

SPEECH EDUCATION
IN THE PROVINCE OF NOVA SCOTIA

A thesis written in partial fulfillment
of the requirements for the degree of
Master of Arts.

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PREFACE

I wish to acknowledge the substantial assistance given to me in the preparation of this paper by my thesis director, Father H. Labelle. For his patient guidance I am sincerely grateful.

CHAPTER I
A BRIEF NOTE ON THE ROLE OF SPEECH
IN HISTORY

Man's greatest achievement is perhaps his ability to talk; yet most of us take this gift for granted. Professor Andrew Weaver, one of our leading speech authorities, crystallized the role of speech in human lives with these words:

Speech forms that inner stream of awareness which we call mind. Speech molds us in its own image. Speech teaches us to know and to sympathize with one another. Speech enables us to think clearly, feel truly, judge justly, and act wisely.

Were speech to fail, our intelligence would lapse to the level of beasts, each individual would dwell apart from his fellows, the structure of society would crumble, the very fabric of life itself would disintegrate, and all the vital processes of civilization would grind to a faltering stop...

Speech is man's greatest achievement and his crowning glory.¹

Consider for a moment the role of speech in the development of civilization. We cannot escape the example of Jesus, who lived His short life nearly twenty centuries ago.

Without formal education, He was, nevertheless, articulate about a way of life. He had something to

¹Andrew Weaver, "What is Speech? A Symposium," Quarterly Journal Of Speech, April, 1955, p. 153.

say and preached the world's most unforgettable sermons - without chancel, pulpit, or notes. By word of mouth He organized a committee mainly of rugged, poor men - fishermen, tradesmen, and craftsmen of Galilee - who nourished the early Christian faith. That faith spread over half the globe by means of preaching and personal testimony. The followers of Jesus went into all lands to preach the gospel, not to write it.²

The study of speech is as old as human history, and as a field of study grew from an academic tradition as old as the history of Western education. During the golden age of Pericles an incredibly small handful of the world's population created a civilization which bloomed into a glory seldom equalled in man's history. Here is a story of a small group of Greeks who developed a culture and a way of life so desirable that, today, our public and university libraries would be miserably inadequate were their shelves denied the treasures left us by that exciting Greek civilization. Although the printed word has preserved something of what they had to offer, the birth and growth of their culture came largely through the medium of speech. The Greeks verbalized their ideas. Conversation, discussion and assemblies were common practice for disciplining their minds and sharing their knowledge.

²E. C. Buehler and Wil A. Linkugel, Speech - A First Course (New York, Harper and Row Publishers, 1962), p. 4.

Socrates and Plato were notable as teachers of speech with Socrates relying wholly upon discussion for the development of his ideas. Aristotle taught a course in speech which has been preserved for us as one of the earliest and finest books on the subject - his Rhetoric. Demosthenes, however, is recognized as the greatest of them all, and even today we can read his speeches and be stirred by his magnificent rhetoric. Cicero was not only a great orator but also wrote textbooks on speech for the education of the young of his day. Quintilian, in his Institutes of Oratory, produced the greatest educational treatise of ancient times - a textbook on speech. Tacitus, the historian, and St. Augustine, the theologian, considered speech teaching among their highest responsibilities.

All through the Middle Ages the study of rhetoric was one of the seven principal studies in the schools. The crusades were set in motion during this time by a speech delivered by Pope Urban II in 1095 of which historian William C. Lang writes, "The responsive chord had been struck; the first crusade was soon underway."³

In more recent times, the value of skill in oral

³William C. Lang, "Public Address as a Force in History," Quarterly Journal of Speech, February, 1951, p. 33.

expression and communication has been repeatedly emphasized. Francis Bacon put it well when he said, "Speak that I may know you, for speech must show the man." Robespierre, the fiery leader of the French Revolution, noted its value in accomplishing great social changes when he pointed out, "He who can phrase it can lead it." Lord Macaulay declared simply that Parliamentary Government is government by talk. Ralph Waldo Emerson devoted his life to public lecturing and confided wistfully to his Journal his regret that no college had ever appointed him as a Professor of Rhetoric for, as he said, "The art of putting things is the greatest art of all." President John Quincy Adams spent two years teaching at Harvard University, developing a series of lectures on rhetoric, or the methods of effective public speaking. Thomas Mann, the great German novelist, has flatly declared, "Speech is Civilization" by which he meant that problems must be solved through discussion rather than by force.

Fifty-five men met in an early American Assembly and for weeks and months committed their collective minds through speech to a common cause. Here was discussion with a definite purpose. In the spirit of co-operation and compromise these men hammered out, by

talk, a design for national government which became the marvel of the age. When Gladstone the English statesman, examined the product of this convention, he called it, "the most wonderful work ever struck off at a given time by the pen and purpose of man." The prime medium in the formulating of this Constitution was speech.

In our own day Winston Churchill's oratory, "I have nothing to offer but blood, toil, tears and sweat," helped to rally a nation in grave fear of defeat in 1940. Franklin Roosevelt's "fireside chats" gave confidence to the United States when it was gripped by a great depression, as well as when it was faced with a second global war. John F. Kennedy's famous lines from his Inaugural Address in 1961, "And so my fellow Americans, ask not what your country can do for you: ask what you can do for your country. My fellow citizens of the World: ask not what America will do for you, but what together we can do for the freedom of man.", made an indelible impression on the hearts of mankind. There are also countless other people such as Pope John, Dr. Billy Graham, Martin Luther King, Dag Hammarskjold, and Adlai Stevenson who, through their speech, have been a vital instrument in shaping the course of history.

Unfortunately, speech is not always a force for

human good; it can destroy as well as build. Used by the selfish, ambitious demagogues, it has brought its share of scourges to this world. Adolf Hitler proclaimed, "The power which has set in motion the great avalanches in politics, and religion has been, from the beginning of time, the magic force of the spoken word - that and that alone." This same man made effective use of speech in launching his avalanche of destruction.

Dictators, demagogues, and criminal conspirators have at their command the power of the spoken word. The Communists of today are highly skilled in the mastery of oral propaganda. The skill of the tongue belongs to saint and devil alike.

However, speech is still man's greatest achievement and one may well be guided by Aristotle's sage advice:

If it be objected that one who uses such power of speech unjustly might do great harm, that is a charge which may be made in common against all good things except virtue, and above all against the things that are most useful, as strength, health, wealth, generalship. A man can confer the greatest of benefits by a right use of these, and inflict the greatest of injuries by using them wrongly.⁴

⁴The Rhetoric of Aristotle, trans W. Rhys Roberts (New York: The Modern Library, 1954), p. 23.

CHAPTER II
THE FIELD OF SPEECH
ITS PURPOSES AND SCOPE IN EDUCATION

Speech is certainly recognized today as a vital force in modern living. This is clearly indicated in that it has become an academic discipline and is considered by many as an integral part of education. As such it is sub-divided into specialized categories.

Teachers and scholars involved with the academic field of speech label themselves in various ways; speech and linguistic scientists, speech clinicians, audiologists, rhetoricians, students of theatre, teachers of speech. As scientists, they seek to understand and describe speech behavior and the process of communication. As humanists, they study the practical and artistic forms of discourse associated with the oral tradition of western civilization. As teachers, they transmit the products of their study to students and help them develop effective, responsible and artistic habits of communication.¹

¹Donald K. Smith et al., The Field of Speech: Its Purposes and Scope in Education (New York: Speech Association of America, 1963), p. 1.

Growing thus from a major educational tradition, the field of speech has shared in the unparalleled expansion of knowledge characteristic of this century, and in the specialization of research and instruction. The speech or voice scientist, whose area is sometimes identified as experimental phonetics, is primarily interested in the analysis of speech behavior, viewed as a physiological, acoustic, and linguistic phenomena. He studies the structure and functioning of the mechanisms of voice and hearing, analyzes vocal production in terms of its acoustic and linguistic structure and develops instruments and methods of analysis to improve the reliability and objectivity of his data. The speech pathologist and the speech therapist center attention on defective speech, its description, etiology and diagnosis and evaluation of therapy. The specialist in educational theatre is partly a creative artist concerned with playwrighting, acting and directing, and partly with the visual and auditory aesthetics of theatre. He is also a teacher and student of dramatic literature and its theory, as well as theatre art and its theory. The teacher of interpretation analyzes literature from the point of view of its recreation in speech. He is concerned with the "sound and sight" implicit in the meaning of the

literary text, in principles and styles of spoken presentation, and in the history and theory of delivery. The contemporary rhetorician focuses on the practical art of discourse as revealed in the variety of forms and functions evident in public discussion. He is concerned with the history and structure of rhetorical theory, with the history and criticism of public address and with the relationship between the artifacts of public discourse and their cultural and institutional correlates. Finally teachers of radio, television and the film see their field in terms of rhetorical and theatrical principles and methods as these are applied to and shaped by the media of mass communication. They study communication forms and structures as they interact with cultural values.²

The communications revolution has affected every individual. Little more than a hundred years ago, printing was done by the handdriven press. There was no telephone, no telegraph, no radio nor television; transportation was slow and difficult. Then, soon after the beginning of the nineteenth century, came the invention of the steam-driven press, followed swiftly by the high-speed rotary press the linotype machine,

²Ibid.

photo-engraving, accompanied by the land-line telephone, moving and talking pictures, wireless transmission for telephone, telegraph and voice broadcasting, airplane transport and television. It is now mechanically possible for every individual on this planet to keep informed of what is going on in every part of the world.³

That this is a "talking" age, therefore, no one will deny and as a result of the technological advances in radio, television and recording, man has become increasingly dependent on the spoken word. These implements of speech are without question the most powerful forces for education and thought stimulation in the world today. The very existence of our democratic government functions through the spoken word - conversation, discussion, debate, parliamentary procedure, and public speaking move it forward.

Speech is man's most distinctive and significant behavior. Speech is learned, and it is learned from teachers. The "teachers" include all members of the social groups in which the child moves as well as the persons who give attention to speech instruction in

³Helen Olson, "Speech for All," English Journal, April, 1951, p. 38.

formal educational settings. The learning of speech and the form and efficiency of the habits developed are matters of utmost consequence to the individual and his society. Speaking is prerequisite to the child's development of a sense of identity. It is a behavior inseparably linked to the processes of thought and communication.⁴ Speech habits mirror the form and quality of a person's thoughts, the nature of his social identifications, and the form and quality of his interaction with his physical environment and with other persons. Speech habits are important too, for vocational and academic success as well as effective citizenship.

Speech is thus central to the nature of man, to the development of the person and to the functioning of political, economic and social institutions. It

⁴Jean Piaget has provided remarkable evidence concerning the language and intelligence of the child based on research carried out in collaboration with others at the Institut Rousseau during the school year of 1921-1922. The data from his research is compiled in a book called The Language and Thought of the Child, translated by Marjorie and Ruth Gabain (London: Routledge and Kegan Paul Ltd., 1959).

In this work he states, for instance, that "...the thought of a child of 6½ is in its spoken manifestations ego-centric in the proportion of 44-47%... The age at which a child begins to communicate his thought (the age when ego-centric language is 25%) is probably somewhere between 7 and 8...from this age onwards they [children] try to improve upon their methods of interchanging ideas and upon their mutual understanding of one another." p. 49.

is the most important single feature of the environment within which every individual conducts his life. Behavior of such importance and complexity deserves disciplined study. No one can be said to be knowledgeable about himself and his environment unless he understands speech, its nature, structure and functioning.⁵

An educated person needs more than an understanding of speech behavior. He should be capable of transmitting his meanings with accuracy, correctness, and clarity. He should be capable of speaking in ways that resolve misunderstanding, that express clear preferences and justify them, that advocate decisions in keeping with his personal integrity and the rights of others, and that aid in adjusting ideas to people and people to ideas. The man who has the power of summoning thought quickly and the habit of forceful and efficient expression serves himself well. He who enters effectively and responsibly into public discussion serves the public interest well. As the President's Commission on Higher Education in the United States asserted, "Few of the abilities men possess are of greater human significance than their power to order ideas clearly and set these before their fellows by tongue and pen."⁶

Good speech is increasingly required in many

⁵Donald K. Smith et al., op. cit., p. 2.

⁶Gail Kennedy (ed.) "Higher Education for American Democracy," Education for Democracy, Heath, 1952, p. 7.

careers and professions, but in none is it more important than in teaching. Fundamentally, the problem for the teacher has not changed. His voice and speech have always been his most potent tools. Knowledge of subject matter is of little value without the ability to communicate. What has happened, however, is that the increased emphasis on the spoken word has focused attention more sharply than ever before on the quality of the teacher's voice and speech.⁷

Teachers must realize not only the potency of imitation but also the difficulty of changing speech habits that have been established. They must be aware that they are constantly serving as models and that any faults of theirs are in danger of perpetuation in every class they meet.

The teacher or prospective teacher should never lose sight of the importance of the teacher from an environmental point of view. In the elementary school, for example, a child may be in the presence of one teacher for practically five hours a day. He is influenced by far more than the material of instruction; he is affected by the mannerisms, the attitudes, the

⁷E. C. Buehler and Wil A. Linkugel, Speech - A First Course (New York: Harper and Row, 1962), pp. 8-9.

voice, the disposition and, in short, by the personality of the teacher. The elementary school child may be entirely unconscious of the fact that he is affected by the voice or speech of the teacher; such unawareness, however, will not prevent his including many of the speech habits of the teacher in his own speech. It is well recognized that when the child enters school, he spends the greater part of the day with the teacher, whose voice and speech...tend to influence not only the voice and speech but the personality and general well-being of the child.⁸

The high school or junior high student may be quite aware that he is imitating the speech or voice of a particular teacher. He may start out merely to mimic or ridicule the teacher and suddenly discover that he has developed a speech fault that is difficult to change. Conversely, he may strive to emulate good speech and a vital quality, because he admires these qualities in a teacher.

