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21

A SELECTED BIBLIOGRAPHY OF MATERIAL ON THE COLLEGE BASIC
SPEECH COURSE WITH ANNOTATIONS OF MATERIAL
ON EVALUATION OF STUDENT SPEECHES

BY

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A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Department of
Speech, South Dakota State
College of Agriculture
and Mechanic Arts

June, 1964

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ON EVALUATION OF STUDENT SPEECHES

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	PT
Declaration of Authorship	18
Table of Contents	23
Summary	28
Abstract	30
Introduction	37
Conceptual Framework	47
<u>The Research</u>	49
The Researcher	49
The College Students	50
<u>The Process</u>	52
Research Methods	52
Survey of Learning Methods	55
Evaluation of Student Response	57
Timing, Orientation, and Degree Validation	59

TABLE OF CONTENTS

	Page
INTRODUCTION	1
<u>The Problem</u>	1
<u>The Procedure</u>	4
<u>The Remaining Chapters of the Thesis</u>	8
A BIBLIOGRAPHY OF MATERIAL ON THE COLLEGE BASIC SPEECH COURSE.	10
<u>The Speech</u>	10
Invention	10
Disposition	16
Style	17
Memory	18
Delivery	19
Listening	22
Communication Theory	24
<u>The Personnel</u>	25
The Teacher	25
The College Student	28
<u>The Course</u>	32
Teaching Methods	32
Surveys of Teaching Methods	36
Evaluation of Student Speeches	37
Testing, Criticism, and Course Evaluation	39

	Page
Textbooks and Teaching Aids	41
Motivation	43
Special Problems	45
Other	45
ANNOTATIONS OF MATERIAL ON EVALUATION OF STUDENT SPEECHES . . .	47
<u>Articles</u>	47
<u>Theses</u>	78
CONCLUSIONS	100
<u>Summary</u>	100
<u>Conclusions</u>	100
<u>Recommendations for Further Study</u>	101
LITERATURE CITED	103
APPENDIX	104

The study of speech is one of the most important aspects of education. It is a subject which is often neglected in the schools, but which is of great importance in the life of the individual. The purpose of this study is to provide a comprehensive survey of the literature on the subject of speech, and to present the results of the study in a form which will be useful to the student and the teacher.

The study was conducted in the following manner: First, a list of books and articles on the subject of speech was compiled. Then, each item was read and the results of the study were recorded. Finally, the results of the study were presented in the form of a report.

Typed Transcript "A Comprehensive Study of a Progressive Movement,"
The American Council on Speech, 1933, pp. 1-100, pp. 101-104.

1933, 10.

Donald E. Smith, "The Study of Speech," *The American Council on Speech*, 1933, pp. 1-100, pp. 101-104.

INTRODUCTION

The Problem

Importance of the Problem

In a recent Quarterly Journal of Speech article, Wayne Thompson says, in commenting on present methods of teaching speech, "The impact of experimental studies . . . has been slight."¹ One of the reasons is that "results gained through investigations, because of decentralized publication, have remained uncollated."²

Donald K. Smith also calls for organization of existing knowledge because "we are encountering one of those periodic crises in educational history where the amount of knowledge accumulated has begun to challenge the validity of the way in which we now organize our courses of study and our intellectual disciplines."³

The basic speech course is one of the more important speech courses. It is a terminal course and is often the only course in speech that a student takes. Therefore, it should be as useful as possible to the average college student. To make it as useful as possible, the procedures used in the basic course should be critically re-examined

¹Wayne Thompson, "A Conservative View of a Progressive Rhetoric," The Quarterly Journal of Speech, XLIX, No. 1 (February, 1963), 1.

²Ibid., 4.

³Donald K. Smith, "What Are the Contemporary Trends in Teaching Speech?" The Speech Teacher, X, No. 2 (March, 1961), 93.

periodically in the light of current research. Since much of this research is scattered throughout the journals of speech and related fields, it is difficult to make use of new developments. Thus teaching tends to follow classical methods as Wayne Thompson says above. This study is an attempt to draw together recent research relevant to the basic speech course into a bibliography that can be used as a research tool for possible course modification.

Search for Similar Studies

A review of selected speech literature has been made for similar studies. In 1952, Hugo David completed a study entitled "Some Implications of Experimentalism for Teaching Public Speaking."⁴ Because of the inclusive dates of David's work, the dates chosen for this study are from 1951 to mid-1963. One other similar work was discovered, an article entitled "A Selected Bibliography on the 'First Course'" by Donald E. Hargis.⁵ Hargis indexed 50 articles, 14 published before 1930, eight descriptive of specific courses at given institutions, 20 dealing with evaluation of the course, and 10 with limited aspects of teaching methods. Only four were dated 1951 or later. Three were dated 1951. One was an article in The Western Speech Journal, and two were

⁴ Hugo David, "Some Implications of Experimentalism for Teaching Public Speaking," (unpublished Ed.D. thesis, Dept. of Speech, Michigan State University, 1952.)

⁵ Donald E. Hargis, "A Selected Bibliography on the 'First Course,'" The Speech Teacher, III, No. 4 (November, 1954), 252-54.

master's theses. The 1952 listing was a Ph.D. thesis. These three theses are included in the bibliography that follows. The article was eliminated by the limitations noted below.

Statement of the Problem

The primary purpose of this study is to prepare a bibliography of material pertaining to the teaching of the basic college speech course. The secondary purpose is to annotate the material pertaining to the evaluation of student speeches.

Definitions of Terms

1. Material. This term refers to master's and doctoral theses listed in Speech Monographs, and articles found in Speech Monographs, The Speech Teacher, and The Quarterly Journal of Speech.
2. Recent. This term refers to the period 1951 to mid-1963.
3. Evaluation. This term refers to determination of worth in terms of predetermined criteria, and includes the offering of remedial suggestions.

Further Limitations

Because of the limitations of time only one section of the bibliography has been annotated. The annotating of the section entitled "Evaluation of Student Speeches" was chosen because classroom criticism is one of the significant functions of the teacher of speech. Weaver, Borchers, and Smith observe that none of the functions of the teacher

of speech "is more crucial to the success of his speech instruction than his activity as a critic of speech, and as a stimulator and a leader of helpful criticism."⁶

This job is not an easy one, as indicated by Robert T. Oliver, who says,

When we turn our attention specifically to the grading of students in public speaking, we are keenly aware of the problems. The judgment on each speech is necessarily largely subjective; it varies from teacher to teacher, and any one teacher may judge differently at different times.⁷

The Procedure

Source of Titles

In order to find articles pertaining to the basic course, the tables of contents of Speech Monographs, The Speech Teacher, and The Quarterly Journal of Speech were examined. In cases where the title did not clearly indicate the subject matter, the article was read to see if it pertained to the basic course. These titles were found in No. 3 of each volume of Speech Monographs, in Franklin H. Knowler's "Graduate Theses--An Index of Graduate Work in Speech."⁸ Those titles

⁶ Andrew T. Weaver, Gladys L. Borchers, and Donald K. Smith, The Teaching of Speech (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956), p. 99.

⁷ Robert T. Oliver, "The Eternal (and Infernal) Problem of Grades," The Speech Teacher, IX, No. 1 (January, 1960), 9.

⁸ Franklin H. Knowler, "Graduate Theses--An Index of Graduate Work in Speech," Speech Monographs, XVIII - XXX, No. 3.

indexed under "Fundamentals of Speech" and "Speech Education" were examined, and those pertaining to the basic course are listed.

Classification of Titles

Method of Classifying

The organizational patterns of various texts on the teaching of speech were examined. For the purposes of this study, the organization of Karl Robinson's Teaching Speech in the Secondary School⁹ was followed with the application being made to the college situation. However, the material under "The Speech" was organized according to the classical divisions of rhetoric presented in the Rhetorica ad Herennium, as reported in Thonssen and Baird's Speech Criticism,¹⁰ a classic work in the field of speech criticism. "Listening" and "Communication Theory" are classifications that were added to the five classical divisions of rhetoric.

The Classifications

The classifications chosen for this bibliography are as follows:

I. The Speech

A. Invention

B. Disposition

⁹Karl Robinson, Teaching Speech in the Secondary School, (New York: Longmans, Green and Company, 1954).

¹⁰Lester Thonssen, and A. Craig Baird, Speech Criticism, (New York: The Ronald Press Company, 1948), p. 78-81.

C. Style

D. Memory

E. Delivery

F. Listening

G. Communication Theory

II. The Personnel

A. The Teacher

B. The College Student

III. The Course

A. Teaching Methods

B. Surveys of Teaching Methods

C. Evaluation of Student Speeches

D. Testing, Criticism, and Course Evaluation

E. Textbooks and Teaching Aids

F. Motivation

G. Special Problems

H. Other

Securing the Material

Copies of the necessary journals were obtained from the South Dakota State College library. Master's theses were secured through interlibrary loan. One Ph.D. thesis was examined on a trip to

California.¹¹ The annotations of the other two were made from Dow's "Abstracts of Theses in the Field of Speech,"¹² as Ph.D. theses were on microfilm and according to Mrs. Harlan Klug, South Dakota State College reference assistant librarian, must be purchased. It was the opinion of members of the graduate faculty of the speech department that the purchase of the microfilm was not necessary for the purposes of this thesis.

There was no abstract for Schmidt's thesis¹³ in either Dow's compilation or in the microfilmed abstracts available at the South Dakota State College library.

Reporting the Material

This bibliography contains a list of 390 articles, and master's and doctoral theses pertaining to the college basic speech course. The material is presented in alphabetical order under the classification headings. The material under each classification is divided between "Articles" and "Theses."

¹¹James Harvey Jackson, "An Experimental Study of Listeners' Evaluation of Speech Content as Compared with Speech Delivery," (unpublished Ph.D. thesis, Dept. of Speech, University of Southern California, 1957).

¹²Clyde W. Dow, ed., "Abstracts of Theses in the Field of Speech," Speech Monographs, XXI, No. 2 and XXII, No. 3.

¹³Ralph N. Schmidt, "The Comparative Effectiveness of Audience Versus Instructor Grading on the Development of Proficiency in Public Speaking," (unpublished Ph.D. thesis, Dept. of Speech, Syracuse University, 1950).

Twenty-seven theses and articles were annotated according to the following method of reporting:

1. The material is listed in a separate chapter in alphabetical order by the name of the author.
2. Following the author's name, the remaining bibliographical material is given.
3. An annotation of the material is presented. In annotating, an attempt was made to answer the following questions:
 - a. What was the purpose of the article or study?
 - b. What procedures were followed?
 - c. What conclusions were drawn?

The annotations include direct quotations from the author, and in some cases, paraphrased items.

4. Following each annotation, a summary statement of the material is presented. This statement is a brief presentation of the work.
5. After annotating the material in the section entitled "Evaluation of Student Speeches," an attempt was made to draw some conclusions from the material that might be of use to a teacher of speech who is evaluating the methods he uses for oral criticism of student speeches.

The Remaining Chapters of the Thesis

The three remaining chapters of this study are as follows: In "A Bibliography of Material on the College Basic Speech Course," a

bibliography of 390 articles and theses pertaining to the college basic speech course is presented. In "Annotations of Material on Evaluation of Student Speeches," 27 articles and theses pertaining to the evaluation of student speeches are annotated. In "Conclusions," the writer has attempted to draw some conclusions concerning the evaluation of student speeches based on the material annotated.

Articles

- Allen, David A., and George, William H. "Some Observations on the Status of the Speech Evaluation Problem in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 10-20.
- Allen, David A. "Comparative Studies in Speech Evaluation." *Journal of Speech and Hearing Disorders*, 1941, Vol. 6, No. 1, 1-10.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 21-30.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 31-40.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 41-50.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 51-60.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 61-70.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 71-80.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 81-90.
- Allen, David A. "Speech Evaluation in American Colleges." *Speech Monographs*, 1941, Vol. 8, No. 1, 91-100.

A BIBLIOGRAPHY OF MATERIAL ON THE COLLEGE

BASIC SPEECH COURSE

The material in this bibliography is listed alphabetically by author's name under the classification headings. Each classification is divided into two parts, "Articles" and "Theses." Six articles or theses have been listed under two or more headings. In the case of a second listing only the author's name is given, with a notation to see the classification containing the first listing.

