of Colleges and Secondary Schools, 1948-49, p. 9, Regulation 3(A) (3).

TABLE 15

Classes Taught	Class A	Class B	Class C	Class D	Total Classes
English	127	163	238	47	575
Speech	267	124	116	20	527
Social Science	13	42	50	7	112
Other	3	23	75	25	126
Total Classes	410	352	479	99	1340

speech classes (in a total teaching schedule of four classes), while teachers in Class D schools had one speech class (in a total of five).

Thus it would be expected that most teachers working full time in speech would be in the larger schools. Table 16 reports proportional amounts of teacher time spent in speech classes in schools of various sizes. It will be observed

TABLE 16

Time Teaching Speech	Class A	Class B	Class C	Class D	Total Teachers
Full time	29	7	1	-	37
More than half time	29	4	2	-	35
Half time	15	4	5	-	24
Less than half time	8	14	10	1	33
One speech class	15	42	81	18	156
Total	96	71	99	19	285

that more than one half of the 285 reporting teachers were in the "One Speech Class" category. Seventy-two (25%) spent more than half time in teaching speech.

Summary

This investigation revealed that all reporting teachers held bachelor's degrees at the time of this survey, 78% of these degrees having been granted by Michigan institutions, and 61% having been granted in the period 1940-48. Twenty-four per cent of the persons teaching speech were in their first year of teaching. Approximately 30% held master's degrees, 70% of these graduate degrees having been granted by the University of Michigan. Forty-one per cent of the reporting teachers had majored in English, 30% in speech. However, in total preparation in speech, 45% of all teachers reporting had training equal to a certification major (24 semester hours), and 50% had training equal to a minor (15 hours) in speech.

With respect to the total teaching load carried by persons teaching one or more classes in speech, it was found that two-thirds taught less than half time in speech; and that, of the 96 persons teaching speech half time, or more, 76% were in Class A schools.

A theoretical "average" teacher of speech, therefore, had a bachelor's degree granted by a Michigan college or university since 1940, majored in English or speech, and had speech training equal at least to a minor. This theoretical teacher spent less than half time in speech, probably handling one speech class in the daily teaching schedule.

CHAPTER VI

CONCLUSION AND INTERPRETATION OF FINDINGS

The final section of this writing presents a summary of the findings of this investigation, suggests some implications of these findings, and outlines areas where research (or additional research) appears to be needed.

Restatement of Findings

Listed below, in numerical fashion, are some discoveries which were made in this research.

1. There has been an increase in the percentage of schools in Michigan which teach speech for curricular credit. In 1919, Davis reported, as indicated earlier in this writing, that 25% of the North Central Association schools in Michigan (28 of 112) included speech in their curricula. Three decades later, the survey used as a basis for this dissertation revealed that 82% of NCA accredited public schools (211 of 256[1]) in this state were teaching speech in 1948-49. (Comparison of the present study with the 1929 Scott survey, reported earlier, is not feasible because of evident differences in scope and definitions.)

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1. Annual Report of the Bureau of Co-operation with Educational Institutions (University of Michigan Official Publication, 1948), p. 25.

2. Michigan was favorably situated when compared with other states in curricular speech education. The following listing, from highest per cent to lower percentages of schools teaching speech, summarizes available state-wide surveys completed in the period 1941-1950 (without considering differences in scope and method of research):

Utah	79%
Michigan	56%
Nebraska	47%
Kansas	45%
Ohio	44%
Arkansas	40%
Massachusetts	27%
Alabama	22%

In Texas, 62% of the schools belonging to the Southern Association of Colleges and Secondary Schools were reported as teaching speech; in Michigan, as indicated earlier in this chapter, 82% of the North Central Association accredited public high schools had speech courses. In California, 7.5% of the pupils in selected schools were in speech classes; in Michigan, 14% of the students in schools offering speech were enrolled in speech, and ten per cent of the pupils in all accredited public high schools were in speech classes.

3. Speech classes usually were reserved for upper classmen. Ninety per cent of speech elections occurred in schools where students in the ninth and lower grades were excluded from speech classes.

4. Larger schools tended to offer one-semester courses, while smaller schools taught mostly full-year speech courses. This fact was documented in detail in Chapter IV (see Table 6), and will lend itself to comment later in this chapter.

5. The size of speech classes varied greatly. Most classes tended to enroll from 20 to 35 pupils; the enrollment range, however, extended from three to 48.

6. There was no discernable pattern for a student's continued growth in speech education. Of the 266 schools offering speech, 168 (62%) taught only one speech course. Among the remaining 98 schools, each offering more than one speech course, grade-level restrictions were essentially the same for all speech courses, basic and advanced.

7. Persons teaching more than half time in speech had at least 30 semester hours of college training in speech. Teachers handling more than one speech class usually had training equal at least to a certification minor. Seventy-two persons teaching speech reported less than ten hours of college training in speech. Most of these 72 had one speech class in their daily teaching schedule.

8. Most schools teaching speech could have expanded their speech offerings by using their own qualified speech teachers. Forty-five per cent of all reporting teachers had training equal at least to a certification major. Twelve per cent of all reporting teachers were employed full time in speech. To a certain extent, therefore,

qualified personnel for a broader, richer speech curriculum were in the schools at the time of this survey.

Interpretation of Findings

Some specific findings of this investigation are listed above. What implications might be drawn from these findings? It would appear that meaningful comment might be made regarding four of the discoveries reported.

It should be indicated, however, that most of the considerations which are under discussion here have not yet been specifically investigated. In the absence of reported research, opinions expressed are, of necessity, the judgments of this writer.

1. In regard to the growth in curricular speech education in Michigan schools in 1919-1949, perhaps the most interesting question is: what has caused this development? Various answers are occasionally given. It may be that a general growing awareness of the significance of oral communication in today's close-knit society has contributed to increased curricular speech education. It may be that a consciousness of youth's focus upon inter-personal relations, and the role of speech in this area, prompted curricular recognition of speech training. Perhaps the nature and caliber of leadership in speech education (among both high school and college administrators and teachers) has brought favorable consideration to giving curricular credit for

speech training. Perhaps added maturity in speech education procedures and materials has prompted academic recognition. Perhaps the general curriculum development through the years, the tendency to broaden curricular offerings, as finances, staff, plant and other factors permit, has guaranteed growth in speech education, along with development in other subject areas. As indicated earlier in this writing, there appears to be a positive correlation between school size and the presence of speech in the curriculum. It may be, therefore, that an increase in the number of relatively larger schools (due to the general increase in school enrollments) has resulted in the statistical growth of curricular speech education in Michigan schools. It is the writer's observation that, in given instances, various ones of these and other influences, and various combinations of influences, have contributed to the growth of speech education in the curricula of Michigan schools.

Specific mention must be made of certain significant developments in the history of speech education, each of which inevitably had its impact on the conditions under discussion here. Some of these historic events are listed numerically below. (1) The founding of the Department of Speech at the University of Michigan in 1892, the first Department of Speech in the nation to be established at a leading university, brought increasing prestige to the field of speech. Services rendered to the schools by this Department

have contributed materially to the improvement and growth of speech education. (2) At approximately the time that Davis was making his NCA survey, some major industrial firms in Michigan were evidencing interest in speech by employing instructors to give speech training to their executive and supervisory staffs. This very practical testimonial to the value of speech training probably impressed some builders of school curricula. (3) During these same years, the drift away from elocution probably had a favorable effect. This shift was evident not only in the language of the profession, where the term, "elocution," tended to be dropped from names of organizations, titles of departments, etc., but also in classroom procedures, where the emphasis moved from "exhibition" to "communication." Such a shift must have raised speech education in public esteem. (4) The founding of professional organizations was evidence of a growing professional spirit among speech teachers. For example, the National Association of Teachers of Speech was organized in 1915, and the Michigan Association of Teachers of Speech was formed in 1925. While earlier organizations of various kinds had existed, the formation of such groups as the NATS and the MATS crystallized the new vigor and the new point of view which characterized speech education during these years of early growth.

One particular development which probably had a very great influence on the growth of curricular speech education in this state was the Michigan High School Debating League.

Organized at the University of Michigan in 1917, the Debating League rose from 66 participating schools to a peak enrollment of 277 schools in 1930-31. Subsized in part, and publicized by the Detroit Free Press, and presenting school awards of wall plaques and trophy cups, and personal awards of six gold watches, this extra-curricular activity dramatized the successful high school speaker, as it still does today. Communities, desiring favorable notice in this competitive field, hired debate coaches. These speech-trained coaches asked for credit-bearing speech classes in the school curriculum. Thus, in many Michigan high schools, extra-curricular debating paid dividends in curricular offerings in speech.