While the speech habits of the high school and junior high student may not be in so formative a state

⁸Guides to Speech Training in the Elementary School - a report of the Elementary Committee of the National Association of Teachers of Speech (Boston: Expression Company Publishers, 1943), pp. 17-18.

as those of the elementary school child, the high school student also may be very much at the mercy of his teachers in regard to speech. If, for example, he has an English teacher whose voice is shrill and unpleasant, a mathematics teacher who drones, and a history teacher who has marked nasality in his voice, he is exposed to many needless speech handicaps. To communicate his ideas and to stimulate interest in them, the teacher must not only have his subject matter adequately organized, but he should also present his material in a pleasing voice with careful articulation and the accepted intonation of English. He should be able to stimulate discussion and conversation, leading those who are reticent into speech activities in spite of themselves.⁹

In the past we have pinned our faith enthusiastically to written credentials, assuming that if a teacher had made a satisfactory grade in a written examination, he was qualified, on the basis of his knowledge of subject matter, to teach whatever subject he selected. We are becoming increasingly conscious of the fallacies of this procedure. A factual knowledge

⁹Dorothy Mulgrave, Speech for the Classroom Teacher (3rd ed.; New Jersey: Prentice Hall, 1961), p. 15.

of literature, for example, does not necessarily imply that one will be able to make students love literature. A wide historical background on the part of a teacher does not mean that a history class will be imbued with zeal for historical understanding. In either of these cases the teacher must realize that appreciation is caught rather than taught, and that it is his own love of his material, plus his enthusiasm and his manner of presenting it, that is going to be of real value in establishing lasting interests that will transcend school and college halls. In this connection Ivor Brown writes:

I feel that most people who enjoy their reading today must owe something, perhaps far more than they realize, to a teacher who could light up a line of poetry or explain just why certain sayings, as well as certain doings, vibrate in the memory. These are the men and women in whose hands our bounteous inheritance of words so largely lies. To them every writer should be grateful, since they determine the quality of his audience and not writers only. The essence of living is the power of appreciation, the savoring of thoughts and things. He who does not enjoy does not live.¹⁰

As a part of his professional training it would seem that every teacher should develop a philosophy concerning the place of speech in his professional life. He should not limit his attention and effort to his own

¹⁰Ivor Brown, I Give You My Word and Say the Word (New York: E. P. Dutton and Co., 1948), pp. 60-64.

personal improvement in speech. He should be able to recognize superior speech and to advise students about curricular and extra-curricular activities for its enrichment. He should be able to recognize the more obvious speech defects in his students. Although, he need not be an expert speech therapist, he should know when the services of one are needed and he should be able to supplement the work of the therapist when necessary. He should know also the importance of a sympathetic attitude toward the speech defective, whose problems are manifold in a world that places a premium on conformity. This is an oral world we are living in today and we must make our curriculum fit it.¹¹

No matter what he is hired to teach therefore, practically every teacher is, in effect, a speech teacher. Not only must he think in terms of adequate speech because he serves as an example for others, but also he must overcome whatever speech faults he himself has thereby increasing his effectiveness in the teacher learning situation.

¹¹Mulgrave, op. cit., p. viii.

CHAPTER III

SURVEY OF THE SPEECH PROGRAMS OFFERED FOR THE STUDENTS IN THE SCHOOLS AND UNIVERSITIES OF NOVA SCOTIA

Having examined the field of speech and its purposes and scope in education, I conducted a survey of the speech programs at present being provided for the school-age child and the university student in the province of Nova Scotia.

My first consideration was to determine the program for the various grade levels in the public school system. It is impossible to know exactly what is being taught in individual schools and classrooms but The Teachers' Guide for the Oral Language Arts¹ contains

¹Dr. Allan Morrison, Chief Supervisor of Curriculum and Research for the Province of Nova Scotia, and Miss Elizabeth Orchard, Supervisor of Curriculum for the Elementary Grades, directed me to The Teachers' Guides for Language Arts and English from primary to Grade Twelve for the suggested provincial requirements in oral English.

"These guides are a series of Booklets that give in detail the aims and the content of each school course and the recommended or prescribed methods of teaching each course. They establish the materials, the procedures and the approach from which is constituted the curriculum of the Nova Scotia schools.

Each guide helps the teacher establish what is to be taught - and so serves as a syllabus.

suggested outlines for every level of the system. From the directives in these guides I extracted the following pertinent data.

Oral Language: Speech - Primary

It is the responsibility of the kindergarten or primary teacher to spot children whose speech defects are so serious as to require the attention of a specialist. For children whose speech is indistinct, a simple test can be administered which will help the teacher to analyze the sound substitutions. The teachers' editions of the basic readers, especially the reading readiness and pre-primer editions, contain many helpful suggestions. These children can be helped in the classroom, since their difficulties are usually the result of faulty learning.²

Oral Language: Speaking - Grades 1 to 3

Good speech is a "must" for success in reading

Each guide helps the teacher organize means of teaching - and so serves as a planbook.

Each guide helps the teacher decide upon methods of teaching - and so serves as a manual.

Each guide helps the teacher measure the success of the plans and methods used - and so serves as a catalogue of standards." How to Use the Teaching Guides, a bulletin prepared by the Curriculum and Research Section, Department of Education, Halifax, 1961, p. 3.

²Language Arts: Primary - Grade 6, A Guide for Teachers, a booklet published by Curriculum Division, Department of Education, N.S., 1955, pp. 11-24.

and writing. Before the child can learn to read or write he must be able to speak easily and effectively. He must have an understanding of the words and concepts he will meet in the period of beginning reading. Some children have had such limiting environments that these must be built upon through participation in and discussion of new experiences before any attempt is made to teach reading and writing. The emphasis must be on the development of good speech before reading and writing are introduced.

Oral language development is naturally not completed before reading and writing are introduced. It continues concomitantly with the development of other language skills. The informal conversation groups of the Primary Grade are continued as the children play and work in groups. Discussion in reading groups tends to grow out of the experiences of the children in the reader series as they are related to those of the children in the group. The reader stories are planned around the kinds of experiences common to the majority of elementary grade children and often provide a good stepping-off point for discussion. Other books, excursions, interesting community events, films, radio and television programs provide topics for discussion. Children of this age group talk best about the things they can see and events

in which they have taken part.

A teacher must try to make use of all kinds of experiences. Some of the best opportunities for increasing skill in oral language arise from the everyday experiences of the child - either in or out of school. Planning activities in a group is valuable in that the child must learn to make his point so that it is understood by his friends. If he shares a favourite story or experience he has to make it interesting and to the point if he is to keep the attention of his listeners.

Solving problems together is another means of fostering good speech. The other children will listen critically to the solution offered and accept or reject it. Criticism in this sense does not mean unjust or unkind comment - it is really evaluation in as mature a manner as is appropriate to the child's development.

The children themselves can help to set standards. Standards are relatively simple at this level. Discussion may result in such points as speaking so others will hear, telling events as they happened, using interesting words, and keeping to the story without too much digression. Children will expect more of themselves as they approach the end of this three-grade period. The teacher will encourage them to raise their expectations as they progress. Here again, as in all

aspects of language, it is necessary to consider individual ability and experience.³

Oral Language: Speech - Grades 4 to 6

At this level interests are expanding. The informal exchange of ideas is continued in planning sessions, in committees for carrying out projects, and in casual discussions. Children of this intermediate level still do best when they talk about familiar subjects. Their interests are sufficiently expanded, however, to enable them to begin discussing unfamiliar topics about which they have only vicarious knowledge. Vocabulary continues to expand with more interest in word meanings and in the story of words. The latter may, on first consideration, seem advanced for this group. Experimentation has revealed that this is interesting material for many children aged 9 to 12 years, and teachers may find it catches the imagination of their own classes.

Group consciousness becomes more evident during this period. The younger children are interested mainly in what they have to say themselves. They gradually become more appreciative of what others have to contribute. At the same time they become more critical, in the

³Ibid., pp. 25-40.

standards they set both for themselves and for others. If asked to list the points they should remember when speaking, they may arrive at such points as being accurate, using interesting vocabulary, keeping to the subject, making others understand, emphasizing the important points, relating ideas to one another, avoiding run-on sentences and proper speed of speaking.

Certainly these children need practice in speaking. The aims of the primary period were not achieved by all children, and there is considerable overlapping. In the earlier period the main emphasis was on helping the child to express himself spontaneously. Now the emphasis shifts to the style of speaking and choice of words. As the child advances he becomes more skillful in seeing how ideas relate to one another and when he speaks he learns to select the important points and to spend less time on minor ones.

Speaking is intimately related to reading and writing. In the intermediate grades speaking becomes more and more related to these skills. Reports are prepared in subject areas on the basis of information obtained through reading. Instruction is necessary in how to locate information and how to organize it for presentation. Sometimes the reports are informal and at other times they are planned in advance. The

standards which have been discussed in speaking may be applied to the presentation of the report. In fact, if the child keeps in mind that he will present his findings on a particular topic, it will help him to select and arrange the material which is relevant and ignore the rest. Using chapter and paragraph headings to locate material ties in closely with this aspect of presentation.⁴

Oral Language: Speech - Grades 7 to 9

There are many specific objectives to be aspired for at this level of education, among which are the following:

1. To develop in students a liking for oral work, an understanding of the importance of oral training, and a desire to improve in all aspects of it.
2. To develop the ability to converse easily and naturally, using the appropriate social forms.
3. To develop the ability of students to speak in front of a group.
4. To develop good posture, poise, and confidence.
5. To work toward the ideal of a pleasant, natural, interesting voice that has good pitch, correct speed, and that is clear enough and loud enough to be heard.
6. To develop habits of correctness in the pronunciation of words, in the use of grammatical forms, and in general word usage.

⁴Ibid., pp. 41-47.

7. To encourage students to broaden their speaking vocabulary.
8. To help develop a good sentence sense and the understanding of the paragraph through oral work.
9. To develop the ability to present material imaginatively.
10. To train the student how to select material and to organize it for oral use.
11. To develop in the student some ability to think logically and quickly while on his feet.
12. To train the student in his responsibility to the class, both as listener and critic.⁵

In the outline of content which follows, the method used is to provide a series of units from which the teacher may prepare a course suitable for any of the three grades. To assist in the planning, a topic summary is given, suggesting when material may suitably be introduced.

It will be observed that some of the units given here are no different in name from units done in previous grades. Storytelling begins at the pre-school age, but the narrative ability improves if opportunity is given. In general, at least half of the time allotted to oral work in any one year should be given to units started in

⁵English, Grades 7-9: A Teaching Guide, a booklet published by Curriculum Branch, Department of Education, N.S., 1957, pp. 30-31.

the previous grade. As competence in familiar material increases, the new is introduced.

Whether the class is good or poor, the teacher must work from the level of the individuals in it, choosing suitable units and simplifying them when necessary. In the case of backward students, it is often wiser to have them repeat than fumble uncertainly at more advanced ones. When such repetition is found to be necessary, the better students should of course go on to the new work.

Although there is considerable emphasis given in the outline - as there must be in junior high school - to the "how" and "why" of good speech, to correctness and formal requirements, the first emphasis must still be on easy, informal speech situations. If these are plentifully provided in the classroom, there will be solid accomplishment in oral English.

Outline of Oral Work in Grades 7 to 9

1. Voice Production (Grade 7 - simple form; Grades 8, 9)
2. The Building Blocks of Good Speech (Grades 7 - 9)
 - Enunciation
 - Pronunciation
 - Good Usage and Grammar
3. The Social Forms (Review in Grade 7 as needed)
4. Informal Conversation Groups (Grades 7 - 9)
5. Discussion Groups (Grades 7 - 9)

6. Interviewing (Grade 9; mature Grade 8 students)
7. Speaking in Front of a Group
 - Preliminary Discussion (Grades 7 - 9)
 - Making Announcements (Grades 7 - 9)
 - Telling a story (Grades 7 - 9)
 - The Short Talk (Grade 9)
 - Spontaneity Training
8. Speech Activities
 - Introductory Note (Grades 7 - 9)
 - Debating (Grade 9); (Possibly Grade 8)
 - Parliamentary Procedure (Grades 7 - 9)
 - Role Playing: (Supplementary suggestions for any grade)
 - Drama and Dramatization
 - Oral and Choral Reading⁶

Oral Language - Grades 10 to 12

The Program of Studies requires one oral composition a month in Grade 10 and mentions no requirements in Grade 11 and Grade 12. Obviously, this does not mean that oral English is of slight importance, but rather that it is not examinable under our system. Carefully planned work in this field is as essential to our purpose in the teaching of English as is the work in written English. Clear, correct, intelligible speech is indispensable to an educated person, and every possible effort has to be made during the senior high school courses to ensure that it is achieved by every student. There are many and varied ways of dealing with speech in the English program and they should be exploited as fully as possible.

The outline of suggested activities given below

⁶Ibid., p. 34.

may be used in Grade 10 but any and all of the suggestions can be developed more extensively in Grade 11 and 12 at the discretion of the teacher.

Suggested are the following activities:

1. Oral reading - preceded by student's own preparation.
2. Impromptu Speeches and Interviews
3. Panel Discussions and Group Discussions
4. Impersonations and Classroom Plays. These will be of greater value if they have been improvised and written by the students themselves.
5. Class Meetings. Involving parliamentary procedure.
6. Debates. Proper instruction in debating technique should be given.
7. Choral Reading
8. Oral Book Reviews
9. Prepared Speeches. These may be the telling of stories, explanations of how to do something, descriptions of hobbies, expression of an opinion, analysis of a current event.
10. Listening to Recordings.⁷

The foregoing material is suggested in The Teachers' Guide for the students pursuing the regular school course at the various grade levels.

These suggested outlines seem to be adequate and

⁷English, Grades X-XII, a stencilled outline prepared by Curriculum Branch, Department of Education, N.S., 1961, pp. 39-40.

are certainly impressive but in the high school grades particularly "teachers argue that they cannot take the amount of time needed to teach the oral language arts effectively because of the heavy course in literature, outside reading and written composition or because it does not count on examinations.⁸

From my experience with the public school system, the theory outlined in The Teachers' Guides is frequently just that, and in the majority of cases, very little of it especially on the high school level is translated into action. Conclusive proof of this would seem to be that the natural fruition of this suggested program in speech education through the grades has not materialized. We have in our high schools no speech festivals, almost no organized debating, and very little drama. This area could be as highly competitive among students and schools as sports and would be a more natural outgrowth of the school's function, the development of the mind.

In The Teachers' Guides to the General English Course being taught in selected high schools within the province, it is suggested that an even greater emphasis be put on oral English.

⁸English, Grades 7-9, op. cit., p. 30.

Oral Language - General Course - Grades 10-11

The general course is intended particularly for those pupils whose formal schooling will end at some point in senior high school.

Pupils in the general course pay less attention to literary style and imaginative material, and more to concise and precise statement of their ideas. They also divert considerable time from the more literary forms of writing in order to stress business correspondence and other vocational skills. In brief, the general English course will tend to be more practical and less literary than the academic or college preparatory course.