The Speech

Invention

Articles

- Berlo, David K., and Gulley, Halbert E. "Some Determinants of the Effect of Oral Communication in Producing Attitude Change and Learning," Speech Monographs, XXIV, No. 1 (March 1957), 10-20.
- Bitzer, Lloyd F. "Aristotle's Enthymeme Revisited," The Quarterly Journal of Speech, XLV, No. 4 (December, 1959), 399-408.
- Brandes, Paul D. "Evidence in Aristotle's Rhetoric," Speech Monographs, XXVIII, No. 1 (March, 1961), 21-28.
- Erockhaus, Herman H., and Irwin, John V. "The Wisconsin Sequential Sampling Audience Analyzer," Speech Monographs, XXIV, No. 1 (March, 1958), 1-13.
- Bryant, Donald C. "Rhetoric: Its Functions and Its Scope," The Quarterly Journal of Speech, XXXIX, No. 4 (December, 1953), 401-24.
- Cathcart, Robert Stephen. "An Experimental Study of the Relative Effectiveness of Selected Means of Handling Evidence in Speeches of Advocacy," Speech Monographs, XXII, No. 3 (August, 1955), 227-33.

- Cromwell, Harvey. "The Persistency of the Effect of Argumentative Speeches," The Quarterly Journal of Speech, XLI, No. 2 (April, 1955), 154-58.
- Day, Dennis G. "Persuasion and the Concept of Identification," The Quarterly Journal of Speech, XLVI, No. 3 (October, 1960), 270-73.
- Eubanks, Ralph T., and Baker, Virgil L. "Toward an Axiology of Rhetoric," The Quarterly Journal of Speech, XLVIII, No. 2 (April, 1962), 157-68.
- Flynn, Lawrence J. "The Aristotelian Basis for the Ethics of Speaking," The Speech Teacher, VI, No. 3 (September, 1957), 179-87.
- Gilkinson, Howard, Paulson, Stanley F., and Sikkink, Donald E. "Effects of Order and Authority in an Argumentative Speech," The Quarterly Journal of Speech, XL, No. 2 (April, 1954), 183-92.
- Grimes, Wilma H. "A Theory of Humor for Public Address," Speech Monographs, XXII, No. 3 (August, 1955), 217-26.
- Grimes, Wilma H. "The Birth Experience in Public Address," Speech Monographs, XXII, No. 5 (November, 1955), 243-55.
- Gunderson, Robert G. "Teaching Critical Thinking," The Speech Teacher, X, No. 2 (March, 1961), 100-104.
- Harms, Leroy Stanley. "Social Judgments of Status Cues in Language," The Quarterly Journal of Speech, XLVII, No. 2 (April, 1961), 164-68.
- Harrington, Elbert W. "A Modern Approach to Invention," The Quarterly Journal of Speech, XLVIII, No. 4 (December, 1962), 373-78.
- Hellman, Hugo E. "The Man With the Grey Flannel Mouth," The Quarterly Journal of Speech, XLIV, No. 1 (February, 1958), 56-60.
- Howell, William S. "Training the Speaker: Deductive Logic," The Speech Teacher, VI, No. 2 (March, 1957), 106-108.
- Jensen, J. Vernon. "An Analysis of Recent Literature on Teaching Ethics in Public Address," The Speech Teacher, VIII, No. 3 (September, 1959), 219-28.
- Ludlum, Thomas Spencer. "A Study of Techniques for Increasing the Credibility of a Communication," Speech Monographs, XXV, No. 4 (November, 1958), 278-84.

Theses

- Anderson, Delmar Carl. "The Effect of Various Uses of Authoritative Testimony in Persuasive Speaking." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1958.
- Benedict, Ted. W. "An Experimental Study of Social Status as a Dimension of Ethos." Unpublished Ph.D. thesis, Dept. of Speech, University of Southern California, 1958.
- Benjamin, Robert L. "Definition: Its Nature and Function in Argumentative Discourse." Unpublished Ph.D. thesis, Dept. of Speech, University of Wisconsin, 1951.
- Boyd, Ernest Lee. "A Critical Study of the Doctrines of Persuasion in Speech and in Advertising, 1900-1953." Unpublished Ph.D. thesis, Dept. of Speech, Northwestern University, 1954.
- Bryson, Kenneth. "An Experimental Study of the Effectiveness of the 'Denotative' Speech in Persuasion." Unpublished Ph.D. thesis, Dept. of Speech, Northwestern University, 1952.
- Carter, Robert M. "An Experimental Study of the Effectiveness of Emotional and Objective Speeches." Unpublished Master's thesis, Dept. of Speech, University of Michigan, 1951.
- Collins, Barry E. "The Interaction of Status and Communication: Some Hypotheses and an Empirical Test." Unpublished Master's thesis, Dept. of Speech, Northwestern University, 1960.
- Costley, Dan Lanier. "An Experimental Study of the Effectiveness of Quantitative Evidence in Speeches of Advocacy." Unpublished Master's thesis, Dept. of Speech, University of Oklahoma, 1958.
- Cronkhite, Gary Lynn. "The Relation of Scholastic Aptitude to Logical and Emotional Persuasion." Unpublished Master's thesis, Dept. of Speech, Illinois State Normal University, 1961.
- Cullen, Jack Buehl. "A Study of the Relative Effectiveness of the Use of Praise and Reproof in Informative Speaking upon Audience Comprehension and Retention." Unpublished Ph.D. thesis, Dept. of Speech, Ohio State University, 1955.
- Culton, Gerald. "The Effects of Speech Structure and Argument Strength on Audience Attitude and Retention." Unpublished Master's thesis, Dept. of Speech, Kansas State University, 1961.

- Day, Dennis Gene. "An Exploration of the Theory of Identification, with an Experimental Investigation of Its Operation in Oral Communication." Unpublished Ph.D. thesis, Dept. of Speech, University of Illinois, 1961.
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- Grasham, John Arthur. "An Experimental Study to Determine the Relative Effectiveness of Various 'Forms of Support.'" Unpublished Ph.D. thesis, Dept. of Speech, University of Southern California, 1950.
- Henderhan, Robert Cecil. "The Development of a Measure of Self-Esteem in the Public Speaking Situation." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1959.
- Holton, Robert F. "An Examination of Contemporary Concepts of Ethics in Persuasion." Unpublished Master's thesis, Dept. of Speech, Southern Illinois University, 1960.
- Jones, Elbert Winston. "A Study of 'Interest Factors' and 'Motive Appeals' in Rhetorical Theory with Special Reference to Invention, Style, and Arrangement." Unpublished Ph.D. thesis, Dept. of Speech, Northwestern University, 1950.
- Kersten, Barbara. "Experimental Study to Determine the Effect of a Speech of Introduction upon the Persuasive Speech that Followed." Unpublished Master's thesis, Dept. of Speech, South Dakota State College, 1958.
- Marsh, Patrick O. "An Empirical Study of the Effects of Two Types of Conflict-Arousing Arguments upon Retention and Attitude Change." Unpublished Ph.D. thesis, Dept. of Speech, University of Washington, 1961.
- Mays, Theo Hillyer. "The Differential Effect of a Stimulus Speech Upon High and Low Critical Thinkers." Unpublished Master's thesis, Dept. of Speech, University of Washington, 1956.
- McConkey, Donald LeMoyne. "Modern Concepts of Pathos as Found in Selected Public Speaking Textbooks." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1952.

- Murray, Thomas James. "The Speaker's Unconscious Adaptation to Audience Attitude Toward His Subject Which is Expressed Non-Verbally During His Speech." Unpublished Master's thesis, Dept. of Speech, University of Michigan, 1955.
- Noher, Nancy. "An Experimental Study of Methods for Selecting Topics for Speech Making." Unpublished Master's thesis, Dept. of Speech, State University of Iowa, 1958.
- Rea, Richard Gail. "An Experimental Study of Source Credibility and Order of Presentation in Persuasion." Unpublished Master's thesis, Dept. of Speech, University of Arkansas, 1961.
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Williams, E. Eugene. "A Study of the Treatment of Rationalization in Four Selected Persuasive Speech Textbooks Published Since 1950." Unpublished Master's thesis, Dept. of Speech, Michigan State University, 1961.

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Gulley, Halbert E., and Berlo, David K. "Effect of Intercellular and Intracellular Speech Structure on Attitude Change and Learning," Speech Monographs, XXIII, No. 4 (November, 1956), 288-97.

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Smith, Raymond G. "An Experimental Study of the Effects of Speech Organization Upon Attitudes of College Students," Speech Monographs, XVIII, No. 4 (November, 1951), 292-301.

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Patterson, Robert Ellis. "A Study of the Antecedents and Origin of the Speech Outline as Found in Twentieth Century Textbooks." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1954.

Rea, Richard Gail. (See Invention)

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Thompson, Ernest C. "An Experimental Investigation of the Relative Effectiveness of Organizational Structure in Oral Communication." Unpublished Ph.D. thesis, Dept. of Speech, University of Minnesota, 1959.

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Articles

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Davidson, Donald. "Grammar and Rhetoric: The Teacher's Problem," The Quarterly Journal of Speech, XXXIX, No. 4 (December, 1953), 425-36.

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Osborn, Michael M., and Ehninger, Douglas. "The Metaphor in Public Address," Speech Monographs, XXIX, No. 3 (August, 1962), 223-34.

Thomas, Gordon L. "Effect of Oral Style on Intelligibility of Speech," Speech Monographs, XXIII, No. 1 (March, 1956), 46-54.

Walter, Otis M. "Creativity: A Neglected Factor in Public Speaking," The Speech Teacher, III, No. 3 (September, 1954), 159-68.

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Bergman, Lucy Mae Erickson. "A Study of the Relationship between Selected Language Variables in Extemporaneous Speech and Critical Thinking Ability." Unpublished Ph.D. thesis, Dept. of Speech, University of Minnesota, 1960.

Jones, Elbert Winston. (See Invention)

Mitchell, Reta H. "A Critical Study of Style in Persuasive Speaking." Unpublished Master's thesis, Dept. of Speech, University of Oklahoma, 1956.

Munro, Hugh Pettis. "Suggestions in Language Style: A Permissive Means of Persuasion." Unpublished Master's thesis, Dept. of Speech, University of Alabama, 1959.

Roughton, Ronald Dean. "The Study of Sentence Structure as a Method of Improving Reading and Listening Comprehension." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1958.

Sanghi, Samuel S. "Experimental Study of the Influence of Personality Characteristics on the Communication Function of Three Communication Media." Unpublished Master's thesis, Dept. of Speech, Boston University, 1956.

Memory

Articles

Hoogestraat, Wayne E. "Memory: The Lost Canon?" The Quarterly Journal of Speech, XLVI, No. 2 (April, 1960), 141-47.

Theses

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Delivery

Articles

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- Black, John W., and Tomlinson, Walther B., M.D. "Loud Voice: Immediate Effects Upon the Speaker," Speech Monographs, XIX, No. 4 (November, 1952), 299-303.
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ANNOTATIONS OF MATERIAL ON EVALUATION

OF STUDENT SPEECHES

In this chapter, the writer presents annotations, or abstracts, of 27 articles and theses listed in the preceding chapter under the category "Evaluation of Student Speeches." First, the bibliographical listing of the article or thesis is presented. In the two instances where an abstract, rather than the original material, was used, a bibliographical notation is made for both the original and the abstract. Second, a report of the material is presented. This report consists of a review of the purpose of the article or thesis, the procedure used, and the conclusions reached. Whenever possible the original author's phrasing is used. Then a summarized statement of the main idea of the material is given.

In those articles where the purpose was not specifically stated, the writer has chosen that portion of the introductory material that seems to best outline what the author of the article wished to accomplish. The same method was employed when conclusions were not stated explicitly.

The material is divided into two sections, "Articles" and "Theses." The material in each section is arranged in alphabetical order by authors' names.

Articles

Becker, Samuel L. "The Rating of Speeches: Scale Independence,"

Speech Monographs, XXIX, No. 1 (March, 1962), 38-44.

Purpose

If one examines the use made of speech rating scales in most experiments in speech pedagogy, in diagnostic work, and in "pass-out" tests, it is clear that an assumption of independence of scale variance underlies these uses. Almost invariably, the ratings on each scale are added as though each contributes some discrete element to the total rating, or the scale ratings are analyzed or discussed as though each indicates something unique about the speech performance or performances rated. Seldom has this assumption been questioned; even less has it been tested. It is the purpose of this study to make such a test.

Procedure

The scales used in this test are: subject, analysis, material, organization, language, adjustment of speaker, bodily action, voice, articulation and pronunciation, fluency, and general effectiveness. Factor analyses were made of three instructors' ratings on these scales of 442 freshman speeches.

It was found that only 3 factors, rather than 11, were actually being discriminated among by the raters. These were an analysis-content factor, a delivery factor, and a language factor. It was also demonstrated that the variance not attributable to one of these three factors could be accounted for in terms of rating unreliability.

Conclusions

"Perhaps the speech form should be reduced to three scales, a content analysis scale, a delivery scale, and a language scale."

