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**SPEECH TRAINING AND SPEECH ACTIVITIES IN INSTITUTIONS
OF HIGHER EDUCATION IN TAIWAN**

BY

CHANG YUH-SHENG

**A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Arts, Major in
Speech, South Dakota
State University**

1971

SPEECH TRAINING AND SPEECH ACTIVITIES IN INSTITUTIONS
OF HIGHER EDUCATION IN TAIWAN

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Arts, and is acceptable as meeting the thesis requirements for this degree. Acceptance of this thesis does not imply that the conclusions reached by the candidate are necessarily the conclusions of the major department.

/ Thesis Adviser Date

Head, Speech Department

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Y. S. Chang

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CHAPTER I

INTRODUCTION

Origin and Statement of the Problem

An M.A. thesis in speech on the status of speech training in Taiwan, China, is proposed. From personal experience, this author has discovered some difficulties which Chinese students meet when they take up speech in American universities. The chief reason for this might be that the Chinese students who study speech in American universities and colleges have a somewhat limited knowledge of the speech areas and an inadequate background of speech training. Since speech courses are elective in most of the universities in Taiwan, the students' interest in participating in speech activities, such as speech contest and dramatic performance, has never been highly aroused. The lack of specifically trained speech teachers also hinders the development of speech training and speech activities.

This author has talked with many Chinese students on American campuses whose major subjects are other than speech and found that they experience considerable trouble speaking in public. This is due not only to their level of understanding of English but also appears to reflect their insufficient training in speech. There is, therefore, an urgent need for the universities and other educational organizations in Taiwan to emphasize speech and to provide more opportunity for developing the speaking ability of the students.

Since the Chinese Government moved its seat to Taiwan in 1949, the Ministry of Education, civic organizations and institutions of higher education have sponsored a number of speech activities in the form of oratory, discussion, debate, and drama. The students involved in these activities have been gradually increasing in number. Unfortunately, no previous studies have been made dealing with the degree of development of speech training and speech activities in the colleges and universities in Taiwan. The information and materials concerning speech instruction in Taiwan have never been arranged in a systematic compilation. Such a study would help to foster and develop speech training and speech activities in institutions of higher education in Taiwan. This study represents an attempt to assess the status of speech training and speech activities in the universities and colleges of Taiwan.

Scope and Limitations

The scope of this study has been limited to speech training and speech activities in Taiwan on the college level. The high school level has not been included in this study. This is mainly because high schools in Taiwan have never enthusiastically developed speech training nor encouraged their students to get involved in speech activities. Most of the high school administrators and educators appear to overlook the significance of speech training. As a matter of practice, they seem forced to slight speech training as part of their students' normal education for intense competition of the Joint Entrance Examination for all the universities and colleges. Their main concern

seems to be the success of their students in passing the Joint Entrance Examination. That seems to be the accepted way to prove the quality of their schools and to earn a good reputation. Thus, they have little reason to make positive efforts to develop speech training and other speech related activities.

The junior college level was also not included in this study. Since most of the junior colleges are agricultural, technological, and industrial in nature, they are unlikely to offer speech training.

Procedures to be followed

1. A survey of literature concerning speech training in other countries was conducted. The standard speech research indexes were consulted.¹ It was found that no previous studies concerning speech training in the universities and colleges of Taiwan had been reported.

2. A questionnaire was formulated. The major questions in the questionnaire concerned the curricular speech training offered by colleges and universities, speech activities directed and sponsored by colleges and universities, and the training of speech instructors and textbooks used (See Appendix A.).

3. A list of 24 colleges and universities in Taiwan was taken from the World of Learning 1969-70, 18 Bedford Square, London, Europa Publications.²

4. Letters were sent to the Heads of Chinese and English Departments, Deans of Studies and of Students, and Presidents of the colleges and universities in Taiwan, asking for information about speech training and speech activities (See Appendix B.). Each letter

was accompanied by a questionnaire, except for the letters to the Deans of Studies and of Students. Among the 24 institutions, 15 schools have provided information about speech training and speech activities by means of brochures, bulletins, and publications. Some have filled out the questionnaires. No information was procured from the remaining 9 schools concerning speech training.