Many students who take General English will pass directly from the classroom to positions as salespeople, or their work will involve the giving of clear directions and explanations. Therefore, oral English should receive greater emphasis in view of this. Students whose speech is weak should always be helped as much as possible, but in the general course they should be helped even to the point of sacrificing time assigned to literature.

It is important for teachers in the oral work of the general course to emphasize how much a good command of spoken English may help the pupil's business career; also the satisfaction and self-confidence that will

come with improvement. Finally how better oral English will improve one's social standing should be stressed.

It is important for the teacher to keep in mind that motivation is very important for students in oral English.

Specific Objectives of Oral Composition

- Mechanics of Language - Ability to speak audibly, intelligibly, and pleasantly.
- Ability to speak and write grammatically.
- Language for Industry - Ability to follow oral directions.
- Ability to give clear, simple oral directions.
- Language for Social Purposes - Ability to converse on every day topics other than the weather or the movies.
- Ability to read short passages aloud with pleasure.
 - Ability to follow discussions and read articles on civic problems.
 - Ability to express ideas and to defend them.

It is recommended in the General English Course on both the Grade X and the Grade XI level that oral composition receive a total of 60 minutes per week. The class activities should include organized conversation and discussion, speeches and recitations, formal drill on the mechanics of speech, and constant insistence on correct

posture.⁹

Oral Language - Vocational Schools Grade 10-12

At present there is no uniform curriculum for vocational schools within the province. Yet their basic objectives are the same. In the vocational schools oral language is given similar emphasis as in the general course within the academic schools. Much more emphasis is placed on the skills of oral language than on literature. This practical approach is common to all vocational schools in the province.¹⁰

Oral Language - Nova Scotia Technical Institute

Much stress is given to the oral language aspect of the English course for all junior and senior technology students. As part of their training selected students prepare talks for seminars following which the students as well as the teacher act as judges and critics. Panel discussions, impromptu talks and mock parliaments are likewise included in their program.¹¹

⁹Teachers' Guide to General English, Grades 10-11, a stencilled outline by Curriculum Branch, Department of Education, N. S., pp. 1-15.

¹⁰Interview with Darrell Mills, Director of Vocational Education Division, Department of Education, N. S., March 16, 1966.

¹¹Interview with G. MacLean, Principal of Nova Scotia Technical Institute, March 30, 1966.

In an effort to make my survey as thorough as possible, I also consulted some of the private institutions to determine what type of speech program each offers.

Halifax Grammar School

Because of the school's intensive academic program, no time in the regular school day is available for speech training. However, the Headmaster intends to adopt debating and training in parliamentary procedure in the near future as an extra-curricular activity.¹²

Dartmouth Grammar School

The emphasis of the academy is on rigorous intellectual training. At the present time no attention is given to public speaking except as an extra-curricular project.¹³

Sacred Heart Convent

Speech training is not offered either as a compulsory or as an elective course. The convent at the present time lacks the student enthusiasm and the trained teaching faculty for an effective program in speech.¹⁴

¹²Interview with William Currie, Headmaster of the Halifax Grammar School, February 8, 1966.

¹³Interview with William Browne, Headmaster of the Dartmouth Academy, February 19, 1966.

¹⁴Interview with Mother Power, Principal of Sacred Heart Convent, February 15, 1966.

Halifax Ladies' College

No course in speech is offered. Speech training is given only incidentally as part of the English course.¹⁵

As outlined in the beginning of this chapter the second phase of my survey is concerned with the speech program offered in the universities within the province of Nova Scotia. In an effort to compile my data I visited the universities and interviewed members of the administrative staff and faculty. Purposely my data was not extracted from the university calendars as, in my experience, their content is sometimes more impressive than factual.

Acadia University

A compulsory course is given at the present time to students taking their Bachelor of Commerce and Bachelor of Divinity. This course requires two and one half hours a week and consists of the fundamentals in debating, parliamentary procedure and public speaking.¹⁶

¹⁵Interview with Miss G. Dauphinee, Principal of Halifax Ladies' College, February 17, 1966.

¹⁶Interview with Edward Roberts, part-time lecturer in speech at Acadia University, January 11, 1966.

Dalhousie University

There is no formal speech training offered either as a compulsory or elective subject at Dalhousie University. Many of the graduates of Dalhousie in all faculties suffer from an inability to communicate. A speech course is especially needed on the Freshman level, in the Law School and in the Education and Business Administration Departments. Now that Dalhousie has increased assistance from Government and increased enrollment, a speech course could be justified but only if qualified personnel are available and the necessary enthusiasm is shown on the part of the students.¹⁷ At the present time there is no provision in the Education Course for formal speech training, and a teacher is not required to take any courses in public speaking.¹⁸

Mount Saint Bernard College

A general course in the techniques of speech, extemporaneous speaking, drill and vocalization, practice in all types of public speaking is compulsory for the Bachelor's Degree. The course requires one hour a week

¹⁷Interview with Dr. H.E. Read, Vice-President, Dalhousie University, January 17, 1966.

¹⁸Interview with A.S. Mowatt, Dean of Education, Dalhousie University, January 17, 1966.

for a half year and is given two credits.¹⁹

Mount Saint Vincent University

A general course is offered as a compulsory requirement for all Sophomore students; it consists of a one hour lecture and practice period. Training is given in techniques of speech and extemporaneous speaking and concludes in a speech festival.²⁰

Nova Scotia Teachers' College

Speech is not considered as a separate subject but is treated to a limited extent within the Language Arts' Course. Much more emphasis could be given to speech as a requirement of a teacher and to speech from the viewpoint of the teacher's ability to detect and diagnose speech defects and to provide help for speech defectives. The Normal College does not require its students to pass a course in public speaking as a condition of graduation.²¹

¹⁹Interview with Monsignor C. Bauer, Executive Vice-President, St. Francis Xavier University, January 21, 1966.

²⁰Francis G. Barton, Lecturer in Speech, Mount Saint Vincent University.

²¹Interview with Miss Nancy Bowden and Miss C. Bernadette Brooks, faculty members in the language arts, Nova Scotia Teachers' College, January 23, 1966.

Nova Scotia Technical College

No formal speech training is currently being offered but a course giving particular emphasis to platform speaking and parliamentary procedure is being considered as an elective under the Department of General Studies for next year. At present, as part of the course in Contemporary Affairs, limited opportunity is given for oral presentation by the students but this oral work is only incidental.²²

Saint Mary's University

Speech training at this university consists of weekly lectures during which theories of speech are taught through examples of current speeches and their analysis. About three-fourths of the time is spent by the students in delivering speeches, debating and participating in panel discussions. Observations are made by the instructor on their delivery and content. The year is brought to a close by a speech festival. Speech as part of the English course is a requirement of all Bachelor students.²³

²²Interview with Dr. G. W. Holbrook, President, and Mrs. D. Heaps, Assistant Professor of Technical Literature, Nova Scotia Technical College, January 25, 1966.

²³Interview with Reverend M. O'Donnell, Lecturer in Speech, Saint Mary's University, December 15, 1965.

Saint Francis Xavier University

Each candidate for the Bachelor's Degree is required to give evidence of ability as a public speaker. Participation in debate, dramatics, or elocution contests may be considered as fulfilling part of this requirement provided such activities receive the approval of the instructor. Speech lectures are one hour per week; practice periods are one hour per week and two credits are given for the course. In addition four elective courses are offered in the area of speech education:

Oral Interpretation - Communicating and projecting the spoken word; i.e. poetry, newscasting, drama, class lecture. The student is trained to communicate more clearly in his major field. Three hours per week (first half year). Three credits.

Techniques of Acting - Providing a theoretical and practical approach to acting and the teaching of acting. Consists of exercises improvisation, scenes, etc. Three hours per week (second half year). Three credits.

Play Production - For those who may be involved in drama as teachers or in community theatres. The basic principles of scenic design and construction, lighting, costuming, and makeup. Three hours per week (first half year). Three credits.

Directing - For those who may direct in school or community theatres. Directorial problems as movement,

interpretation, and action exercises.
Three hours per week (second half year). Three credits.²⁴

University of King's College

No speech courses are at present offered at King's College as a formal part of the curriculum because of limited funds and lack of qualified staff. In the Divinity School of King's College, however, speech with emphasis on diction and voice production, is a compulsory course taught by a part-time lecturer.²⁵

As a conclusion to this survey of the speech programs offered to the student in Nova Scotia, I interviewed five of the leading educators of this province to determine their attitudes toward speech training from several points of view.

Director of Elementary and Secondary Education in Nova Scotia

If speech training were to be given as part of the curriculum, it should certainly be offered as an elective subject only. However, the curriculum should be narrowed rather than broadened to include more courses. Our schools are not big enough to justify even an elective

²⁴Interview with Monsignor C. Bauer, Executive Vice-President, St. Francis Xavier University, January 21, 1966.

²⁵Interview with Edward Roberts, part-time lecturer in speech, University of King's College, January 11, 1966.

speech course because too few students would be interested. Even speech training as an effective extra-curricular activity in the form of debating and speech festivals must result from the enthusiasm of the teachers and students. Teachers should have definite training in communication.²⁶

Director of Curriculum, Province of Nova Scotia

Speech, like music and art, could be considered as an elective subject in the high school program. However, if this can not be implemented, emphasis should be given to speech within the total English program. Although the suggested outline for oral language in The Teachers' Guides gives emphasis to speech, since oral work is not examinable in terms of credits, it receives only incidental consideration. The pressures of covering a prescribed curriculum and preparing for examinations, to a great extent, eliminate development of good speech habits in students. For the most part, the teacher talks and the student listens. Debating and speech festivals are unpopular today because they involve too few people and are too formal. This could be overcome by fewer "grey-beard" topics and by introducing the Oxford Union type of debate in which the student body

²⁶Interview with Dr. Harold M. Nason, Director of Elementary and Secondary Education in Nova Scotia, January 26, 1966.

can participate through questioning. Speech festivals would be more popular if less emphasis were placed on elocution and more emphasis given to original content. All students planning to become teachers should be required to meet certain minimum standards of speech, voice and diction.²⁷

Superintendent of Schools, Halifax School System

Speech could be offered in the schools as an elective for those who have the aptitude for it and the interest in it. If speech were taught as a separate course, the instructor should be a person with formal training in the speech arts. An English teacher requires more than just enthusiasm to teach speech effectively. Debating and speech festivals could be excellent extra-curricular activities but they must grow out of the teachers' and students' enthusiasm. It is desirable that a teacher have a certain facility in the art of communication and the most logical time to acquire this would be in under-graduate training at university or in the education year.²⁸

²⁷Interview with Dr. Allan Morrison, Director of Curriculum, Province of Nova Scotia, January 31

²⁸Interview with Dr. Maurice Keating, Superintendent of Schools, Halifax School System, February 7, 1966.

Superintendent of Schools, Dartmouth School System

A course in speech could be given as an elective on the high school level. A teacher for this course need not have extensive formal training in speech but certainly requires a definite interest in this art. Debating and speech festivals are not popular because they lack the prestige value of such extra-curricular activities as athletics. All teachers need speech training either in their college courses or in their year of teacher training.²⁹

Superintendent of Schools, Halifax County Schools

A speech course could be offered as an elective subject on the high school level. However, at present because of an already over-crowded curriculum, speech could be more fittingly emphasized as an extra-curricular activity in the form of debating, speech festivals and drama. If a regular speech course were to be offered, it should be taught only by a person who has had formal training in speech. Teachers should certainly have fluency in their language and this factor should be stressed particularly during their practice teaching program.³⁰

²⁹Interview with Carmen Moir, Superintendent of Schools, Dartmouth School System, February 9, 1966.

³⁰Interview with E. Marriott, Superintendent of Schools, Halifax County, March 30, 1966.

CHAPTER IV
PRESENT STATUS OF SPEECH THERAPY IN
NOVA SCOTIA

After my survey of the speech services in the oral language arts at present being provided for the student in Nova Scotia was concluded, a follow-up survey was conducted of the speech services in therapy being offered in Nova Scotia. My data was compiled as a result of six interviews with people who have a professional interest in this area.

Very little attention seems to be given to the speech handicapped in Nova Scotia outside the immediate areas of Halifax, Dartmouth and Halifax County and even in these areas, the services are inadequate. This fact can be accounted for in three ways; lack of trained personnel, lack of funds and lack of interest. Much more emphasis could be given this area of special education particularly in regard to recognition of the value of early diagnosis and treatment of the speech handicapped.¹

¹Interview with George MacKenzie, Chief Inspector of Schools, Department of Education, Nova Scotia, November 3, 1965.

At the present time there are only two school boards in Nova Scotia employing full time personnel in the field of speech therapy: Miss C. Tasman employed by the Halifax School Board and Mrs. E. MacGill, employed by the Dartmouth School Board. Speech therapists are not recognized in the Education Act of the Province of Nova Scotia. This means that if a local school board wishes to employ such a person, the board itself must totally underwrite the salary of the therapist as no financial assistance is given under the Provincial Foundation Program. It is possible to foresee with the development of "total" education in Nova Scotia that school boards in various sections of the province with provincial assistance would be able to employ speech therapists to take care of the speech problems for one school system or several through an itinerant therapist. As the field of special education expands and greater emphasis and recognition are given to the speech handicapped, it will become essential to have the services of specialists to assist the growing number of pupils impaired with speech difficulties. As evidenced by the number of teachers attending the Nova Scotia Summer School from all parts of the province seeking information and help for the pupils they see in their

classes with speech handicaps, it would seem that there is a growing awareness of the great need for recognition in this area.²

For many years while Dr. Adam J. Sortini³ was Director of the Speech and Hearing Clinic, at the Children's Hospital, Boston, Massachusetts, he saw a significant number of children of all ages who were referred to the Boston centre from various parts of the Maritime Provinces. Through the efforts of interested people in the Halifax area, who recognized the dire need for a Diagnostic Speech Clinic in the Maritime Provinces for many years, a four-day clinic was held in Halifax in October, 1961 during which time 142 children were seen.

As a result of this clinic, on January 7, 1963, the Hearing and Speech Clinic at 1318 Robie Street, Halifax, Nova Scotia, officially opened and is financed on an equal basis by the Provincial Department and the Federal Department of Health. This is the only clinic of its kind in the Atlantic Provinces. Its overall

²Interview with Harlan Cox, Inspector of Special Education, Department of Education, Nova Scotia, December 3, 1965.

³Doctor Adam J. Sortini is audiologist, speech pathologist and administrator of the Hearing and Speech Clinic, 1318 Robie Street, Halifax.

function is to diagnose speech and hearing problems in children and adults.

