August 8, 1956

To the Graduate Council:

I am submitting herewith a thesis written by Carl Elmo Johnson entitled "Training High School Students in Public Speaking." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

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Dean of the Graduate School

TRAINING HIGH SCHOOL STUDENTS IN PUBLIC SPEAKING

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

By

Carl Elmo Johnson

August 1956

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CHAPTER I

THE PROBLEM AND ITS DEFINITION

Purpose

This is a study to determine the status of the public speech training program in the rural high schools of Tennessee and an effort to offer a constructive help in the improvement of that program. The purposes of the study are as follows:

(1) To find to what extent our potential community leaders are receiving training in the art of public speaking.

(2) To determine what methods are being used in the development of public speakers.

(3) To find the shortcomings of our present speech-training setup.

(4) To develop a handbook in public speaking for students enrolled in vocational agriculture.

Need for the Study

With people in the field of agricultural education it is a recognized fact that in our present social setup, leadership is an important factor in the maintenance of the farmers' well-being. The fact that leadership and public speaking are tied so closely together is probably one of the key thoughts in the purpose of this study. It also follows naturally that since the teacher of vocational agriculture is

interested in the farmers' well-being, he will be vitally interested in the development of public speakers who will take their place in the communities of our State.

To determine the status of our speech training program, certainly one of the first things we need to do is to find what methods are being used in the carrying out of this program, and to learn, as nearly as possible, which of these methods are giving best results. Here, also, we might find some indication as to whether still other methods might be introduced with desirable results.

Most of us will readily concede that no educational program is perfect, nor are most of our methods of teaching without room for improvement. Therefore, perhaps we can assume that there are shortcomings in our present speech-training setup. With this assumption in mind, we shall try to find some of the weaknesses and then make an effort to strengthen or overcome these points. In some cases, it might even be possible to turn apparent liabilities into assets.

One of the most potent weapons for convincing the human mind is through public speech. Through this medium, opinions are formed and changed, ideas and ideals are formulated and undergo changes, and even patterns of government are quite often affected by men who can sway the emotions and the thinking of a people by the art of orating. Years of experience in this field have shown that information in the form of reference material is very limited. It is the intention of the writer to compile information, directions, and guidance so teachers and students may find it to be of valuable assistance.

Limitations of the Study

The study is limited to the public high schools of Tennessee. The degree of similarity between this and other states is problematical. However, it is intended that the conclusions which may be reached from this study will be used largely in this State.

The study limits itself to teachers of vocational agriculture. Perhaps the best reason for this limitation is that teachers of vocational agriculture are more directly concerned, and are more directly charged with, the development of farm leadership throughout the counties of our State. This study does not intentionally detract from the fine job being done by teachers in other departments of our high schools.

Perhaps one of the greatest limitations of this, or any like study, is that it deals with more or less intangible factors. It is not as easy to arrive at answers in terms of facts and figures as it would be in a study which deals with tangible evidence. This is probably a major reason contributing to the fact that so few studies have been made in this field. It is human nature to shy away from those things that are difficult to put on paper in the form of cold facts and figures. The writer realizes the seriousness of this limitation.

Methods of Procedure and Sources of Data

The procedure used in making this study began with the formulation of a survey form which was designed to cover the procedures, practices, and methods used by vocational agriculture teachers to

train students in public speaking. Included in this survey were many criteria, such as public speech training possessed by the teachers themselves, which would have varied effects on the public speech training program for high school students.

A list of the teachers of vocational agriculture in Tennessee was secured through the Agricultural Education Department, University of Tennessee, and a decision was made to select twenty teachers at well-distributed points from each grand division of the State.

The survey forms were mailed to the sixty selected teachers. Completed forms were returned by fifty teachers. An excellent job was done in completing the forms by those who returned them, with the exception of the questions relating to reference materials used, both for classroom study and for the training of individual speakers. This fact, along with remarks made relating to reference materials, indicated a decided lack of adequate reference materials.

Based on these findings and through information found in a number of books and periodicals on public speaking, the writer proceeded to assemble a handbook section intended to help high school students, primarily, and teachers, secondarily, in public speech training.

Review of Related Literature

Tressler and Christ[1] said:

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[1]J. C. Tressler and Henry I. Christ, English in Action (Boston: D. C. Heath and Company, 1955), p. 47.

> Unless you plan to live as a hermit on a lone mountaintop, sooner or later you're going to have to speak in public. The butcher, the baker, the foreman, the clerk, the farmer, the storekeeper, the lawyer, the engineer, the teacher, the doctor--all need to be able to explain to one or more people what to do and how to do it.

Judson[2] said that writing and speaking are the only effective media that we have for conveying our ideas to other people. He also indicated that the person who can speak effectively enjoys the richest rewards from life and should thusly train himself to the highest possible degree in the art of public speaking.

Humpherys[3] stated:

> Possibly it is not too much to say that one of the major needs of the all-day agricultural program is a provision for an activity which will assist the Future Farmer to recognize the farming problems of his day and to study these problems looking forward to a satisfactory solution. The recognition and solution of common problems in farming call for a group consciousness and a cooperative effort for their satisfactory solution. The public speaking contest properly conceived and properly organized seems to offer an excellent device for a desirable informal forum in the local chapter for stimulating the study of local problems, thinking, discussing, and planning the solution of these problems. This type of activity appeals to the writer as functional learning.

Smith[4] advocated intensive training in public speaking for the outstanding students in this field. However, he strongly recommended the teaching of the fundamental principles of public speaking and practice in these principles for all students enrolled in classes of vocational agriculture.

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[2]Lyman Spicer Judson, Public Speaking for Future Farmers (Danville, Illinois: The Interstate Printers and Publishers, 1943), pp. 9-10.

[3]L. R. Humpherys, "Public Speaking As a Leadership Activity in F.F.A.," The Agricultural Education Magazine, 25: 137, December 1952.

[4]Leo H. Smith, "Training a Public Speaker," The Agricultural Education Magazine, 23: 114, November 1950.

Weiler[5] stressed the importance of training boys in the preparation and delivery of speeches because it helps them to impress groups of people, improves their ability to meet and talk with people, and aids them in leading discussion groups.

Scott[6] urges the stimulation of participation in local public speaking contests, saying that this is perhaps our finest method of developing community leadership. He also feels that the agriculture teachers should seek the cooperation of the English teacher in giving this training.

Cartwright[7] enthusiastically calls to our attention the fact that as a result of public speaking and leadership training in vocational agriculture, we now have many of these former students leading state legislatures, serving as representatives from their districts, and many other responsible positions of leadership. He urges the development and expansion of our leadership training program.

Definition of Terms

The term "public speaking" applies to speeches delivered to

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[5]W. G. Weiler, "More Help for State Officers," The Agricultural Education Magazine, 24: 251, May 1952.

[6]Joseph K. Scott, "Contributions of the F.F.A. to the Community," The Agricultural Education Magazine, 25: 79, October 1952.

[7]Merril T. Cartwright, "F.F.A.—Vocational Agriculture's Strength," The Agricultural Education Magazine, 28: 129, December 1955.

public gatherings and groups.

The phrase "public speech training program" is used to indicate the program for training students to speak publically, to participate in public speaking contests, and to participate in other youth activities.

The term "think on feet" as used in this study is interpreted as a value which is the result of training in public speaking. The training in public speaking should enable the individual to think while standing before a group and fluently express his thoughts.

The term "speech construction" refers to the bringing together of related materials in such a way as to effect a total speech.

The term "chapter contest" refers to public speaking contests which are held in local F.F.A. chapters in the high schools.

"Reference material" is a term used to designate those books, periodicals, and other information that are used as teaching aids in classroom work and as sources of research in the construction of speeches.

The term "handbook" as used in this study is interpreted to mean manual or guidebook.

CHAPTER II

SITUATION

General

In arriving at the status of the public speaking program in the vocational agriculture departments of the high schools of Tennessee, survey forms were mailed to sixty teachers, of which fifty were returned completed. Forms were mailed to twenty widely distributed teachers in each of the three grand divisions of the State. Eighteen completed forms were returned from East Tennessee, sixteen from Middle, and sixteen from West.