5. Dr. Robert T. Oliver, Professor of Speech, Pennsylvania State University, had made a study on "Speech Teaching Around The World" which was published in two parts in the Speech Teacher, March, 1956³ and September, 1956.⁴ These two articles were read, and it was found that speech teaching was indicated in Table II of the first article. According to Dr. Oliver, extracurricular speech activities, public speaking, discussion, oral interpretation, dramatics, parliamentary law, speech correction, phonetics, and voice improvement were taught on the secondary and graduate levels in Taiwan while history of oratory and history of speech theory were taught in vocational or technical schools. Radio and television was not existent. Speech science was taught on the graduate level and teacher training was limited to the undergraduate level.⁵ However, none of these courses were discussed in the two articles. It was assumed that Dr. Oliver might have additional information about speech teaching in Taiwan. On October 8, 1970, a letter was written to Dr. Oliver, asking for information about speech training in Taiwan (See Appendix C.). A response from Dr. Oliver was received on October 13.⁶ Dr. Oliver advised the purchase of the newly published book, International Studies of National Speech Education Systems by

Fred Casmir and L. S. Harms,⁷ and to contact the writers. The book was obtained on October 22. After careful examination, it was found that the book does not include speech education in Taiwan. Then letters were written to Dr. Casmir, Professor of Speech, Papperdine College, Los Angeles, and Dr. Harms, Professor of Speech, University of Hawaii, respectively, on October 16, (See Appendix D.) asking for information about speech training in Taiwan. The answers from both Dr. Casmir and Dr. Harms indicated that they had no information about speech training in Taiwan and that they will not have a chapter on Taiwan in volume two of International Studies.⁸

6. Letters were sent to the Rotary Club and YMCA in Taiwan asking for information about speech activities which they have sponsored. No response was ever made by either of the two organizations.

7. Most of the books and brochures concerning the higher education in Taiwan, China, and speech activities sponsored by off-campus organizations were sent by Mrs. Chang, the author's mother, who helped to collect data in Taiwan.

8. Using the questionnaire as a guide, interviews were conducted with the eleven Chinese students from Taiwan currently attending South Dakota State University. This was the same questionnaire that was sent to the Heads of Chinese and English Departments and the Deans of College of Arts of the colleges and universities in Taiwan (See Appendix E.).

9. Questionnaires were also sent to the Chinese students from Taiwan at the University of South Dakota at Vermillion, asking for

information about speech training in institutions of higher education in Taiwan. However, no replies were received.

10. The information procured from institutions of higher education, the questionnaires, the interviews, and the personal experience of the author (who is a native of China) has been compiled and interpreted.

11. Conclusions were drawn from the collected data concerning the status of the speech training and speech activities in the colleges and universities of Taiwan.

FOOTNOTES

¹Knower, Franklin H. "An Index to Graduate Work in Speech," Speech Monographs, annual issues, 1947-1969. Knower, Franklin H. "Graduate Theses-A Combined Index of Reports of Graduate Work in the Field of Speech and Dramatic Art, 1902-1944," Speech Monographs, XII, Research Issue, 1945. Auer, J. Jeffery, "Doctoral Dissertations in Speech: Work in Progress," Speech Monographs, annual issues, 1947-1969. Dow, Clyde W. "Abstracts of Theses in the Field of Speech," Speech Monographs, annual issues, 1947-1965. Nelson, Max. "Abstracts of Dissertations in the Field of Speech," Speech Monographs, annual issues, 1966-68. Index to American Doctoral Dissertations, (Ann Arbor, Michigan: University of Michigan, January 1956-May 1969,). Trotier, Arnold H. and Harmon, Marian, ed. Doctoral Dissertations Accepted by American Universities. (New York: H.W. Wilson, 1947-1955,).

²The World of Learning (London: 18 Bedford Square, Europa Publications Ltd., 1970), pp. 298-300.

³Robert T. Oliver, "Speech Teaching Around the World: An Initial Survey," Speech Teacher, V (March, 1956), pp. 102-108.