Summary

Factor analyses showed that speech rating scales discriminated only among three scales, a content analysis scale, a delivery scale, and a language scale.

Brooks, Keith. "The Construction and Testing of a Forced Choice Scale for Measuring Speaking Achievement," Speech Monographs, XXIV, No. 1 (March, 1957), 65-73.

Purpose

This study is concerned with the construction and testing of a Forced Choice Scale for measuring achievement in speaking. . . . The Forced Choice technique . . . is designed to reduce the rater's ability to control the final result of the rating. The technique used in accomplishing this end involves forcing the rater to choose between descriptive phrases which appear of equal value--equal preference indices--but are different in validity--discrimination indices. A preference index is the mean of the scale values indicating the degree to which the criterion label applies to the group concerned. A discrimination index represents the correlation of the criterion label with an over-all rating. . . .

The problem of testing in this study involves a comparison between the Knower General Speech Performance Scale (hereafter referred to as a Simple Numerical Scale) and the Forced Choice Scale developed in this study.

Procedure

The Forced Choice Scale was constructed by taking a list of effective and ineffective observable speaking habits from student-written essays. This original list of 133 items was pared by various methods to 52 items.

The final form included 26 pairs--13 pairs of effective speaking habits and 13 pairs of ineffective speaking habits. Thirteen groups, each including two pair of phrases describing effective and ineffective speaking habits, were formed on a single sheet of paper.

A training period in the use of the Forced Choice Scale in the classroom is essential. . . .

The statistical procedure followed in comparing the Forced Choice Scale and the Simple Numerical Scale revealed [that] the rank orders of all speakers as determined by the Forced Choice Scale and by the Simple Numerical Scale were comparable.

Conclusions

(1) In terms of efficiency, it was found that the Forced Choice Scale required no more time for student checking than did the Numerical Scale. Also, the Forced Choice Scale can be scored in approximately ten seconds. The Numerical Scale is self-scoring.

(2) The Forced Choice Scale developed in this study has particular value as a research instrument where values of criteria need not be explained to students who are rated.

(3) This Scale is an excellent predictor of rank order of all speakers when group scores are averaged.

(4) The reliability of this scale is largely dependent on the ability of the individuals in the group to accurately discriminate among their observations of habits listed in each tetrad.

Summary

A Forced Choice Scale for measuring achievement in speaking was developed, and then compared with the Knower General Speech Performance Scale.

Davis, Frank B. "Speech and Grades: A Request for Further Research,"

The Speech Teacher, III, No. 4 (November, 1954), 255-58.

Purpose

The speech teacher [on hearing a comment on speech grades] may bristle a bit, . . . but evidently does no investigation on the matter to determine if the accusation is true, and, if so, why. This paper is a result of considerable thought and some investigation; its plea is for further research on the problems.

Procedure

One of the first problems that needs to be considered in the research on speech and grades is that of the philosophy back of the undergraduate courses in a speech department. . . . There are two basic ideas prevalent: to teach speech or to teach students. . . . One of the first bits of research needed

is to determine how well the philosophy is carried out within a given department. At Alabama Polytechnic Institute . . . all instructors follow a broad course outline with stated objectives; all use a grade sheet to be handed the student after each speech even though not all instructors use exactly the same evaluation sheet. . . . Yet, we do not teach exactly the same course, nor do we grade exactly the same. . . . Other institutions give departmental tests, have final speeches graded by all instructors as means of keeping a consistent standard; other institutions make no effort to co-ordinate instruction or instructors.

Another area requiring research is that of comparisons of standards, grades, and methods of instruction within a given institution. . . . The statistician might well spend his time more valuably gathering material comparing the speech grades with the other grades of the individual. . . . One of the few instances of research in this area has been done by Ernestine Heard Jensen, whose M.A. thesis is, "The Grades of Louisiana State University Students Enrolled in Speech, 1947-48." One of her significant conclusions is the fact that, "The discrepancy between the grades a student receives in speech and those he receives in other courses appears so slight as to be inconsequential."

In addition to studying standards and grades within departments and institutions, there is probably a place for consideration or comparison of these items between institutions. . . . We have no . . . evaluating or standardization agency in the field of speech. . . . Also what about the grade standards and curve in the school where a student took a course?

Let us assume for the moment that sound research reveals that speech grades are generally higher than the institutional average. Then the researcher will want to look into the causes of that situation. One statement which will surely be made is . . . that speech skill has been practiced by the student longer and more frequently than have other skills. . . . Another point that research will undoubtedly bear out is that speech courses are elected by a large percentage of the students. . . . How about motivation? . . . Speaking is an art, a skill, wherein the students are in direct competition not only with the instructor's idea of perfection but with the other members of the class.

"The prospective researcher should consider the teaching too."

Some considerations should be experience, ability to communicate material, student-teacher relationships, use of visual aids, and the

idea that the "speech teacher does not . . . have the tradition of failing students. . . . However, there are reasons for the speech grade curve being as it is--or may be--of which we may not be proud, which we should consider and perhaps hold in check." These include personal acquaintanceship between student and teacher that affects grading; giving higher grades than are earned, at the beginning of the course, to encourage the student; and giving higher grades for obvious improvement than an unbiased evaluation would call for.

"Finally, and perhaps even more important, what of our standards? Are they too low . . . ? . . . Is it better for the student to have an idea and say idear, or to say idea and not have one?"

Conclusions

Thus are posed some questions in relation to speech and grades. Basically they seem to be lodged in standards and comparisons between institutions, between departments within an institution, between instructors within a department, but perhaps most important is the comparison of grades of the individual student. Is he getting value, and if so, how should it be rewarded?

Summary

Questions for research on the methods and standards of grading speeches are posed.

Douglas, Jack. "The Measurement of Speech in the Classroom," The Speech Teacher, VII, No. 4 (November, 1958), 309-19.

Purpose

The measurement of learning is of great concern to any good teacher of speech, but it is fortunate, in an important

sense, that standardized tests in speech are, by and large, not available. . . .

Sound measurement is the means to a firmer grasp of truth, to a clearer perception of the reality in speech behavior. Careful measurement is the means of knowing what we are doing and thereby achieving better results in teaching. . . . Today it is clear that there are many important aspects of speech which we cannot now measure quantitatively except for experimental purposes. . . .

Our best hope, then, lies in the teacher's understanding of the nature of measurement and out of that understanding improving her frail human judgment. The remainder of this article is devoted, therefore, to a summary reminder of some basic principles of measurement and some suggestions for its improvement in evaluating speeches.

Procedure

Nature of measurement. It must be recalled, first, that all measurement is a kind of observation. . . . Every observation . . . is the product of the observed and the observer (including the observer's methods). Every observation, and therefore every measurement, has error in it. . . . Every score, or observation, is based on a sample. . . . Even with the soundly drawn sample there is error. The advantage of such a sample, however, is that it permits us to eliminate much error and to estimate the size of the remainder.

The most important question in measurement is that of validity: . . . a test is never just valid, it must be valid for some particular thing. . . .

Another essential requirement for good testing, which is seldom mentioned, is that of practicality. The test must be worth the time, effort, and expense in terms of the data it provides.

Functions of measurement. . . . The purposes which measurements may serve in education seem to be these: (1) diagnosis, (2) estimating achievement or progress, (3) guiding and motivating learning, and (4) research. It is not impossible for a test to serve all four purposes, but unlikely that it will serve any two equally well. . . .

Objects of measurement. . . . The teacher's judgments will be affected by whichever of the four great historical criteria of rhetorical theory she subscribes to or the relative weight of each in her philosophical make-up: the truth, the results, the ethical, and the artistic (or methods) standards.

Certainly, speech measurement must respond primarily to the total performance or total effect as a unit. . . . The testing procedure must also provide for each of the major variable components which influence the total performance. . . . They may be listed as speech attitudes and adjustment, ideas, supporting materials, organization, style, delivery; not everyone will agree on the exact listing and, what is more important, the definition of these.

It is generally assumed that the object of measurement in a speech class is a speech. . . . We must also measure [the student's] listening ability and development, including his critical and appreciative powers, and his skills in the various speech activities, provided, of course, that we seek to teach these.

In summary, we must measure, actually, whatever we seek to teach. . . .

Types of measurement. . . . Factual knowledge is probably best measured by the traditional "objective" test, better named by Robert Seashore as the "limited-response" test. Understanding and insight, however, are better measured by the so-called essay test, or more exactly the problem-type test in which the student must recall, organize, and apply his knowledge. A good example of this type of test is one in which the student writes a critical evaluation of a stimulus speaker or speech based on a list of principles and techniques which the class has been studying. This type of question measures not only the student's knowledge and his ability to apply it but also his attitudes and his listening and critical abilities, which are important objectives of the speech class. . . . The teacher should have definitely in mind what she is looking for in grading and may of course award quantitative values for each item. Perhaps the best written examination is a combination of limited-response and problem-type questions.

. . . All writers on the subject seem to agree that the trained observer is the only practical means to satisfactory testing of speech skill, and that the training of the observer is the single most important factor. . . .

If the teacher must do the job, what rating system or scale shall she use? . . . Knower comments: There is no evidence that experienced observers improve their evaluation by use of such scales. They serve such purposes as a guide for the training of inexperienced observers, a convenient form for recording judgments, and a record of the observational evaluation rendered. . . . Every type of speech performance . . . calls for a distinctive set of criteria inherent in that situation. . . .

Factors affecting judgment. . . . The most effective method of improving the judge is through his understanding of what is involved in judging. . . . The teacher can . . . become aware of [difficulties incident to measurement of speech performance] and understand how they influence her judgment so that she can allow for them and not be left at their mercy because unrecognized. There are two large factors within the judge which are most telling in their effects: (1) his knowledge of speech behavior, which is determined by the amount and kind of training and experience he has had; (2) his mental or emotional health--freedom from emotional compulsion and irrational impulses, awareness and control of his mental predilections and biases, his objectivity and consistency, his awareness of the grounds upon which his decisions rest.

Conclusions

From the foregoing consideration of the nature of measurement and what it involves, it is possible now to offer definite suggestions which can be expected to improve measurement and, thereby, our feelings of security about it.

- (1) Begin with the thing to be measured. Tests, like assignments must be directly related to objectives. Goal, activity, and evaluation must be a closely knit unity.
- (2) Use tests to generate learning. Keep grading secondary.
- (3) Do not be concerned with reliability until you have first checked validity. . . .
- (4) Make your own tests and rating scales. No one else can possibly know as well what you wish to measure.
- (5) Use a variety of types of tests . . .
- (6) When you have no adequate data, refuse to judge. . . .
- (7) Review fundamental statistics, know these basic concepts: central tendency, dispersion, distribution, normal curve, sampling, validity, and reliability.
- (8) Check periodically on your standards and your philosophy of speech education. Review the four historical theories of rhetorical criticism.
- (9) Learn to accept, emotionally, the necessity for using your own judgment, and to rely on it humbly. Expect to make mistakes occasionally.
- (10) Depend on your trained and experienced observation as the primary tool of measurement. Continually improve it by: (a) learning to listen closely, to concentrate, keep mentally alert, extend the attention span--this is done only through practice; (b) keeping your mind open; (c) checking your judgment against others now and then: other teachers, contest judges, student judges (let the students judge each

other occasionally); (d) formulating the criteria for each assignment clearly, both for yourself and the students--what is crucial varies from speech to speech; (e) not letting grading interfere with criticism; (f) beware of concentrating on the easily observed and the easily quantified at the expense of more significant and fundamental matters; (g) remember that the whole need not equal the sum of the parts--the whole exceeds the sum.

Summary

A summary of basic principles of measurement and some suggestions for improvement in evaluating speeches is made. A minimum list of sources to read and a bibliography of published speech tests which includes (1) tests of speech attitudes, adjustment, personality; (2) tests of problem-solving and critical thinking; and (3) rating scales are presented at the end of the article.

Fotheringham, Wallace C. "A Technique for Measuring Speech Effectiveness in Public Speaking Classes," Speech Monographs, XXII, No. 1 (March, 1956), 31-37.

Purpose

Numerous techniques employing a sample of audience reaction to a speech have been described for measuring speech effectiveness. Why another one? In the first place, the considerable writing on this problem may indicate dissatisfaction with existing measuring techniques. Second, this paper describes a technique that represents a departure from existing rating practices and contains measurement characteristics that seem desirable.

The purposes of this paper are to outline the mathematical development of the proposed technique, to illustrate its use in measuring speech effectiveness in public speaking classes, and to describe the characteristics of the measurements which result from the use of the method.