One of the major intentions in this study was to find the factors affecting the public speech training program in our high schools, as well as the relationship of these factors to each other. A study of the tables in this chapter will show these factors and, to a limited extent, their relationships.

Presentation of Findings

The investigator wanted to find out if there was any relation between the number of years taught and the attitude toward public speaking. The results are shown in Table I.

The differences were not too great. The conclusion here is that nearly all teachers enjoy teaching public speaking. Of those who did not enjoy it, the main reason given was that they felt their own training in public speaking to be inadequate.

An effort was made to find how teachers feel about the importance of training in public speaking. Sixty-six per cent of the teachers

TABLE I

TEACHERS' EXPERIENCE AND ATTITUDE
TOWARD PUBLIC SPEAKING

Years' Teaching Experience	Teacher Responses		Number Teachers Who Enjoy Teaching Public Speaking
	Number	Per Cent	
Less than 10	9	18.0	8
10 - 15	8	16.0	7
16 - 20	13	26.0	10
Over 20	20	40.0	14
Total	50	100.0	39

surveyed felt that this training was very important; thirty-four per cent felt that it was important. It was interesting to note that none considered it to be unimportant. This information is found in Table II.

If the opinion of teachers can be used as a measuring stick, then we are assured of the importance of offering training in public speaking to high school students.

In the first two tables it was the writer's intention to present the attitude of the teachers toward public speaking. In Table III is found the teachers' estimates of the percentage of students who can profit from training in public speaking. Forty-eight per cent of the teachers said that one hundred per cent of the students could profit from the training; twenty-four per cent of the teachers felt that seventy-five per cent could so profit; or, eighty-eight per cent of the teachers estimated that more than fifty per cent of the high school students could profit from being trained in the art of public speaking.

To the writer, Table III and Table IV are closely related, and the picture presented in these two tables is a striking one. While in Table III the teachers estimated that nearly all students could profit from training in public speaking, in Table IV forty-eight per cent of them rate student interest in public speaking as low; fifty per cent medium; and only two per cent rate it as being high.

It might be interesting to the reader to probe into the relationship between Table IV and Table XIV.

The teacher aims in teaching public speaking did not show great variation, as found in Table V. Thirty-eight teachers gave "leadership

TABLE II

TEACHERS RANKING IMPORTANCE
OF PUBLIC SPEECH TRAINING

Degree of Importance	Teacher Responses	
	Number	Per Cent
Very Important	33	66.0
Important	17	34.0
Not Important	0	0.0

TABLE III

PER CENT OF STUDENTS TEACHERS BELIEVE CAN PROFIT FROM PUBLIC SPEECH TRAINING

Per Cent	Teacher Responses	
	Number	Per Cent
100 per cent	24	48.0
75 per cent	12	24.0
50 per cent	8	16.0
25 per cent	2	4.0
Under 25 per cent	2	4.0
No answer	2	4.0

TABLE IV

TEACHER RATING OF STUDENT INTEREST
IN PUBLIC SPEAKING

Student Interest	Teachers Rating	
	Number	Per Cent
High	1	2.0
Medium	25	50.0
Low	24	48.0

TABLE V

TEACHER AIMS IN TEACHING PUBLIC SPEAKING

Aims	No. Teachers Checking As Primary Aim
1. Help students in general school activities	12
2. Make F.F.A. meetings more interesting	0
3. Leadership beyond high school	38

beyond high school" as their primary aim in teaching public speech. Twelve teachers said they gave the training in order to help students in general school activities. None offered the training for the purpose of making F.F.A. meetings more interesting.

Table VI tells us that sixteen teachers saw the main purpose of a speech as being to impart technical and factual knowledge to the audience. On the other hand, thirty-four teachers had the above as one purpose in presenting a speech, but they also had another purpose, that of making a bid for listener attention through beautiful words.

Table VII presents some interesting information. Seventy per cent of the teachers used class time for instruction in public speaking, but only forty per cent included it in their teaching calendars. Why do thirty per cent of the teachers use class time to teach public speaking and yet do not include it in their teaching calendars? The writer does not feel qualified to answer this question, and, if he did, it would be purely a matter of opinion.

As to how much time was used to teach public speaking, we will find in Table VIII that seniors were accorded more training time than either of the other classes, with the freshmen being allotted the smallest amount. There was a gradual increase in time spent in public speech training from the first year in high school to the last.

The interpretation of Table X showed eighty-four per cent of the teachers completing surveys gave individual instruction in public speaking to their students. The range in hours listed per student varied from a low of one to a high of twenty, with three teachers saying that gave

as many as needed.

Having heard teachers complain for a number of years about the inadequacy of good reference materials for public speaking, the writer tried to find out what reference materials were being used. Table IX indicates that the teachers have had basis for their complaints. Many of the teachers listed only one or two reference books that they were using, while nineteen teachers evidently had no references. Of those references that were listed, many were not written to be used as references for high school students. It can be seen from Table IX why teachers plead for some simple reference material.

Methods of practicing public speaking vary widely, as is evidenced by the data in Table XI. Most teachers used several methods. From the facts presented here, it would appear that no single method of practice is outstanding over the other methods. Some of the methods most commonly used were as follows: speaking before civic groups; practicing before other teachers, before a mirror, at home; personal example by the teacher; playback recordings; and delivering the speech for criticism by other students.

Some significant insights on why certain techniques of teaching are followed by teachers and how students are motivated by teachers are revealed in Table XII and Table XIII. Table XII supports the fact that the majority of teachers offered training in memorized speaking to their students; yet, in Table XIII, the greater number stated that they preferred training students to speak from notes, reasoning that beyond school, students would not be speaking from memorized materials. Those

TABLE VI

PURPOSES OF THE SPEECH

Main Purposes	No. of Teachers' Main Purpose
1. To impart technical and factual knowledge to the audience	16
2. For listener appeal through beautiful words	0
3. Both	34

TABLE VII

NUMBER TEACHERS USING CLASS TIME
FOR PUBLIC SPEECH INSTRUCTION

Item	Teacher Responses	
	Number	Per Cent
Use Class Time	35	70
Included in Teaching Calendar	20	40

TABLE VIII

CLASSES TAUGHT PUBLIC SPEECH
AND HOURS USED

Classes	Range--Hours	Average--Hours
Freshmen	2 - 15	5.4
Sophomore	2 - 10	5.8
Junior	1 - 10	6.1
Senior	1 - 15	6.6

TABLE IX

REFERENCE MATERIALS USED FOR CLASSROOM AND INDIVIDUAL INSTRUCTION

References Used in Class Work	No. Using	References Used in Individual Speech Construction	No. Using
Winning F.F.A. Speeches	11	How to Write a Speech	1
Helps in Mastering Parliamentary Procedure	2	F.F.A. Public Speaking	3
Elements of Public Speaking	3	Basic Principles of Speech	1
Public Speaking for Future Farmers	8	Former students' speeches	1
Now You're Talking	1	Winning F.F.A. Speeches	3
F.F.A. Manual	1	Guide to Public Speaking	1
College Textbook	1	National F.F.A. Report	2
Farm Magazines	1		
Lectures of Robert L. Taylor	1		
National F.F.A. Report	1		
American Speech	1		
English Textbooks	1		

NOTE: Nineteen teachers did not list any references used.

TABLE X

HOURS OF INDIVIDUAL INSTRUCTION

Hours Instruction	Teacher Responses	
	Number	Per Cent
1 - 2	9	18
3 - 4	4	8
5 - 6	9	18
8 - 10	3	6
10 - 15	3	6
20	3	6
Varies	5	10
Few	3	6
As many as needed	3	6

TABLE XI

METHODS FOR PRACTICE
IN PUBLIC SPEAKING

Methods For Practice	Number Teachers Using Method
1. Playback recordings	23
2. Personal example	21
3. Practice before other teachers	36
4. Criticism by other students	26
5. Home practice	30
6. Practice before mirror	20
7. Speak to civic groups	44

TABLE XII

TYPES OF SPEECH TRAINING OFFERED STUDENTS

Type of Speech Training	Number Teachers Using
Extemporaneous	13
Memorized	19
From notes	13
All types	21

TABLE XIII

TYPES OF SPEECHES PREFERRED BY TEACHERS

Type of Speaking	Number Teachers Preferring
Extemporaneous	7
Memorized	12
From Notes	18
All types	11

who preferred memorized speaking contended that the average student was not capable of doing a good job of speaking from notes until he had had training in memorized speaking. They also contended that this method gave him greater confidence in himself during his early training, which they believed to be very important.