In 1963, the opening year of the clinic, there were 164 speech referrals and in 1964, there were 229 making an increase of 39.7%. From a patient visit total of 596 speech therapy visits for 1963, the number jumped to a patient visit total of 1,426 in 1964, an increase of 139%. Figures for 1965 showed the total speech therapy visits to be 3,375. This could only be made possible by employing an additional full time therapist, a half-time therapist and by conducting a summer speech therapy program for the convenience of the speech handicapped in Nova Scotia.

Speech problems are the predominant ones in any school system and in any given school situation five per cent of the children will have speech defects. Through early detection of speech impairments, therefore, tax payers in Nova Scotia and the provincial government will be spared the necessity of spending large sums of money for special education in school-age years.

Speech problems of the school-age child come in several forms. The major ones are articulatory problems, such as lisping and delayed speech. In the former the child is physically capable of speaking but speaks with

a distortion. The latter may be caused by anything from deafness to over-solicitous parents. Stuttering is the speech defect that is most talked about but least known about by laymen. It is a defect of speech rhythm involving three stages: simple repetition, hesitations or prolongations and blocks. Parents should be warned not to make too much of the fact that their child uses simple repetitions as all children at some time use these. If too much attention is given to this defect, the child might become a real stutterer.

In Nova Scotia at the present time there is a great need for more trained speech personnel (See Chart 1) and one of the major problems accounting for this shortage is to establish centres in the universities to train speech therapists. In Canada there are only three universities where a person can earn a degree or diploma as a speech therapist: the University of Montreal, for French speaking people only; McGill University and the University of Toronto. The Faculty of Education in the University of Alberta, Edmonton, offers two courses in speech therapy, one at the elementary level and the other at the secondary level; however, no special diploma is granted.

For the last two years Dr. Sortini has been attempting to show the necessity for a training school

CHART 1

On the basis of incidence of speech problems as well as school population figures, the following information is self explanatory. It is felt the point for needing speech therapy (and therapists) will be sufficiently made by using the October, 1964 statistics only.

General figures (all ages) October, 1964	Estimated Incidence of Speech Problems (3.4%)	No. of speech Therapists now employed	No. of speech Therapists needed*
N. S. 762,381	25,921	5	518
Hfx. City 92,037	3,129	1	62
Dart. City 62,491	2,125	1	43
Hfx. Co. 225,723	7,675	0	152
<u>School Population, October,</u>			
1964**	(5%)		
N. S. 194,410	9,721	2	97
Hfx. City 18,020	901	1	8
Dart. City 12,724	636	1	5
Hfx. Co. 25,336	1,267	0	13

* Since general population figures include all ages, the number of therapists "needed" was determined by interpolating available information and supposing each therapist needed, (on a mythical average), would be responsible for a case load of 50 persons.

** In a clinic situation the average therapist is able to handle approximately 30 cases weekly on an individual basis. In a school system because of homogenous groups being available in the same school (making group therapy possible), the average case load of total cases for a speech therapist may be 100 children. The figures presented (re the need for speech therapists) are based on these estimates. It should be realized that the highest incidence of problems in any given school system are speech problems.

The general population figures for Nova Scotia were obtained from the Division of Vital Statistics in Halifax.

The School population figures were obtained from the Department of Curriculum and Research, Department of Education for Nova Scotia.

in speech therapy here in Halifax since the incidence of speech defects in the province of Nova Scotia certainly is high enough to justify it.

The Royal Commission in Health Services of February, 1965, recommended that a speech and hearing therapy school be established at Dalhousie University to establish a division of special education at the Master's level which would train speech therapists, audiologists, and teachers of the blind, mentally retarded and emotionally disturbed.⁴

As indicated previously the Halifax School Board employs one therapist only whose work is primarily concerned with speech correction with individual pupils and with small groups of pupils. Occasionally this therapist spends time with classroom teachers to give them a better understanding of the speech difficulties of the pupils with whom she is working.

The following is an outline of her speech activities:

FIRST HALF YEAR

September	<u>First week of school:</u> checking records, class lists, making up time-table.
Through	<u>Second Week:</u> checking grade-teacher placement of the children in Remedial Speech Classes, Articulation tests and retests (in the schools).

⁴Interviews with Dr. Adam J. Sortini, October 4, 1964, and January 13, 1966.

FIRST HALF YEAR (cont'd)

Third Week: Remedial Speech Classes start.

December Third Week: Remedial Speech Classes end for the term.

January Check-Ups: Interviews and speech tests, children in schools having Remedial Classes. Mental tests, children in Remedial Speech Classes (others by request).

(3 weeks) Test Used: Ontario School Ability Examination

SECOND HALF YEAR

End of January Remedial Speech Classes resume.

Through

May Third week: Remedial Speech Classes end for the year.

Fourth week: Articulation retests, children in Remedial Speech Classes.

June Check-Ups: Interviews and speech tests, all schools. Records of children in Remedial Classes completed (in the schools, and teachers and nurses).

Final week: Departmental records, Annual Report.

REFERRALS

Children who have speech difficulties may be referred to the Department at any time during the year by Principals, teachers, when there is one (the school

doctor), school nurses, or any persons interested.

The names of children referred will be listed; the children will be interviewed and given speech tests during the periods set aside for those purposes, unless otherwise requested.

REMEDIAL SPEECH CLASSES

Comprised of children from the classes of the previous year who need to continue therapy and children from the check-ups who are found to be in need of therapy.

INCLUSION IN REMEDIAL SPEECH CLASSES

Dependent upon:

- A. Degree of difficulty.
- B. Readiness or speech maturation: the ability of the child to benefit from therapy.
- C. Age and mental maturity of the child.
- D. Whether there are Remedial Classes in the school.
- E. Whether the existing Remedial Classes are filled.

EXCLUSION FROM REMEDIAL SPEECH CLASSES

Must depend upon:

- A. Therapist's judgment; that is, knowledge of the type of defect the child has, the child's speech and mental maturation, and the immediacy of the need for therapy.
- B. Size of Remedial Speech Classes.
- C. The fact that not all speech deviations or difficulties are defects.

One speech therapist is totally unable to meet the existing needs in Halifax, (See Chart I) and consideration should be given to hiring additional speech therapists as soon as possible for the Halifax School System if an effective speech therapy program is to be administered.⁵

As indicated previously also the Dartmouth School Board employs only one therapist. The following criteria are used to determine whether a student's name be submitted to a therapist for treatment:

I. Children under seven years of age who:

1. Never speak
2. Are completely unintelligible
3. Have any defect of "s"

e.g. "t" for "s" (tee-taw for see-saw), a lisped "s" tongue protruding between teeth on all "s" words; a lateral "s", a hissing escape of air sideways when articulating "s".

4. Stutter

Only if combined with irregular breathing or with a definite bloc or struggle on starting certain words.

5. Excessive nasal tone.

II. Children over seven years who:

1. Never speak.

⁵Interview with Miss Cecily Tasman, Speech Therapist, Halifax School System, January 19, 1966.

2. Are completely unintelligible.
3. Persist in baby talk -
e.g. "t" for "k" or "d" for "g" or
vice versa.
4. Have any defect of "s" as above.
Have any defect of "l" e.g. "w" for "l"
Have any defect of "r" e.g. "w" for "r"
(wabbit/rabbit, bwead/bread)
Have any defect of "th" e.g. (free/three,
le/the
5. Any form of stutter even an easy and un-
self-conscious repetition of initial
sounds - but particularly those with bloc
or breathing irregularities.
6. Excessive nasal tone.

Under the present system since any speech program in the elementary school of necessity will be carried on by the classroom teacher, it would be advisable to have every prospective kindergarten, primary and elementary teacher take some special training in speech correction during her preparatory years. These teachers in turn could assist in some of the routine work and relieve the speech therapist for more specialized work.

These teachers should be trained to recognize common speech defects i.e. (omission, transposition and substitutions of sounds; baby talk; foreign accents; slight lisps; indistinct speech; cluttering; and various voice difficulties as nasal, denasal, monotonous, and high-pitch voices) and be able to give remedial help to

those children with these relatively simple defects. She should have a thorough knowledge of speech activities and of the ways in which they can be utilized for development of good speech in the elementary grades. Only in this way will a child gain the understanding that he is expected to speak well at all times and that good voice and speech are essential to his educational and social development.

Following is a chart indicating the Dartmouth Schools on the treatment list, the number of pupils being treated, the number of pupils on the waiting list for treatment, and the ideal number of pupils that one therapist should have for an effective program.

In conclusion, it would seem from the figures on Chart 2 that more therapists are needed if an effective program is to take place in the Dartmouth Schools.⁶

At the present time no other school board in Nova Scotia apart from the two previously mentioned employs a speech therapist. It is significant, however, that three years ago a speech therapist was engaged to work with the children in the elementary grades of Bedford and Lower Sackville Schools. She was employed by the

⁶Interview with Mrs. Elizabeth MacGill, Speech Therapist, Dartmouth School System, January 10, 1966.

CHART 2
SPEECH THERAPY

Schools on Treatment List

<u>Day & Total No.</u>	<u>School</u>	<u>Treated</u>	<u>Waiting</u>
Monday 37	Shannon Park Northbrook	24 13	18 4
Tuesday 23	Harbour View Penhorn Park Woodlawn	16 4 3	23 8 8
Wednesday 18	North Woodside South Woodside Michael Wallace	6 6 6	5 4 8
Thursday 28	Southdale Hawthorne Greenvale Findlay	15 3 6 4	9 4 3 1
Friday 22	Notting Park Park	13 9	6 5

Schools on Waiting List Only

Alderney	8
Mount Edward	5
Ian K. Forsyth	6
Admiral Westphal	5
Crichton Park	7
Mary Lawson	7
Bel Ayr	0
	<u>38</u> Waiting

Schools Not on Any List

All Junior High and Senior High

Ideal - 5 Schools 100 Children - Treatment Twice Weekly

Nova Scotia Society for the Care of Crippled Children but her work in the school system was sponsored by the local Lion's Club on an experimental basis. The intention of the Lion's Club was that by her working in these schools she could establish reliable statistical evidence to justify the need for a permanent full time speech therapist in the schools of Bedford.

At the beginning of 1963, she was visiting a total of seven schools. They are as follows:

BEDFORD

Central School
Fort Sackville
Waverly Road
Glen Moir
St. Ignatius (separate)

LOWER SACKVILLE

Acadia
Hillside Park

She began her work by doing a survey of speech disorders in the schools relying on referrals from the classroom teachers. Among the disorders which she found most common were the following:

1. Articulation disorders
2. **Articulation** disorders and emotional disturbances
3. Articulation disorders and hearing loss
4. Tongue thrusting

5. Mental retardation and immature language pattern
6. Stuttering
7. Cerebral Palsy Speech
8. Reading and phonics disorders

She endeavoured to see each child on her list individually at least once a week for a twenty-minute session but in some cases depending on the need of the child, she was forced to spend as long as an hour. She visited in most of the homes of these children, and attempted to keep in contact with the parents.

Parents should give more attention to their speech and too little is being done in the home to further the building of adequate speech habits. Efforts should be made to educate parents regarding speech, either, through the Parent Teacher's Association, or through an adult education program to realize the importance of setting a good example in the home.⁷

The experiment proved the need of a speech therapist in the Bedford Area, but the School Board could not raise the funds to employ her and the Lion's Club could not continue to finance this project. Consequently, her services were discontinued. Upon

⁷Interview with Miss Corrine Fraser, Former Speech Therapist, Bedford Schools, February 4, 1963.

investigation it was learned from three sources that the services of a speech therapist are certainly required in the Bedford area.⁸

It would seem then that the needs of the speech handicapped are not being fully met at this time in the province of Nova Scotia.

⁸Mr. D. Fletcher, Supervisor of Bedford Schools, attested that there is definitely a need for speech therapy in the Bedford area. Mrs. E. MacGill, Speech Therapist of the Dartmouth School System, stated that school nurses in the Bedford region are reporting to her much evidence of speech disorders which are at present unattended. Dr. Sortini, Director of the Speech and Hearing Clinic, reported that there were 95 referrals from Halifax County in 1964 as compared to 50 referrals in 1963, showing an increase of 90%. He attributed this increase in part to the fact that no speech therapist was employed in Bedford after 1964.

CHAPTER V
SUMMARY AND CONCLUSIONS

As indicated by this history of testimony on the lack of speech education, there are still many public schools, private institutions, colleges and universities in Nova Scotia in which the systematic and thorough study of speech is not integrated to any appreciable extent in the curriculum. This could be explained in that when speech receives any consideration, it is usually incidental as part of the English course; it is not considered in terms of credits and too little time is available for it within a curriculum where it is considered as a frill, rather than a requirement.

It would seem that the emphasis in teaching has been and to a considerable extent still is primarily on writing and in most institutions of learning, instruction in speech is represented only in extra-curricular activities. Speaking skill is supposedly expected to develop as a by-product of instruction in reading and writing.

Another reason such little consideration is given to speech is that our educational system is permeated by verbalistic and elocutionary concepts of

speech. Thereby many of our students enter school at the primary level, graduate twelve years later; enter college and graduate with the idea that speech is just oral composition; or worse yet just a performance or means of display; something to be tolerated one hour a week on the last period on Friday afternoon.

Nevertheless, it has been shown that we function as effective human beings precisely in terms of our ability to speak effectively. According to Dr. Robert T. Oliver, we are affected throughout our lives far more by our speaking and listening than by our reading and writing. He says that it has been estimated that of all our communication activities 45 per cent consists of speaking; 30 per cent of listening; 16 per cent of reading and 9 per cent of writing.¹ It would seem to me that these proportions ought to be some kind of guide to the kind of education we undertake for the youth in our schools and colleges today.

Many of our leading educators whom I interviewed emphasized the importance of speech training within the educational system and speech training as a consideration for teachers. It would seem, however, from my findings

¹Dr. Robert T. Oliver, "The Place of Speech in Education," School and Society, LXXXVI (January 4, 1958), p. 32.

that little opportunity is given the prospective teacher in Nova Scotia in any level of his or her education to acquire specific training in public speaking.