Another question regarding the development of curricular speech education is: Why has there not been more growth than has been indicated in this dissertation? Once again, allusion must be made to such general influences as finances, staff, plant, and many other factors as limiting the introduction of speech into the curricula of some high schools. One factor which has been generally discussed is the possible influence of college entrance requirements on the presence of speech in high school curricula. The natural desire that the local high school be accredited, and the requirement (for accreditation) that the local school be able to prepare its pupils for college entrance undoubtedly had an impact on the pattern of high school curricular offerings. Of necessity, "college entrance" subjects received first consideration in curriculum building. The "basic" high

school curriculum, therefore, tended to be something of a replica of the college entrance requirements. What, then, was the relationship of speech to the college entrance requirements, particularly during the years, 1919-1949? It is interesting to observe that this relationship remained substantially unchanged during these three decades. The University of Michigan College of Literature, Science, and the Arts, the institution which was instrumental in setting standards for college entrance among Michigan colleges, in 1918-19 required for "Admission by Certificate" fifteen high school units, twelve of which were elected in prescribed academic areas, and three of which could be ". . . any subjects . . . which are counted toward graduation by the accredited high school from which the applicant receives his diploma."[1] In 1948-49, this institution required fifteen high school units for admission, ten of which were taken in prescribed academic areas, and five of which could be ". . . any other subjects which are counted toward graduation by the accredited school."[2] Throughout these thirty years, then, speech was not listed in the "academic areas," but was accepted as an elective for college entrance where speech counted toward high school graduation. This was generally the policy and the practice of colleges throughout Michigan

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1. Catalogue of the University of Michigan, 1918-1919, p. 105.

2. College of Literature, Science, and the Arts Announcement, 1948-49, p. 8.

at the time of this investigation. The writer contacted all regular four-year colleges in Michigan in 1948-49, requesting information regarding their handling of high school speech credit for purposes of college entrance. Reports from registrars, or other admissions officers, indicated (1) that all institutions accepted speech credit toward college entrance, and (2) that all but two institutions excluded speech credit from the prescribed academic areas. Any growth in curricular speech education which may have occurred during the 1919-1949 period, therefore, may have taken place in spite of college entrance requirements, as some educators say. That is, college entrance requirements may be cited as a reason why more development in speech education cannot be reported. However, facts set forth in this paragraph indicate that any growth in curricular speech education during this period did not occur as a result of overt changes in college entrance requirements.

Despite Michigan's relatively favorable position when compared with other states, it should be observed that the "ideal," "Speech Education for All Michigan Youth,"[1] was far from realization among most of the schools throughout the state. Some schools, however, did employ curricular patterns which guaranteed speech education to every student. One school requiring one semester of speech for graduation

1. Adapted from The Bulletin of the National Association of Secondary-School Principals XXXII (No. 151, Jan. 1948), entitled, "Speech Education for All American Youth."

permitted its election any time in grades 10-12. One city (Board of Education) required that speech be taken in grade 10A as a fifth subject during a "session" period. Most schools having a speech-for-every-student program, however, taught speech (for a given block of time) in place of English. In such situations, three and one-half or four years of English usually were required for graduation. In their selection of the grade level at which required speech training should be given, the schools varied throughout the range of semesters from 9B through 12A.

2. The general tendency to reserve speech classes for upperclassmen needs careful scrutiny. It may be reasonably assumed that juniors and seniors in high school can give better speeches than their younger schoolmates. It probably could be established that certain speech disciplines can be more effectively and more profitably taught to the relatively more mature student. These considerations, however, do not take account of the needs of younger pupils. The writer submits that some aspects of speech education should and must make their contribution to the personal and social adjustment of the younger school pupil.

3. Ideally, the curricular speech program should guarantee basic training in oral communication to all pupils, and it should offer opportunities in advanced, or specialized speech classes (such as dramatics, debate, etc.) to students who are interested and who are qualified to profit from such training. This pattern for continued development

did not characterize the Michigan schools surveyed. Two hundred and seven accredited public schools offered no speech for curricular credit. One hundred sixty-eight taught one course, with no curricular opportunities beyond this level. In the remaining 98 schools, where two or more speech courses were offered, students, in most instances, had equal access to basic and specialized speech training. Indeed, while ten per cent of the basic speech elections occurred in schools where ninth graders were permitted to elect this course, 37% of debate elections occurred in schools where debating could be elected by ninth graders. It is to be hoped that a rationale of speech education might be stated and implemented which would guarantee to students a curricular pattern for continued growth in oral communication skills and arts.

4. People interested in speech education probably would be concerned with the fact that 72 persons teaching speech in Michigan schools had less than ten hours of college training in speech. Considering the total picture, however, the teachers, with few exceptions, who were handling more than one speech class daily had training equal at least to a certification minor in speech; and most persons investing more than half time in teaching speech were particularly well prepared, having at least 30 hours in speech. While the preparation of many persons teaching speech in Michigan schools probably would not be considered adequate, teacher training in speech appears to be a realistic approx-

imation of what could be expected, in the light of assigned teaching schedules.

Teacher training institutions would do well to take cognizance of the actual teaching situations in which their speech graduates probably will find themselves. --Not that speech teachers should be less well trained in speech, but that their teaching competence in non-speech areas (notably English) be assured. Further, the prospective teacher of speech should be oriented to the use of speech procedures in classes in traditional instructional areas (English and the social sciences, for example), as well as in core courses, fused courses, etc.

Further Study

At various points throughout this dissertation, areas have been cited where it appears that research (or added research) is needed. In the earlier paragraphs of this chapter, particularly, questions lending themselves to investigation have been raised. In this concluding statement, the writer wishes to record this specific proposal: that the Speech Association of America, or some such national agency, conduct or sponsor research regarding the status of speech education in the several states, that these investigations in the states employ the same methodology, that they be parallel (or equal) in scope, and that they be conducted at the same time. As this study has proceeded, and as studies in other states have been reviewed, the need for

valid comparisons has become evident. Only in the documentation of comparable situations can common problems be identified and evaluated, and common solutions explored.

The research reported here, therefore, has brought to light certain basic statistical information regarding the status of speech education in Michigan schools, and has indicated the need for broader investigation of this type.

APPENDIX A

School: _____

Department of Speech
University of Michigan
Ann Arbor, Michigan
March 1, 1949

Dear Speech Teacher:

I am making a study of the status of speech education in our state. Will you please verify (correct, or complete) our first semester listing for your school, and fill in second semester data.

	Speech Courses	Grade Level	Enrollment	Teacher
1st semester:	_____	_____	_____	_____
	_____	_____	_____	_____
2nd semester:	_____	_____	_____	_____
	_____	_____	_____	_____

The course(s) listed above is: (check one) _____elected, or required_____ for
(check one) _____ 1 semester (½ unit credit),
or _____ 1 year (1 unit credit),
or _____ either 1 semester or 1 year.

Is there further speech work carried on in other classes (English or social studies, for example)? _____ If so, please indicate the nature and scope of such work, and names of these other "speech" teachers.

Your signature: _____

Thank you very much for this information. A stamped, self-addressed envelope is enclosed.

Sincerely yours,

Hayden K. Carruth

APPENDIX B

School: _____

Department of Speech
University of Michigan
Ann Arbor, Michigan
March 1, 1949

Dear High School Principal:

I am making a study of the status of speech education in our state. Will you please supply the data requested below for any course(s), of any length, the major purpose of which is "speech education."

	Speech Courses	Grade Level	Enrollment	Teacher
1st semester:	_____	_____	_____	_____
	_____	_____	_____	_____
2nd semester:	_____	_____	_____	_____
	_____	_____	_____	_____

The course(s) listed above is: (check one) _____elected, or required_____ for
(check one) _____ 1 semester ($\frac{1}{2}$ unit credit).
or _____ 1 year (1 unit credit).
or _____ either 1 semester or 1 year.

Is there further speech work carried on in other classes (English or social studies, for example)? _____ If so, please indicate the nature and scope of such work, and names of these other "speech" teachers.

Your signature: _____

Thank you very much for this information. A stamped, self-addressed envelope is enclosed.

Sincerely yours,

Hayden K. Carruth

APPENDIX C

Department of Speech
University of Michigan
Ann Arbor, Michigan
March 1, 1949

Dear High School Administrator:

I am conducting a survey to determine the status of curricular speech in Michigan high schools. Your school is tentatively listed with those offering no speech for academic credit this year (1948-49). Will you please verify or correct this listing by checking below and re-mailing this letter? Thank you for your cooperation.

Sincerely yours,

Hayden K. Carruth

- -

School: _____

_____ NO. We are offering no speech course for academic credit this year.

OR

_____ YES. We are offering speech. Course name: _____

Teacher: _____

Your signature: _____

APPENDIX D

School	H. S. Total	Class	1949 Grads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Adrian	554*	B	167	Speech I	11-12	28		Full year course			
Albion	800/	B	114	English[1]	9	70	3	English[1]	9	70	3
				Debate	9-12	10		Full year course			
Algonac	325	C	40	Speech	11-12	24		Full year optional			
Allegan	400	B	90	Speech	11-12	27		Full year course			
Alma	415	B	132	Speech	11-12	25		Full year optional			
Almont	160	C	20	Speech I	10-12	22		Full year course			
				Speech II	11-12	10		Full year course			
Alpena Central	1001	A	217	Spec.Eng.	10-12	15					
Auburn Heights: Avondale H. S.	241	C	42	Speech I	9-12	22		Full year course			
				Speech II	10-12	7		Full year course			
Bad Axe	316	C	66	Speech	11-12	20		Full year optional			
Bangor	200	C	29	Speech	12	22		Full year course			

Unless otherwise indicated, high schools are four-year schools, grades 9-12.

*This symbol is used throughout to indicate a 10-12 grade high school.

/This symbol is used throughout to indicate a 7-12 grade high school.

[1]Ten weeks of speech work.