Teachers used a great variety of methods to create interest. The methods most frequently used were: stressing future needs; showing students the value of public speaking as a F.F.A. accomplishment; and giving students awards, trophies, and additional credit on their grades. This evidence is supported by Table XIV.

According to Table XV, seventy-four per cent of the teachers hold a local chapter public speaking contest. Forty-six per cent of the teachers entered their subdistrict contest more than fifty per cent of the years that they had been teaching. Forty-two per cent entered from twenty-six to fifty per cent of the time. The remainder of the group dropped below twenty-five per cent.

It is found from a study of Table XVI that there was a great variation in the time spent in preparing speeches. The range was from one to more than twelve weeks, with the average being ten. The same was true in the case of time between finishing the speech and date of the contest, which would be the length of time available for practicing the speech. The average length of time available for practice was four weeks.

As can be seen from Table XVII, forty-five per cent of the teachers preferred memorized speaking contests. Thirty-eight per cent would prefer contests in speaking from notes. Several teachers said they be-

TABLE XIV

METHODS TEACHERS USE TO CREATE
INTEREST IN PUBLIC SPEAKING

Methods Used to Create Interest	Number Teachers Using Method
Giving added credit, awards and trophies	8
Interviewing students personally	1
Reading previous F.F.A. speeches	6
Current event talks, magazine reports and debating	4
Stressing future need	14
Showing value as F.F.A. accomplishment	13
Explaining value as related to other school courses	1
Talks by former winning students	3
Constructive criticism of outside speakers	2

TABLE XV

PARTICIPATION IN PUBLIC SPEAKING CONTESTS

Type of Contest	Teacher Responses	
	Number	Per Cent
Chapter Contest:		
Hold contest	37	74
Subdistrict Contest (Per cent of total years entering):		
25 per cent or less	6	12
26 - 50	21	42
51 - 75	10	20
76 - 100	13	26

TABLE XVI

NUMBER WEEKS FROM STARTING AND FINISHING SPEECH TO TIME OF CONTEST

Item	Less Than 4 Weeks	4 Weeks	4-8 Weeks	8-12 Weeks	More Than 12 Weeks	Avg. No. Weeks
Between starting speech and contest (No. teachers reporting)	4	6	15	10	13	10
Between finishing speech and contest (No. teachers reporting)	15	16	12	1	1	4

TABLE XVII

TYPES OF PUBLIC SPEAKING CONTESTS
PREFERRED BY TEACHERS

Type Contest	Teacher Responses	
	Number	Per Cent
Memorized	23	46
Extemporaneous	8	16
From Notes	19	38

lieved that training to speak from notes provided more practical experience, but that it was not a fair test of the student's ability to speak.

Table XVIII lists the values that the teachers saw as results from public speech training. The values mentioned most often were the development of self-confidence and leadership.

Table XIX supports the analysis of Table II, which showed the teachers' attitude toward the importance of public speech training. Seventy per cent of the teachers stated that too little emphasis was being placed on this training in high school.

With the exception of two teachers, who had had considerable training and experience, all teachers were emphatic in their statements that their training in public speaking had been very inadequate, and that they needed more training and other kinds of assistance. These facts are presented in Table XX.

If the reader will turn his attention to Table XXI, he will find the kinds of help needed by the teachers in giving training in public speaking. It might be pointed out that forty-eight per cent of them said they needed general help, while all, with the exception of two mentioned earlier, listed specific needs.

Table XXII shows a clear picture of the teachers' opinions regarding a student handbook in public speaking. Ninety-two per cent of them expressed themselves as seeing definite need for such a handbook, while the response shown in Table XXI indicates the type of information which should be included. With this in mind, the writer has made an

attempt to write a high school students' handbook which follows as Chapter III.

TABLE XVIII

VALUES RECEIVED FROM PUBLIC SPEECH TRAINING

Values Received	No. Teachers Reporting
1. Develops power of expression	17
2. Develops self-confidence	30
3. Increases willingness	6
4. Develops ability to meet people	9
5. Improves use of correct English	6
6. Develops poise	15
7. Develops ability to think on feet	15
8. Develops leadership	24
9. Increases technical and factual knowledge	12
10. Sells F.F.A. and himself	5

TABLE XIX

TEACHER RATING OF EMPHASIS PLACED ON PUBLIC SPEAKING

Degree of Emphasis	Teacher Rating	
	Number	Per Cent
Too much	1	2
Enough	14	28
Too little	35	70

TABLE XX

TEACHER TRAINING IN PUBLIC SPEAKING
AND NEED FOR ASSISTANCE

Training Received	Teacher Responses		No. Teachers Needing Assistance in Public Speech Training
	Number	Per Cent	
None	13	26.0	13
Self-acquired experiences	7	13.0	4
1 course	27	54.0	26
2 courses	6	12.0	5
3 courses	2	4.0	1

NOTE: Some teachers showed both self-acquired experience and formal training.

TABLE XXI

KINDS OF HELP NEEDED AS REPORTED BY TEACHERS
IN GIVING PUBLIC SPEECH TRAINING

Kind of Help Needed	Teacher Responses	
	Number	Per Cent
Need general help	24	48
Sentence structure and composition	14	28
Help in speech instruction and delivery	16	32
Supervisor in public speaking	5	10
Subject matter materials	9	18
A concise text	9	18
Public speaking workshop	13	26
Help in motivation	12	24
Simple references	8	16
Recorder	6	12
Planning and preparing speech	10	20
Organizing the subject matter	8	16

TABLE XXII

NEED FOR HANDBOOK IN PUBLIC SPEECH TRAINING

Need For Handbook	Teachers Reporting	
	Number	Per Cent
Yes	46	92.0
No	4	8.0

CHAPTER III

A HANDBOOK IN PUBLIC SPEAKING

Introduction

You can make a speech! You may not believe it and the whole idea may sound impossible to you. Perhaps you have always dreamed of standing before a spellbound audience as the principal speaker. Many times you have made the remark, "I wish I could make a speech like that." Not only have you used these words, but you have heard others make the same statement. With the proper knowledge, training, and practice you can make a speech.

In order to drive an automobile there are certain fundamentals that you must know before your initial driving lesson, and then you must have some practice in driving before you can become a skilled driver. Babe Ruth had to learn the rules of the game of baseball, but only after gaining skill through much practice did he become the idol of the sporting world. So it is with speaking in public.

Robert L. Taylor was a great lecturer and one of the silver-tongued orators of this nation's history, but first he served as a lawyer, governor, and senator. Jim Nance McCord is perhaps one of the outstanding orators of Tennessee today, but years of repeated appearances before the public have given him this reputation.

There are few fields of endeavor that will allow you to achieve success in a day, or any relatively short period of time. However, do not allow this to discourage you. Regardless of what you are doing,

joy and satisfaction will come with the sure knowledge of accomplishment. For this reason, we point out that public speakers are not developed overnight, nor was the Empire State Building. Yet, it is a magnificent monument to dreams and effort.

Our stately buildings, our most graceful ships, our strongest bridges were first dreams in the minds of individuals before they were put on paper in the form of plans and finally became realities in the form of brick, steel, and other materials. Yes, it is necessary to dream, but finally there must be some effort before the dream will come true.

With the help of facts gleaned through much reading and the knowledge gained during twenty years of varying experiences in the field of public speaking, the writer will attempt to set forth some guides that might be of assistance to the beginner in public speaking.

Beginning Essentials for a Public Speaker

Attitude

Perhaps of foremost importance is a genuine desire in the individual to become a public speaker. Without this ingredient, the teacher and the student are both at a loss in the beginning.

Willingness

The student of public speaking must be willing to accept advice, he must strive to follow directions, and he must observe when opportunity permits him to see and hear public speakers in action.

Energy and Perseverance

Learning the art of public speaking requires energy and perseverance. Planning a speech and gathering the materials to incorporate into the speech are activities that require energy. Finally, the act of doing a good job of delivering an address requires far more energy than the non-speaker would ever suspect.