Procedure

The initial departure in the proposed technique is to employ ranks to supplement any ratings used. Assume that ten judges have listened to five speeches and have rated them for effectiveness. The next step requires the judges to rank these speeches, allowing themselves no tie ranks. . . . The ranks received by each speech are summed (S_R). Table II (Standard Scores from Sums of Ranks) is then used and the sum of ranks for each speech is translated into standard scores of speech effectiveness. The process takes five minutes or less. . . .

The standard scores have a midpoint of 50 and a range of roughly 1-99. This characteristic makes the use of these as numerical grades easily understood by the student. . . .

Another advantage of this method is in its elimination of the regression error in ratings. . . . The generosity error in rating, the tendency to give the benefit of the doubt or to help someone out by giving a preferred judgment, is also eliminated as far as the group of speakers is concerned. . . . A similar reduction occurs for social pressure as a source of error in measurement. . . .

In spite of its advantage, objections have been made against the use of ranks. For example, the intervals or differences between things ranked are often not equal as the numerical ranks indicate.

[However, after statistical treatment,] two more characteristics of the measurements which result from the use of this method may be stated. First, the single judge is assumed to provide only ordinal data. Second, a group of judges provide data which can be treated to yield an essentially interval scale. . . .

The assumption of competent judges is open to question: in the classroom situation this ordinarily means the use of student judges. . . . It is still possible . . . for a judge intentionally or unintentionally to bias the ranks he assigns speeches. When this happens, it tends to expose itself as the instructor tabulates ranks . . . he can note which judge is most deviate from the composite judgment. . . .

The method thus far described still has one characteristic typically not desired by the speech instructor. The average of standard scores developed from ranks is 50 for any group. . . . This characteristic can be altered in such a way that the average standard score for any group equals the instructor's judgment about the speech effectiveness of that group.

Three aspects of this adjustment for group level of effectiveness should be noted. First, differences between

speeches remain the same Second, one can reasonably hypothesize that two instructors can agree on the level of effectiveness of a group of speeches with less difference than they can agree on a series of individual speeches. . . . Third, this procedure permits the use of a combined audience-instructor score.

. . . This measure of speech effectiveness could have several undesirable characteristics [which] are: the method of ranks could permit considerable indirect measurement or inference about speech effectiveness; it could permit logical errors or special interpretations of what constitutes speech effectiveness; it tends to stress evaluation rather than description of the speech to be judged; it could permit the halo effect to operate, the tendency to generalize from a few aspects of speech behavior about the total speech; and it could permit response to insignificant behavior.

These sources of error . . . are also found in rating. We attempt to reduce them by instruction on what the instructor considers the significant factors of speech effectiveness. . . . To the extent that we are successful in altering judging behavior in desired directions we reduce these errors in ratings, or in rankings developed from ratings.

Conclusions

For more than six years, the technique described in this paper has been under development and use in the introductory public speaking classes at The Ohio State University. During this time, it has been widely adopted by members of the teaching staff with what appears to be satisfaction to both student and instructor.

Summary

This article describes the development of a ranking method for judging speaking, and discusses the use of the method developed.

Hidebrandt, Herbert W., and Stevens, Walter W. "Blue Book Criticisms at Michigan," The Speech Teacher, IX, No. 1 (January, 1960), 20-22.

Purpose

"Bluebook Criticisms" . . . are written speech evaluations by students for other members of the same class. . . . Their value . . . has been fourfold: They serve in many instances as an adjunct to the daily oral and written criticisms of the instructor and the class; they serve to reinforce, primarily through repetition, areas where the individual student is especially weak; they serve as a circumspect exercise in listening; and they serve as excellent summary critiques which the [student] can analyze in conjunction with his instructor.

Procedure

Students are encouraged to make written observations in a speech notebook concerning each class member every time that member presents a speech. . . . These notebook comments are then assimilated into a written essay of from one to three pages in length for each member of the class. The personal "letters" are handed in to the instructor who grades and collocates them before returning to each student . . . all those criticisms addressed to him. . . . The student is asked to summarize in simple chart form the critiques which he has received. . . . In conference . . . the instructor and student discuss the student's speaking in terms of comments made by the class members.

In order to guarantee criticisms of quality . . . the class is given the following instructions:

Employ established criteria for your evaluation. For example, use headings consistent with material learned in the course:

1. Platform Delivery
 - a. Vocal
 - b. Physical
2. Speech Organization
 - a. Types of idea movement
 - b. Clarity of movement
3. Evidence
 - a. Variety of support employed
 - b. Fallacies in usage

4. Reasoning
 - a. Variety of reasoning employed
 - b. Fallacies in usage
 5. Language
 - a. Vocabulary
 - b. Grammar
 - c. Clarity
 - d. Interestingness
 6. Style
 - a. Formal or informal
 - b. Appropriateness to speech topics
 7. Ethical Appeals
 8. Emotional Appeals
 9. Audience Adaptation
- Provide specific examples to support your statements beneath the above headings.

Because a great amount of work is involved in writing critical essays for every member of the class, the student ought not to be expected to hand all of them in at once. . . . By scheduling the due date of the critiques over a week or a ten day period, only a limited number are written at a time.

Conclusions

Student opinion tends to support the significance of the BBC assignment. . . . It enables them to receive in detail an objective, personal appraisal of their speaking from every other class member. And the written critiques serve as a basis for a valuable conference between themselves and the instructor.

Summary

Criticism written by students to other students can be a valuable part of a basic course.

Holtzman, Paul D. "Speech Criticism and Evaluation as Communication,"

The Speech Teacher, IX, No. 1 (January, 1960), 1-7.

Purpose

The behavior of a speech teacher in the basic course is . . . communicative behavior. It must, therefore, have a

specific desired response (purpose) and everything else (at least!) that is required of the student in his speaking. With this in mind it is interesting to consider the specific responses desired by the teacher in two of his several roles: those of critic and evaluator.

Procedure

The critic of a speech has one primary question to answer: "What can I say (or write or do) that will result in this student's improving his communicative ability?"

. . . If the teacher is not guided by primary consideration of the (expected) response of the student, how can he expect his student to be guided primarily by consideration of the (expected) response of his audience?

. . . The "desired response," then, is the primary guide for the critic in this (as in all) communication. . . . Criticism, . . . besides having a specific desired response, must have a focus on one main idea.

. . . A third principle . . . is that criticism should be progressive. That is, its desired response must be the development by the student speaker of a single, significant concept which is the next logical step in his improvement as a communicative speaker.

. . . A few comments on varying techniques or procedures may shed some further light on the application of the prime principles [of criticism.]

One teacher may offer spoken criticism after each speech. . . . He must motivate the student (praise?) to respond in his next talk to the criticism. This means it must be concrete, singular (though supported by numerous examples), and the most important next concept of behavior for the individual student to master.

. . . Another teacher may offer spoken criticism after the several talks scheduled for one occasion. He will adapt his responses to these talks as noted above and may also draw from the total experience--from the several talks--a single, significant idea to which he will seek a response from the whole class.

. . . Still another teacher will elicit spoken criticisms from one or more students. . . . In any case the "presiding critic" (instructor) must adapt the student comments by way of further example, emphasis and edited summary to the aims of the critic cited above.

. . . Another technique is the writing of the critique. This takes varying forms--from a prepublished check-list to a series of comments on a blank sheet of paper.

. . . More important than the form, however, is the content and use. The written criticism may also tempt the critic to weaken his communication by listing rather than focusing and/or by describing rather than suggesting. But assuming the written criticism to have aim and focus, it has the advantage of ready reference for the student who may not remember the next day what the professor said after the talk.

[The] audience . . . can be of great assistance in teaching the speaker . . . his next area of focus if there is a question period. Listeners' questions can sometimes best point up critical errors of the speaker: errors of motive, of ambiguity, of organizational confusion, etc.

. . . There are two important facts . . . that must be considered in dealing with speech evaluation in the basic course. One is that the two criteria--effectiveness and artfulness--are inseparable in the dynamics of human communication. The other is that [most teachers never get a student that can be judged entirely on one criterion or the other.]

. . . If the teacher is going to narrow to manageable concepts . . . ; if he is going to achieve from his students a concentration on gaining audience responses rather than on their own behavior as "performances" . . . ; and if the teacher believes that his "art" generally contributes to the effectiveness of the honest, sincere speaker, then may he not safely concentrate his evaluation on how successfully the student focuses on and achieves desired results?

In short: the fundamental concept of communication is, in itself, enough to hope to achieve--with all of the behavior which stems from its adoption--in the fundamental course.

. . . How can one judge effectiveness [what the audience did] as a letter grade, a percentage, or on a rating scale of any number? . . . It is a necessarily complex and many-sided answer. Here are some specifics--certainly not an exhaustive list--in which the evaluator:

1. Watches the audience during the talk generally for overt signs of interest, concern, agreement, etc.
2. Observes various members of the audience at specific times during the speech . . . for overt signs of response.
3. Is alert to clues particularly at the time that the speech ends and again at the time the question-period (if any) is over. . . .
4. Listens and watches for clues during the question-answer period. . . .
5. Through brief quizzes, shift-of-opinion ballots and other such devices, tests knowledge or feelings or beliefs of the audience.
6. Combines criticism with a discussion of what the speech "did to" members of the audience.

7. Notes whether or not a desired action (if any) really results.
* * *
8. Sounds out knowledge, feelings or beliefs of members of the class during regular student conferences.
9. If his concentration is not entirely on the behavior of his student speaker, can rely to a large extent upon his own response to the speaker and his communication. . . .
10. Over the years, tests some of these means against each other and develops gradually a dynamic, sensitive "gestalt" of empathy with the student audiences.

Some of these means of developing sensitivity to the effectiveness of student speakers require a delay in announcement of the evaluation (grade). This may be mildly frustrating to the student but at the same time a most potent means of changing the student's concept of communication from one of a stream of utterances to an understanding of the goal of achieving a specific audience response.

Conclusions

In criticism and evaluation, then, the speech teacher as a communicator in the basic course must rely heavily upon his own primary concepts:

1. Effective communication is that which focuses on achieving a desired response.
2. The effective "piece" of communication has a narrowed focus on a single, significant idea.

Criticism must be a "piece" of communication aimed at encouraging the student to take the next important step in his improvement--and no more.

Evaluation must be a measure of the student's concept of communication in practice.

Summary

When evaluating speech effectiveness, the instructor should determine whether the speaker achieved the goal of communication with his audience.

Hoogestraat, Wayne E. "Letters of Evaluation--An Exercise in Speech Criticism," The Speech Teacher, XII, No. 1 (January, 1963), 29-30.

Purpose

. . . The evaluation by the student speaker's classmates should constitute some of the most valuable criticism he receives in terms of improvement based on audience reaction. . . . In many cases there simply isn't any time for oral student evaluation; the alternatives are, of course, in the realm of written criticism.

The writer has employed a specific technique of student written criticism during the past two years [which] involves the writing by students of letters of evaluation.

Procedure

At the beginning of the course, an explanation of the assignment is given. Each class member, about mid-way in the course, is to write a detailed letter of criticism to every other member of the class. These are to be based upon the critic's observation of the individual speakers over a period of time, including several oral performances. . . .

The letters are to be based upon an established critical standard. One lecture period is devoted to the presentation of a suggested standard of criticism. Material for this lecture is drawn primarily from Thonssen and Baird's Speech Criticism and is supplemented with subsequent reading assignments in Eugene E. White's Practical Speech Fundamentals. The letters are turned in to the instructor before they are distributed to the recipients.

Conclusions

After completion of this assignment, one group of the writer's students was asked to fill out a brief anonymous questionnaire, evaluating the project. While most found the letters "helpful" in recognizing their strengths and weaknesses in speaking, and while many found them "very helpful," less than half of the total group was sure that the value of the assignment was sufficient to justify the effort it involved. One student added the notation, which merits some consideration:

"A lesser sample--say eight or less (sic) arbitrary individuals, or assigned individuals."

This writer believes that the writing by students of letters of evaluation can prove to be a highly worth-while assignment. . . . Its essential value, the employment of student written criticism, has been demonstrated

Summary

Letters of criticism, written by student speakers to each other, can be a valuable part of basic speech training.

Montgomery, K. E. "How to Criticize Student Speeches," The Speech Teacher, VI, No. 3 (September, 1957), 200-204.

Purpose

The student . . . speaks himself for one hour, but listens to other speakers for nineteen hours! [of every thirty hours of class time] The instructor's difficult task thus becomes how to make all these hours a meaningful educational experience for the student.

Procedure

. . . The teacher can make the students' class time educationally profitable by utilizing a method of criticism which is given (1) orally immediately after each speech, (2) with the participation of the student audience, and (3) according to an assigned plan embodying selected rhetorical principles.