Battle Creek High School	1342	A	388	Speech	11-12	43	2	Full year course			
				Debate	10-12	14		Full year course			
				Dramatics	11-12	22		Full year course			
Lakeview	408	B	143	Speech I	10-12	36	2	Full year course			
				Speech II	10-12	13		Full year course			
Bay City[2] Central	1448	A	323	Speech	10	150	6	Speech	10	150	6
				Dramatics	11-12	35		Full year course			
				Debate	11-12	22		Radio	11-12	12	
Handy	1250	A	193	Speech	10	150	7	Speech	10	150	7
								Adv. Sp.	11-12	23	
Belding	490/	B	61	Speech				Full year course			
Belleville	775/	B	87	Speech	12	13		Full year course			
Bellevue	321	C	41	Speech	10-12	23					
Benton Harbor	1200	A	296	Speech	10-11	27		Full year course			
				Dramatics	11-12	19		Full year course			
				Radio	11-12	25		Full year course			
Berkeley	683	B	116	English	10-A	112	5	English	10-A	97	4
Berrien Springs	210	C	43	Speech	11-12	22		Full year course			
Birmingham	540	B	191	Speech I	10-12	85	4	Speech I	10-12	56	2
								Speech II	10-12	48	
				Debate	11-12	12		Debate	11-12	5	
Blissfield	339/	C	63	Speech	11-12	17		Full year course			
Bloomingdale	180	C	31	Speech	11-12	10		Full year course			

[2]Ten weeks, taken during session periods as a fifth subject.

APPENDIX D, (cont.)

School	H. S. Total	Class	1949 GRads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Boyne City	400/	C	48					Speech	11-12	25	
Brighton	253	C	39	Speech	11-12	15		Full year course			
Buchanan	547	B	89	Speech	11-12	28					
Byron Center	145	C	29	Speech[3]	12	29		Full year course			
Cadillac	606	B	109	Speech[4]		75	3	Speech		75	3
Caledonia	240	C	32	Speech	10-12	17		Full year course			
Calumet	670	B	141	Eng. IV	10A	40	2	Eng. IV	10A	124	6
Carson City	172	C	38	Speech[5]	11-12	12		Speech[5]	11-12	17	
Cass City	358	B	81	Speech I	10-12	26		Full year course			
Cassopolis	179	C	30	Speech	11-12	21					
Cedar Springs	170	C	32	Speech	11-12	13		Full year course			
Center Line: Busch H. S.	567/	B	50	Voice-drama	10-12	26		Full year course			
Centerville	93	D	21	Speech	11-12	7		Full year course			
Charlevoix	232	C	42	Speech	11-12	26		Full year course			
Charlotte	450	B	97	Speech	11-12	23		Full year course			

[3] One-half Journalism. [4] Required one hour per week for 3 years. [5] One-half journalism.

Chelsea	310/	C	52	Speech	10-12	22		Full year course		
Clawson	387	B	76	Speech	11-12	41		Speech	11-12	31
Clinton	204/	C	32	English	12[6]	33				
Clio	444	B	69	Speech[7]	12	15		Full year course		
Coldwater	354	B	107	Speech Dramatics	11-12 11-12	15 23		Speech Dramatics	11-12 11-12	21 22
Coloma	195	C	37	Speech	12	24		Full year course		
Colon	161	C	31					Speech I	12	18
Comstock	350/	C	37	Speech I Speech II	11 12	4 11		Full year optional Full year optional		
Constantine	161	C	26	Speech	11-12	15		Full year optional		
Coopersville	405	B	73	Speech	11-12	48		Full year course		
Covert	100	D	16	Speech	9-12	9		Full year course		
Croswell	378	B	68	English	12	34	2			
Crystal	105/	D	14	Speech	10-12	19		Full year course		
Crystal Falls	200	C	40	Speech	10-11	24		Full year course		
Dansville	198	C	36	Speech	12	15				
Davison	519	B	87	Speech	10-12	30				
Dearborn: High School	1460	A	287	Play Pro.	10-12	30		Speech	11-12	26

[6] One semester speech required.

[7] One-half journalism.

APPENDIX D (cont.)

School	H. S. Total	Class	1949 Grads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Dearborn, cont.											
Fordson	1800*	A	619	Speech	10-12	48	2	Speech	10-12	24	
				Radio	12	21		Radio Sp.	11-12	21	
				Play Pro.	10-12	30		Play Pro I	10-12	20	
								" " II	10-12	12	
Lowrey	1044	A	197	Speech I	9-12	50	2	Speech I	9-12	33	
Delton	174	C	35	Speech				Full year course			
Detroit:											
Cass Tech.	3097	A	669	Sp I, II, III		26		Full year optional			
				Drama I, II, III,		14		Full year optional			
Central	2471	A	787	Speech I	10-12	148	4				
				Speech II	11-12	84	3				
Chadsey	1583	A	354	Speech I	11	73	2				
				Dramatics	11-12	21					
Commerce	1150	A	397	Speech	11-12	45	2				
Cooley	3926	A	1060	Speech I	10-12	105	3				
				Speech II	11-12	65	2				
				Dram I	10-12	35					
				Dram II	10-12	20					
				Radio I,II	10-12	24					
Denby	4000	A	814	Speech I	9-10	120	4				
				Speech II	10-12	35					
				Dram I	8-10	32					
				Dram II	10-12	32					
				Radio Sp	8-10	50	2				
				Radio Sp	10-12	35					

East Commerce	550	B	104	Speech	11-12	25	
Eastern	1592	A	397	Speech I	10-12	37	
				Speech II	11-12	24	
				Dramatics	12	19	
				Radio	10-12	32	
Mackenzie	3810	A	855	Speech I	10-12	153	5
				Speech II	11-12	50	2
				Dramatics	11-12	64	2
				Radio I	11-12	97	3
				Radio II	11-12	30	
Miller	1860	A	197	Speech I	11A	70	2
				Speech II	12	35	
				Dramatics	11-12	30	
Northeastern	1290	A	331	Speech	11-12	59	2
				Dramatics	11-12	19	
Northern	1900	A	327	Speech	11-12	30	
				Dramatics	12	25	
				Radio	10-12	8	
Northwestern	2002	A	513	Speech	10-12	53	2
				Radio	10-12	25	
Pershing	2971	A	768	Speech	11A-12B	354	14
				Dram I	12B-12A	28	
				Radio I&II	10-12	26	
				Debate	10-12	15	
Redford	3437	A	725	Speech I	10-12	76	2
				Speech II	11-12	18	
				Dramatics	12B	55	2
				Radio I	10-12	49	2
				Radio II	11-12	59	2
Southeastern	2500	A	809	Speech I	11-12	170	6
				Speech II	12	90	3
				Dram I	11-12	29	
				Dram II	12	35	
				Radio	11-12	39	

APPENDIX D (cont.)

School	H. S. Total	Class	1949 Grads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Southwestern	1413	A	345	Speech I & II	11-12	31					
Western	2150	A	438	Speech I	10-12	62	2				
				Dramatics	10-12	24					
				Radio I	10-12	25					
				Radio II	10-12	20					
Wilbur Wright	750	A	218	Speech	12B	110	4				
Dexter	160	C	35	Speech	12	22		Dramatics	12	23	
Dimondale	215	C	23	Speech	10-12	14		Full year course			
Dowagiac	553	B	112	El. Speech	10-12	16		Full year optional			
Dundee	410/	C	55	Speech	12	26		Speech	12	31	
Durand	400/	C	66	Speech I	10-12	27		Full year course			
				Speech II	11-12	19		Full year course			
East Detroit	870	A	174	El.Speech	9A	95	3	El. Speech	9A	165	5
				Adv. Sp.	11-12	27					
				Dramatics	11-12	17		Dramatics	11-12	16	
East Grand Rapids	400/	C	66	Speech I	9-10	16		Speech II	9-10	15	
				Speech III	11-12	18		Speech IV	11-12	17	
East Jordan	250	C	39	Speech	12	14					
East Lansing	670	B	108	Speech	11-12	56	2	Full year course			
East Tawas	150	C	35	Speech	11-12	22		Speech	11-12	18	

Eaton Rapids	345	B	80	Speech	10-12	59	2	Full year course				
Ecorse	700/	C	81	Speech		11						
Elsie	170	C	21	Speech	11-12	25		Full year course				
Farmington: Clarenceville	300	C	57	Speech	10-12	10		Full year optional				
High School	665	B	81	Speech	12	31	2	Full year optional				
Ferndale Lincoln	1363	A	290	Speech	10A	181	6	Speech	10A	219	6	
				Drama	11-12	49	2	Drama	11-12	40	2	
Flat Rock	225	C	53	Speech	11-12	19		Full year course				
Flint: Beecher	500	B	90	Speech	10-12	33		Full year optional				
				Debate	9-12	10		Debate	9-12	12		
Bendle	425/	B	97	Sp-Drama	7-9	19						
				Sp-Drama	10-12	7						
Central	2724*	A	638	Sp. I & II	10-12	125	4	Full year optional				
				Debate	10-12	22		Debate	10-12	22		
				Rad I & II	11-12	45		Full year course				
Kearsley Ag	597	B	96	Speech I	10	15		Full year course				
				Speech II	11-12	10		Full year course				
Northern	1375*	A	438	Speech	10-12	45	2	Speech	10-12	46	2	
				Debate	10-12	23		Debate	10-12	20		
				Drama	10-12	20		Drama	10-12	20		
				Radio	10-12	49	2	Radio	10-12	49	2	
Flushing	600/	B	95	Speech	11-12	28						
Fremont	700/	B	95	Speech[8]	10-12	28		Speech	10-12	27		
Gladwin	340/	B	69	Speech	10-12	14		Dramatics	10-12	14		
Goodrich	183	C	45	Speech	12	16		Speech	12	19		

[8]Required of all commercial students.