The Speech Situation

At the outset, there are certain factors in every speech situation which the speaker will do well to know. If he is to be successful, the speaker will make it a point to learn these facts before he makes the first move toward speech preparation.

Factors to consider:

(1) Time allotted on the program.
   (a) Long
   (b) Short
(2) Place allotted on the program.
   (a) Early
   (b) Late
(3) Audience
   (a) Size of audience
   (b) Interests of the listeners
   (c) Attitude of the audience toward speaker
   (d) Attitude of the audience toward what has gone before

(4) Nature of the program

(5) Place where speech will be given

(a) Large room

(b) Small room

(c) Presence of a public address system

(d) Good or poor acoustics

It is necessary that the speaker know the length of time he has been allotted on the program before he can know how much material to prepare for his speech. It is just as important that he know whether he will be appearing early or late on the program and how much time will have transpired before his speech. If the speaker appears late on a lengthy program, the audience may have become restive. This will make the job of the speaker more difficult, and he may need to readjust, probably shorten, the length of his speech. This thinking, of course, would not apply in the case of a participant in a public speaking contest. The reasons for this fact are obvious.

The speaker will be governed to a great extent by audience interests and attitudes and by the nature of the program.

The place is an important element in any speech situation. There is a great deal of difference in the acoustic characteristics of different auditoriums. The voice will travel easily in one, while in another it will seem to come to a "dead stop" a few feet in front of the speaker. This is due to the structural differences in buildings, and it is necessary that the speaker adjust the volume and pitch of his voice to meet these pecularities. Otherwise, there may be people in the

rear of the auditorium who will be unable to hear what the speaker has to say. It is important, therefore, that the speaker know these characteristics of a place in which he is to speak. In addition, he will also need to know whether the program will be outside or inside and whether or not there will be a public address system in use. Either or both of these elements might affect the style of delivery that he will use. If a public address system is to be used, he probably can talk in a conversational tone; whereas, without a public address system, he will need to increase the volume of his voice accordingly.

If the speaker knows all these elements in his speech situation, he will be more confident and will be much more able to adjust to the situation.

Planning and Preparing the Speech

Just as in preparing the seedbed for a new crop, planning and preparing the speech is more than "half the battle." The steps in this procedure might go something like this.

I. Planning

- A. Determining subject to be used
  - (1) Select subject of current interest
  - (2) Collect information you know on the subject
  - (3) Collect all available information on the subject
  - (4) Consider time required to discuss the subject
  - (5) Select a subject of personal interest
- B. Locating and securing information
  - (1) Local libraries

(2) School department libraries

(3) Your home library and that of friends

(4) College and University libraries

(5) Experiment stations

(6) Free publications from commercial companies

(7) Census reports

(8) Other governmental releases

(9) Persons who are familiar with the subject

II. Preparing

A. Outlining the speech

(1) Make brief, but cover high points

(a) The problem or situation

(b) Discussion of factors related to the problem

(c) Conclusions

(2) Adjust information to the allotted time

B. Relating the study

(1) Read the material thoroughly that you have assembled

(2) Eliminate the undesirable materials

(3) Talk to authorities on your subject

C. Writing the speech

(1) Keep your thoughts in order, following the above outline as you write them; first the problem, then factors related to the problem, and, finally, your conclusions.

(2) Use a combination of words that sound pleasant to the ear.

D. Securing help from your teacher

(1) Discuss

(2) Rewrite if necessary

The Subject

The task of determining or selecting the subject is of major importance, and warrants much more time and thought than are usually accorded it. The subject is the beginning of your speech and, at this point, you either do or do not capture the imagination and attention of your listeners.

The subject, "Thou Shalt Call and I Will Answer Thee," immediately catches the imagination of the listener. He says to himself, "What in the world could be in a speech with a subject like that?" In order to find out, he continues to listen. Perhaps the reader, too, cannot understand how this subject could be linked to agricultural subject matter. However, the boy who used this subject placed second in the Southern Regional F.F.A. Public Speaking Contest. Today he is president of the senior class of a leading college of dentistry.

You may be wondering just how such a subject could be made to fit a speech or vice versa. This speech was written and delivered during the course of World War II. The last paragraph of this speech by Ralph Brown, student at Mosheim High School, follows:

> We have promised to furnish food to our allies; we have promised to feed the boys marching under the red, white, and blue; we have promised to feed the people working in our own industries; we have promised to feed the starving peoples of the world. We

> have virtually said, "Thou shalt call, and I will answer thee." The all-important question is, "Will we answer?" And millions of men, women, boys, and girls living on the farms of these United States answer, "We will." When he completes the gigantic task which has been outlined for him, the American farmer should be rightfully placed at the head of the list in America's Hall of Fame.

Douglas Pierce, another student at Mosheim High School, used the subject, "Down Through the Years." Douglas captured the attention of his listeners with this subject and with the combination of words that he used in his first two paragraphs, in the form of an introduction to the problem. These two paragraphs are quoted as an example of how words and sentences can be used to capture listener attention. This speech placed second in a Southern Regional F.F.A. Public Speaking Contest.

> Did you ever watch the smooth, rhythmic action of a clock pendulum in its gentle swinging to and fro? (With this sentence he gently moved a finger back and forth.) That is the same action which characterizes Old Father Time as he swings his scythe into the expanse of our lives. He cuts a wide swath; lays them aside, one by one, into a neatly arranged stack, and then calls the result history.
>
> Down through the years, since the beginning of time, man has gradually advanced into the secret realms of the mysterious unknown. We have now reached a point at which, with proper management, civilization could operate on jeweled bearings of luxury and ease. Man has been both constructive and destructive. May we pause to pay tribute to some great accomplishments and, at the same time, extend a word of admonishment that certain practices might not be continued nor repeated.

For the benefit of you boys who wonder whether public speech and leadership training are worthwhile, may it be pointed out that this boy was graduated from one of the great medical schools of this country, where he was president of the senior class, and the army has now placed him in one of the outstanding hospitals for further training.

"What Next?" is a striking subject for a speech. It won first place in a National F.F.A. Public Speaking Contest.

The subject should be of current interest. Few people will be interested in a subject that would have been timely ten years ago but is not so now. On the other hand, it takes a skillful speaker to handle a very futuristic speech.

The subject should be one on which the speaker possesses some knowledge, if only to a slight degree. It should also be one on which information can be found rather readily. If information on the subject is too hard to find, the speaker may become discouraged and give up.

The time that the speaker is expected to use on the program will be a determining factor on how much information he needs. It stands to reason that more information will be required to talk ten minutes than would be the case if the required time was only five minutes.

You should be interested in your subject. If not, then you will do well to discard it and get another. No individual can do as well in presenting a subject for which he has no interest or enthusiasm as he can if he has genuine belief in the facts which he presents.

Speech Information

One of the richest values in public speaking comes in the form of knowledge which the student gains through the study and research necessary in connection with writing a speech. The student needs to appreciate the fact that merely winning a contest is secondary in value when compared to the knowledge and experience gained from the process of planning, preparing, practicing, and delivering a speech.

The places where information for speech writing may be found are almost unlimited. We might mention the library of the vocational

agriculture department, the school library, libraries of other school departments, county and city libraries, experiment stations, personal or home libraries, farm magazines, and other periodicals. Often you will have authorities on your subject living near you. Talk with them and take notes on the information they give you. It is a good practice to take notes on all the worth-while references that you read. This will greatly facilitate the actual composition of your speech.

Outlining the Speech

Up to this point, the plan for your speech has been largely in your mind. Now it is time to start putting the plan on paper.

When an individual decides to build a house, he starts searching for a plan that will meet the desires of himself and his family. He probably will discard many plans and possibly may never find one exactly to his liking. But, eventually, he will draw a plan on paper. This plan will serve as a guide to the craftsmen who build the house. Can you imagine the results if you should build a house without ever having a plan to follow?

The same is true with preparing a speech. The outline will serve as a guide for the actual writing of the speech.

Related Study

It is very essential that the student thoroughly study the material that he has assembled. Then, as he writes on different phases of his speech, he will find thoughts following each other in a somewhat definite pattern, with relation to his speech outline which he has at hand.