A similar survey to the present one was made by Dr. Allan Yeomans in which some of the leading educators in the United States were interviewed. It is obvious from their comments that speech education plays a far more major role in the United States at all levels of education than it does at present in Nova Scotia. A few excerpts from their answers will indicate this:

Earl H. Hanson - Superintendent of Schools, Rock Island, Illinois

I have had much formal instruction in speech. Course work began in high school and continued through college...I feel that instruction and experience in speech activities were among the most valuable of all my courses. It is that instruction which has made it possible for me to communicate. If the program in speech is reasonable, I believe that it should be required of all who expect to teach not only in the secondary schools but at any level. I do believe that speech education is an essential part of the well developed secondary school curriculum. I don't know of any school in Illinois which does not offer speech. In Rock Island we have a good deal of it involved in the English curriculum and as electives which are very largely chosen by our youngsters. We have much forensic and speech training beginning in the eighth grade.

W. T. White - Superintendent of Schools, Dallas, Texas

I do feel that a high school of any size at all should have a program of speech education in the secondary school curriculum although such a course should not be required.

Floyd W. Parsons - Superintendent of Little Rock Public School System, Little Rock, Arkansas

I have always felt that the training I received in

speech has been more beneficial to me as a superintendent of schools than any other course taken during my college career. I would agree that speech training at the college level would be most beneficial to teachers. I strongly favor courses in speech in every secondary school. However, I would be opposed to speech being a requirement for graduation.

John W. McFarland - Superintendent of the School System, Houston, Texas

I had the benefit of much speech training during my three years as a high school student and as a student at the University of Texas. I sincerely believe that my speech training helped me to do a more effective job as a classroom teacher. Education in public speaking helps to teach a person how to participate in group discussion and how to explain processes clearly, precisely and forcefully. Our secondary schools in Houston, Texas include speech courses as electives; they are very popular electives. There is a strong emphasis in our secondary schools on debate and forensic activities. Experience in debate and in other speech activities should be valuable preparation for teachers, prospective law students, business administration students and others.²

It is my opinion that stronger emphasis should be given to speech within our educational system in Nova Scotia. In the light of the findings from my research, I would like to suggest that a speech course be offered as an elective at the senior high school and university level of our educational program and that it be compulsory for all teachers to demonstrate a minimum standard of proficiency in speech.

²Dr. G. Allan Yeomans, "Speech Education," Vital Speeches of the Day, XXX, No. 11 (March 15, 1964), pp. 351-352.

Furthermore, a specific course of study sponsored by the Speech Association of America might serve as a guide to schools or school systems in which a basic speech course might be established. The text for this course is called Fundamentals of Speech: A Basic Course for High Schools³ prepared by the Speech Association of America. As an appropriate university text, consideration might be given to the book, General Speech: An Introduction.⁴ It is directed to the student who takes a course in the pursuit of general education.

The second aspect of my survey on the therapeutic speech services being offered in Nova Scotia reveals that speech therapy is a relatively new field in this province. However, the lack of knowledge and facilities and the shortage of trained personnel, together with the established fact that 5% of all school children have speech defects indicates the seriousness of the problem of the speech handicapped. It would seem from this that

³This course has been prepared by the Speech Association of America's Interest Group: Speech in the Secondary School. It may be obtained from Dr. William Work, Executive Secretary, Speech Association of America, Statler Hilton Hotel, New York, New York.

⁴The text, General Speech: An Introduction, "3rd ed." is written by A. Craig Baird and Franklin H. Knower. It was published by McGraw Hill Book Co., Inc., 352 Progress Ave., Scarborough, Ontario, 1963.

the Department of Education and the School Boards concerned could give more incentive by way of scholarships, higher salaries, and more professional status to the people involved in this special area of education. The data that I presented also seems to reveal that our present program in speech therapy cannot meet the needs of the speech handicapped in Nova Scotia.

My final effort in this thesis was to compile a source list of teaching aids in speech that could be potentially useful for the speech teacher. Anyone sincerely interested in speech education should consider membership in the Speech Association of America which can provide professional assistance, inspiration, and additional sources for enriching any speech program.

In conclusion, it would seem that a more adequate program in speech education and speech correction is a laudable goal and one to be sought after within the educational system of the province of Nova Scotia.

APPENDIXES

APPENDIXES

SOURCE LISTS FOR TEACHERS OF SPEECH

In current lists, reference sources, and bibliographies of teaching aids, I have found few items are listed under the specific title, speech or speech education. Some are given in language arts sections or small subdivisions labelled communication, parliamentary procedure, radio and television or dramatics. However, materials included in a variety of other categories I have found may be adapted very effectively for speech instruction by resourceful teachers and should stimulate a number of ideas for using them in speech classes at all levels.

In order to discover a representative number of samples of current speech materials or to verify their present availability, interested teachers must ordinarily cull through many general lists, brochures, professional journals or the many subdivisions listed above. The distribution of these teaching materials especially sponsored ones is often so haphazard that all too often the teacher who needs them never knows they exist. Very often their selection is equally haphazard. Usually the individual teacher has to locate and evaluate them.

Without help the teacher is subject to the double hazard of missing really useful materials and wasting time with poor ones.

The main purpose of compiling this source list for teachers, therefore, is to bring together in one convenient package the speech aids I have found essential and most helpful to me during my fifteen years of exposure in this field of study; considerable effort has been taken in this regard to separate the wheat from the chaff.

The purpose of this list is not to present substitutes for basic curriculum materials, nor is it intended to tempt teachers to clutter up their classrooms with books, charts, pictures, audio-visual aids, tape recorders, pamphlets, etc. simply because they are readily available inexpensive, free or impressive looking.

This list should be an invaluable time saver and potentially useful to teachers in training, beginning teachers, and in particular to neophyte speech teachers or anyone interested in speech for establishing a course, building materials, files and for planning units of study or speech activities.

Since English teachers in Nova Scotia at the present time are primarily responsible for a large

proportion of speech instruction either as a separate course or within the English course, this list could be especially helpful as a supplement.

In compiling this list a special effort was made to keep in mind the wide diversity of teaching and learning situations in our schools realizing the implications of these differences in background, ability, and interest for the creation and selection of instructional materials. Items which may be almost useless in certain schools (e.g. vocational) or for certain pupils or classes may be of considerable value to others (e.g. academic). This fact was constantly in mind as the list was compiled.

To sum up, only if this list is used in such a way as to reinforce objectives of the curriculum will good results come from it. One of the major purposes of source lists like the present one is to encourage teachers to explore the possibilities of enriching instruction through the use of non-school materials. It should not be used for less worthy ends.

For the convenience of the user of this list, entries are placed in sections corresponding to the major areas of speech. Indicated in some cases are the subdivisions within the sections which should save time for the user who is looking for an aid for teaching a particular aspect of speech.

APPENDIX I

PROFESSIONAL SPEECH ORGANIZATIONS

A. The Speech Association of America

The Speech Association of America is an international organization for teachers of speech or those interested in this area. Founded in 1915, it now has a membership of more than eight thousand members from all states of the Union, Canada and many foreign countries. It is dedicated to the study of speech as an instrument of thought and of social cooperation, to the promotion of high standards in the teaching of the subject, to the encouragement of research and criticism in the arts and sciences involved in improving the techniques of speech, and to the publication of related information and research studies.

Membership in the association to which I proudly belong, is open upon application, to any person or any organized group of persons interested in promoting its purposes. The yearly dues are \$10 which entitles one to all the privileges and benefits of the organization and a yearly subscription to the excellent journal, "The Speech Teacher." For additional information and membership brochure write to:

Dr. William Work, Executive Secretary
Speech Association of America
Statler Hilton Hotel
New York, N. Y. 10001

At the present time there are only four
other members in this association from Nova Scotia:

- Antigonish - St. Francis Xavier University
Casino, Frank
Savage, Michael T.
- Halifax - Mount Saint Vincent University
Barton, Frank G.
- Halifax Public Schools
Tasman, Cecily A.
- Sydney - Xavier Junior College
Lynch, Mary A.

The Associations principal publications are
"The Quarterly Journal of Speech," "Speech Monographs,"
and "The Speech Teacher."

"The Speech Teacher" is an excellent journal on
speech that no one in this field can afford not to
have. This journal founded in 1952 prints articles
covering the latest trends on every subject in the
speech syllabus. One section I found very useful is
entitled "In The Periodicals" which reviews out-
standing contributions in rhetoric and public address,
discussion and debate, radio and television, drama
and interpretation, language and phonetics, speech
science, the teaching of speech, psychology and
pathology of speech. Although primarily designed to
meet the needs of teachers in elementary and secondary

schools, its content is also of interest to the college and university teacher.

The primary concern of "The Speech Monographs" and "The Quarterly Journal of Speech" is to report new studies in speech. Only a teacher interested in graduate study, however, will find these publications valuable since their emphasis is more along the lines of clinical and therapeutic speech.

Finally to facilitate the achievement of its purposes and to aid in the planning of its annual convention program, Interest Groups have been organized within the association. The following is a list of these various groups which is certainly an indispensable reference for interested teachers of speech. If one has any questions concerning the activities of a particular Interest Group, he may correspond with its secretary who can supply ample information.

Business And Professional Speaking

M. Scheffel Pierce, Department of Speech,
University of Nebraska, Lincoln, Nebraska

Discussion And Group Methods

Albert Furbay, Department of Speech,
Northern Illinois University,
DeKalb, Illinois

High School Discussion And Debate

Donna E. Fry, Canton Lincoln High School,
6th Street, S. W. Canton 6, Ohio

History Of Speech Education

Jack Cullen, Department of Speech,
California State University,
Los Angeles, California

Interpretation

Dorothy E. Rambo, Queen's College of the
City University of New York, N. Y.

Parliamentary Procedure

William Crowell, Department of Speech,
Berry College, Mount Berry, Georgia

Phonetics, Linguistics, and Voice Science

Donald George, Southern Station, Box 235,
Hattiesburg, Mississippi

Radio-T.V.-Film

J. M. Ripley, Department of Speech,
University of Wisconsin, Madison, Wisconsin

Rhetoric And Public Address

Lloyd F. Bitzer, Department of Speech,
University of Wisconsin, Madison, Wisconsin,
53706

Speech For Foreign And Bilingual Students

Roy Umble, Department of Speech, Goshen
College, Goshen, Indiana

Speech And Hearing Disorders

E. Gene Ritter, Department of Speech,
University of Hawaii, Honolulu, Hawaii

Speech For Religious Workers

Rev. Sylvester MacNutt, Department of Homiletics,
St. Rose Priory, Asbury Road, Dubusque, Iowa

Speech In The Elementary School

Lew Wilson, Faculty of Education, University
of Alberta, Edmonton, Alberta

Speech In The Secondary School

Donald Fry, Canton Lincoln High School, 6th
Street, S. W. Canton 6, Ohio

Theatre And Drama

Harold Obee, Department of Speech, Bowling
Green State University, Bowling Green, Ohio

Undergraduate Speech Instruction
Lester R. Breniman, Southern Illinois
University, Department of Speech, Carbondale,
Illinois

B. The National Society for the Study of Communication

The National Society for the Study of Communication is an organization open to anyone who has a serious interest in the process of human communication. It is interdisciplinary in character, and its activities are oriented in the direction of study and research. It brings together people from all fields of endeavor who are interested in and working on problems of communication and makes possible the continuing exchange of ideas and information concerning the problems of communication. This broad objective is approached through four specific tasks which the society has set for itself:

To study the nature of communication and its functions in our society.

To aid and encourage individuals or groups working to improve the communicative process.

To evaluate current training in communication.

To provide for the exchange and distribution of information about communication among all who share an interest in the subject.

This organization publishes a quarterly magazine called "The Journal of Communication."

For further information or membership in the

society write to the following address:

Dr. R. Wayne Pace,
Speech Arts Building,
Fresno State College,
Fresno, California, 93726.

C. The Committee on Discussion and Debate

The Committee on Discussion and Debate is a non-profit educational organization carried on in the public interest and based on the assumption that the high schools have no more important business than to teach young people to be more useful when they talk. The Committee believes that young people need to learn how to inquire into public questions through public discussion; and that every citizen should be able to advocate justly, wisely and effectively what he believes to be true. This organization publishes "The Forensic Quarterly."

D. The American Forensic Association

The American Forensic Association could be of interest especially to teachers of speech and debating. For further information write to:

Jack H. Howe,
University of Arizona,
Tucson, Arizona.

E. The National Forensic League

The National Forensic League is an honor society for high school students interested in speaking and debating. Approximately two hundred thousand

students have become members. For further information write to:

Bruno E. Jacob,
National Forensic League,
Ripon, Wisconsin, U.S.A.

This society publishes a magazine called "Rostrum."

F. The International Platform Association

The International Platform Association is an association of international significance and importance for those interested in oratory, speech and related activities of the platform. This organization is the publisher of the journal, "Talent." For further information write to:

Dan Tyler Moore,
2564 Berkshire Road,
Cleveland Heights, Ohio 44106.

APPENDIX II
SPEECH MAGAZINES AND REPRINTS

A. Quote

"Quote" is a weekly digest which has proved itself invaluable to public speakers, writers, clergy, toastmasters, etc. Quote brings its subscribers up-to-the-minute ideas and quotations, illustrative stories and the finest gems of humor before they are staled by constant telling. Every word in "Quote" serves a purpose; either for use in a speech or article, or as the idea on which a speech or article may be used. For further information write to:

Quote,
Droke House,
P. O. Box 683,
Anderson, South Carolina, 29622.

B. The Speech Sparker

"The Speech Sparker" is an ideal aid for formal speeches, group discussions, pep talks, etc. Each port folio contains a wealth of quotations from classic and contemporary sources, bearing on every phase of the subject; illustrative stories; humourous observations, if applicable to the subject; factual data; accurate statistics - everything you need for an interesting, informed discussion - enough

material to enrich a dozen talks. Examples of topics for which Speech-Sparkers may be had are:

Education
Leadership
Marriage
Taxes
Youth
How To Run a Meeting
Preparing and Delivering a Speech

Apart from these six, forty-four other general topics are available. For a detailed list and further information write to:

Quote,
Droke House,
P. O. Box 683,
Anderson, South Carolina, 29622.

C. Vital Speeches of the Day

"Vital Speeches of the Day" is a magazine published twice a month by the City News Publishing Company, 1 Wolf's Lane, Pelham, New York. Subscription rates cost \$8.00 per year.

The publishers of "Vital Speeches" believe that the important addresses of the recognized leaders of public opinion constitute the best expression of contemporary thought in America, and that it is extremely important for the welfare of the nation that these speeches be permanently recorded and disseminated. The publishers have no axe to grind. Vital Speeches will be found authentic and constructive.