APPENDIX D (cont.)

School	H. S. Total Class		1949 Grads. Class	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Grand Blanc	500	B	74	Speech	11-12	24		Full year course			
Grand Haven	700	B	133	Speech	9-10	90	3	Speech	9-10	90	3[9]
				Adv. Sp.	11-12	14		Adv. Sp.	11-12	18	
Grand Ledge	600	B	72	Dram Arts	11-12	23		Full year course[10]			
Grand Rapids:											
Central	1250	A	184	Speech I	11-12	18		Speech I	11	17	
				Debate	11-12	12		Speech II	11-12	15	
Creston	1499	A	241	Speech[11]	9-10	40	2	Speech[11]	9-10	56	2
				Drama	11-12	50	2	Speech	12	25	
				Debate	9-12	15		Full year optional			
Godwin Hts.	380	B	93	Speech	10-12	14					
				Audio Arts	10-12	22		Full year course			
Kelloggsville	250*	C	43	Dramatics		25		Full year course			
Lee	400/	C	69	Speech I		46	2	Speech II		46	2
Ottawa Hills	753	B	163	Speech I	9-10	8		Speech II	9-10	26	
				Drama	12	17		Drama	12	16	
				Debate	11-12	14		Debate	11-12	12	
South	1700	A	543	Speech	12	42	2	Speech	12	22	
				Drama	12	13		Drama	12	31	2

[9]Ten weeks each year, total of 20 weeks, required of all students.

[10]Offered as a one-credit substitute for English 11 or 12.

[11]Two days a week.

Union	1435	A	247	Speech I Speech II	10-12 11-12	33 12	2	Speech I Speech II	10-12 11-12	25 22	
Wyoming Park	300	C	61	Speech	9-12	18		Speech	9-12	18	
Grandville	427	B	66	Speech	11-12	13		Full year course			
Greenville	448	B	92	Oral Eng.	11	93	4	Full year optional			
Grosse Isle	235	C	30	Speech	10	45	2	Full year course			
Grosse Pointe	1083	A	379	Speech I Speech II	11-12 11-12	59 15	2	Speech I Speech II	11-12 11-12	59 40	2
Hamtramck	900	A	275	Speech Debate Radio	10-12 10-12 10-12	35 15 22		Speech Debate Radio	10-12 10-12 10-12	30 15 15	
Hancock	350+	C	67	Speech	10-12	27		Speech	11-12	19	
Harbor Beach	185+	C	40	Speech Debate[12]	11-12 11-12	14 7		Full year course			
Harbor Springs	270+	C	36	Speech	12	22		Full year course			
Harrisville	119	D	25	Speech[13]	11-12	19					
Hart	291	C	62	Speech Debate	10-12 10-12	41 9	2	Full year course Forensics	10-12	9	
Hastings	575	B	117	Speech Debate	10-12 10-12	25 11		Speech	10-12	27	
Hazel Park	1280	A	119	Speech Debate Dramatics	11-12 10-12 11-12	22 13 23		Speech Debate Dramatics	11-12 10-12 11-12	27 12 25	
Hickory Corners	230	C	40	Speech	12	10					
Highland Park	1800	A	423	Drama I Dramatics Interp. 10B Radio Sp. Speaker's Bureau Stagecraft		79 26 10 78 30 6	2 2 	Drama I Dramatics Radio Sp Speaker's Bureau Stagecraft		45 20 34 36 21	

[12] Three days a week

[13] One-half journalism

APPENDIX D (cont.)

School	H. S. Total	Class	1949 Grads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Hillman	153	C	26	Speech	11-12	16		Full year course			
Hillsdale	700	B	102	Debate	9-12	18					
Holland	800	B	253	Speech I	11-12	61	4	Speech I	11-12	28	
								Speech II	11-12	63	
Holt	398/	C	51	Speech I	10-12	22		Speech I	10-12	21	
				Speech II	10-12	21		Speech II	10-12	22	
Homer	200	C	34	Speech	10-12	21		Full year course			
Howell	270*	B	84	Speech	8-9	19		Speech	8-9	19	
				Adv. Sp.	10-12	12		Full year course			
				Drama	12	17		Full year course			
Hudsonville	230	C	47	Speech	12	15		Full year course			
Imlay City	378/	C	55	Speech	12	30		Full year course			
Inkster	401	B	45	Speech	11-12	17		Speech	11-12	15	
Ionia	452/	B	83	Speech	11-12	40	2	Speech	11-12	45	2
				Dramatics	7-8	110	5	Full year course			
Iron Mountain:											
Felch H.S.	86	D	19	Speech	9-11	17		Full year course			
				Debate	9-12	10		Forensics	9-12	8	
Senior H. S.	480*	B	130	Sp& Dram.	11-12	33		Full year course			
Iron River	330	B	78	Speech		52	3	Full year course			
Jackson:											
High School	1657	A	477	Speech I	9-12	101	3	Speech II	9-12	72	2
				Dramatics	9-12	30		Dramatics	9-12	61	2
				Debate	9-12	16		Debate	9-12	16	
								Radio	9-12		

East Jackson	174	C	22	Speech	11-12	17		Full year optional			
Vandercook Lake	200	C	28	Speech	11-12	22					
Kalamazoo Central	2000	A	603	Speech I	11-12	23					
				Dram. I	11-12	95	3	Dram. I	11-12	44	
				Dram. II	11-12	39		Dram. II	11-12	85	2
Kaleva	101	D	11	Speech	9-12	27		Full year course			
Kalkaska		C	38	Speech							
Keego Harbor	225	C	32	Speech	10	27	2	Full year course			
Kent City	138	D	19	Speech	11-12	26		Full year course			
Kingsford	604	B	143	Beg. Sp.		49	2	Full year course			
Lake City	312/	C	30	Speech	10-12	32		Full year course			
Lake Linden-Hubbell	238/	C	49	Drama	7	24		Full year course			
Lake Orion	225	C	61	Speech	12	17		Full year course			
Lakeview: Cato	258	C	40	Speech	11-12	26		Full year course			
Lambertville	201*	C	45	English	12	45		Full year course			
Lansing:											
Eastern	1540	A	471	English	10B	221	7	English	10B	220	6
				Speech II	11-12	45	2	Speech II	11-12	69	2
								Speech III	12	20	
				Debate	11-12	20		Debate	11-12	23	
Sexton	1200	A	393	Speech	12	25	2	Full year course			
				Radio	10-12	15		Full year course			
				Debate	10-12	15		Full year course			
Lapeer	871	B	143	Speech	11-12	70	2	Full year course			
Leslie	380/	C	50	Intro. Sp.		10					
Lincoln Park	1205	A	269	Speech	11-12	28		Speech	11-12	24	
				Drama	12	16		Drama	12	12	

APPENDIX D (cont.)

School	H. S. Total	Class	1949 Grads	First Semester, 1948-49 Speech Courses	Grade Level	Enroll.	Sections	Second Semester, 1948-49 Speech Courses	Grade Level	Enroll.	Sections
Ludington	525	B	118	Speech	11-12	18		Speech	11-12	16	
Luther	66[14]	D	17	Speech	11-12	12					
Lyons Township	143/	D	15	Speech[15]	9-12	10		Speech	9-12	5	
Mackinaw City	77	D	6	Speech	9-12	23		Full year course			
Manistique	485	B	88	Speech	9-12	24		Dramatics Forensics	9-12 9-12	20 20	
Marine City	325/	C	52	Speech	11-12	29		Speech	11-12	29	
Marquette	634	B	36	Oral Eng. Speech	10 11-12	175 8	6	Full year course Full year course			
Marshall	536	B	89	Debate	9-12	8		Speech	9-12	25	
Mason	530/	B	86	Speech	11-12	30		Speech	11-12	30	
Mattawan Cons.	160	C	30	Speech	11-12	17		Speech	11-12	16	
Melvindale	490	B	108	Speech	11-12	31		Speech	11-12	32	
Mendon	126	C	21	Speech	11-12	30		Full year course			
Menominee	500	B	141	Speech	10-12	27		Full year optional			
Middleville	165	C	32	Speech	11-12	20		Full year course			
Midland	1300	A	250	Speech Drama	10-12 10-12	75 15	3	Speech Drama	10-12 10-12	75 15	3

[14]Eleventh and twelfth grades.

[15]One-half journalism.