Writing the Speech

If the job of planning and preparation has been done in a complete manner, the task of writing the speech has been reduced to only a slight bit of effort. It is now merely a matter of putting on paper a thought pattern which corresponds to the speech outline.

As you write your speech, remember that a "smooth tongue" and soft, pleasant words can often accomplish more than harsh words, cold facts, and all the money in the world. As an example of the meaning here, a quotation from "The Path to Peace" by Max Cobble, another Mosheim High School student who placed second in a National F.F.A. Public Speaking Contest, follows:

> The vast majority of mankind wants to live in a world where agriculture, industry, and labor all stand on the same level; where white, red, black, and yellow have equal opportunity; where Catholic, Protestant, and infidel have equal right to their beliefs. The children of men are due to be born with these inherent rights.
>
> Being a farmer, and freeborn, my thoughts turn to agriculture. The American farmer, with far less labor, far less machinery and equipment, and far less repair convenience, fed the allies through World War II and continues to feed the starving nations of the world, with a production record surpassing the highest hopes. The American farmer wants peace, that he may rest and live in contentment. He dreams of producing for construction and not for destruction.

This type of speech construction is comparable to the old practice of giving children castor oil in orange juice. The dosage has the desired effect but is far more pleasant to take.

The critic might condemn this as the use of superfluous words in this type of speech construction. However, perhaps it may well be pointed out that it is better to have superfluous words and gain the desired

effect than it is to strike out the superfluous words and have an inattentive audience.

In further support of this contention on the use of words, the reader is asked to note the use of words in "Revelation" 16:18.

> And there were voices, and thunders, and lightnings; and there was a great earthquake, such as was not since men were upon the earth, so mighty an earthquake, and so great.

Rewrite If Necessary

We will presume that you have now finished the first draft of your speech. Take it to your vocational agriculture teacher, English teacher, and any others who may be cooperating in your speech training. Ask them to check it very closely and then give you the results of their findings. You will then rewrite the speech and correct the shortcomings or mistakes which they found. Of course, if they recommend only minor or no changes, then there will be no cause for you to rewrite.

Time Element in Speech Construction

The student has perhaps been wondering when all of this work in planning and preparing the speech should be done. This is a good question and it deserves a good answer.

Many students of public speaking do not allow themselves enough time for planning, research, speech construction, and practice and, consequently, do themselves an injustice by not having sufficient time to do the job in accordance with their abilities.

It is not unusual for a student to attempt to write, memorize, practice, and deliver a speech in a contest, all within the span of a

week or two. Even an accomplished speaker would be heavily taxed to do a job of this magnitude.

Let us think in terms of minimum lengths of time that will enable the student to do his best. Actually, the student should set his own time limits. Perhaps he should start working on his speech at least two months before the contest date, and the speech should be completed in not more than a month. This will allow him a month in which to do the necessary research work and write the speech, and another month to memorize, practice, and otherwise prepare himself for the contest.

Remember, the time lengths mentioned were suggested as minimum limits. If the student desires, and can give more time than the minimum to his speech preparation and practice, it will be more to his advantage.

Memorizing and Practicing

The student who desires to advance in the field of public speaking must be willing to give much time to practice. He must go right on practicing, even beyond the point at which he thinks he has spent sufficient time in practice. One young man preparing for a contest became convinced too early that he had practiced enough and slowed down. As a result, during the contest he forgot his speech, and the contest was lost.

The least time possible should be taken in memorizing the speech so that the maximum amount of time can be given to practice.

There are a number of effective methods for speech practice:

1. Before various school classes

2. Privately, with individual teachers
3. Alone, in the auditorium
4. Home practice
5. Before a mirror
6. With a magnetic recorder
7. While at work
8. Before civic organizations and other groups outside the school.

Most teachers will be happy to have you appear before their classes for practice. You ask them in a polite sort of way, and they certainly will not turn you down. They will be happy to help you. Ask them to listen to your speech privately, as well as in class, and offer constructive criticism.

There is much time that can be given to home practice. Many of those times when you would otherwise be doing nothing, be practicing that speech! Have your mother, father, brother, or sister prompt and criticize. Place yourself in front of a mirror and observe facial expressions and gestures. This will help you to see yourself as others see you. Do you like what you see there in the mirror? If not, try to do something about it.

If you have never learned to smile, now is a good time to begin learning. The world loves a pleasant smile. Your audience and your judges are a part of the world and they, too, like a smile. So, loosen up and smile a little for them! You will know when to smile at the right times in your speech; you will know the passages that require a look of

seriousness. Practice these facial expressions just as ardently as you practice the words of your speech.

When opportunity permits, go into the auditorium and practice. This will give you an opportunity to become accustomed to different acoustical situations. It will give you the additional advantage of learning to look at greater space as you talk. This way you will be practicing from a stage, which is somewhat different from appearing before a class.

Gestures

The problem of when and how much to gesture with the hands has always been one for which it has been difficult to find a satisfactory answer. However, it is safe to say that the amateur public speaker will best leave most of the hand gestures to the experienced speaker. Gestures must come naturally and may often be used to add emphasis or give expression.

Many of our experienced speakers greatly overdo the use of gestures, probably due to their lack of training. They are likely unaware of these gestures and people are reluctant to tell them. It is much better to use no gestures than to use too many. The speaker who uses gestures to excess will quite often find that the interest of the audience is focused on the movement he will make next, rather than the message he is trying so hard to convey to them.

One of the finest ways of giving that added touch of emphasis, and at the same time not make a distracting movement, is with the head and eyes. A gentle nod, shake, or backward movement of the head will many

times have far greater effect than you might expect. The writer has many times heard the remark, "He talks with his eyes." When you are talking to an audience, you are talking to individuals. Do not make the horrible mistake of looking at the floor, the ceiling, or out a window while you talk. Look those individuals in the eyes, and they will feel that you are talking to them. You may find this distracting when you first try it, but this feeling, with a little practice, will leave you, and you will find that you really are talking to them and enjoying the feeling.

Sincerity

Practice being sincere in the things you have to say. When people are willing to spend their time listening to a speaker, they deserve to hear a speech that is the result of much thought and one in which the speaker shows his own sincerity. The speaker who delivers a speech in a lackadaisical, "don't care," disinterested sort of way will get what he deserves if members of the audience decide to take a walk. Be sincere as you write the speech, as you practice it, and especially as you deliver it.

Using the Recorder

Use of the magnetic recorder is perhaps one of the finest modern methods of speech rehearsal. The speaker can record his speech and then listen to the recording. This gives him an excellent opportunity to catch his own mistakes and correct them. If the student desires, he may ask the teacher to record the speech on tape and then let the student

listen. This is especially effective if the teacher is particularly adept in his ability to render emphasis and exemplify voice expression.

Once a student speech contestant became ill immediately after the speech was written and did not have an opportunity to practice it even once before the contest date. He memorized the speech while lying in bed. Two or three days before contest time, the teacher recorded the speech in his own voice and placed the recorder by the student's bed. During the remainder of the available time, the student listened to the recording many, many times. On contest day his condition was sufficiently improved for him to get out of bed, dress, and go to the subdistrict contest. He won this contest and the succeeding ones until he was defeated in the Southern Regional Contest. The student had listened to the recording until the details of the speech were so clear in his mind that he experienced absolutely no difficulty in following through in the contest.

A quotation from an article by Dr. George W. Wiegers, Jr.,[1] follows:

> Magnetic recordings have been used effectively . . . in helping to develop or improve public speakers. The student practicing his speech can operate the machine himself. He can listen to his recorded speech for the purpose of improving such things as content, enunciation, diction, emphasis, timing, pronunciation, and other items.

Delivering the Speech

The actual delivery of the speech is a mere formality, in a sense,

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[1]George W. Wiegers, Jr., "Learning Through Magnetic Recordings," The Agricultural Education Magazine, 23:254, May 1951.

if a good job of practice has been done. However, there are a few things that should be remembered.

The salutation should be pleasant and inclusive. The exact wording will depend on the particular audience. Some speakers simply begin with "Ladies and gentlemen" and then launch into the speech. In many instances, perhaps a better approach might be something like "Mr. Chairman, fellow F.F.A. members, distinguished guests, and friends, I shall speak to you on the subject . . . ."