. . . Oral criticism eliminates the necessity of writing during the delivery of a speech, so that students can concentrate on what the speaker is saying. . . . The primary merit of an immediate criticism lies in the ease of recall of what the speaker said. . . .

Any student in a public speaking class has at least two responsibilities: to prepare and deliver speeches and to listen to the speeches his classmates deliver. . . . If the student listens carefully to the others' speeches in order to participate in the subsequent criticism, he will be learning while he listens. . . .

The success of the method [of criticism based on selected rhetorical principles] depends on assignments designed to accomplish only a few objectives. The points of the criticism are then simply reiterations of the points of the assignment. Moreover, the instructor need add only a few aims at any one time, if the aspects of an assignment are partially repetitive of those of the preceding one, in a cumulative fashion. . . .

Certain difficulties may arise in the use of this method. Instructors should be aware of them and guard against them.

(1) The patterns of criticism should be flexible. If a student raises a point of criticism that happens not to be one of the criteria, the instructor should be pleased and consider the incident as a sign of progress. (2) The rhetorical points the instructor selects as basic criteria should be neither too simple nor beyond a beginner's comprehension. . . . (3) The instructor must carefully regulate the extent of class participation.

Conclusions

. . . The plan has definite values:

1. It provides purposive criticism. Each point tests the practical application of some significant aspect of speech-making.

2. It is both cumulative and repetitive, thus aiding the learning process. . . .

3. It is instructive criticism. . . . A student attempts to demonstrate the critical points in his own speech, and judges others on the same basis. . . .

4. It is satisfying to students, because they are not only aware of what principles each oral assignment stresses, but also know the bases of their grades. . . .

5. . . . The method is conducive to analytical listening.

Summary

A plan is outlined for a method of criticism which is given orally after each speech, with the participation of the student audience, and according to an assigned plan embodying selected rhetorical principles.

Oliver, Robert T. "The Eternal (and Infernal) Problem of Grades,"

The Speech Teacher, IX, No. 1 (January, 1960), 8-11.

Purpose

. . . One of our responsibilities as teachers is to pass judgment upon what is being learned and to make distinctions among the learners, the part learners, and the non-learners in the form of grades.

When we turn our attention specifically to the grading of students in public speaking, we are keenly aware of the problems. The judgment on each speech is necessarily largely subjective; it varies from teacher to teacher, and any one teacher may judge differently at different times.

. . . To provide some guidance for our own staff . . . I worked out a set of "suggested criteria for evaluating speeches."

Procedure

The criteria are as follows:

I. Normally, an "average speech" (C) should meet the following standards:

- A. Conform to type assigned (expository, persuasive, etc.)
- B. Conform reasonably to the time limit.
- C. Exhibit sound organization: a clear purpose adequately supported by main ideas that are easily identified.
- D. Fulfill any special requirements of the assignment--such as, to use three illustrations, or statistics, or authority, etc.
- E. Be intellectually sound in developing a topic of worth with adequate and dependable evidence.
- F. Exhibit reasonable directness and communicativeness in delivery.
- G. Be correct grammatically and in pronunciation and articulation.
- H. Be ready for presentation on date assigned.

II. The "better than average" (B) speech should meet the foregoing tests and also:

- A. Contain elements of vividness and special interest in its style.

- B. Be of more than average stimulative quality in challenging the audience to think or in arousing depth of response.
- C. Demonstrate skill in winning understanding of unusually difficult concepts or processes; or in winning agreement from auditors initially inclined to disagree with the speaker's purpose.
- D. Establish rapport of a high order through style and delivery which achieve a genuinely communicative circular response.

III. The "superior speech" (A) not only meets the foregoing standards but also:

- A. Constitutes a genuinely individual contribution by the speaker to the thinking of the audience.
- B. Achieves a variety and flexibility of mood and manner suited to the multiple differentiation of thinking and feeling demanded by the subject matter and by the speaker-audience relations.
- C. Achieves a demonstrable progression from the initial uncertainty (of knowledge or belief) held by the audience toward the subject, by orderly processes, toward a final resolution of the uncertainty in a conclusion that evolves naturally from the materials used by the speaker.
- D. Illustrates skillful mastery of internal transitions and of emphasis in presentation of the speaker's ideas.

IV. Speeches which must be classified "below average" (D or F) are deficient in some or several of the factors required for the "C" speech.

. . . One serious problem is to devise a method by which a given grade by one instructor will mean approximately the same thing as the grade symbol given by another. One solution is to use such a guide as has been suggested. Another necessity is to hold regular staff conferences to discuss the problems. Still another method is to have sample speeches analyzed by the entire staff, with grades compared and discussed. . . . Still another problem of import is how the grading in Speech compares with that given in other departments of the university.

Conclusions

Our presumption, from a study of these records, [grades assigned in the different colleges and departments at Penn.

State⁷ is that the work a student does in his beginning course in public speaking is a fairly sound basis for a prognosis of his success in all his college work.

Summary

The problems of grading are explained. A guide, taken from the book, Effective Speech Notebook, (Syracuse University Press, 1958) is given for grading. An analysis of grades given for 1954-58 with those given in other areas at Pennsylvania State is summarized.

Ruechelle, Randall C. "An Experimental Study of Audience Recognition of Emotional and Intellectual Appeals in Persuasion," Speech Monographs, XIV, No. 1 (March, 1958), 49-58.

Purpose

This investigation sought to examine the patterns of audience recognition of persuasive appeals. It held to the hypothesis that if persuasive appeals can be categorically classified as emotional or intellectual, the source for such classification might be found in recognition by the observers of these appeals. Therefore, if the patterns of recognition were such that a definite distinction were discernible, a basis for classification could be established. . . . The problem under investigation was whether persuasive appeals could be classified categorically as to amounts of emotional and intellectual content.

Procedure

Twenty-one adult males gave short persuasive speeches which were filmed with sound. The sound track was re-recorded on tape. The speeches were also put in written form.

College undergraduates were used as audiences for the filmed and taped speeches. Thirty "lay" raters (those having no training in

speech) and thirty "expert" raters (those having a master's degree or doctorate and two or more years of teaching speech) evaluated the manuscripts.

The ratings were statistically treated.

Conclusions

1. The series of unclassified persuasive materials presented in the tests could not be dichotomized or classified by the observers as emotional or intellectual in content.
2. There was no apparent consistency in classifying like materials within any one group tested in a single test, or between groups in the separate tests.
3. Individual auditors and readers reacted differently to like materials under like circumstances.
4. There was generally only insignificant agreement of the raters with the speakers' self-ratings of their intent made immediately after the persuasive speech was given.
5. Raters in each group in each test tended to base judgments mainly on general impression, less on content, still less on delivery or wording; very few were undecided.
6. Over three-fourths of the raters did not consider the tests to be difficult.
7. There was no apparent consistency in influence of ratings according to disagreement with the speakers' points of view, although a tendency to rate lower on intellectual content if the raters were in disagreement was noted.
8. There was no apparent consistency in evident differences of rating patterns according to the main bases of judgment.
9. Use of the different media of presentation to different groups made little difference in the rating patterns.
10. "Expert" raters were little better able to determine the nature of the appeals than "lay" raters chosen at random. Neither group had significant agreement.
11. It appeared that the hypothesis of the study was negated since the source for classification of materials could not be found in the recognition of appeals by auditors or readers. Therefore, the assumption of a clear-cut classification of emotional and intellectual appeals in persuasion had no discernible basis insofar as the examination undertaken in this study was concerned.

Summary

Auditors or readers could not reliably recognize the difference between emotional and intellectual appeals in persuasive speeches.

Sawyer, Thomas M., Jr. "A Grading System for Speech Classes," The Speech Teacher, IX, No. 1 (January, 1960), 12-15.

Purpose

Uncertainty in grading speech classes . . . has led me to experiment with a system I offer this description and explanation of that system in the hope of stimulating critical discussion of it and of other grading systems.

Procedure

The system . . . is based on the assumption that a grade indicates the rank order of excellence of a student in a class. . . . The problem is to determine where each student fits

After many years of attempting to make one or the other . . . grading systems add up to the final course grade that I felt that the student really deserved, I finally discovered that I was simply comparing each student in the class with each other student in an attempt to define which student was the best in the class I had mentally arranged the students in a partially-ordered scale of quality--partially-ordered in the sense that some of them were of equal quality. . . .

My system merely provides for an arrangement of assignments in such a way that at least once in the semester each student in the class has performed on the same day as each other student. . . .

This is only a carefully arranged system of paired comparisons. At the end of the semester I have a series of 1's, 2's, 3's, and so forth recorded for each student. I can now show the student the total of these scores which indicates how he ranked in the entire class after comparison with each of his fellows. . . .

The scheduling of speakers is based on the principle of cyclical rearrangement of a 4 x 4 or of a 5 x 5 orthogonal square.

Conclusions

This system arranges the students logically along a partially-ordered scale of excellence. It does not relieve the instructor of the final decision of the allocation of course grades, but it does help him to determine in which order these grades should be given.

Summary

A ranking procedure as the basis for grades is suggested.

Seiger, Marvin L. "The Speech Teacher: Listener and Critic," The Speech Teacher, V, No. 4 (November, 1956), 259-61.

Purpose

[The analyst and the speech teacher are both] objectively concerned with an individual's progress in his work and personality, and, at the same time, both must react subjectively to what that individual says or does. To remain aloof, to pronounce judgments without responding as a human being, is to lose effectiveness as an analyst and as a teacher of speech. . . .

We hear more than we listen. With our criteria for good public speaking before us, we evaluate a speaker by fitting his speech alongside our mythical yardstick. . . . We go . . . from speech to speech, seldom listening, but hearing and criticizing.

How can we truly understand a speaker's problems? How can we distinguish the individual as a separate personality, distinct from his classmates? . . . When he has helped a student conquer all his technical faults, what more can the teacher do? How can he understand the minute, imperceptible problems that are closely allied with his attitudes and personality?

Procedure

It is this latter aspect of criticism which we as teachers of public speaking meet inadequately. In diagnosing a student's abilities and deficiencies as a public speaker, we fail to realize that understanding them depends upon our ability to project ourselves into the speaker's place. . . . Criticism based on understanding the individual is the key to the teacher's approach. . . . It is the function of a teacher of speech

to make a student understand by means of that student's unique path of comprehension.

Perhaps the program I outline below will provide a starting point for the training of a listener-critic.

1. The teacher of public speaking should regularly subject himself to an analysis of his own abilities (and disabilities!) as a speaker before a committee of his colleagues. After a series of speeches, the members of the committee should acquaint him with their evaluation of his limitations, needs, assets, and potentialities.

2. He should follow a strict program of attempted improvement as a public speaker. In doing so, he should work to understand his own capacities and, even more important, strive to gain insight into the problems of the speaker attempting to develop his skill.

3. The teacher of public speaking should discard our conventional terminology as a means of helping students to understand themselves and their difficulties and get rid of the latter. Instead, he should be able to communicate with the student via his own individual pathway of comprehension.

Let us bear these main points in mind: The teacher must be an active listener with his students. He should strive to attain the highest possible degree of empathy as he listens. To be objective is an admirable quality in a critic, but the conclusions he reaches are worthless unless he bases them on the subjective understanding of individual needs.

Conclusions

Remembering the twofold function of the psychoanalyst and his dual role of listener and critic, we, as teachers of speech, should strive to become listeners and critics, with professional teaching, rather than amateur analysis, our goal.

Summary

Mr. Seiger asks that the speech teacher listen to student speeches in such a way that the teacher can help the students with their underlying problems. He suggests a program for training the "listener-critic."

Smith, Raymond G. "The Criticism of Speeches: A Dialectical Approach,"

The Speech Teacher, X, No. 1 (January, 1961), 59-62.

Purpose

The approach here . . . will be purely pragmatic, with the objective of setting forth in language as clear and simple as possible, desirable and undesirable methods of criticizing student speeches along with suggestions for enriching and vitalizing such criticism.

Procedure

An instructor's reasons for giving criticism are, among others, a) to stimulate creative thinking, b) to stimulate interest in and respect for speechmaking, c) to call attention to the speaker's special strengths and weaknesses, d) to give specific instructions for practice leading to improvement, and e) to motivate both speaker and class.

One method of encouraging perceptive student criticism is to use directed, leading questions. . . . There are, of course, considerations which condition the amount of class discussion that can be allotted to any principle or concept, not the least of which is the amount of time available. . . . A second factor in planning critical discussions is to respect the limited ability of the student mind to absorb and remember criticism. . . . The dialectical approach involving the use of directed, leading questions seems to present an admirable avenue for achieving the desired objectives. . . .