Milan	297	C	60	Speech	11-12	14		Full year course				
Milford	340	B	81	Speech	11-12	21		Speech	11-12	19		
Monroe	1350	A	237	Speech	10-12	75	3	Full year course				
Montrose	167	C	32	Speech	12	9		Full year course				
Morenci	190	C	50	Speech	11-12	21		Full year course				
Morley	115	D	23	Speech	11-12	18		Full year course				
Morrice	103	D	17	Dramatics	12	12		Dramatics	11	9		
Mount Clemens	1016	A	190	Speech I Speech II Dramatics	9 10-12 12	45 26 19	2	Speech I Speech II Dramatics	9 9-12 11	30 45 14	2	
Mount Morris	687	B	85	Speech	9-12	30		Full year course				
Mount Pleasant	663	B	110	Speech Debate	11-12 9-12	27 5		Dramatics Debate	11-12 9-12	14 3		
Minising	458/	C	65	Speech	11-12	10						
Muskegon	1700	A	429	Speech[16] Dramatics Radio	10A-10B 11A-12B 11A-12A	270 20 20	9	Speech Dramatics Radio Adv. Sp.	10A-11B 11A-12B 11A-12A	270 22 20 20	9	
Muskegon Heights	920*	A	238	Speech[17] Debate	10-11 10-12	150 10	5	Speech[17] Drama	10-11	150	5	
Nashville	150	C	34	Speech	10-12	20		Full year course				

[16] Ten-week sessions offered to all 10A and 11B students, giving a total of 20 weeks req'd speech.

[17] One day per week for two years.

APPENDIX D (cont.)

School	H. S. Total	Class	1949 Grads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Newaygo	145	C	34	Speech	11-12	25		Full year course			
New Haven	134	C	26	Speech	11-12	28		Full year course			
Niles	618*	B	196	Speech I	11	16		Speech II	12	15	
North Branch	200	C	42	Speech[18]	11-12	18		Full year course			
North Muskegon	326	B	68	Speech	12	22		Full year course			
Northville	478/	B	74	Speech	10-12	22		Full year optional			
Okemos	139	C	21	Speech	11-12	27		Full year course			
Ontonagon	214	C	55	Speech	11-12	19					
Ortonville	126	C	21	Speech	10	6		Full year course			
Otisville	187/	D	34	Speech	10	10		Full year course			
Otsego	320	C	61	Speech	10	85	3	Full year course			
Owosso		A	192	Speech I				Speech II			
Oxford	294	C	67	Speech	11-12	20		Full year course			
Parma	120	D	16	Speech	10-11	32		Full year course			
Paw Paw	160	C	56	Speech	11-12	41	2	Full year course			
Perry	300/	C	50	Speech	11-12	35		Full year course			
Petoskey	350	B	122	Speech	10-12	22		Full year course			

[18] Journalism 3 days a week, Speech 2.

Plainwell	380/	C	54						Speech	12	18	
Plymouth	700	B	214	Speech	11-12	12			Speech	11-12	12	
				Debate	9-12	6			Debate	9-12	6	
Pontiac	2100	A	563	Speech	10-12	141	6		Speech	10-12	160	7
				Dramatics	10-12	40	2		Dramatics	10-12	40	2
				Radio	10-12	23			Radio	10-12	26	
Port Huron	1201*	A	367	Speech	11-12	34	2		Speech	11-12	37	2
Powers	95	D	20	English[19]		10	25					
				English IV		12	12		Full year-dramatics, etc.			
Quincy	207	C	41	Speech	11-12	19						
Reed City	265	C	56	Speech	11-12	21			Full year course			
Richmond	182	C	36	Speech	12	12			Speech	12	14	
River Rouge	1023/	B	134	Speech		9	120	4	Full year course			
				Speech II	10-11	32			Speech II	10-11	35	
				Radio Sp.	11-12	18			Radio Sp.	11-12	25	
Rochester	700	B	103	Speech	11-12	27			Speech	11-12	27	
				Dramatics	11-12	34			Dramatics	11-12	33	
Rockford	315	C	81	Speech	10-11	46			Full year optional			
Rogers City	317*	B	66	Speech	11-12	15			Full year course			
Romeo	440	B	71	Speech	12	17						
Romulus	430	B	66	Speech	11-12	15			Full year course			
				Debate	9-12	6			Debate	9-12	6	
Roseville	460	B	94	Speech	10	18						
Royal Oak:												
High School	1850	A	432	Speech	11B	297	9		Speech	11B	165	5
				Dramatics	12A	21			Dramatics	12A	35	
Madison	350/	C	54	Speech	10-12	25			Speech	10-12	25	

[19] Six weeks of speech.

APPENDIX D (cont.)

School	H. S. Total	Class	1949 Grads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Saginaw:											
Arthur Hill	1750	A	523	Speech	10-12	102	4	Speech	10-12	143	5
High	1500	A	373	Speech	10	80	3	Speech	10	80	3
				Forensics	11-12	23		Forensics	11-12	25	
St. Clair	385/	C	62	Speech	12	12		Speech	12	12	
St. Clair Shores:											
Lake Shore	226	C	46	Speech		15		Forensics		20	
South Lake	289	C	83	Debate	11-12	10		Speech	10-12	16	
St. Johns	550	B	78	Speech I	11-12	53	2	Full year course			
				Speech II	12	11		Full year course			
St. Joseph	387	B	106	Speech	11-12	44	2	Dramatics	11-12	40	2
St. Louis	303	C	65	Speech I	11-12	23		Full year course			
Saline	258	C	34	Speech I	11-12	10		Speech II	11-12	9	
Sanduskey	512	B	92	Speech I	9-12	40	2	Speech II	9-12	40	2
Sault St. Marie[20]	867	B	171	Speech	10	58	2	Full year course			
				Debate[21]	9-12	7		Debate	9-12	13	
Scottville	212	C	53	Speech	12	13					
Shelby	203	C	45					Speech	12	17	

[20] A six-weeks unit of speech became a part of every English course, 1948-49.

[21] Meets 3 days a week, 3 10 credit per semester.

Shepherd	290	C	54	Speech[22]	10-12	29		Full year course					
South Haven	330	B	105	Speech	11-12	17		Full year course					
Stambaugh	292	C	77	Speech	9-12	12		Full year course					
Stephenson	365	B	85	Forensics	11-12	6		Forensics	11-12	10			
Stevensville		D	7	Speech									
Stockbridge	170	C	30	Speech	12	12		Speech	12	10			
Sturgis	641	B	92	Oral Eng. Speech	10A 11-12	85 19	3	Oral Eng. Full year course	10A	85	3		
Tecumseh	380	C	46	Speech	10-12	22		Full year course					
Three Oaks	124	D	23	Speech	10-12	15		Full year course					
Three Rivers	602	B	107	Speech	12	30		Speech	12	30			
Traverse City	673	B	207	Speech I	10-12	177	6	Speech I Speech II Dramatics	10-12 10-12 10-12	109 17 12	3		
Trenton	633	B	115	Speech	10-11	18		Full year course					
Tustin	98	D	25					English	12A	22			
Vassar	262	C	45	Speech	12	29		Full year course					
Vicksburg	244	C	45	Speech	11-12	19		Full year course					
Wakefield	370/	C	59	Speech	10-12	15							
Walled Lake	340*	B	107	Speech I	11-12	20		Full year optional					
Warren	289	C	58	Sp. & Deb.	10-12	13		Dramatics	10-12	15			
Watervliet	310/	C	34	Int.Sp.	11-12	7		Full year course					

[22]Required of those preparing for college.

APPENDIX D (cont.)

School	H. S. Total	Class	1949 Grads.	First Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions	Second Semester, 1948-49 Speech Courses	Grade Level	En-roll.	Sec-tions
Wayland	233	C	47	Speech I	11-12	21		Full year course			
Wayne	750	B	178	Dram. I	9-12	50	2	Dram. I	9-12	50	2
				Dram. II	9-12	25		Dram. II	9-12	25	
				Speech I	10-12	25		Speech I	10-12	25	
				Speech II	10-12	25		Speech II	10-12	25	
West Branch	346	C	54	Speech	9-12	24		Speech	9-12	26	
White Cloud	250+	C	32	Speech[23]	12	26		Speech[23]	12	26	
Whitehall	308	C	32	Eng. III & Sp. 11		60	2	Full year course			
								Pers.Adj.	11-12	20	
Williamston	235	C	58	Speech	11-12	36	2	Full year optional			
Wyandotte	1700	A	276	Speech	10B	48	2	Speech	10B	41	2
				Dramatics	10A-12	25		Dramatics	10A-12	35	2
				Debate	11-12	12		Discussion	11-12	15	
Yale	377	B	65	Sp. Fund.		18		Full year course			
Ypsilanti	1150+	B	129	Speech	10-12	43		Full year course			
				Dramatics	12	65	2				
Zeeland	359	B	67	Speech	12	18		Speech	12	18	

[23]One-half journalism.

APPENDIX E

Department of Speech
University of Michigan
Ann Arbor, Michigan
April 2, 1949

Dear Teacher of Speech:

I wish to report the academic preparation of teachers of speech. Will you please complete the blanks below, and re-mail this letter? Individual reports will be handled as confidential. Only statistical data will be released. Thank you very much.