It is the policy of the publishers to cover both sides of public questions and to print all speeches in full. This material gives the reader the best thought of the best minds on current national questions and problems. It also offers the student of public speaking examples of the effective speech of today of those who have attained leadership in the fields of economics, politics, education, sociology, government, criminology, health, law, labor, etc. Thus the student of public speaking obtains the finest text book material with a sound knowledge of public questions. This is an excellent magazine and I have found it very useful as a teaching aid.

D. Sidney Hillman Foundation Reprints

"Sidney Hillman Foundation Reprints" are reprints of articles, speeches and broadcasts distributed as a public service to make the ideas and opinions of noted figures available to as wide a group as possible. Sample titles of reprints are: "The Four Faces of Peace," an address by Lester B. Pearson, with a teacher's guide to discussion and analysis; "Will Communism Conquer the World" with a teacher's guide to discussion and analysis. These reprints are supplied free of charge in quantities up

to 100. They would seem to be an excellent aid to discussion groups. For lists of other reprints and further information write to:

The Sidney Hillman Foundation, Inc.,
11-15 Union Square West, N. Y. 3.

APPENDIX III

TEXTBOOKS ON SPEECH

A. General Works on the Teaching of Speech

- Braden, Waldo W. Speech Methods and Resources: A Textbook For The Teacher of Speech. Harper and Row Publishers. 1961. p. 557. \$6.95.
- Ecroyd, Donald H. Speech in the Classroom. Prentice-Hall. 1960. p. 152.
- Mulgrave, Dorothy. Speech For The Classroom Teacher, 3rd ed. Prentice-Hall. 1955. p. 470. \$7.50
- Ogilvie, Mardel. Teaching Speech in the High School: Principles and Practices. Appleton-Century-Crofts. 1961. p. 392. \$4.75
- Pronovost, W. L. The Teaching of Speaking and Listening In the Elementary School. David McKay Co., Inc. 1959. p. 371. \$4.50
- Reid, Loren. Teaching Speech, 3rd ed. Artcraft Press. 1960. p. 424.
- Robinson, Karl F. and Kerikos, E. J. Teaching Speech: Methods and Materials. David McKay Co., Inc. 1963. p. 544. \$6.50.
- Sorrenson, Fred. S. Speech For The Teacher. The Ronald Press Co. 1952. p. 471. \$6.00.
- Streeter, Donald. Speech Handbook For Teachers. Prentice-Hall. 1964. p. 182. \$3.95.
- Van Riper, Charles and Butler, Katherine. Speech in the Elementary Classroom. Harper and Row, Publishers. 1955. p. 182. \$3.25.
- Weaver, A. T., Borechers, G. L. and Smith, D. K. Teaching of Speech. Prentice-Hall. 1952. p. 480. \$7.50.
- Seabury, Hugh F. and Balcer, Charles H. Teaching Speech in Today's Secondary Schools. Holt, Rinehart and Winston, Inc.

B. Fundamentals Of Speech

Baird, A. Craig and Knowler, Franklin H.
Essentials of General Speech, 2nd ed. McGraw
Hill Book Co., \$4.95.

Baird, A. Craig and Knowler, Franklin H.
General Speech: An Introduction, 3rd ed.
McGraw-Hill Book Co., \$5.95.

Brandes, Paul D. and Smith, William S. Building
Better Speech. Noble and Noble Publishers.

Buehler, E. C. and Linkugel, Wilmer A. Speech:
A First Course. Harper and Row, Publishers.
1962. p. 401. \$5.25.

Crandell, Judson S., Phillips, Gerald M., and
Wigley, Joseph A. Speech: A Course in
Fundamentals. Scott, Foresman and Co. 1963.
p. 547. \$5.95.

Dickens, Milton and McBath, James H. Guidebook
for Speech Practice. Harcourt, Brace and World.
1961. p. 163. Paperbound \$2.50.

Horkan, Fr. and Okey, Dr. A Guide to Speech for
High Schools. Noble and Noble Publishers.

Powers, David G. Fundamentals of Speech. McGraw-
Hill Book Co. \$5.75.

Reid, Ronald F. ed. by Purdue U. An Introduction
to the Field of Speech. Scott, Foresman and Co.
1965. p. 256. \$2.75.

Sarett, Lew, Foster, William T., and Sarett, Alma
Johnson. Basic Principles of Speech, 4th ed.
Houghton Mufflin Co. 1966. p. 530. \$6.75.

C. Language and Phonetics

Barrows, Sarah T. An Introduction to the Phonetic
Alphabet. Expression Co. p. 55. \$1.50.

Crowell, Thomas Lee, Jr. Modern Spoken English.
McGraw Hill Book Co. \$2.75.

- Dufrenne, Mikel. Language and Philosophy.
Henry B. Veatch, tr. Indiana University Press.
1963. p. 108. \$4.50.
- Hayden, R. E., Pilgrim, D. W., and Haggard, A. Q.
Mastering American English: A Handbook-Work-
book of Essentials. Prentice-Hall. 1956.
p. 260. \$4.50.
- Lee, Irving, J. Language Habits in Human Affairs:
An Introduction to General Semantics. Harper
and Row, Publishers. 1941. p. 278. \$3.25.
- Wise, Claude M. Introduction to Phonetics.
Prentice-Hall. 1958. p. 250. \$6.75.
- Wise, Claude M. and Morgan, Lucia. A Progressive
Phonetic Workbook for Students in Speech. Wm.
C. Brown Co., Publishers. 1948. p. 68. \$1.50.

D. Voice And Diction

- Akin, Johnny. And So We Speak: Voice and
Articulation. Prentice-Hall. 1958. p. 249.
\$6.75.
- Fisher, Hilda B. Speech Improvement in Voice and
Diction. Houghton Mifflin Co. 1966. p. 350.
- Heinberg, Paul. Voice Training - For Speaking and
Reading Aloud. The Ronald Press Co., 1964.
p. 359. Illustration \$6.00.
- Karr, Harrison M. Developing Your Speaking Voice.
Harper and Row, Publishers. 1953. p. 506. \$5.50.
- Rahskoff, Horace G. Basic Speech Improvement.
Harper and Row, Publishers. 1965. p. 390. \$6.95.

E. Public Speaking

- Brack, Harold A. and Hance, Kenneth G. Public
Speaking and Discussion For Religious Leaders.
Prentice-Hall. 1961. p. 259. \$5.95.
- Bryant, Donald C. and Wallace, Karl R. Fundamentals
of Public Speaking, 3rd ed. Appleton-Century-
Crofts. 1960. p. 587. Illustration \$5.75.

- Buehler, E. C. and Johannesen, Richard L. Building The Contest Oration. H. W. Wilson Co., 1965. p. 202. \$4.50.
- Carlile, Clark S. Brief Project Text For Public Speaking. Harper and Row, Publishers. 1957. p. 120. \$1.75.
- Carlile, Clark S. Project Text For Public Speaking, rev. ed. Harper and Row, Publishers. 1962. p. 179. \$3.00.
- Dietrich, John E. and Brooks, Keith. Practical Speaking For The Technical Man. Prentice-Hall. 1958. p. 310. \$6.95.
- Elson, E. F. and Peck, A. The Art of Speaking. Ginn and Co. Illustration \$5.24 p. 544.
- Hibbs, Fessenden, Larson Wagner. Speech For Today. McGraw Hill Book Co. 1965.
- Kelly, Win. The Art of Public Address. Wm. C. Brown Co. Publishers. 1965. p. 312. \$4.95.
- Linkugel, Wil A., Allen, R. R., and Johannesen, Richard L. Contemporary American Speeches, Forms and Principles. Wadsworth Publishing Co., Inc. 1965. p. 320. \$2.95.
- Reid, Loren. First Principles of Public Speaking, 2nd ed. Artcraft Press. 1962. p. 407. \$5.50.
- Weaver, Andrew and Ness, Ordean. Introduction To Public Speaking. The Odyssey Press, Inc.,
- Williamson, A. B., Fritz, C. A., and Ross, H. R., Speaking in Public, 2nd ed. Prentice-Hall. 1948. p. 445. \$7.95.
- Zimmerman, Gordon and Duns, Donald. A Guidebook to Public Speaking. (Philosophy and Practice). Allyn and Bacon College Division. 1964. p. 142. \$2.95.

F. Discussion, Debate and Parliamentary Procedure

- Auer, J. Jeffery, and Ewbank, Henry Lee. Handbook for Discussion Leaders. rev. ed. Harper and Row, Publishers. 1954. p. 152. \$2.95.

- Baird, A. Craig. Argumentation, Discussion and Debate. McGraw-Hill Book Co. \$6.50.
- McBath, James. T. V. Championship Debates. J. Weston Walch, Publishers. 1962. Box 1075, Portland, Maine.
- Menderson, Melanie, F. Parliamentary Procedure Simplified. The Dale Press. 6th printing. \$2.75.
- Robert, Henry M. Robert's Rules of Order, rev. ed. Scott, Foresman and Co. 1951. p. 326. \$3.75.
- Sturgis, Alice F. Learning Parliamentary Procedure. McGraw-Hill Book Co. \$5.50.
- Summers, Harrison Boyd, Whan, Forest Livings, and Rouse, Thomas Andrew. How To Debate: A Textbook for Beginners, 3rd ed., H. W. Wilson Co. p. 355. \$4.50.
- Windes, Russell R. and O'Neil, Robert M. A Guide To Debate. J. Weston Walch, Publishers. Box 1075, Portland, Maine.

G. Collection of Speeches

- Arnold, Carroll C., Ehninger, Douglas and Gerber, John. The Speaker's Resource Book. Scott, Foresman and Co., 1961. p. 314. \$3.50.
- Berquist, Goodwin, F., Jr. Speeches For Illustration and Example. Scott, Foresman and Co. 1965. p. 224. \$2.25.
- Black, Edwin and Kerr, Harry P. American Issues: A Sourcebook For Speech Topics. Harcourt, Brace and World. 1961. p. 243. \$2.95.
- Braden, Waldo, W. and Ghering, Mary Louise. Speech Practices: A Resource Book For the Student of Public Speaking. Harper and Row, Publishers. 1958. p. 168. \$2.25.
- Copeland, Lewis and Lamm, Lawrence. The World's Great Speeches. Dover Publications Inc. p. 750. \$2.49.

Laser, Marvin and Cathcart, Robert S. and Marcus, Fred H. Ideas and Issues, Reading For Analysis and Evaluation. The Ronald Press Co. 1963. p. 692. \$5.75.

Lyle, Guy R. and Guinagh, compilers. I am Happy to Present: A Book of Introductions. H. W. Wilson Co. 1953. p. 265. \$3.00.

Oliver, Robert, Arnold, Carroll C., White, Eugene. Speech Preparation Sourcebook. Allyn and Bacon College Division. 1966.

Prochnow, Herbert V. 1001 Ways To Improve Your Conversation and Speeches. Harper and Row, Publishers. 1952. p. 341. \$4.95.

Representative American Speeches. Published annually in The Reference Shelf. H. W. Wilson Co. \$3.00.

Thonssen, Lester and Finkel, William. Ideas That Matter: A Sourcebook For Speakers. The Ronald Press Co. p. 273. \$2.75.

Thonssen, Lester, compiler. Selected Readings in Rhetoric and Public Speaking. H. W. Wilson Co. 1942. p. 324. \$3.50.

H. Public Address, History and Criticism

Baird, A. Craig. Rhetoric: A Philosophical Inquiry. The Ronald Press Co. 1965. p. 246. \$4.75.

Thonssen, Lester and Baird, A. Craig. Speech Criticism -- The Development of Standards For Rhetorical Appraisal. The Ronald Press Co. 1948. p. 542. \$7.50.

I. Communication

Bach, Robert O. Communication: Art of Understanding and Being Understood. Hastings House, Publishers. 1963. p. 501. \$5.95.

Brigance, William Norwood. Speech Communication: A Brief Textbook, 2nd ed. Appleton-Century-Crofts. 1955. p. 202. Illustration \$3.25.

Copp, Glen R. How To Communicate Orally.
Prentice-Hall. 1961. p. 423. \$6.50.

Thompson, Wayne N. Fundamentals of Communication:
An Integrated Approach. Mc-Graw-Hill Book Co.
\$6.50.

J. Interpretation

Armstrong, Chloe and Brandes, Paul D. The Oral
Interpretation of Literature. McGraw-Hill
Book Co. \$5.95.

Bamman, Henry, Dawson, Mildred, and Whitehead,
Robert. Oral Interpretation of Children's
Literature. Wm. C. Brown Publishers. 1964.
p. 128. \$2.50.

Brack, Harold A. Effective Oral Interpretation
for Religious Leaders. Prentice-Hall. 1964.
p. 184. \$4.95.

Geiger, Don. The Sound, Sense and Performance
of Literature. Scott, Foresman and Co. 1963.
p. 115. \$1.75.

Parrish, Wayland Mayfield. Reading Aloud, 3rd ed.
The Ronald Press Co. 1953. p. 572. \$5.50.

Smith, Joseph and Linn, James. Skill in Reading
Aloud. Harper and Row Publishers. 1960. p.
463. \$6.50.

Woolbert, Charles H. and Nelson, Severina E. The
Art of Interpretative Speech, 4th ed. Appleton-
Century-Crofts. 1956. p. 676. Illustrations
\$6.75.

K. Choral Reading

Abney, Louise and Rowe, Grace. Choral Speaking
Arrangements for the Lower Grades. Expression
Co. p. 101. \$1.75.

Abney, Louise. Choral Speaking Arrangements for
the Junior High. Expression Co. p. 182.
\$2.00.

Abney, Louise. Choral Speaking Arrangements for the Upper Grades. Expression Co. p. 127.

L. Radio, Television and Film

Ayde, Stuart W. Television and Radio Announcing. Houghton Mifflin Co. 1959. p. 451. \$7.50.
Record 33 1/3 r.p.m. to accompany book \$5.95.

Kaufman, William L.(ed.) How to Announce for Radio and Television. Hastings House. 1956.
p. 96. \$2.95.

Lawton, Sherman P. Introduction to Modern Broadcasting: A Manual For Students. Harper and Row, Publishers. 1964. p. 157. \$2.75.

Lewis, Philip. Educational Television Guidebook. McGraw-Hill Book Co. \$5.50.

M. Speech and Hearing Disorders

Black, Martha. Speech Correction in the Schools. Prentice-Hall. 1964. p. 160. \$4.95.

Johnson, Wendell and others. Speech Handicapped School Children, rev. ed. Harper and Row, Publishers. 1956. p. 576. \$6.50.

Schoolfield, Lucille D. Better Speech and Better Reading. Expression Co. p. 218. \$3.50.