Questions of this type serve three functions. They serve first to focus attention upon the desired rhetorical principle or point. Second, they force the respondent to commit himself, thus setting the stage for the follow-up question. Third, if they should evoke incorrect responses, they enable the instructor to change respondents merely by asking, "Does anyone disagree?" . . . The subquestions in each dialectical chain demand ever increasing specificity from the student, requiring not only that he state his position, but that he give reasons and evidence supporting it.

Conclusions

In order to help establish an intellectual classroom climate conducive to achieving the best results from the dialectical approach, the following four general suggestions are offered.

1. The instructor should make his assignments specific and clear and should plan each day's work at least two weeks in advance of the due date with early preparation and daily practice made mandatory. . . .

2. The instructor should be capable of offering criticism by example. . . . Criticism should be positive, constructive, and incisive even though it may be necessary to admit of exceptions to general rules.

3. All student contributions should in some manner be acknowledged. Tacit, if not overt, approval should be given for a desirable attitude or exceptional industry even when these are not reflected in the grades assigned to the speeches. . . .

4. The instructor should avoid lengthy discussion of moot or controversial questions.

Summary

The dialectical approach involving the use of directed, leading questions can be a valuable way of involving students in speech criticism.

Wiksell, Wesley. "New Methods of Evaluating Instruction and Student Achievement in a Speech Class," The Speech Teacher, IX, No. 1 (January, 1960), 16-19.

Purpose

The wise instructor in Speech uses a variety of methods to evaluate the work his students are doing. . . . He often wonders why the work is not as good as he expects it to be. . . . So he asks his students to answer a questionnaire or check a rating scale about the course.

The instructor needs to know the reasons for the expressed attitudes on these surveys. Furthermore, he wants the evaluation process to be educational rather than judicial. . . . Positive attitudes toward the class may be developed along with an improvement in achieving the goals in the class.

Procedure

To accomplish these objectives, the following methods may be used:

The Class Observer. . . . He notes the other students' understanding of the assignment, how well they carry out the assignment, the amount and quality of class participation and the accomplishment of the group. . . . In reporting his observations at the end of the period his manner is factual, objective, and unemotional.

Advantages to this subjective approach: First, the students are trained in observation, sensitivity to feelings, and in reporting what they have seen. Second, since each student has at least one opportunity to be an observer, all of them become involved in the evaluation and assume some responsibility in the class improving itself. Third, the instructor catches problems at the time they occur. . . .

Some obstacles: First, some instructors object to the subjective nature of the observer's reports. . . . Second, students find it difficult to develop enough courage to be frank. . . . Third, the students need some training on how to observe. . . . And fourth, the use of observer is time consuming. . . .

A Panel of Observers. . . . Each member observes a specific aspect of the class procedure such as the assignment, criticism, student participation, and others. . . . The instructor can involve even more students than are used in the panel when he uses the entire class as observers from time to time with a 10 minute non-structured discussion at the end of the period.

These procedures have the advantage of involving many students but they are generally more time consuming. . . .

Rating Objectives. . . . The students rate themselves at regular intervals on a mimeographed form. . . . These individual ratings are collected and averaged. . . . The sheets are returned at the beginning of the class period and the students copy on their own sheets the class averages from the master chart. After this procedure the class discusses each item: and asks, "Why did we or did we not improve?"

Advantages . . . First, the student sees the objectives of the class spelled out for him. . . . Second, the individual

and the Group take pride in improving. . . . Third, responsibility for improvement is placed, to a great extent, on the student. . . . Fourth, the instructor obtains a record of the attitude of the students toward the various objectives of the course. . . .

One problem is that the student is likely to rate himself too high at the outset of the course so that improvement on the record is not easily achieved. A second problem is the amount of paper work necessary to average the ratings.

Exit Interviews. This type of fact finding is taken after a student has dropped a course. Here one is looking for specific reasons for his leaving. . . . This interview is best done by a colleague

Post-Training Evaluation Conference. The testimony of the students who have completed the course successfully is especially valuable. . . . By meeting with small groups of 3 or 4 persons, the instructor . . . can draw out significant impressions that provide a more searching insight of the objectives and methods of the course.

Conclusions

Evaluation should be considered a normal, yet important part of the class procedure. Plenty of time should be given to the reports and the discussions at the end of the class periods Then, the class and the instructor should take proper action as a result of the observations.

Summary

A description of, and an evaluation of, five methods of evaluation are given. The five methods are the class observer, a panel of observers, rating objectives, exit interviews, and post-training evaluation conferences.

Theses

Baier, George W. "A Preliminary Investigation of the Inter-Agreement Between Speech Teachers and Laymen in Evaluating Public Speaking Performances." Unpublished Master's thesis, Dept. of Speech, University of Kansas, 1955.

Purpose

The major purpose of this study was to determine the degree to which certain speech teachers agreed with a number of laymen in the evaluation of public speaking performance. . . . The evaluations given for the student speakers were focused upon the general effectiveness of each student speaker -- not upon comparative rankings in a competitive sense.

Procedure

The writer set up three public speaking situations for judging the general effectiveness of student speakers and used three sets of ratings. Each set contained speech-teacher ratings, layman ratings, and student-speaker ratings.

The data obtained were processed statistically.

Conclusions

Upon the basis of the foregoing analysis of the three sets of ratings the writer has concluded that a significant amount of inter-agreement existed among all the participating groups (the speech teachers, the laymen, and the student speakers) in the evaluations of the public speaking performances observed and audited. Furthermore, he has concluded that his educational orientation prior to this experimentation (assuming his agreement with laymen concerning the evaluation of public speaking performances) was realistic, and that the attitudes and techniques which he has taught his students have been based upon a realistic and practical foundation.

Summary

Speech teachers and laymen had a statistically significant amount of inter-agreement in judging student speakers' general effectiveness.

Bowers, John Waite. "A Comparison Between Speech Evaluations by Groups of Speech Teachers and by Groups of Student Judges." Unpublished Master's thesis, Dept. of Speech, University of Kansas, 1958.

Purpose

This study is intended to be descriptive. Its objective is to discover whether or not statistically significant differences or agreements exist between the verdicts of panels of speech teachers and those of panels of student judges.

Procedure

A "General Effectiveness" judging scale was used by both a panel of three speech teachers and a panel of seven student judges. Speeches at the beginning and at the end of fall semester 1958-59 and spring semester 1959 were judged. The material obtained was statistically processed.

Conclusions

The results of this study appear to justify the following conclusions: (1) that positive correlations exist between the mean judgments of panels of three speech teachers and the mean judgments of panels of seven students at the beginning and at the end of the semester during which the students are taking the beginning speech course; and (2) that statistically significant differences exist . . . at the beginning of the semester The evidence does not indicate that statistically significant

differences in judgment exist at the end of the semester during which the students are taking the beginning speech course.

It should be pointed out here that, where significant differences are found to exist, the student ratings are without exception higher than the teacher ratings. . . . In view of these findings, researchers should hesitate before using student panels as judges in pre- and post-test situations. . . . If student ratings are to be used in pre-tests, the researcher should realize that these ratings are significantly higher than would be teacher ratings for the same speeches. In the post-test situation, student and teacher ratings may or may not differ significantly. Apparently, changes in judgment standards occur among students in some classes during the beginning speech course.

Summary

A statistically significant difference exists between the judgments of a panel of three speech teachers and a panel of seven student judges at the beginning of the beginning speech course, with the student judgments being higher on a "General Effectiveness" scale. The evidence in this study does not indicate a statistically significant difference at the end of the semester.

Buell, Arthur L. "A Study of Basic Principles and Methods of Oral Criticism in a Beginning Speech Classroom." Unpublished Master's thesis, Kent State University, 1959.

Purpose

"The purpose of this study was to determine the importance of oral criticism as a teaching device in the beginning speech classroom."

Procedure

. . . A survey was conducted to determine the extent of the material available for research. Most . . . were found in the Speech Teacher, the Quarterly Journal of Speech, Dale Carnegie teaching materials, the available textbooks . . . , and related books, bulletins, and periodicals.

The material to be used was selected. Interviews with teachers of speech were conducted.

Conclusions

Classroom criticism differs from all other types of criticism because it is an on-the-spot evaluation of a student's speaking performance in the light of the student's potential and his goals. Also, it differs from other types because classroom criticism's chief aim is to motivate the speaker toward future improvement and development.

. . . Nine tenets represent a varied and complete listing of the basic principles of oral criticism, and they frame a philosophy to guide the instructor in his use of oral criticism in the speech classroom. . . .

1. Praise is more efficacious than blame because praise will motivate the student to greater improvement while blame will only cause him to become discouraged.

2. Criticism should not cause the student to feel he has been a complete failure because such a feeling will not provide the motivation needed for improvement.

3. Criticism should contain both praise and suggestions for improvement. Praise causes the student to be in a more receptive mood while the suggestions for improvement are given by the critic. Without suggestions for improvement the student does not have anything concrete for which to work toward the next performance.

4. No student should be given more suggestions than he can handle because additional suggestions for improvement will only cause him to become discouraged. . . .

5. It is more important to study the person being criticized than it is his performance because the student's performance must be evaluated in the light of his potential.

6. Criticism should be based on the student's attainment of the goals previously set up as essential. Any criticism about aspects of the performance which have not been covered in

lecture or text assignments should not be commented upon because the student should not be held responsible for these aspects.

7. Caution must be shown about pointing out problems for which the teacher has no concrete suggestions for improvement because no real value will result. Faults must be corrected by suggesting substitute procedures.

8. The instructor should avoid sweeping or vague statements which are of no help to a student because such comments carry no real criticism. The instructor must be specific in his criticisms if real value is to be derived from the comments.

9. Trivia should not be treated in isolation because such comments strike the symptoms of the problem only and leave the underlying cause unmolested.

1. A listing of objects for criticism which will be acceptable to all speech teachers cannot be established.

2. The teacher must base his criticism on objects which have been determined as essential for the particular performance.

3. The following eleven general categories of objects may be used as objects for criticism: 1) subject, 2) purpose, 3) content, 4) ideas, 5) organization, 6) language, 7) voice control, 8) bodily action, 9) personality, 10) delivery aspects, and 11) audience response.

Various factors determining rapport in the speech classroom have been examined and discussed The factors considered in this chapter are given special attention by speech instructors. These factors are: 1) the teacher's attitudes, 2) the teacher's ego, 3) variety in sessions, 4) an understanding of the individual student, 5) the interview, 6) written criticism, 7) criticism by students, 8) self-evaluation, 9) starting individual criticism, 10) aspects which should not be criticized, and 11) language.

1. Attitudes play an important part in directing the oral criticism in a speech classroom. Warm, sincere, friendly, and enthusiastic attitudes are indispensable, and their contagious aspect is all-important in building rapport.

2. The instructor must, in order to criticize effectively, use a variety of methods of oral criticism. . . .

3. The instructor must always keep in mind the needs of the individual student when criticizing speeches. The teacher can, . . . provide motivation for improvement.

4. Criticism by students provides a situation where the class members may participate in a learning process. Such a procedure is educationally advisable, for a student should learn to evaluate the speech performances of other people.

5. Self-evaluation by students should be kept to a minimum because most students cannot adequately judge their own performances.

6. Individual criticism of student performances should not begin until the instructor has established with his class a feeling of mutual understanding which will be conducive to the most candid appraisal of speech performances. The students will believe that they are being criticized before they have had a chance to improve. Such a feeling, if allowed to exist, will cause the students to be apprehensive and rapport will be lost.

7. Any aspects of the speaking performance, such as fidgeting, wringing of hands, or shifting of position, should be ignored. If the instructor calls attention to such aspects, he will be pointing out items which will ultimately correct themselves. Any personal qualities which would tend to embarrass the speaker should not be commented upon.

8. The exact connotation of the language used in criticism should be understood by all members of the class. A common descriptive language should be mastered by all students and frequent checks should be made by the teacher to determine whether the students understand the terms which are used in criticism.

.....
The chapter does contain . . . a listing of many of the techniques available for the classroom critic. These techniques were discovered by a systematic reading of all available material and by a number of interviews with teachers of speech.

The following techniques have been discussed in this chapter: 1) patterns for conducting oral criticism, 2) student participation in criticism, 3) drilling, 4) interrupting, 5) the question-answer technique, 6) self-criticism technique, 7) the "bicycle" comment, 8) language techniques, 9) the "promise" comment, 10) the indirect teaching technique, 11) the "rifle" technique, 12) mimicry, 13) physical positioning of the critic.

1. The instructor should establish a pattern for his critical remarks which will provide compliment, suggestions for improvement, and motivation.

2. Criticism by students, if well supervised, can be effective because it provides variety and because it can be used to supplement the remarks by the instructor.