Try to be deliberate from the time you rise to your feet until time to sit down again. One of the most common mistakes is that of appearing to be in a hurry. This is likely to give the audience and the judges the impression that you are nervous. A deliberate manner of speaking will also help you to enunciate your words more clearly. When one talks rapidly, he may have a tendency to "run the words together." This can be a serious handicap to a public speaker.

Answering Questions

Most F.F.A. public speaking contests allow five minutes for the judges to ask the speaker questions on his subject matter after he has finished his speech.

The student will have become rather well acquainted with the subject matter materials during the time he has been doing research for the preparation of his speech. After getting his speech memorized, he should continue reading every related material available.

During the questioning period the speaker should:

1. Be deliberate--take time to think.
2. Be complete--there is no scarcity of words; so use enough of them to render a complete answer.

Miscellaneous Helps in Public Speaking

Stage Fright

The nemesis of beginning public speakers is stage fright. This is a condition which is hard for the average beginning speaker to understand, and being hard for him to understand, it is difficult for him to overcome the trouble.

Stage fright might be explained this way. When the speaker thinks of that sea of faces he is going to face, the natural reaction is fear. He begins to breathe faster and his breath becomes shorter. This tends to cause the heart to quicken its beating pace, a condition which, in turn, increases the blood pressure. At the same time, the adrenal cortex releases adrenalin into the bloodstream, greatly increasing the supply of nervous energy. The smooth muscles of the stomach, skin, and other parts of the body tend to contract.

Some helps in combating stage fright might be:

1. Force the mind to think about something else.
2. Force yourself to breathe deeply.
3. Hold some small object in the hand, even if it is only a pad of matches. This will help to absorb that nervous energy.

4. Adopt this attitude: The people who are listening have probably never made a speech. They are anticipating your speech, and certainly they are not going to hurt you.
5. Find opportunities to smile. A smile will increase your self-confidence.

Arrange to talk to every civic organization and other group outside the school that you possibly can. This will give you the very decided advantage of becoming accustomed to facing an audience and an opportunity to get over those pangs of stage fright which aggravate the average beginning speaker.

Using the Hands

What to do with the hands is usually a problem to the beginning speaker. They seem to suddenly be something that he does not need, and he has no place to put them. This need not necessarily be true. No one else is apt to notice them until you start noticing them yourself and start using them in an unaccustomed manner.

Let the hands appear natural. If they want to clasp behind you, let them do that; if one wants to stray to a pocket, let it stray; if one wants to hold to a lapel, let it do so. When you start hunting for places to put them, you are asking for trouble.

Using the Body

One of the cardinal rules of public speaking is: do not sway the body back and forth. This is a very common error of the average beginning

speaker. The writer has never heard a plausible explanation of the cause of this body swaying on the part of beginners, nor will he attempt to make one. The point to remember is that it should never be done.

Slight movements of the body, usually co-ordinated with movements of the head or limbs to add emphasis, are occasionally permissible.

A slight step forward to indicate emphasis or change of pace in the speech, or perhaps a slight backward step in certain instances, may be used to advantage. However, the beginner should avoid walking about the stage or even too much slight movement.

Speaking from Notes

The approach to the situation of speaking from notes will be little different from that of the memorized speech. The planning, research, and outlining should be the same. The only real difference is that the speaker will speak from the outline instead of writing a detailed speech and committing it to memory.

Extemporaneous Speaking

It is recommended that the student experience both memorized speaking and speaking from notes before attempting to speak extemporaneously.

Extemporaneous speaking requires a wide range of reading and general knowledge of many subjects. It requires fast thinking, and this ability usually comes as a result of practice and experience.

Where to Stand When Speaking

Usually, the question of where to stand is a problem for the student. His decision is usually affected by several factors. For instance, if the

acoustics are poor, he will probably need to stand as near as he can to the front of the stage.

If there is a table on the stage, the speaker will probably want to stand near the left or right side of it. This nearness will possibly add to his self-confidence. It is usually better for the beginner to refrain from standing behind a table or rostrum. This particular practice is used better by experienced speakers.

The speaker should not slump or bear his weight on one leg. He should place his weight firmly on both feet.

Using Poetry

Good poetry is music to the ears and wine for the soul. It is a tragic waste for so few people to appreciate and use the poetic utterances of some of our greatest men.

The memorizing and reciting of poetry is an excellent means of learning voice expression and emphasis. If the student speaker desires, he might ask his teacher to explain the meanings embodied in the poem and to exemplify the emphasis and expression needed.

An example of the type of poetry that may be best used by the public speaking student follows:

MYSELF

I have to live with myself, and so
I want to be fit for myself to know,
I want to be able, as days go by,
Always to look myself straight in the eye;
I don't want to stand with the setting sun,
And hate myself for the things I've done.

I don't want to keep on a closet shelf
A lot of secrets about myself

And fool myself as I come and go,
Into thinking that nobody else will know,
The kind of a man I really am;
I don't want to dress myself in sham.

I want to go out with my head erect;
I want to deserve all men's respect;
And here in the struggle for fame and pelf
I want to be able to like myself.
I don't want to look at myself and know
That I'm bluster and bluff and empty show.

I never can hide myself from me;
I see what others may never see;
I know what others may never know;
I never can fool myself and so,
Whatever happens, I want to be
Self-respecting and conscience-free.

—Edgar A. Guest

References

The following are references that may be used by the student of public speaking:

Public Speaking for Future Farmers--Judson
Danville, Illinois, The Interstate

Winning Future Farmer Speeches---Judson
Danville, Illinois, The Interstate

Programs for Future Farmer Chapter Meetings--Tenney
Danville, Illinois, The Interstate

American Speech--Hedde

Lectures and Literary Works of Robert L. Taylor

Debating for Boys--Foster
New York: The MacMillan Company

The Public Speaker's Treasure Chest--Herbert Victor Prochnow
New York and London: Harper and Brothers

Public Speaking--As Listeners Like It--Borden
New York: Harper and Brothers

Personal Power Through Speech--Sarett and Foster
Boston: Houghton Mifflin Company

Speech, A High School Course--Sarett and Foster
Boston: Houghton Mifflin Company

Teaching Speech In High School--Reid
Columbia, Missouri: Artcraft Press

You Can Talk Well--Reager
New Brunswick: Rutgers University Press

How to Speak, Here, There and on the Air--Dixon
New York: Abingdon-Cokesbury Press

Your Voice and Your Speech--Desfossis
New York: Cattell and Company, Inc.

Fundamentals of Public Speaking--Bryant and Wallace
New York: Appleton-Century Company, Inc.

Speech Composition--Brigance
New York: F. S. Crofts and Company

Humor

Nothing puts the audience more at ease at the beginning of a speech than a good joke. This, of course, is not a common practice in contest speeches and is not recommended as such. Nor is it recommended for the speaker who is just beginning. There is as much art in telling a joke well as there is in doing a good job of delivering a speech.

When using humor in a speech, keep it "clean." There are few people who appreciate a speaker telling shady stories. It is not necessary; so do not take the risk of making yourself unpopular with your audience.

Dress and Physical Appearance

The kind of clothes worn by the student public speaker is not too important. But, it is important that his clothing be clean and neat.

He should be clean shaven; his teeth should be sparklingly clean,

and his hair should have that well-combed appearance.

Winning and Losing

It is exhilarating to win, whether it be in public speaking, baseball, basketball, a shooting match, or a sack race. But the winner should remember that there were some others who did not win and, through kind words of encouragement, he should try to ease the disappointment for them. They will appreciate this courtesy, and the winner will grow in stature in their eyes and in their memory.

On the other hand, the loser should lose like a man. He must realize that someone had to win first place and that the winner is just as happy for the winning as the loser would have been had he won. After the decision, the reaction of the loser should be immediate. He should shake hands warmly with the winner, congratulate him, and wish him well in any future contests in which he may be participating.

The student of public speaking should learn early that the winning of first place in a contest is not the most important consideration involved. Every student who makes a speech gains by the experience he receives; therefore, in a sense, every participant is a winner.

The loser should realize, too, that with a different set of judges, the result might have been entirely different. This statement is not intended to cast any reflections on the people who judge contests. Judges are human beings and react differently to different things. Therefore, another set of judges might like another speaker and his speech better. To lose the decision in any contest is no disgrace, as a decision of award may be affected by several factors.