Sincerely yours,

Hayden K. Carruth

- -

Name_____School_____

Teaching Major_____"First" Minor_____

"Second" Minor_____

Degree_____Institution_____Year_____

_____ _____ _____

Total semester hours of college (including graduate) speech_____

Teaching schedule this semester:

1st period	5th period
2nd	6th
3rd	7th
4th	8th

APPENDIX F

In recording below, in the last column to the right, the daily teaching schedule of all reporting teachers, only the actual classes taught are indicated. Excluded are: time spent in administration, study halls, library duty, conference, "free" periods, home room, "sessions" hours, assemblies, guidance and counseling, student council, teaching in the lower grades, and extra-curricular responsibilities (though, in some cases, performed during regular class periods) in dramatics, radio, debate, and forensics. In this column, the following code has been employed:

B - Business subjects
C - Core
D - Driver training
E - English
Ec- Economics
G - Government (and Civics)
Ge- Geography
H - History
Ha- Health
He- Home economics
J - Journalism
L - Language
M - Music
Ma- Mathematics
Pe- Physical Education
S - Speech
Sc- Science
Sh- Shop
Ss- Social Science
V - Vocational education

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad Degree	Institution	Year	Grad Degree	Institution	Year	Total Hours Speech	Schedule
1	C	Sp.	Eng.	Math.	BA	MSNC	1935	MA	U. of Mich.	1945	24	S
2	B	Sp.	Eng.	SocSci	BA	WMCE	1940				25	B E S B E S
3	C	Eng.	Fr.	Hist.	BA	U. of Mich	1924					S E E E E E
4	A	Sp.	Sp.	Eng.	BA	Baldwin-Wallace	1948				54	S S S S E E
5	C	Eng.	Lat.	Econ.	BA	NMCE	1933				6	E E S E E
6	A	Sp.	Eng.	Span.	BA	Alma	1948				34	S E E E
7	D	Eng.	Geog.	Hist.	BA	NMCE	1938				12	S E E E B B
8	C	Hist.	Sp.	Eng.	BA	MSC	1941				21	H G G S H
9	B	Sp.	Eng.	Art.	BS	CMCE	1947					S S S S S
10	A	Hist.	Sp.	Eng.				MA	U. of Mich.	1935	27	E S E E
11	C	Eng.	SocSc.	Sci.	BA	CMCE	1936				8	E E S E
12	D	Eng.	Lat.	SocSc.	BA	WMCE	1941				3	E E S E E E
13	C	Soc.	Econ.	Mus.	BA	Carleton	1943	MA	MSC	1946	6	H S H EcH H
14	A	Sp.	Sp.	SocSc.	BA	Coe	1931				72	S S S
15	C	Span.	Sp.	Psych.	BA	U. of Mich.	1948				24	S E L E E
16	B	Eng.	Sp.	Art	BS	MSNC	1942	MA	Wayne U.	1948	20	E J S J E
17	A	Eng.	Lat.	Fr.	BA	U. of Minn						S S S S
18	C	Eng.	Sp.	Hist.	BS	CMCE	1944				20	S A E E

19	B	Sp.	Eng.	Fr.	BA	MSC	1948					E S S E E
20	A	Eng.	Math.	Sp.	BA	CMCE	1932	MA	U of Mich	1947	25	S S S S
21	C	Eng.	Soc.	Hist.	BEd	Toledo	1948				8	E E E E E H S
22	A	Sp.	Eng.	Art	BA	Miami	1943				53	S S S S S
23	D	Mus.	Eng.	Sp.	BA	Adrian	1948				15	M M M E E S M
24	C	Eng.	SocSc.	Lang.	BA	Calvin	1935	MA	U of Mich	1937	9	
25	B	Eng.	Sci.	SocSc.	BEd	Whitewater	1948				6	E E E E S
26	C	Eng.	Lat.	Hist.	PhB	Chicago	1922				9	S E L E
27	A	Eng.	Sp.	Sp.	BA	U of Mich		MA	Wayne U		56	
28	B	Sp.	Eng.	Hist.	BA	Iowa STC	1932	MA	U of Mich	1938	75	S S S S S
29	C	Math.	Sp.	Hist.	BA	MSNC	1948				28	S MaMaH H
30	A	Sp.	Eng.	Hist.	BA	WMCE	1939				40	E E E S
31	C	IndArt	Sp.	SocSc.	BS	WMCE	1948				16	ShShShS ShShSh
32	C	Eng.	Sp.	Hist.	BA	MSNC	1946				22	E E E E S E
33	A	Sp.	Eng.	SocSc.	BEd	Winona STC	1937	MA	U of Mich	1942	50	S S S S
34	B	Math.	Phys.	Geog.	BA	MSC	1948				8	GeS ScScSc
35	C	Mus.	Mus.	Ger.	BMus	MSC	1941					M M M M S
36	C	Eng.	Soc.	Span.	PhB	Marquette	1948				8	S E E S E E
37	A	Eng.	SocSc.		BA	WMCE	1938	MA	U of Mich	1948	20	E E E E S
38	A	Math.	PolSci.					MA	U of Mich	1930	11	MaMaD S

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad Degree	Institution	Year	Grad Degree	Institution	Year	Total Hours Speech	Schedule
39	B	Hist.	SocSc.	Eng.	BA	MSNC	1933	MA	Wayne U	1942	10	G G S GeG
40	B	Eng.	Educ.	Sci.	BA	CMCE	1936				5	E E E E S S
41	C	Eng.	Hist.	SocSc.	BS	Delta STC	1947				4	E E E S S E E
42	C	Eng.	Sp.	SocSc.	BA	WMCE	1932	MA	U of Mich	1940	40	E E E J S
43	D	Eng.	Fr.	SocSc.	BA	CMCE	1924				7	S E E E J LE
44	A	Eng.	Sp.		BA	Albion	1926				36	S E S S E S
45	C	Soc.	Hist.	Eng.	BA	Adrian	1948				9	S E E E E E
46	C	PhysEd.	Sp.	Biol.	BS	WMCE	1948				22	MaS HeScPePePe
47	C	Hist.	Eng.	Econ.	BEd	So. Ill. U.	1941				0	E S H E E
48	B	Eng.	Eng.	Hist.	BS	NMCE	1933				20	S S S S S
49	B	Eng.	Com.	Econ.	BS	NMCE	1940	MA	U of Mich	1945	12	E E E S S
50	C	Hist.	Eng.	Econ.	BEd	Toledo	1944				10	E E E E S
51	C	Eng.	Hist.	Geog.	BS	MSNC	1940				3	E L S J J S E
52	B	Eng.	Dram.	Sp.	BA	Kalamazoo	1923					E E S E E
53	C	Eng.	Sp.	Ed.	BA	CMCE	1945				18	S E E
54	B	Sp.	Hist.	Health	BS	CMCE	1948					S G S G
55	B	Eng.	Sp.	Biol.	BA	Albion	1947				24	E E E S
56	A	Eng.	Ger.	Sci.	BA	Hope	1939	MA	U of Mich	1948	32	E S E E S

57	A				BA	U of Mich						S S E E	
58	A	Sp.	Eng.	Hist.	BA	WMCE	1946	MA	U of Mich	1948	52	S E S S S	
59	B	Sp.	Eng.	Biol.	BA	Carroll	1946				27	E S E S S	
60	C	Eng.	Mus.	Hist.	BS	CMCE	1936					H S MaE	
61	A	Sp.	Eng.	Biol.	BA	Alma	1947				32	S S S E E	
62	A										30	S E S S	
63	A	Sp.	Eng.		BA	WMCE	1926	MA	U of Mich	1940	38	E S S	
64	C	PhysEd.		Eng.	BS	WMCE	1942				4	D D E E S	
65	B	Sp.	Hist.	Fr.	BA	MSC	1938				32	E S E E	
66	C	Sp.	SocSc.	Eng.	BA	MSC	1948				36	SoS G G G	
67	A										6	E S S E	
68	A	Hist.	Biol.		BA	Kalamazoo	1921	MA	U of Mich	1922	12	S S S	
69	C	Eng.	Sp.	SocSc.	BS	U of Ill.	1945				25	S E	
70	B	Eng.	SocSc.	Biol.	BA	Defiance	1935	MA	Bowling Green	1945	10	E E E E E E S	
71	C	H Ec	Eng.	Sp.	BS	Stout Inst.	1935					HeHeHeS HeHe	
72	D	Eng.	Hist.	Phil.	BA	U of Mich	1948					E H E S E	
73	C	Sp.	Eng.	Hist.	BA	MSC	1948				53	E E E E S	
74	A	Sp.	Eng.	Hist.	BA	U of Mich	1941	MA	U of Mich	1948		S S	
75	A										17	S E E S	
76	B	Sp.	Eng.	Hist.	BA	WMCE	1948				28	S S S S S	

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad Degree	Institution	Year	Grad Degree	Institution	Year	Total Hours Speech	Schedule
77	C	Eng.	SocSc.	H Ec	BA	LSU	1926	MA	U of Colo.	1931	20	S E E E E
78	B	Eng.	Hist.	PolSci.	BA	Calvin	1948				4	S E E E E E
79	A	Mus.	Eng.	Sp.	BS	CMCE	1932	MA	U of Mich.	1946		E S E E
80	C	Sp.	Eng.					MA	U of Mich.	1932		S S E E
81	C	Sp.	Eng.	BusEd.	BS	WMCE	1946				30	J E E E S
82	B	PolSc.	Econ.	Eng.	BEd	SuperiorSTC	1933	MA	U of Minn	1946	12	G EcS G G
83	C	Eng.	SocSc.	PhysEd.	BA	Guilford	1943					S E E E E
84	A	Eng.	SocSc.	Ed.				MA	U of Mich	1935	6	E E S E E
85	A										35	S E S S
86	B	Eng.	Mus.	Sp.	BA	Milton	1932				16	E E E E S
87	D	Hist.	Eng.	Geog.	BA	NMCE	1944				6	E E S E E
88	C	Sp.	Eng.	Span.	BA	North Central College	1948				27	S E E
89	C	Eng.	Sp.	Hist.	BA	Calvin	1945	MA	U of Mich	1948	24	S S S S E
90	B	Sp.	Eng.	Span.	BA	MSC	1948				33	S E E E E
91	A	Sp.	Eng.	Hist.	BA	U of Mich	1940	MA	U of Mich	1947	33	S E E E E
92	C	Eng.	Journ.	Sp.	BA	MSC	1938	MA	Wayne U	1942		E S E
93	B	Eng.	SocSc.	Sci.	BS	MSNC	1929				18	E H E S E H E
94	A	Eng.	Sp.	Soc.	BA	Albion	1945	MA	U of Mich	1948	16	E S E E E
95	C	Ind	Art	SocSc.	Sp.	BS	CMCE	1948				17	ShShShShS H