Summary

This study is a summary of the basic principles and methods of oral criticism in a beginning speech classroom, containing chapters

on types of criticism, the principles of oral criticism, objects for criticism, building rapport in the classroom, and the techniques of oral criticism. Because this study is a summary of much of the available literature on oral criticism, it could be a valuable starting place for a teacher of speech to begin research into methods he might wish to use for oral criticism in his own classrooms.

Dunham, Robert Eugene. "A Study of Certain Problems in the Use of Rating Scales in Evaluating Speech Performance." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1957.

Purpose

It is the purpose of this writer to make an examination of the rating scale currently being used at The Ohio State University, to analyze its usefulness, its shortcomings, and its possibilities as an effective way of evaluating speech performance in the beginning course.

Procedure

. . . The following material was collected: a completed rating sheet for each student speaker in all twelve sections from each of the two instructors, and an average rating total for each student speaker in all twelve sections derived from ten student judges. The student judges were picked at random each day of speaking.

. . . The treatment of data was concerned with four different facets of the rating scale: (1) rating totals, (2) individual criterion rating points, (3) written criticism, and (4) weakness check marks.

Conclusions

(1) Rating scales tend to unite the instructors of public speaking toward one goal, but still allow for certain individuality.

(2) Student raters render a reliable judgment when taken as a group of ten.

(3) Instructors have a tendency to be lenient when they rate and not to make full use of the range on the rating scale.

(4) There is general agreement among instructors as to the weak points and strong points of speaking, as demonstrated in the point indexes, the written comments, and the weakness check marks.

Summary

This study is an examination of the rating scale used at Ohio State University.

Finney, Robert George. "The Design of a Measure of Ability to Judge the Relative Effectiveness of Classroom Speeches." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1957.

Purpose

Student judging in the classroom . . . may serve at least three purposes: (1) It may make more effective use of class time. (2) It may train students to listen purposefully and evaluate speech performance. (3) It may make students more aware of the criteria for effective speaking and judging.

Assuming that the use of student judges does provide learning, one problem arises. It is necessary to have a method of measurement by which the judgments can be graded. This must be accomplished in order to obtain an expression of how aware the judge is of the criteria for effective speaking and judging.

.....
If a measure of judging effectiveness is to be precise and accurate, it should possess certain desirable characteristics. It should be (1) reliable, . . . (2) valid, . . . (3) objective, . . . and (4) standardized. It should (5) rest upon the assumption that judging skill is normally distributed, and yield grades which are consistent with this assumption. It should (6) be easy for the instructor to use without requiring him to have specialized training, or to devote excessive time to paper work.

The purpose of this study was [to] develop a method of rating the judge which would possess those desirable characteristics of an effective measurement method.

Procedure

The rank-order method was the basic judging procedure used in developing a measure of judging effectiveness in this study.

.....
The selection of the criterion for the judge was a method developed from the composite standard approach in psychophysical methods. The group judgment as a whole becomes the criterion for the individual's judgment. Thus each judge is one portion of the criterion. The actual method for computing the judging scores using this composite standard approach was developed by Franklin Sabah.

Groups of 10 judges ranked the speakers in each day's judging exercise. The students were members of the beginning speech classes during the autumn, winter and spring quarters of 1956-57.

Through statistical treatment of the data obtained, the author turned the crude scores obtained through the Sabah method into a "refined score."

Conclusions

The author concludes that the table of refined scores that he has prepared is a "more accurate measure than previous measures" because it possesses the desirable characteristics detailed in "Purpose" above, and "it is standardized in that it permits the performance of one judge to be compared with the performance of another judge, even though the stimulus may be different."

Summary

Through statistical means, the author has constructed a table for obtaining refined scores that are more accurate than previous means of grading the relative effectiveness of students who are judging the speaking of other students.

Freyman, Leonard. "A Survey to Discover Instructional Procedures in Use Following Student Speech Performance, and a Report on a Study of Two Contrasting Procedures." Unpublished Ph.D. thesis, Dept. of Speech, Western Reserve University, 1955. Taken from an abstract by the author in Speech Monographs, XXII, No. 3 (August, 1955), 212-13.

Purpose

The purposes of this study were: (1) to explore the various instructional procedures employed by instructors in the secondary schools and colleges of Ohio, discover which procedures have worked most satisfactorily for them, and learn how many employ similar procedures; (2) to review and digest the surveys and studies that have been made on instructional procedures and to extract and analyze pertinent findings; and (3) to initiate a preliminary study into the relative effectiveness of two of the recommended procedures.

Procedure

Data for these investigations were gathered from: (1) a questionnaire sent to the 425 secondary schools and 47 colleges in Ohio; (2) an examination of all articles pertaining to instructional procedures in the volumes of The Quarterly Journal of Speech and Speech Monographs, the Instructor's Manual and bulletins of the Dale Carnegie Institute, and related volumes in the speech and educational fields; and (3) a statistical study of four beginning speech classes at Cleveland Heights High School, Cleveland Heights, Ohio.

The data were treated as follows: (1) instructional procedures used in the secondary schools and colleges in Ohio were tabulated and compared; (2) articles and books studied were divided into four groups: those dealing with nonacademic adult courses, those written by college and university instructors, those written by secondary school teachers or dealing with courses in the secondary school, and those pertaining to related subjects, all of which were analyzed and pertinent findings extracted; and (3) statistical analyses were made of the data secured from the comparative study.

Conclusions

Based on Questionnaire: Both secondary schools and colleges use the method of class-criticism followed by teacher-comment more than any other method and consider it the most effective method.

Articles and Books: Dale Carnegie Course manuals emphasize that the workout method is the most effective procedure to utilize the brief period following student speech performance. University course instructors, excluding Professor G. E. Densmore of the University of Michigan, who advocates a workout method for teaching delivery, contribute relatively little to this phase of techniques or procedures. Secondary school teachers who have written on the subject share Professor Densmore's belief that the workout method is most effective for teaching delivery.

The Comparative Study. Statistical analyses of data secured during the comparative study indicated that the students in four beginning speech classes, two instructed under the comment method and two under the workout method, were representative of the common population, and the classes did not differ significantly from each other in terms of students' I. Q., English ability, or personality. Analyses of three separate ratings on beginning and final speeches revealed that each group improved significantly, the improvement was not due to chance, and there was no significant difference in improvement because of method used, the time the course was taken, or the interaction of these factors. Further analyses disclosed that a student's I. Q., English ability, or personality did not significantly affect his rate or degree of improvement.

Summary

This study revealed no significant difference in the speech improvement when either the comment method or the workout method are employed after a student speech performance.

Harms, Leroy Stanley. "Some Evaluations of Student Achievement in a Beginning Speech Course." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1957.

Purpose

. . . These statements of specific purpose may be made:

1) to evaluate the degree of achievement in performance skill a student makes between his first and final speeches of the quarter.

2) to compare student achievement in regular and jumbo size sections on the basis of skill. [jumbo - 50-60 students]

3) to determine a student's attitude toward the speech class in the different size sections on the basis of an attitude inventory administered at the end of the quarter.

Procedure

In this study, student achievement will be measured in two different ways. First, a recorded speech will be evaluated by three instructor raters. Second, attitude development will be measured by an attitude inventory test. These two measurements provide an index of student achievement in the beginning course.

.
A tape recording was made of the first and final speeches.
. Recordings . . . were collected and structured on a series of eight tape spools The speeches were so arranged that it was not possible to determine whether a particular speech was first or final, or whether any two speeches were made by the same speaker. These . . . speeches were then rated by three instructor raters.

Conclusions

1) Rating of high reliability was obtained for the speeches rated in this study.

2) In none of the four experimental sections was the gain between first and final speeches statistically significant. Some improvement was rated for each of the four sections, however. When all sections were combined a statistically significant gain is recorded.

3) In the measurement of performance skill, no statistically significant difference was found between the final speech ratings of students in the regular and jumbo size sections.

4) Students in jumbo size sections were found to develop significantly more favorable attitudes toward the study of Speech in a class than did the students in the regular size sections.

.....
Within the framework of this study, this difference can best be attributed to the greater experience of the instructors teaching the jumbo sections.

Summary

Students do not make a statistically significant gain in speaking ability from first to final speech in either regular or jumbo (50-60 students) size classes. Students in the jumbo classes develop a more favorable attitude toward speech, possibly because their instructors have more teaching experience.

Hildreth, Richard A. "An Experimental Study of Audiences' Ability to Distinguish Between Sincere and Insincere Speeches." Unpublished Ph.D. thesis, Dept. of Speech, University of Southern California, 1953. Taken from an abstract by Milton Dickens in Speech Monographs, XXI, No. 2 (June, 1954), 146-47.

Purpose

"The objective of the study was to investigate an audience's ability to identify sincerity and the correlation between this ability and actual sincerity, audience attitude toward the topic, and effective speaking."

Procedure

In preparation for the experiment, thirty-one experienced public speakers were asked to deliver two 2-minute speeches on a topic in which they were vitally interested. On the first speech, they were instructed to take the side of the topic in which they sincerely believed. For the second speech, the speakers were forced to take exactly the opposite side of the same topic. Both speeches by each speaker were filmed by sound motion picture cameras. Films of twenty-four speakers were selected and divided into two groups by random selection.

The experiment was conducted in two parts. Films of both speeches by the first group of twelve speakers were shown before lay organizations. Before seeing the motion pictures these audiences were asked to rate their attitudes toward the speakers' topics. Immediately following each talk they were asked to rate each speaker as to his sincerity and effectiveness.

Sincerity was operationally defined as: When an individual is given a list of controversial topics and freely chooses the one in which he "believes most sincerely," his resulting speech on that topic may be described as sincere. . . .

In the second part of the experiment, the second group of twelve speakers was shown before similar audiences under the same experimental conditions. Statistical procedures were then applied to the several sets of resulting data.

Conclusions

(1) When a speaker took two opposing stands on a topic, lay audiences were unable to distinguish between the sincere and insincere speeches. (2) There were no significant differences between the sexes in their ability to identify sincerity. (3) Audiences showed a significant tendency to rate a speaker as sincere when they rated him as effective. (4) No significant relationship was found between actual sincerity and

effectiveness ratings. (5) The attitude of a judge on the topic of a speaker had no significant influence on the judge's identification of sincerity. (6) Effectiveness ratings were not significantly influenced by a judge's attitude toward a speaker's topic.

Summary

Audiences in this study were not able to distinguish between sincere and insincere speeches, but equated sincerity with effectiveness. The judges' attitudes on the speaker's topic had no significant influence on the judgments of sincerity or of effectiveness.

Jackson, James Harvey. "An Experimental Study of Listeners' Evaluation of Speech Content as Compared with Speech Delivery." Unpublished Ph.D. dissertation, The University of Southern California, 1957.

Purpose

The problem of the investigation was to test whether or not professional speech teachers who listen to a speech and are instructed to concentrate upon both content and delivery, will evaluate content as efficiently as listeners who are instructed to concentrate upon content, and whether or not these professional speech teachers will evaluate delivery as efficiently as listeners instructed to concentrate upon delivery.

The purpose of the study was to investigate the differences or similarities in efficiency in certain methods of listening to evaluate speech content and delivery.

Procedure

For the experiment, 48 high school and college teachers were given instruction sheets which divided them into four groups. Four different sets of instructions were given--to concentrate on both content and delivery, to concentrate on content only, to concentrate on

delivery only, and a control group was told to simply listen and evaluate.

The experimental design consisted of: (1) filming a speech by a beginning college student, and (2) establishing standards by which to judge the differences in the efficiency of the evaluations of the subject "prepared by a panel of 'expert judges.'"

After the film, the subjects indicated their evaluations on a true-false test. The results were statistically analyzed.

Conclusions

"Apparently content was observed and evaluated to a higher degree by all subjects than delivery. The possibility was indicated that content of a talk may be easier to evaluate."

The letter grade given the speech by the experimental group was slightly higher than that given by the panel of "expert judges."

. . . It may be predicted that the teacher who is good at the evaluation of content is not necessarily good at the evaluation of delivery.

The hypothesis which apparently proved valid suggested that the process of evaluating the content and delivery of a public speech is such that there is no significant difference if the evaluation is accomplished by a separate judgment of content and delivery or if content and delivery are judged together as a whole.

Dr. Jackson also stated as implications of the study that "it would be just as efficient to judge a speech by observing both content and delivery at the same time as to judge such factors separately," and that it is "just as effective to have one individual evaluate both content and delivery."

Summary

This study found no statistically significant difference in effectiveness of judging when content and delivery are evaluated separately or judged together.

Merfeld, Arthur James, M. M. "A Review of Studies of Rating Scales for Public Speaking." Unpublished Master's thesis, Dept. of Speech, Emerson College, 1957.