N. Speech Pathology

Murphy, Albert. Functional Voice Disorders. Prentice-Hall. 1964. p. 160. \$4.95.

Travis, Lee Edward,(ed.) Handbook of Speech Pathology. Appleton-Century-Crofts. 1957.
p. 1088. Illustration \$12.00

O. Audiology

Newby, Hayes A. Audiology: Principles and Practice. Appleton-Century-Crofts, 2nd ed. 1964. p. 400. Illustration \$6.75.

Palmer, John M. and LaRusso, Dominic A.
Anatomy For Speech and Hearing. Harper and
Row Publishers. 1965. p. 216. \$4.95.

P. Speech Therapy

Backus, Ollie and Beasley, Jane E. Speech
Therapy With Children. Houghton Mifflin Co.
1951. p. 441. \$6.25.

Cypriansen, Lucille, Wiley, John H. and Loase,
Leroy, T. Speech Development, Improvement
and Correction - Methods and Materials for
The Classroom Teacher and the Speech Therapist.
The Ronald Press Co. 1959. p. 353. \$5.00.

Eisenson, J. and Ogilvie, M. Speech Correction
In the Schools, 2nd ed. The Macmillan Co.
1963. p. 399. \$5.95.

Luper, Harold L. and Mulder, Robert L. Stuttering -
Therapy for Children. Prentice-Hall. 1964.
p. 256. \$4.95.

Q. Inexpensive Paperbacks on Speech

For the convenience of those interested in
establishing a small library of inexpensive texts for
a speech course, I will list a few paperback selections
which I have found most useful.

Allen, Frank Edward. How to write and speak
Effective English. Greenwich, Connecticut.
Fawcett Publications, Inc., 1962. p. 207. 50¢

Auer, J. Jeffery. Essentials of Parliamentary
Procedure, 3rd ed. Appleton-Century-Crofts.
1959. p. 57. 95¢

Carnegie, Dale. How To Develop Self-Confidence
and Influence People by Public Speaking. Pocket
Books Inc. 1 West 39th St., New York 18.
p. 229. 35¢

Christopher Books. How To Be A Leader By
Communicating Your Ideas. Christopher Books,
New York 17, New York. p. 373. 50¢

- Coon, Horace. Speak Better, Write Better English. The New American Library of World Literature, Inc., 501 Madison Avenue, New York 22. 1960. p. 162. 50¢
- Fehrenbacker, Don. E. Abraham Lincoln: A Documentary Portrait Through His Speeches and Writings. The New American Library of Canada Ltd., Toronto, Ontario. p. 288. 75¢
- Gleeson, Ruth and Colvin, James. Words Most Often Misspelled and Mispronounced. New York: Pocket Books, Inc., p. 226. 60¢
- Goodman, Roger B. and Lewin, David. New Ways to Greater Word Power. Dell Publishing Co., Inc., 750 Third Avenue, New York 17. p. 191. 35¢
- Haney, T. K. An Introduction To Debate. Ginn and Company. 1965. p. 58. \$1.32.
- Hibbitt, George W. The Dolphin Book of Great Speeches. Doubleday and Company Inc. Garden City, New York. 1965. p. 350. \$1.25.
- Laird, Charlton. The Miracle of Language. Fawcett World Library, 67 West 44th St., New York 36. p. 255. 50¢
- Lee, Irving J. and Lee, Laura L. Conferee's Handbook for Handling Barriers in Communication. Harper and Row Publishers. 1957. p. 60. \$1.00.
- Nizer, Louis. Thinking on Your Feet. Pyramid Publications, Inc., 444 Madison Avenue, New York 22. p. 239. 60¢
- Prochnow, Herbert V. A Dictionary of Wit, Wisdom and Satire. Harper and Row Publishers. p. 285. 75¢
- Prochnow, Herbert V. Effective Public Speaking. Washington Square Press, 630 Fifth Avenue, 32 Washington Place, New York. 1955. p. 342. 45¢
- Shefter, Harry. How To Prepare Talks and Oral Reports. Montreal: Pocket Books of Canada, Ltd. p. 239. 50¢

Stevenson, Fred G. Pocket Primer of Parliamentary Procedure, 4th ed. Houghton Mifflin Co. 1952. p. 49. \$1.25.

Whitney, Byrl A. Whitney's Parliamentary Procedure. Dell Publishing Co., Inc., 750 Third Avenue, New York 17. p. 184. 50¢

The place of publication was purposely omitted from my list of text books because the place given in most books is usually the American address. Therefore, to facilitate the ordering of speech books I am including the Canadian address of the following publishing companies:

Allyn and Bacon, Inc. represented in Canada by The MacMillan Co. of Canada Ltd., 70 Bond Street, Toronto 2.

Appleton-Century-Crofts, represented in Canada by General Publishing Co. Ltd., 30 Lesmille Road, Don Mills, Ontario.

Artcraft Press, 310 Watson Place, Columbia, Missouri, 65201. (No Canadian distributor).

The Dale Press, 1077 Celestial Street, Cincinnati, Ohio, 45202. (No Canadian distributor).

Dover Publications, General Publishing Co. Ltd., 30 Lesmille Road, Don Mills, Ontario.

Expression Company represented in Canada by The Copp Clark Publishing Co. Ltd., 517 Wellington Street West, Toronto 2B.

Ginn and Company, 35 Mobile Drive, Toronto 16.

Harcourt, Brace and World Inc., Longman's Canada Ltd., 55 Barber Greene Road, Don Mills, Ontario.

Harper and Row, Publishers, Inc., Longman's
Canada Ltd., 55 Barber Greene Road, Don
Mills, Ontario.

Hastings House, Publishers, Inc., Saunders of
Toronto Ltd., 266 King Street West, Toronto
2B.

Holt, Rinehart and Winston of Canada Ltd., 833
Oxford Street, Toronto 18.

Houghton Mifflin Company, Publishers, Thomas
Nelson and Sons (Canada) Ltd., 81 Curlew
Drive, Don Mills, Ontario.

Indiana University Press, Ambassador Books Ltd.,
370 Alliance Avenue, Toronto 9.

McGraw-Hill Book Company, Inc., McGraw-Hill Co.
of Canada Ltd., 330 Progress Avenue, Scarborough,
Ontario.

David McKay Company Inc., Musson Book Company,
103 Vanderhoof Avenue, Toronto 17.

The MacMillan Company of Canada Ltd., 70 Bond
Street, Toronto 2.

Noble and Noble Publishers, Clarke Irwin and Co.
Ltd., Clarwin House, 791 St. Clair Avenue,
West, Toronto 10.

Odyssey Press, Musson Book Company, 103 Vander-
hoof Avenue, Toronto 17.

Oxford University Press, 70 Wynford Drive, Don
Mills, Ontario.

Prentice-Hall Inc., Prentice-Hall of Canada Ltd.,
520 Ellesmere Road, Scarborough, Ontario.

The Ronald Press Company, General Publishing Co.
Ltd., 30 Lesmille Road, Don Mills, Ontario.

Scott, Foresman and Company, W. J. Gage Ltd.,
1500 Birchmont Road, Scarborough 4, Ontario.

Wadsworth Publishing Co., Inc., 10 Davis Drive,
Belmont, California 94002.

H. W. Wilson Company, 950 University Avenue,
Bronx, New York, 10452.

In addition, to facilitate the obtaining of helpful books on library loan in the Halifax area, with the assistance of Miss Genevieve Archibald, Speech and Drama Advisor for the Adult Education Department of the Province of Nova Scotia, a list was compiled of some books on speech which are available from the Adult Education Division, Department of Education, 1895 Granville Street, P. O. Box 2147, Halifax, Nova Scotia.

Anderson, Virgil. Training the Speaking Voice.
New York: Oxford University Press, 1947.

Bender, J. How To Talk Well. Toronto: McGraw-Hill Co., 1949.

Bordey, R. C. Public Speaking As Listeners Like It. New York: Harper and Bros., 1936.

Burns, E. I Want To Be A Speaker. Toronto: School Aids and Text Book Publishing Co.

Coffin, L. Charteris. Stage Speech. London: Herbert Jenkins, 1954.

Colby, F. Your Speech and How To Improve It.
New York: Grosset and Dunlap, 1941.

Craig, Alice. The Speech Arts. New York: Mac-Millan Co., 1946.

Duxbury, A. Dare You Speak In Public. University of London Press, 1949.

- Elson, E. and Peck, A. The Art of Speaking,
New York: Ginn and Co., 1952.
- Fogerty, Elsie. Speech Draft. London: J. M.
Dent, 1937.
- Fowler, N. Jr. The Art of Speech Making. New
York: Sully and Kleinteich, 1915.
- Gordon, Ian A. Discussion - Reading Poetry.
Post Primary School Bulletin. Vol. VII,
1953, #4.
- Gough, V. Speaking Is Your Business. London:
G. Bell and Sons, Ltd., 1953.
- Grimshaw, Ivan Gerald. How To Prepare A Speech.
New York: Women's Press, 1952.
- Haddock, Neville. Practice In Spoken English.
London: Cambridge University Press, 1959.
- Hemphill, I. (ed). Choral Speaking and Speech
Improvement. Conneticut; Education Publishing
Corporation, 1945.
- Heddle, W. and Brigance, W. American Speech.
Chicago: J. P. Lippincott Co., 1946.
- Henderson, A. M. Good Speaking. London: Pan
Books Ltd., 1956.
- Herman, L. and Herman, M. American Dialects.
New York: Theatre Arts Books, 1947.
- Herman, L. and Herman, M. Foreign Dialects. New
York: Theatre Arts Books, 1943.
- Hibbit, G. How To Speak Effectively On All
Occasions. New York: Halcyon House, 1947.
- Lewis, E. St. Elmo. Going To Make A Speech?
New York: Ronald Press Co., 1939.
- Oliver, R. The Psychology of Persuasive Speech.
Toronto: Longmans, Green, Toronto, 1942.
- Peabody, G. How To Speak Effectively, London:
Chapman and Hall Ltd., 1942.

- Philips, A. Effective Speaking. Chicago: Newton Co., 1938.
- Simley, Anne. Oral Interpretation Handbook. Minn.: Burgess Publishing Co., 1960.
- Stanley, D. The Science of Voice. New York: Carl Fischer, 1948.
- Summers, H. and Whan, F. How To Debate. New York: H. Wilson Co., 1940.
- Summers, H. Whan, F. and Rousse, T. How To Debate. New York: H. W. Wilson Co., 1950.
- Swann, Mona. Trippingly on the Tongue. Boston: Bakers Olays, 1938.
- Thompson, A. R. Handbook on Public Speaking. New York: Harper and Bros., 1939.
- Thonssen, L. and Gilkinson, H. Basic Training In Speech. Boston: D. C. Heath, 1953.
- Thonssen, L. and Scanlan, R. Speech Preparation and Delivery. New York: J. B. Lippincott, 1942.
- Womersley, Wilfred. Working Wonders with Words. Toronto: J. M. Dent Ltd., 1951.

With the assistance of Miss S. Coulter, Supervisor of School Libraries and Librarians, Teachers' Library, a list was compiled of some books on speech available from the Teachers' Library, Provincial Building, Halifax, Nova Scotia.

Speech Problems and Correction

- Backus, Ollie L. Speech in Education; a guide for the classroom Teacher. Longman's, 1943.

Delacato, Carl H. Diagnosis and Treatment of Speech and Reading Problems. Charles C. Thomas, 1963.

Eisenson, Jon. Speech Correction in the Schools. MacMillan, 1957.

Haycock, G. Sibley. Teaching of Speech. Volta bureau, 1942.

Johnson, Wendell. Speech Handicapped School Children; rev. ed. Harper, 1956.

Johnson, Wendell, ed. Speech Problems of Children. Grune, 1950.

Johnson, Wendell. Stuttering And What You Can Do About It. University of Minnesota, 1961.

New York (city) Board of education. Toward Better Speech; A Manual for Teachers of All Grades. 1953.

Palmer, Charles E. Speech and Hearing Problems; A Guide for Teachers and Parents. Charles C. Thomas, publisher; 1961.

Van Riper, Charles. Speech Correction. Prentice-Hall, 1939.

Van Riper, Charles. Your Child's Speech Problems. Harper, 1961.

Books On Language Arts (Particularly In Elementary School) Which Contain Sections On Speech:

Applegate, Mauree. Easy in English. Harper, 1960.

Anderson, Paul S. Language Skills in Elementary Education. MacMillan, 1964.

Dawson, Mildred A. Guiding Language Learning; 2nd ed. Harcourt, 1963.

NCTE. Commission on the English Curriculum. Language Arts for Today's Children. Appleton, 1954.

Pronovost, Wilbert. Teaching of Speaking and Listening in the Elementary School. McKay, 1959.

Slade, Peter. Child Drama. University of London, 1954.

Strickland, Ruth G. Language Arts in the Elementary School; 2nd ed. Heath, 1957.

Trauger, Wilmer K. Language Arts in Elementary Schools. McGraw, 1963.

Ward, Winifred. Playmaking with Children; from Kindergarten through Junior High School; 2nd ed. Appleton, 1957. Chapter 13: Speech Improvement and Playmaking.

Wolfe, Don M. Language Arts and Life Patterns; grades 2 through 8. Odyssey, 1961.

Books On Teaching English (Particularly At The Senior Level) Which Contain Material On Speech (With Suggestions For Activities):

Commonwealth of Pennsylvania. Department of public instruction. Course of Study in English for Secondary Schools. 1952.

Hook, J. N. Teaching of High School English; 2nd ed. Ronald, 1959.

Mirrielees, Lucia B. Teaching Composition and Literature in Junior and Senior High School; rev. ed. Harcourt, 1952.

NCTE. Commission on the English Curriculum. English Language Arts in the Secondary School. Appleton, 1956.

Weiss, M. Jerry. English Teacher's Reader; Grades 7 through 12. Odyssey, 1962.

Wolfe, Don M. Creative Ways to Teach English; Grades 7 to 12. Odyssey, 1958.

Public Speaking, etc.

Bruford, Rose. Speech and Drama. Methuen,
1958.

Eisenson, Jon. Basic Speech; a College Text.
MacMillan, 1950.

Summers, H. B. How To Debate. H. W. Wilson,
1940.

Wagner, Russell H. Handbook of Group Discussion.
Houghton, 1950.