Example of a Speech

On page 42 three main parts of a speech outline were suggested as follows:

1. The problem or situation
2. Discussion of factors related to the problem.
3. Conclusions

Here, as an example, is the speech with which, as a high school student, the writer represented the Southern Region in a National F.F.A. Public Speaking Contest.

THE FUTURE OF THE AMERICAN FARMER

The crisis through which the American farmer is passing is the result of many causes, some of them intricate and old in their origin, others easily recognized and of recent development. Our national growth resulted largely from the limitless opportunities of our vast national resources and the tremendous human energy and ambitions of our citizenship. Yet, these very forces have, in the last quarter of a century and more, received four distinct shocks and dislocations that have not been fully understood. First, the frontier is gone. There are no more new lands or virgin prairies or limitless forests to lure the unemployed or to become a refuge for those who are discouraged or discontented with life in the older sections. For two centuries, the western frontier has been the safety valve absorbing the pressure of growing population, of lack of adjustment and discontent. Our fathers can probably remember a grandmother wiping the tears from her eyes with a faded apron as her youngest son or one of her grandsons started for the great West, away from worn hillsides, in search of fame and fortune. Thus, in a lifetime of this generation, the greatest corrective force and the greatest asset of any people--unlimited public domain, with rich and fertile soil--has faded, and with this change comes problems that are difficult to comprehend.

The machine age, with its development and the multiplying out of all proportion to past progress the power of human hands, has created the second shock. Mechanized industry and agriculture have made for happiness and wealth, and yet, at the same time,

they create a challenge of mass production, surplus goods, closed factories, unemployment, hunger, and want. The machine has been one of mankind's greatest blessings lightening burdens and lifting loads. While the machine is even yet in its infancy, we must change our attitude and consider it made to help man and not man to operate the machine. We now face a period of readjustment more serious and pronounced than the English revolution a century ago, following the development of steam. We cannot stop progress, but we must humanize the forces that mechanized life has created.

The third great factor has been the development of the corporate structure in business and finance. Corporations have been used for generations, but it is only in the last half century that it was possible for giant organizations to absorb dozens, scores, hundreds, and sometimes thousands of production or retail establishments. Thus, under one management and one corporate existence, good can be accomplished that was never dreamed of before, and along with the good comes the evil that can crush the very life out of farmers. Mass production, chain distribution, and high-pressure advertizing are factors that in a very short time have placed the unorganized American farmer at a hopeless disadvantage. The corporation, like the machine, is here to stay, but like the machine, it must be the servant and not the master of human welfare.

The fourth dislocation has been the decline and, in some cases, loss, of foreign markets. For one hundred years our cheap land and our abundant fertility enabled the American farmer to compete in the world's markets and to sell wheat and meat in competition with the rest of the world and at the same time create a trade balance that has been a beneficial factor to our national development. The increasing value of land, the mounting tax cost and declining fertility and lowered world prices, created a condition driving some farm products from the world market. But more serious than the matter of price decline has been the mad race for self-sufficiency so that some of our markets are lost, never to return.

All these factors have profoundly affected the American farmer and have changed currents of national advancement and progress, affecting people in every walk of life. There are some basic factors which should not be forgotten. It should be remembered that in the final analysis, modern civilization with its congested cities, its skyscrapers and its network of railways and highways, like a spider web across the continent, only became possible because the farmer has learned to produce enough for his family and a surplus to spare. In 1776, it took the labor of more than ninety men to feed themselves and a few people in town. One hundred and fifty years later, thirty

people fed themselves and seventy people in the city, village or town, and at the same time produced an unconsumed surplus that challenged the stability of an economic structure and our nation itself. Thus, the ability of the American farmer to produce abundantly to feed and clothe himself and all those who live under the flag is a primary factor in his development and progress.

While changing economic conditions and methods have placed burdens on people in all walks of life, it is well to repeat that the passing of the frontier, the machine age, the corporate structure in business and the decline and loss of export markets, have created a crisis in agriculture of first magnitude, and which many of our statesmen and many of our economists have failed to recognize as demanding immediate, sensible, patriotic, and American treatment.

These problems would have been serious within themselves and would have brought stagnation regardless of international affairs, but the most costly, useless and destructive war in the history of the world hastened the crisis. We cannot burn up the savings of a lifetime and drench the world with blood without paying the price of national hatred and economic chaos, unemployment, hunger, misery, and want. After the world war, the American farmer, as well as men in other businesses foolishly tried to speculate themselves into prosperity, and with the unsound boom, the decay of moral and spiritual fibre, the dulling of the patriotic age, and the old-fashioned virtues of thrift and honor were led to the inevitable consequences of a terrible crash. The story of recent years is too well known to need repetition, but it is wise to occasionally survey the progress made and note the direction we are traveling.

The American farmer stands at the crossroads of one of the most important periods in his history. A suffering farmer, confused by a magnitude of problems, finds himself facing many roads toward the future and with the necessity of immediately determining which of the highways he will travel. The reactionary, without scraping the moss from the past, would try to turn the progress of the farmer into that highway which would let nature take its course, in the hope that privilege and ruthless power might again dominate and control.

The noisy radical, the well-meaning demagogue, the Utopian dreamer would have the American farmer follow a revolutionary highway into a dream world, unmindful of the fact that no individual, county, state, or nation has ever or ever can, without terrible suffering, destroy all connection with the past.

The highway that the feet of the American farmer should press to the end is the middle road of progressive, constructive, forward-looking advancement, with his feet on granite rock of experience and American ideals, his head above the fog, his eyes and mind focused on the fact that we live in a new and changing world.

The American farmer, now and in the future, must change his agricultural practices and policies. He must see to it that farm practices are not continued that deplete the farmer of his greatest wealth, the soil under his feet. The American farmer should in the future use methods and practices that will enable him to operate his farm and prevent as far as possible, the loss from erosion by run-off water. The fertility does not belong alone to those who hold the deed to the farm. It is not the wealth of this generation; it is the property that belongs in part to those who will live in centuries to come.

The American farmer should think of conservation in its broadest sense. While his first task is to find bread and butter to preserve the lives, and funds to pay the debts of this generation, he must invest in the future in a conservation program that is sound, constructive, and helpful. Millions of acres of marginal land should be withdrawn from cultivation and put back into forestry. We must make the wood lot of every farm a storehouse of timber and the farmers of the future to protect these natural resources with which we were once so richly endowed.

The thoughtful efforts being made by the United States Department of Agriculture to develop a long-time agricultural program that can meet the changing conditions confronting our farm life are to be commended. Land utilization should be studied. The American farmer, through organization and education, will put his agriculture house in order. Timber, forestry, and shelter belts will be planted. More important, he will seek a balanced agricultural program that will give him a clearer picture of his responsibility to co-operate with his fellows in maintaining a more profitable rural life.

The goal of the long-time policies of the American farmer should be the preservation of the family and the medium-sized farm unit. The American farmer, through co-operation and organization, and through governmental guidance, can hold his own for generations, provided he keep step with the changes that take place about him. The goal of the American farmer must be farm ownership. A man operating his farm with his family, employing a small amount of year-round and seasonal help, is now and will ever remain the backbone of American agriculture.

Conclusion

The power of speech is too great a weapon to let it fall solely into the hands of radicals, demagogues, and "ne'er-do-wells." Orators who are men of vision, such as Webster, Clay, and Lincoln, will ever be needed in shaping the destinies of our country and of the world. Men who possess the inherent qualities that could be developed to meet these needs have an obligation to their fellow man that should be discharged. Teachers who have students with these qualities under their instruction have an obligation to discharge in rendering the best possible training.

The field of public speaking has never been crowded with <u>good</u> speakers. As in all other fields, there is always plenty of space for honest men of high principles and high ideals and men who are willing to sacrifice. To be a good public speaker, you must be willing to sacrifice, willing to give of yourself, and ever conscious of the fact that you are the servant of your fellow man.

Young man, the writer challenges you to work hard, study earnestly, practice unceasingly, and make of yourself a <u>good</u> speaker. The richness of the rewards will far exceed your fondest dreams!