96	B	Sp.	Eng.	SocSc.	BA	MSC	1948				45	E S E E E
97	C	Biol.	Eng.	Chem.	BA	Kalamazoo	1948				16	E E E S E E
98	A	Eng.	Lat.	Hist.	BA	U of Mich	1943	MA	U of Mich	1948	12	E S E E
99	A										89	E S S E
100	B	Eng.	Sp.	Sci.	BA	U of Mich	1933				12	ScS E ScE
101	A	Hist.	Sp.	PolSci.	BA	WMCE	1940	MA	U of Mich	1946	20	S S S S S
102	A										30	S S S S S
103	C	Sci.	Math.	SocSc.	BS	WMCE	1948				6	MaS S MaMaPe
104	C	Eng.	Hist.	Fr.	BA	MSC	1943					E E E S E E
105	D	SocSc.	Latin		BA	Wash. & Jeff.	1916	MA	Columbia U	1918		S H E L
106	B	Sp.	Eng.	Latin	BA	Hope	1922	MA	U of Mich	1929	32	
107	C	Sp.	Eng.	SocSc.	BS	Concord C.	1947				44	S G S H G
108	A										30	S S S S
109	A	Hist.	PolSc.	Eng.	BA	CMCE	1938				5	G S H S H
110	C	Hist.	Eng.	Soc.	BA	NMCE	1942				8	H H S SoE H
111	B	Eng.	Sp.	Hist.	BA	Iowa STC	1912					S S S S S
112	A	Sp.	Eng.	Mus.	BS	Northwestern	1947				51	S S E S S
113	C	Sp.	Eng.		BS	Syracuse U	1948				44	E S E HeE
114	C	Hist.	Gov.4	Eng.				MA	U of Mich	1930	8	H G S H
115	C	Econ.	Hist.	Sp.	BA	MSC	1947				8	H MaB S H

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad Degree	Institution	Year	Grad Degree	Institution	Year	Total Hours Speech	Schedule
116	B	Fr.	Eng.	Hist.	BA	Jamestown Col.	1931				8	E S E E E
117	B	Sp.	Eng.	Educ.	BA	Albion	1947				30	E S E S S
118	A										30	S S E S
119	A	Sp.	Eng.	Sci.	BA	U of Mich	1948				44	E S S
120	D	Eng.	Sp.	Music	BA	WMCE	1947					S E L M E
121	A	Eng.	Lang.	Sp.	BA	Hope	1925					S S S S
122	A										30	E S S S
123	C	Sp.	Eng.		BS	WMCE	1947					E S S S S
124	C	Hist.	PhysEd	Sp.	BS	WMCE	1948				17	S H PePePePe
125	B	Span.	SocSc.	Eng.	BA	Wayne U	1948				3	E L L S E
126	B	Hist.	Sp.	Eng.	BA	Albion	1948				25	E E S H H H
127	C	Sp.	Eng.	SocSc.	BA	Okla. E Cent.	1938	MA	Okla. A & M		28	E E E E S J
128	C	Eng.	Hist.	Lang.	BA	Calvin	1941				11	GeS Ge H H
129	C	Eng.	Sp.	SocSc.	BA	U of Mich	1948				18	E E S E E
130	A	Eng.			BA	U of Mich	1925	MA	U of Mich	1935	6	S E E E
131	A										40	S E E S
132	A	Sp.	Eng.	SocSc.	BA	MSNC	1934	MA	Wayne U	1944	75	S E S S E
133	A										43	S S E S

134	D	Spec. Ed.	Eng.	Sp.	BS	MSNC	1937				16	E E E S S E E
135	C	Eng.	Sp.		BA	Asbury Col.	1948				30	E S E E E
136	B	Sp.	Eng.	SocSci.	BA	Ill. Wes.	1930				39	E S S E S E
137	A	Eng.	Sp.		BA	U of Mich	1930				54	S S E E S
138	A										25	E E S S
139	D	Sp.	Eng.	PhysEd.	BA	MSC	1948				46	E E HeSPe
140	B	Sp.	Eng.	Ger.	BA	U of Ill.	1940				36	S S E E E
141	C	Eng.	Lat.	SocSci.	BA	NMCE	1930				6	
142	A	Eng.	Sp.	Educ.	PhB	U of Chicago	1926				38	S S S S E
143	A										0	E E S E E
144	A	Sp.	Eng.	Hist.	BA	Muskingum	1948				36	E E E E S
145	C	Eng.	Hist.	Ger.	BA	Hope	1947				7	B E S E H
146	B	Eng.	Bot.	Educ.	PhB	U of Chicago	1930				6	E E S
147	A	Econ.	Hist.	Eng.	BA	Hillsdale	1925				0	EcEc S S
148	A										41	S S S S
149	D	Com.	Eng.	SocSc.	BS	CMCE	1940	MA	U of Mich	1948	6	S
150	A	Sp.	Eng.	Span.	BA	Albion	1948				37	S S E S S
151	A										35	S S S S
152	C	SocSc.	Sp.	Math.	BA	Albion	1931	MA	Albion	1933	18	G H H S
153	B	Eng.	Sp.	Hist.	BA	Ohio Wesleyan	1948				16	E E E S E
154	C	Eng.	PhysEd	SocSc.	BS	MSNC	1930				5	E E E S

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad Degree	Institution	Year	Grad Degree	Institution	Year	Total Hours Speech	Schedule
155	A	Eng.	Sp.	SocSc.	BA	CMCE	1941				27	E E E E S
156	A										34	S S S S S
157	D	Fr.	Eng.	Latin	BA	U of Mich	1943				9	L E PePeE S
158	C	Eng.	Lang.	SocSc.	BA	Kalamazoo	1929				3	E E S E L
159	B	Eng.	Sp.	Hist.	BA	WMCE	1926	MA	U of Mich	1948		E E S E S E
160	B	Eng.	SocSc.	Biol.	BA	CMCE	1945				6	E S E S
161	C	Eng.	Psych.	Hist.	BA	CMCE	1929					E E S
162	C	Eng.	Fr.	SocSc.	BA	Adrian	1942				8	S
163	A	Sp	Eng.	Hist.	BS	CMCE	1948				30	S E E S S
164	A										19	S S S S
165	D	Eng.	Math.	Educ.	BA	U of Wis.	1924					E S E E
166	C	Eng.	Latin	Hist.	BA	U of Mich	1932	MA	U of Mich		0	E E S E
167	C	SocSc.	Eng.	Biol.	BS	Indiana U	1943				5	E S E E
168	B	Sp.	Eng.	PolSci.	BA	Olivet	1947				30	E E E S
169	B	Sp.	Eng.	PolSci.	BS	U of Minn	1948				32	E S E S E
170	A	Sp.	Span.	Biol.	BA	Alma	1948				29	S S S S S
171	A										52	S S E S
172	B	Eng.	Sp.	Soc.	BS	MSNC		MA	U of Mich	1947		

173	B	Eng. Hist. Geog.	BS	MSNC	1944			12	E E E S E
174	B	Hist. Eng.	BA	Hope	1923			6	SsH H S H
175	B	Eng. Fr.	BA	Salem Col.	1938			14	S E S E S S S
176	A							25	S E S S
177	C	SocSc.Eng.	BA	Hillsdale	1941	MA St.Lawrence U	1947	8	S G
178	C	Sp. PhysEd Hist.	BA	Albion	1948			25	S HaPePePePe
179	C	Eng. Sp.	BA	WMCE	1947			12	E E E E S E
180	D	PhysEd. SocSc. Eng.	BS	WMCE	1933			24	V S H G Sc
181	A							30	E S S S
182	C	Hist. Eng. SocSc.	BA	U of Mich	1940			9	PeS E H
183	C	Eng. SocSc.Sp.	BA	W.Liberty College	1944			24	J S E G E
184	A							5	S
185	B	Span. Sp. Fr.	BA	MSC	1948			16	L S L L
186	B	Eng. SocSc. Ger.	BA	Adrian	1939	MA U of Mich	1946	26	E S E E E
187	B	Math. Chem. Phys.	BS	MSNC	1948			3	MaMaMaMaS
188	A							30	S S E S
189	C	Sp. Eng. Fr.	BA	Wheaton	1947			48	E S E E E S
190	C	SocSc.Lat. Eng.	BS	WMCE	1946			6	L E E E E S
191	A							15	S E S S
192	A	Sp. Eng. SocSc.	BA	Wayne U	1942			27	S S S S S