Purpose

"The primary purpose of this study . . . is to review all the speech literature dealing with rating scales, to trace in chronological order their development as well as the experiments concerned with them."

Procedure

The author searched "the Education Index, the Encyclopedia of Educational Research, the Bibliography of Research Studies in Education, the Journal of Educational Research, the Bibliography of Speech Education, the Quarterly Journal of Public Speaking, the Quarterly Journal of Speech, Speech Monographs, and the Speech Teacher." He located 24 units of research on the rating scale. He summarizes the findings of the studies in two chapters entitled "Historical Review" and "Findings of Studies and Experiments."

Conclusions

After a discussion of the difficulty of judging the speech performance because of the complexity of the speech act, the author goes

on to say:

Testing can, however, be done on the basis of 'general effectiveness' of the total effect of the performance. The reliability and validity of such evaluation has been found to increase when it is based upon the summation of measurements of separate traits. The determining of appropriate weights for the variables in the process of summation is . . . difficult. . . . Weightings of this sort, . . . while they can be completely determined for group measurements, may be quite false when applied to individual speakers.

Other difficulties that add to the complexity of judging speeches are the audience, the physical conditions under which the speech is given, and the procedure of testing, which makes the speaking situation somewhat artificial for both speaker and audience.

Other factors that can effect the judgment of the listener are:

(1) sensory capacities; (2) alertness; (3) concentration; (4) knowing what to look for; (5) lack of bias and prejudice; (6) freedom from fatigue; (7) ability to interpret; (8) the ability to record observations quickly.

.....
This enumeration of the problems in rating speech performance is intended to acquaint the prospective teacher with the difficulties in this field so that he may proceed with informed caution in testing. . . . The speech teacher must always face the problem of the complex act of speech performance itself, which takes place before an audience of unpredictable human beings, and is judged by still another person with variations in training and ability.

. . . The rating scale is perhaps the most frequently used testing device; but its frequency of use does not guarantee its accuracy.

.....
As a rule, rating scales are not used at every talk; in fact it is this reviewer's personal conviction that they should not be used at every talk. . . . Their chief value is to survey needs at the start of a course, at a mid-point to check improvement, and at the end.

.....
The high degree of reliability found to exist in the students' judgments of the effectiveness of public speeches provides

the investigator or teacher of speech with a simple, practical tool. The time required to mark the simple "General Effectiveness" scale, . . . is so little that no interruption of classroom procedure is occasioned. The fact that this measure can be used with any type of public speech . . . provides a flexibility that exceeds that of other types of measure.

Summary

Twenty-four units of research on rating scales are reviewed and the findings are summarized. Because this study is a review of much of the available literature on rating scales, it could be a valuable starting place for a teacher of speech to begin research for scales he might wish to use for evaluation in his own classrooms.

Sabah, Franklin David. "Some Effects of Student Judgment and Criticism of Undergraduate Classroom Speeches." Unpublished Master's thesis, Dept. of Speech, Ohio State University, 1956.

Purpose

"The principal purpose of this study was to determine some effects of student judgment and criticism of undergraduate classroom speeches."

Procedure

The procedural steps are:

1. the selection of instruments for measuring speaking, judging, and criticizing;
2. the selection of a sample;
3. the administration of the measures;
4. the compilation, organization, and preparation of data for statistical treatment.

Mr. Sabah chose the technique of ranking speakers allowing no tie ranks for the instrument for measuring speaking effectiveness, the technique of composite standard for the instrument for measuring judging effectiveness, and the technique of content analysis for measuring student judges' criticisms.

Conclusions

Mr. Sabah placed as limitations on his conclusions, the problems of selecting suitable instruments for measuring speaking effectiveness, judging effectiveness, and critic behavior; the instructor sample used; and the limited number of situations used. His conclusions are:

- (1) There exists a correlation between speaking ability and judging ability in the undergraduate classroom situation significantly greater than zero.
- (2) Judging criticisms can be consistently categorized as either pro, con, or neutral comments.
- (3) There is a significant relationship between the percentage of favorable comments a speaker receives and his final rank among a group of speakers.
- (4) Incidences of instructor stressed criteria for speech evaluation do appear in student criticisms.
- (5) The appearance of incidences of instructor stressed criteria increases as the speaking project progresses but not significantly so.
- (6) Those students who criticized and ranked speakers were more apt to agree on speakers' ranks than those students who merely ranked speakers, but this too is not significant.

Summary

Student criticisms of other students' speeches are valuable both to the speakers and to the student judges.

Walker, Anna Clara. "Audience Rating and Recognition of Real and Simulated Emotional Expressions." Unpublished Master's thesis, Dept. of Speech, State University of Iowa, 1958.

Purpose

"The purpose of this study was to investigate audience recognition and rating of real and simulated emotional expressions of contempt, indifference and amusement."

Procedure

Twelve persons, experienced in theatre, were individually recorded and interviewed under false pretenses, so that real, unbiased emotional expressions might be obtained for the experiment. The experimenter selected and edited 64 responses by nine of the subjects. . . . To test the validity of the emotions these 64 selections were played before an audience of six graduate students for specific identification of emotion. . . . Twenty-two of the 64 were selected for the final recordings.

The subjects were then told the purpose of the study and asked to record the same material after a one and one-half hour rehearsal of the material.

The two sets of tapes were edited and randomly arranged for final evaluation and recognition. An audience of twenty-one regular theatre attenders was used for this evaluation and recognition. The audience rated the selections without knowledge that 22 were real and 22 were simulated. After the ratings were made, an exact explanation of the purpose was given to the audience. By using a second set of blanks they rated a different tape, of the same selections in different order, for the "real" and "simulated" identifications.

The results were statistically treated.

Conclusions

Audiences do not rate simulated, emotional selections higher than real selections or vice versa. However, they can tell the difference. This indicates there are physical differences in the two presentations.

Summary

Audiences used in this study were able to recognize the difference between real and simulated expressions of emotion.

Thirteen listed in the study were able to recognize the difference between real and simulated expressions of emotion.

From these subjects a sample of 100 articles was chosen and analyzed. The results are presented in the following table. The results of the study are as follows: for the most part, the results of the study are as follows.

Analysis of 100 articles was made. The results are as follows: for the most part, the results of the study are as follows. The results of the study are as follows: for the most part, the results of the study are as follows.

References

The following references are listed in the study: for the most part, the results of the study are as follows. The results of the study are as follows: for the most part, the results of the study are as follows.

CONCLUSIONS

Summary

A survey was made of the titles of articles in The Quarterly Journal of Speech, Speech Monographs, and The Speech Teacher for the years 1951 through mid-1963. Those titles pertaining to the college basic speech course were selected for inclusion in this bibliography. Theses listed in No. 3 of each volume of Speech Monographs were also surveyed for those that pertained to the college basic speech course.

From these sources, a bibliography of 390 articles and theses was constructed. The material is organized under 17 headings. The basis of the organization, for the most part, was the title of the article or thesis.

Annotations of 27 articles and theses listed under the classification "Evaluation of Student Speeches" are presented. The phrasing of the original authors is used as much as possible to give the answers to the questions: what was the purpose of the article or study? what procedures were followed? and what conclusions were drawn?

Conclusions

The following conclusions were drawn from the study:

(1) In the sources surveyed, a substantial body of previously uncollected information is available which relates to the teaching of the college basic speech course.

(2) In the sources surveyed, 28 different works are available which deal directly with evaluation of student speeches.

(3) Most of the material annotated falls into one or more of four major areas of concern. Eleven advocate using students for making either written or oral evaluations of their classmates. Nine are concerned with the development of or improvement of rating scales for use in evaluating student speakers. Six describe techniques for oral evaluations made by the instructor. Five describe audience evaluation of different types of speeches. In addition, one calls for more research in the area of evaluation and another describes a method of measuring achievement from the beginning of a course to the end.

(4) The Buell and Merfeld studies, because they are summaries of much of the available material on oral evaluation and rating scales, were judged to be the most valuable starting places for an instructor interested in evaluating his methods of classroom evaluation.

Recommendations for Further Study

In the process of completing this study several areas for further study have emerged.

First, additional bibliographies are needed for the various speech emphasis areas--theater, speech correction, etc. Also specialized bibliographies regarding single courses within the seven interest areas should be useful to both researchers and instructors in the speech field.

Second, further annotations of the materials collected in this writer's study should be made to provide ready reference for those interested in the specific areas classified.

Robinson, Earl. Learning Speech at the Elementary School. New York: Longman, Green and Company, 1934.

Thompson, Lester. See Smith, L. Clark. Speech Training. New York: The Ronald Press Company, 1934.

Wenger, Alfred V., Robinson, Elmer L., and Smith, Donald L. The Teacher and the Student: A Study in the Art of Teaching. New York: Macmillan, 1934.

APPENDIX

See, Elmer L., ed. "Abstracts of Papers in the Field of Speech." Speech International, XII, No. 2, and XIII, No. 2.

Wenger, Alfred V. "Abstracts of Papers in the Field of Speech." Speech International, XIII - XIV, No. 2.

Oliver, Robert Y. "The Manual and Informal Studies of Speech." The Speech Teacher, II, No. 1 (January, 1950), 5-11.

Smith, Donald L. "What are the Contemporary Trends in Teaching Speech?" The Speech Teacher, I, No. 2 (March, 1951), 27-30.

Thompson, Lester. "A Conservative View of a Progressive Material." The Quarterly Journal of Speech, XLIX, No. 1 (February, 1953), 147.

LITERATURE CITED

Books

- Robinson, Karl. Teaching Speech in the Secondary School. New York: Longmans, Green and Company, 1954.
- Thonssen, Lester, and Baird, A. Craig. Speech Criticism. New York: The Ronald Press Company, 1948.
- Weaver, Andrew T., Borchers, Gladys L., and Smith, Donald K. The Teaching of Speech. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1956.

Articles

- Dow, Clyde W., ed. "Abstracts of Theses in the Field of Speech," Speech Monographs, XXI, No. 2, and XXII, No. 3.
- Knower, Franklin H. "Graduate Theses--An Index of Graduate Work in Speech," Speech Monographs, XVIII - XXX, No. 3.
- Oliver, Robert T. "The Eternal (and Infernal) Problem of Grades," The Speech Teacher, IX, No. 1 (January, 1960), 8-11.
- Smith, Donald K. "What are the Contemporary Trends in Teaching Speech?" The Speech Teacher, X, No. 2 (March, 1961), 87-94.
- Thompson, Wayne. "A Conservative View of a Progressive Rhetoric," The Quarterly Journal of Speech, XLIX, No. 1 (February, 1963), 1-7.

APPENDIX

Theses Examined But Not Included in Annotation

Luzier, William Harvey. "An Experimental Study to Determine the Length of Speech Sample Necessary to Judge Whether Speech is 'Normal' or 'Defective' as Recorded by a Group of 'Speech Specialists' and by a Group of 'Laymen.'" Unpublished Master's thesis, West Virginia University, 1958.

The title of this thesis was listed in Speech Monographs and on the cover of the thesis as "A Study of the Length of Sample Necessary to Judge Speech." The longer title and an examination of the thesis showed it to be in the area of diagnosis, not evaluation of student speech.

Neal, Maryella. "The Study of Speech in Interpersonal Relationships: Techniques of Analysis for Measurement of Certain Visible Aspects of Speech." Unpublished Master's thesis, University of Alabama, 1956.

von Redlich, Mark H. "The Study of Speech in Interpersonal Relationships: A Technique for the Analysis of Visible Aspects of Speech." Unpublished Master's thesis, University of Alabama, 1956.

Dearstone, Mary Violette. "The Study of Speech in Interpersonal Relationships: Observer Agreement in Measuring Visible Aspects of

Speech." Unpublished Master's thesis, University of Alabama, 1956.

These three studies, and three others listed below are part of a continuing study. These three are designed to determine accuracy of measurement on the basis of present techniques of filming and frame-by-frame analysis. Since this process is not one that the classroom teacher would use, further annotation was not made. The other three studies in this series, listed and summarized by Dearstone are:

Cox, Barbara Eames. "The Study of Speech in Interpersonal Relationships: 22. Techniques for Analyzing Visible and Audible Aspects of Behavior." Unpublished Master's thesis, University of Alabama, 1954.

McEachern, Carleton Clark. "The Study of Speech in Interpersonal Relationships: 3. Techniques for Recording and Analyzing Speech Behavior by Means of Sound Motion Picture." Unpublished Master's thesis, University of Alabama, 1951.

Webster, Elizabeth Jane. "The Study of Speech in Interpersonal Relationships: 5. Techniques for Analyzing Visible Aspects of Speech." Unpublished Master's thesis, University of Alabama, 1951.