CHAPTER IV

SUMMARY, EXPLANATION, AND RECOMMENDATIONS

Summary

Certain deductions may be made from the survey which was conducted on the situation relative to public speech training in the high schools of Tennessee. Some of these deductions are as follows:

(1) All teachers felt that training in public speaking was important. Many felt that it was very important.

(2) A vast majority of students can profit from training in public speaking. Many teachers felt that all students can profit from such training.

(3) The indication was clear that too many students were not interested in public speaking. There was a definite need for the creation of more interest in this field.

(4) The primary aim of most teachers in giving training in public speaking was to furnish leadership beyond high school.

(5) The teachers had as their main purposes, when helping a student construct a speech, to impart technical and factual knowledge and, at the same time, add listener appeal through the use of beautiful words.

(6) A large majority of the vocational agriculture teachers gave class time to instruction in public speaking, and the most of this group gave the training to all classes.

(7) A majority of the teachers did not include public speaking in their teaching calendars.

(8) Most teachers had very few public speaking references. Some had none, while others had only one or two.

(9) Nearly all teachers gave the pupils individual and private instruction. Some teachers gave this additional training only to contest entrants.

(10) A majority of the teachers used the following methods for student speech practice:

(a) Playback recordings

(b) Personal example

(c) Criticism by other students

(d) Practice before other teachers

(e) Home practice

(f) Practice before a mirror

(g) Talk to civic clubs and other adult groups

(11) When helping students construct speeches, they used any reference materials available on the subject.

(12) Most teachers enjoyed training students in public speaking. A few did not enjoy it because they felt they had not had enough training to effectively teach public speaking.

(13) A large percentage of the teachers gave their students training in extemporaneous speaking, memorized speaking, and in speaking from notes. Of those who gave training

in only one type, more offered the training in memorized speaking.

(14) A large number of teachers found that training in all three types of speaking gave best results.

(15) A wide variety of methods were used for creating student interest in public speaking. The leading method was an explanation to students of their need for public speaking after finishing school.

(16) Only one teacher had never had an entrant in a subdistrict F.F.A. public speaking contest. Most of them had been rather consistent in their participation.

(17) Seventy-four per cent of the teachers held local chapter public speaking contests. The remainder determined their subdistrict entrants by accepting volunteers.

(18) The greater number of teachers said their contest entrants started preparing their speeches from eight to twelve weeks before contest date. However, the range was from one week to a continuous process.

(19) A majority of the teachers recommended a minimum of one month between the time of completion of the speech and the contest date.

(20) A slight majority of the teachers preferred to train students in memorized speaking. A slightly smaller number would prefer to teach them to speak from notes.

(21) The teachers listed the following values received from public speaking:

(a) Develops power of expression

(b) Develops self-confidence

(c) Increases willingness

(d) Develops ability to meet the public

(e) Improves use of correct English

(f) Develops poise

(g) Develops ability to think on feet

(h) Develops leadership

(i) Increases technical and factual knowledge

(j) Sells F.F.A. and himself

(22) A majority of the teachers felt that too little emphasis was being placed on public speech training.

(23) Few teachers had more than one college course in public speaking. Several had none.

(24) All teachers, except two, expressed a need for assistance in giving training in public speaking.

(25) Teachers needed all kinds of help. The kinds of help needed were so varied that no attempt will be made to list them here.

(26) All teachers, except two, said that students need a handbook to assist them in public speech training. Many of them expressed keen interest in this idea. The two who did not need help have been teaching for several years and have been very successful in the field of public speaking.

Explanation

The survey which was conducted gave strong indications that teachers are in great need of help in their efforts to give training in public speaking. Also, in interviews with teachers over a period of several years, this situation has been found repeatedly.

Most teachers feel that students have a great need for training in public speaking, and they do not hesitate to express their convictions on this matter. Nor do they hesitate to say that, as teachers, their own training has been inadequate and needs augmenting.

Nearly one hundred per cent of the teachers said the students needed a simple, concise handbook to assist them in public speaking.

In an attempt to partially fulfill the needs as expressed by the teachers, an effort has been made to write a handbook in public speaking, and it is included as Chapter III in this thesis.

An effort was made to write this handbook in such a way that high school students could easily understand and follow it, and in a manner that would capture and hold their imagination.

Recommendations

It is recommended that Chapter III, The Handbook in Public Speaking, be used by high school students who desire to become proficient in the art of public speaking.

It is further recommended that teachers study the handbook in all of its aspects, in order that they may better advise with their

students in all of its interpretations.

The handbook is intended to help the student in all of the steps necessary to the launching of a career in public speaking. Therefore, recommendation is made that the student have the handbook available for ready reference at all times.

It is hoped that the handbook will, at least partially, fill the gap for teachers who need a simple reference and guide for classroom teaching.

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APPENDIX

APPENDIX A

Maynardville, Tennessee
July 19, 1956

Dear

I am working on a thesis in the public speaking field and am in need of your assistance. I hope that it will not be asking too much of you to fill out the enclosed survey form and return to me at your earliest convenience.

Your name will not be used and all information will be kept confidential. If you would like to add other information, please write on the back of the survey form.

With kindest thanks and best regards, I remain

Sincerely yours,

/s/ Elmo Johnson

Elmo Johnson

APPENDIX B

SURVEY ON PUBLIC SPEAKING

1. Number of years you have been teaching _____.

2. Do you feel that training in public speaking is: (1) Very important _____; (2) Important _____; (3) Not important _____?

3. What percentage of students do you believe can profit from this training? (1) 100% _____; (2) 75% _____; (3) 50% _____; (4) 25% _____; (5) Under 25% _____.

4. Have you found student interest in public speaking to be: (1) High _____; (2) Medium _____; (3) Low _____?

5. Your primary aim in training students is to: (1) help them in general activities _____; (2) Make F.F.A. meetings more interesting _____; (3) furnish community leadership beyond high school_____. (Check one.)

6. When helping a student construct a speech, do you strive (1) to impart technical and factual knowledge to the audience _____ or (2) for listener appeal through beautiful words _____ or (3) both _____. (Check one.)

7. Do you use class time for instruction in public speaking? Yes _____ No _____.

8. If so, (1) to which classes do you offer this training _____ _____ and (2) how many hours of instruction do you use per class?_____ _____.

9. Do you include public speaking in your teaching calendar? Yes _____ No _____.

10. What references do you use?

11. Do you give the students individual and private instruction? Yes _____ No _____. If so, how many hours per individual? _____.

12. What methods do you use for student practice? (1) playback recordings _____; (2) personal example _____; (3) practice before other teachers _____; (4) criticism by other students _____; (5) home practice _____; (6) before mirror _____; (7) other _____.

APPENDIX B
(continued)

13. Do you have them talk to outside groups, such as civic clubs, etc? Yes _____ No _____.

14. When helping a student construct a speech, what reference materials do you use?

15. Do you enjoy giving training in public speaking? Yes _____ No _____.

16. Do you give your students training in (1) extemporaneous speaking _____; (2) memorized speaking _____; (3) from notes _____; (4) all three _____.

17. Which have you found gives best results? (1) extemporaneous _____; (2) memorized _____; (3) from notes _____; (4) all three _____.

18. What methods do you use to create student interest in public speaking?

19. How many years have you had an entry in the subdistrict F.F.A. public speaking contest? _____. Results _____.

20. Do you hold a chapter public speaking contest? Yes _____ No _____.

21. If not, by what method do you select your contest entrant? _____ _____.

22. How long before contest time do you have your entrant start working on his speech? _____

23. Recommend a desirable period of time between completion of speech construction and contest date. _____

24. You would prefer to train students for speaking in (1) memorized contests _____; (2) extemporaneous contests _____; (3) from notes contests _____. (Check one.) Why?

25. As you see it, list the values received from public speech training?

APPENDIX B
(continued)

26. As you see it, are we placing (1) enough _____; (2) too much _____; or (3) too little _____ emphasis on public speech training? (Check one.)

27. What training have you had in public speaking? _____ _____.

28. Do you feel the need of assistance in giving training in public speaking to your students? Yes _____ No _____.

29. If so, what kind of help do you need?

30. Do students need a handbook to assist them in public speech training? Yes _____ No _____.