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad Degree	Institution	Year	Grad Degree	Institution	Year	Total Hours Speech	Schedule
193	A	Eng.	Sp.		BA	U of Mich	1924	MA	U of Mich	1943	20	E E E E S
194	A										0	E S S E
195	A	Eng.	Soc.	Math.	BA	Albion	1925	MA	U of Mich	1929	18	S S S S
196	D	Eng.	Span.	Biol.	BA	Kalamazoo	1920				6	E E S E E
197	A	Sp.	Sp.	Eng.	BA	MSC	1947				26	S S S S
198	A	Eng.	Fr.	Lang.	BA	CMCE	1933	MA	U of Mich	1940	10	S E E E S
199	B	Eng.	Hist.	PhysEd.	BA	CMCE	1947	MA	U of Mich	1948	10	E E S E E
200	B	Com.	Sp.	Econ.	BS	WMCE	1948				18	B B S B B
201	B	Sp.	Hist.	Eng.	BA	CMCE	1948				25	S E SsE Ss
202	C	Eng.	Sp.	Fr.	BA	Hope	1948				15	E S E L E E
203	C	Hist.	Geog.	Sp.	BA	MSNC	1940					S
204	C	Eng.	Sp.	SocSc.	BA	CMCE	1936				18	E E S E E E
205	A										15	S S S S
206	A	Sp.	Dram.		BEd	Ill.St.Nor.	1928	MA	U of Mich	1941		S S S S
207	B	Sp.	Eng.	SocSc.				MA	U of Mich	1940		E S E S
208	B	Hist.	SocSc.	Eng.	BA	CMCE	1947				15	E S E E E
209	D	SocSc.	Eng.	Hist.	BA	MSC	1948				6	E E S PeEPe
210	C	Sp.	Eng.	SocSc.	BA	U of Mich	1931	MA	U of Mich	1939	36	J S
211	C	Eng.	SocSc.	Italian	BA	MSC	1948				8	E E S E E
212	C	PhysEd	Biol.	Eng.	BS	MSC	1948				10	PePePeS E E

213	A										20	S S S S
214	D	Eng.	SocSc.	Educ.	BA	Alma	1931	MA	U of Mich	1937	15	S G E H E
215	A	SocSc.	Sp.	Educ.	BA	Wayne U	1929				18	G G G G S
216	A	Sp.	SocSc.	Eng.	BA	WMCE	1937				32	H H G S S
217	B	Sp.	Eng.		BA	U of Mich	1933					S S
218	B	Sp.	Eng.	Hist.				MA	Columbia U	1931	40	E E S S E
219	C	Eng.	Fr.	Sp.	BA	MSNC	1948				16	S MaE Ma
220	C	Sp.	Eng.	Hist.	BA	WMCE	1946				30	E S E S
221	B	Eng.	Sp.	Hist.	BA	WMCE	1947				18	S S S S S
222	B	Hist.	Eng.	PolSci.	BA	WMCE	1938				3	H S H H
223	C	Eng.	Sp.	Math.	BA	U of Mich	1929					S E E S E
224	C	SocSc.	Eng.	Biol.	BA	CMCE	1943					S H E
225	C	Geog.	Sp.	SocSc.	BA	WMCE	1947				17	S E G E E
226	A										15	E S S E
227	D	Com.	Math.	Sp.	BS	MSNC	1940				12	MaB S B B B
228	A	Sp.	Eng.	Hist.	BA	Albion	1943				84	S S S S
229	C	Eng.	Hist.	Gov.	BA	WMCE	1929	MA	U of Mich	1933	0	E S E E E E
230	C	Sp.	Eng.	Span.	BA	MSC	1947				30	E E E E E S
231	A										10	S E E S
232	D	Eng.	Sp.	Span.	BA	MSC	1947				16	H S E E
233	A	Sp.	Eng.	Phil.	BA	U of Iowa	1948				58	S E S S
234	C	Eng.	Hist.	PolSc.	BA	Caroll Col.	1940				8	E E E S E
235	C	Sp.	Eng.	Hist.	BS	Northwestern	1948				56	C C C J S
236	A										40	S E S S

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad. Degree	Institution	Year	Grad. Degree	Institution	Year	Total Hours Speech	Schedule
237	B	Eng.	Sp.	Span.	BA	WMCE	1947				15	E E S S E
238	B	Sp.	Eng.	Geog.	BA	WMCE	1947				29	E E E S S
239	B	Hist.	PolSc.	Hist.	BA	U of Iowa	1942	MA	U of Iowa	1948	5	H H H H S
240	A										20	S S E E
241	C	Sp.	Hist.	Eng.	BA	U of Mich	1948				32	E E E S E E
242	C	Eng.	Educ.	Hist.	BA	Carthage Col	1921				22	E E E S
243	C	Math.	Eng.	Span.	BA	Albion	1946				4	E MaL S J E
244	A										30	S S S S
245	B	Sp.	Eng.		BA	Lake Forest	1946				50	E S S S
246	B	Hist.	Eng.	SocSc.	BA	Westminster Col.	1948				4	H S S J H
247	C	Educ.	Eng.	Sci.	BS	CMCE	1938					S E E E
248	C	PhysEd.	Latin		BA	Olivet	1927				0	E L S E E S
249	A										24	S S S S
250	A	Eng.	Hist.	Biol.	BA	Kalamazoo	1941	MA	Syracuse U	1947	26	S S S S
251	A	Eng.	Sp.	Fr.	BA	MSC	1943				16	S E S S E
252	B	Math.	Sp.	Eng.	BA	Hope	1948				20	E S E E S
253	C	Eng.	Lat.	Sp.	BA	CMCE	1925				4	E E E S E E
254	C	Sp.	Eng.	Span.	BA	U of Mich	1948				56	S J E E S
255	A										15	S S S S

256	A	Eng.	Hist.		BA	U of Mich	1929	MA	U of Mich	1934	4	S S E E E
257	A	Eng.	Hist.	Span.				MA	MSC	1946	5	S S E E S
258	B	Eng.	Sp.	Hist.	BA	MSNC	1948				24	E E E S S
259	B	Sp.	Eng.	Biol.	BA	Alma	1948					E E E S E E E
260	B	Hist.	Eng.	Geog.	B S	CMCE	1947				7	H E H E S EH
261	A										6	E E S S
262	C	Eng.	Sp.	SocSc.	BA	Wayne U	1947	MA	Wayne U	1948	50	E E S E E
263	C	Sp.	Eng.	SocSc.	BA	Wayne U	1946				44	E E E E S
264	C	Eng.	Hist.	Fr.	BA	Immanuel Miss. College	1947	MA	U of Mich		2	E E E E S
265	A	Eng.	Fr.	SocSc.	BA	Hope	1943				12	E S S S S
266	A										42	E E S E
267	A	Fr.	Eng.	Span.				MA	U of Mich	1936	9	E S E S S
268	B	Sp.	Sp.	Eng.	BA	Wayne U	1947				32	
269	B	Sp.	SocSc.					MA	U of Mich	1939	48	G G S G S
270	B	SocSc.	Sp.	Eng.	BA	Albion	1939				27	V S V
271	B	Eng.	Hist.	Fr.	BA	NMCE	1936	MA	U of Mich	1946	36	S E E E
272	A										41	S S E E
273	C	Hist.	Sp.	PolSc.	BA	U of Mich	1948				15	S H J H H S
274	C	Eng.	Hist.	Geog.	BA	CMCE	1932				3	E E S E E E E E
275	C	Lat.	Eng.		BS	MSNC	1938				0	E E S E
276	A										32	E S S E

Teacher Code Number	School Size	Major	1st Minor	2nd Minor	Under-Grad Degree	Institution	Year	Grad Degree	Institution	Year	Total Hours Speech	Schedule
277	A	Sp.	Hist.	Eng.	BA	WMCE	1930	MA	U of Mich	1934	32	S H S S S
278	B	Eng.	Hist.	Ger.	BA	Hope	1943	MA	U of Mich	1946	3	E E S E
279	B	Eng.	Sp.	SocSc.	BA	CMCE	1939				24	E S E E J E
280	B	Sp.	Eng.	SocSc.	BA	U of Mich	1943				47	S E E E
281	A										5	S E E S
282	A	Eng.	Sci.	Hist.	BA	WMCE	1921	MA	Northwestern	1941	32	S S S S
283	C	Sp.	SocSc.	PhysEd.	BA	Albion	1933	MA	Albion	1939	27	S S
284	C	Eng.	Sp.	Hist.	BA	Hope	1932	MA	Hope	1933	20	E E S E
285	A										3	E S E S
286	B	Eng.	SocSc.	Fr.	BA	U of Mich	1944	MA	U of Mich	1948	32	E E S E E E
287	B	Hist.	Eng.		BS	MSNC	1946				0	H H G G H S
288	C	Eng.	Sp.	SocSc.	BA	CMCE	1932				15	E E E S
289	C	Eng.	Sp.	Hist.	BA	CMCE	1943				28	E E E S E
290	C	Sp.	Eng.		BA	Lombard Col.	1927	MA	U of Mich	1938	38	E S E
291	B	Sp.	Eng.	SocSc.	BS	U of Wis.	1948				32	S E E E E

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