APPENDIX IV
SPEECH RECORDINGS

A. Caedmon Recordings of the Spoken Word

As the leader in the field of spoken-word recordings for the past twelve years, Caedmon has added a third dimension to the printed page. With meticulous care that results in records of the finest technical quality, Caedmon has transcribed into exciting live performance great classics of literature ranging from biblical times to the present. Leading modern poets read their own poetry on Caedmon. Provocative people such as Frank Lloyd Wright, Bertrand Russell, and H. L. Mencken can be heard. Children's classics combine the finest of children's literature with perfect performance and enunciation. Every Caedmon record has been conceived to fill an exciting role in education and every recording in their catalogue is coded to indicate for which level it is especially suited.

Example: Great American Speeches. 2 - 12" long
play records. Order # T. C. 2016, \$11.90.

For a complete list of spoken word recordings write to:

Caedmon Recordings Inc.,
461 8th Avenue,
New York, New York.

B. The Living Language: Better Speech Course

The Living Language Courses are the most widely used language courses in the world. The Better Speech Course under the editorial supervision of Dr. M. L. Gurren is a new tested method of self-improvement that enables anyone to gain poise and self confidence quickly and easily. There are forty lessons complete on four long playing, high fidelity 33 1/3 r.p.m. records covering the following topics: effective speaking, the art of conversation, public speaking techniques, correct pronunciation, voice control, and proper usage. With these records there are two comprehensive manuals; one is on the principles of correct speech and the other is concerned with the principles of correct usage.

To obtain this course write to:

The Living Language Course,
Crown Publishers Inc.,
New York, New York.

C. Living Shakespeare

Shakespearean plays (Macbeth, Hamlet, Julius Caesar) are available on records which are accompanied with notes and glossaries. These records made under the direction of such famous actors as Sir Michael Redgrave, and Michael Benthall should prove invaluable

in speech classes. For these records write to:

Living Shakespeare Inc.,
100 Sixth Avenue,
New York, New York.

D. Bishop Sheen Speeches

The recorded talks of Bishop Fulton J. Sheen are now available to the general public in a twenty five record album. In fifty talks of about one-half hour each Bishop Sheen covers in a very intimate and personal manner a wide variety of topics including the following: love, marriage, the raising of children, alcoholism and loneliness. These records which provide excellent basic material for discussion groups, are available individually or in the complete set from:

Bishop Sheen,
366 Fifth Avenue,
New York, New York, 10001.

E. Voices of History

This record is made up of excerpts from great speeches by John F. Kennedy, General Douglas MacArthur, Lyndon B. Johnson, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, and Winston Churchill. For a complete list of spoken word recordings write to:

The Campo Company Ltd.,
Lachine, Quebec.

F. Sir Winston Churchill, First Honorary Citizen of the United States

This record contains the memorable speeches of Great Britain's wartime Prime Minister from the time England was all but alone until final victory. For this record write to:

Colpix Records,
711 Fifth Avenue,
New York.

G. In Memoriam

This record records in full John F. Kennedy's inaugural address and highlights from some of his campaign speeches, last speech at Dallas, Texas, Civil Rights, Cuban Crisis, etc. For this record write to:

Universal Record Mfg. Co., Ltd.,
1244 Dufferine Street, Toronto.

APPENDIX V

FILMS ON SPEECH

- A. Audio Visual Education Unit, (Film Library)
Department of Education,
Blowers Street, Halifax.

District Supervisor - Mr. Frank Murphy

Mr. Murphy stated that of the approximately two thousand titles, the following listings are the only speech films of any value:

Parliamentary Procedure In Action
Mr. Chairman - The Fundamentals of Parliamentary Law
Choosing A Leader: What Do You Think?
How To Conduct A Discussion
Organizing Discussion Groups
Room For Discussion
Speech: Platform Posture and Appearance
Speech: Stage Fright

- B. National Film Board,
1513 Dresden Row,
Halifax.

District Supervisor - Mr. R. McLean

Mr. McLean stated that of the approximately eight hundred titles, the following two listings are the only speech films of any value.

Parliamentary Procedure
Oxford-Canada Debate (Topic - Britain's World Leadership)

- C. Canadian Film Institute,
1762 Carling Avenue,
Ottawa 13, Ontario.

There are approximately 8,000 films at the

C. F. I. For a listing of those pertaining to speech send for their specialized film catalogue, "Films on Communication." Examples of films available are:

Let's Discuss It
Individual Motivation and Behaviour

D. McGraw Hill Films
Text-Film Department,
330 Progress Avenue,
Scarborough, Ontario.

There are three excellent films available to accompany any basic fundamental text in speech but preferably to be used with McGraw Hill's own texts, General Speech: An Introduction or Essentials of General Speech, 2nd ed.

Is There Communication When You Speak?
Getting Yourself Across
Say What You Mean

Other films such as the following are also available:

Why Study Speech
Speech: Planning Your Talk
Speech: Stage Fright
Speech: Using Your Voice
Movements of the Tongue in Speech
Speech: Platform Posture and Appearance
Speech: The Function of Gesture
Speech: Conversation
Speech: Group Discussion
Speech: Conducting A Meeting

For a detailed catalogue write to McGraw-Hill Book Company at the above address.

- E. Maritime Telephone and Telegraph Company Films
1497 Barrington Street,
Halifax.

Of their many films available two are
excellent for speech instruction:

Telephone Courtesy
Manners in Speaking

For free rental write to Maritime Telephone and
Telegraph Ltd., at the above address.

- F. M.G.M. Films,
131 Princess Street,
Saint John, New Brunswick.

M.G.M. presents educational classics on 16 m.m.
film to aid Drama and Speech Instruction. Such films
as the following are available:

Romeo and Juliet
Quo Vadis
Midsummer Night's Dream
Ivanhoe
Barretts of Wimpole Street

For rental rates and complete catalogue write to
the above address.

- G. Soverign Films,
277 Victoria Street,
Toronto, Ontario.

Such films as the following are available at
Soverign Films Distributors Limited, Canada's
largest 16 m.m. library:

Better Choice of Words
Build Your Vocabulary
Fundamentals of Public Speaking

Learn To Argue Effectively
Let's Pronounce Well
Parliamentary Procedure
Public Speaking: Movement and Gesture
Ways To Better Conversation

For a more detailed list of the other films (224)
available on the Living Language Arts write to
the above address.

H. Trans-World Films,
332 South Michigan Avenue,
Dept. T. J., Chicago 4, Illinois.

This company provides films to aid drama and
speech instruction. Such films as the following are
available:

MacBeth (starring Orson Welles)
Caine Mutiny (starring Humphrey Bogart)
Julius Caesar (starring Charlton Heston)
Death of a Salesman (starring Fredric March)

For rental rates and complete catalogue write to the
above address.

APPENDIX VI
TAPES FOR SPEECH

(Philip's Electronics Industries at the Bayer's Road Shopping Centre, Halifax, Nova Scotia have available a free brochure entitled, "300 Ways To Use a Tape Recorder." Some sections from this brochure dealing with speech training and education are: Voice Culture and Speech Therapy, School Radio Broadcasts, Efficiency In Instruction, Public Speaking, Theatre and Drama.)

- A. Fort Orange Radio Distributing Company,
4 Broadway,
Albany, New York.

This company provides a tape recording service which may be useful to speech teachers. In order to have a desired program recorded, it is necessary to send in a blank tape. For a free catalogue of the tape recordings available for teaching send to the above address.

- B. National Tape Repository,
Audio-Visual Center,
Kent State University,
Kent, Ohio.

This repository is a source of more than 3,000 tape recordings contributed by universities and other educational organizations. Master tapes are on file.

Only single track recordings at 7 1/2 or 3 3/4 are currently available. Nominal service rates are charged: 50 cents for a 15 minute program, and \$1.00 for a 30 minute program. For more specific details write Kent State University or purchase a National Tape Recording Catalogue.

This catalogue is available from the:

Department of Audio Visual Instruction,
National Education Association,
1201 Sixteenth St., N.W.,
Washington 6, D. C.

It contains a listing of all the master tapes in the National Tape Repository giving type of program, age level, suitability, content description and a list of state tape recording libraries. Sample programs of interest to speech teachers include the following:

Speeches of Roosevelt, Eisenhower, Churchill, etc.
University of Chicago Round Table and other
discussion programs
Shakespeare Series
University Debates
University Forensic League and Speech Festivals.

- C. Speech Association of America Tape Exchange ,
Dartmouth College, Hanover, New Hampshire.

This association is a repository of readings by students and faculty members in schools throughout the country. To secure dubbings, send blank tapes and enclose return postage. Most master tapes

are 7 1/2 inches per second, single track. In return for this recording service, the exchange urges you to contribute readings by yourself or your students, and would like to have recordings by high school students and their teachers, write to: Dr. Almon Ives, Department of Speech at the above address.

APPENDIX VII

SPEECH MATERIAL AND GENERAL INFORMATION

- A. Droke House Incorporated,
P. O. Box 683,
Anderson, South Carolina, 29622.

This is America's largest publisher of speech material. Examples of some of their available books are:

Speech Outlines for All Occasions
The Speaker's Treasury of Anecdotes
The Speaker's Special Occasion Book
The Christian Leader's Golden Treasury
(A Quotation Book)

A free catalogue is available at the above address.

- B. Royal Bank of Canada,
Montreal

This bank publishes an excellent booklet called "The Communication Of Ideas." Some of the available topics are:

On Preparing A Speech
On Conducting A Meeting
On Saying What You Mean
On Straight Thinking

Copies are available from the head office of the Bank of Canada, Montreal.

- C. The University of the State of New York,
The State Education Department,
Albany 1, New York.

An excellent booklet entitled, "Audio-Visual

Aids for Teaching Speech in English And Speech Classes of the Secondary School" provides a comprehensive, evaluative source list containing annotated listing of films, film strips, recordings, models, charts, and pictures; it is divided in three parts:

The Fundamentals of Speech
Speech Activities
Sources for Audio-Visual Materials

It is available at the above address.

- D. Dale Carnegie Course in Public Speaking,
1541 Birmingham Street,
Halifax, Nova Scotia.

This is an internationally renowned course in public speaking which has trained more people to talk effectively and develop their latent powers than any other course. The course covers such topics as the following:

Communicating Ideas Clearly
Thinking on your Feet
How to Speak Effectively Before Groups
How To Conduct A Meeting
How To Develop Poise, Confidence and Leadership

For further information and brochure write to the above address.

- E. Conversation Course,
835 Diversey Parkway,
Chicago 14.

The Ethel Cotton Course in Conversation is

a practical application of the methods it teaches. In twelve easily understood lessons, it is the key to becoming a forceful, convincing and interesting conversationalist. Instruction in every form of conversation, from the smallest social affair to the most important business or social occasion is included in this practical course. For further details write to the above address.

- F. Correspondence Course in Speech,
The Prefect Voice Institute,
210 South Clinton Street,
Chicago 6, Illinois.

This course, a complete home study program in the scientific way to develop voice personality, is known as The Feuchtinger Voice Method. For a free brochure giving detailed information on the course write to the above address.

- G. Winning Orations

Thirty-one winning orations are published yearly by the Interstate Oratorical Association and provide excellent examples of the best in college and university forensics. These orations are compiled in booklet form by Jimmie D. Trent, Executive Secretary, Department of Speech, Wayne State University, Detroit, Michigan and are available for \$1.00.

H. Inaugural Addresses

The Inaugural Addresses of the Presidents of the United States from George Washington, 1789 to John F. Kennedy, 1961, are compiled in booklet form and are available for \$1.00 from the United State's Government Printing Office, Washington, D. C.

I. Readings, Plays and Orations

Wetmore Declaration Bureau yearly publishes a catalogue of outstanding speeches, readings and plays. Each entry is given a brief synopsis.

Example: Apples of Gold. J. Hamlin. 9 minutes. The title is taken from Solomon's proverb, "A word fitly spoken is like apples of gold in networks of silver." Stresses the importance of speech. "The power of persuasive words is the key to human relations." Most convincing. 60¢

Example: Profile in Courage. A. Cyril F. Brickfield. 9 minutes. A challenging speech, using the account of the courage of St. Thomas More as a lodestar to nonconformity. "Thomas More lost everything that didn't count by adhering to the one thing that did count, the truth." "The courage of St. Thomas More did not lie in his making the hard decision. Rather it found full expression in his refusing to make the easy one." 60¢

For a free catalogue write to: Wetmore Declaration
Bureau, Box 2595, Sioux City, Iowa 51106.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Aristotle. The Rhetoric of Aristotle. Translated by Rhys Roberts. New York: The Modern Library, 1954.
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- Baird, Craig, A. and Knowler, Franklin H. General Speech: An Introduction. "3d ed." Ontario: McGraw-Hill Co., Inc., 1963.
- Fundamentals of Speech: A Basic Course for High Schools. Speech Association of America, 1956.
- Kennedy, Gail (ed.) "Higher Education for American Democracy," Education for Democracy. Heath, 1952.
- Mulgrave, Dorothy. Speech for the Classroom Teacher. "3d ed." New Jersey: Prentice Hall, 1961.
- Piaget, Jean. The Language and Thought of the Child. Translated by Marjorie and Ruth Gabain. London: Rutledge and Kegal Ltd., 1959.
- _____. Judgment and Reasoning in the Child. Translated by Marjorie Warden. New York: The Humanities Press Inc., 1952.
- _____. Play, Dreams and Imitation in Childhood. Translated by C. Gattegno and F. M. Hodgson. New York: Norton and Company, Inc., 1962.
- _____. The Child's Conception of the World. Translated by Joan and Andrew Tomlinson. New London: Rutledge and Kegal Ltd., 1951.

Government Publications

- Province of Nova Scotia. Department of Education. English, Grades 7-9: A Teaching Guide. Booklet published by Curriculum Branch, 1957.
- _____. Department of Education. English, Grade 10-12. Stencilled outline prepared by Curriculum Branch, 1961.
- _____. Department of Education. How To Use the Teaching Guides. Booklet published by Curriculum and Research Section, 1961.
- _____. Department of Education. Language Arts: Primary-Grade 6. Booklet published by Curriculum Branch, 1955.
- _____. Department of Education. Teachers' Guide to General English, Grades 10-11. Stencilled outline by Curriculum Branch, n.d.

Reports, Articles and Periodicals

- Guides to Speech Training in the Elementary School - a report of the Elementary Committee of the National Association of Teachers of Speech. Boston: Expression Company Publishers, 1943.
- Lang, William C. "Public Address as a Force in History," Quarterly Journal of Speech, February, 1951.
- Oliver, Robert T. "The Place of Speech in Education," School and Society, LXXXVI (January 4, 1958).
- Olson, Helen. "Speech for All," English Journal, April, 1951.
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