⁴Robert T. Oliver, "Speech Teaching Around the World: II. A Co-Operative Enterprise," Speech Teacher, V (September, 1956), pp. 179-185.

⁵Robert T. Oliver, "Speech Teaching Around the World: An Initial Survey," Speech Teacher, V (March, 1956), pp. 102-108.

⁶Robert T. Oliver, Personal letter, October 13, 1970.

⁷Fred Casmir and L.S. Harms, International Studies of National Speech Education Systems (Minneapolis, Minnesota: Burgess Publishing Co. 1970).

⁸Fred Casmir and L.S. Harms, Personal letters, October 23 and 26, 1970.

CHAPTER II

THE PHILOSOPHY AND GENERAL NATURE OF HIGHER EDUCATION IN TAIWAN

Educational Policy

Purpose and Scope

In order that speech training and speech activities in the universities and colleges of Taiwan, China, can be understood from American perspectives, it is first necessary to have an overview of the philosophy and general nature of education in Taiwan with the emphasis on higher education.

According to Article 158, Chapter XII of the Constitution of the Republic of China, "education and culture shall aim at the development among the citizens of the national spirit, the spirit of self-government, national morality, good physique, scientific knowledge, and the ability to earn a living."¹ As was stated in China Handbook, government efforts in education have therefore been directed toward:

- (1) promoting advanced study in institutions of higher education,
- (2) stepping up in-service training of teaching staffs to enable them to keep abreast of the times, (3) coordinating education with economic and social needs, and (4) stressing national defense requirements through universal military training in high schools and reserve officers training in universities and colleges.²

The 1968-69 China Handbook presents statistics of the number of students and schools in Taiwan. Since the book was published in 1969, the information provided was based on the 1967-68 school year.

It was reported:

With a growing and increasing prosperous population, the number of schools reached 3,489 in the school year of 1967-68. Of this number, 79 were universities and independent colleges, 600 secondary schools and 2,208 primary schools. In terms of enrollment, there were 138,613 students in colleges and universities in 1967-68; 785,313 in secondary schools and 2,348,218 in primary schools.³

However, the 79 universities and independent colleges include junior colleges. Actually the number of universities and colleges related to the thesis is 24. This list was developed from The World of Learning.⁴

Emphasis On Higher Education

From personal experience, "brain drain" has long been a serious problem in China. Every year many college graduates go to foreign countries for advanced studies. Many do not return after they finish their schooling abroad. In order to solve this problem and raise Chinese academic standards, the Ministry of Education encourages colleges and universities to establish research institutes and increase graduate facilities. Foreign scholars are invited to teach.⁵

To develop supplementary collegiate education, the China Handbook states:

The ministry of Education amended regulations to provide night courses at universities and colleges. Five additional 5-year vocational institutions were approved to enroll junior middle school graduates. Physical education has been given special emphasis. Sports are encouraged to cultivate strong and healthy bodies.⁶

In order to improve the training of primary school teachers, teachers' junior colleges were reorganized and teachers' training programs were established. It was described by China Handbook that,

. . . nine three-year normal schools have been reorganized as five-year teacher's junior colleges enrolling junior high graduates. The Provincial Department of Education has been carrying out a five-year teacher's in-service training program since March, 1964. During 1967-68, 13 seminars of three weeks each were held for 2,400 elementary school teachers. Teacher education is free, including tuition, board and room, and incidentals. Since 1960, some of the original 10 normal schools have been gradually reorganized as junior teacher's colleges. In 1967-68, the Kaohsiung Normal School was reorganized as the Kaohsiung Junior Teachers' College enrolling junior high graduates for five-year courses. In preparation for the nine-year program of free education, four universities were designed to establish education courses to provide additional high school teachers.⁷

Based on personal observation, many overseas Chinese students come to Taiwan and enroll in colleges and universities for higher education. Also, the government is concerned with overseas Chinese education. As stated in China Handbook, the government policy for overseas Chinese education has been to provide schooling in Taiwan and to provide guidance and assistance to Chinese community schools overseas. The objective is:

To enable Chinese young people overseas to study Chinese language and culture, and to acquire knowledge and techniques in their local countries. The government encourages the establishment of overseas Chinese institutes of higher education for the study of Chinese culture as a means of promoting international understanding. Government also encourages the establishment by foreign foundations of educational institutions in the Republic of China for cultural exchange and research.⁸

Free Education

On June 27, 1967, President Chiang Kai-Shek, at a monthly meeting commemorating Dr. Sun Yet-Sen, founder of the Republic of

China, instructed government officials to expedite the developing of nine years of free education. President Chiang held that the educational level in many countries of the world has been gradually elevated and, "our original six-year free education has been unable to meet the needs for our national development." He also expressed his hope for success in developing the nine-year free education.⁹ It was in August, 1968, that free education was extended from six years to nine years.¹⁰ Scores of new schools, as the author has observed, were built and classrooms were added to old buildings.

School System

The school system in Taiwan is divided into three levels: According to China Handbook, elementary education is provided for six years beginning at age six. An elementary school is located in every administrative district throughout the country. Kindergarten is optional.¹¹ An Article 160, Chapter XIII of the Constitution, it was stated:

All children of school age from six to twelve years shall receive free primary education. Those from poor families shall be supplied with books by the Government.¹²

All citizens above school age who have not received primary education shall receive supplementary education free of charge and shall be supplied with books by the Government.¹³

In addition, special courses are open to adults who have had no formal education.¹⁴

China Handbook also reports that secondary education includes junior and senior high schools of three years each. Higher education includes universities and independent colleges, junior colleges,

specialized courses, and graduate schools attached to colleges of universities. It was described in China Handbook that courses of study in universities and colleges are of four years, except medical studies, which take six years. Two additional years are required for specialized courses.¹⁵ In junior colleges, the length of the educational period is five years. Junior colleges of five years admit students graduated from junior high schools. Normal and medical college students are required to have a one-year internship following graduation. The master or doctor program for college graduates takes more than two years.¹⁶

Elementary Education

As stated earlier, the Chinese Constitution stipulates that all children, ages six to twelve, are required to attend school. This attendance is free of charge, and for the poor children the textbooks are provided by the Government. This is free primary education with the emphasis upon the physical and mental cultivation, and the teaching of ethics and life for citizenship in the future.¹⁷

According to Educational Statistics of the Republic of China, 1969, there were 1,231 elementary schools with the population of 906,950 children in 1950; in later years, due to the increase of population and the expansion of education, the school population increased in number.¹⁸ Also China Handbook reports:

Elementary students in the school year 1967-68 totaled 2,348,218, compared with 898,424 in the 1944-45 period. School age attendance was 97.5 percent. For children on the offshore islands (Kinmen, Matsu, Penghu), the figures were 98.4 percent in Kinmen and 98.2 percent in Matsu.¹⁹

These statistics indicate that elementary students have been increasing in large number over the past 20 years, and education has been prevalent even in the offshore islands of Taiwan.

Secondary Education

In the school system of Taiwan, high school is the important bridge between primary and higher education. As was mentioned before, free education was extended from six years to nine years in August, 1968. Thus, the junior high school period became the second part of the fundamental education. It was made clear in Educational Statistics of the Republic of China that the stress of the junior high school education is placed on the teaching of living, creative thinking, and personality cultivation.²⁰ On the senior high school level, education consists of three years in addition to the fundamental training of junior high school. The attention is given to the improvement of learning ability, the encouragement of personal interests, and the exploration of the various subjects in order to make preparation for further studies in higher education.²¹ The same source also reports:

In 1950, there were 128 high schools (66 junior high schools and 62 junior-and-senior-combined high schools) with a total population of 79,948 pupils (61,082 juniors and 18,866 seniors), and in 1968, the schools increased in number to 664, among them--there were 474 junior high schools, 38 senior private schools, the total population is in amount of 770,102 pupils (617,225 juniors and 152,877 seniors).²²

From the evidence, it is apparent that the number of secondary students and secondary schools has increased at a high proportionate rate in the past twenty years.

Higher Education

Higher education in Taiwan involves junior college, college, university, and graduate school. The purpose of colleges, as stated in the Educational Statistics of the Republic of China, is to train technicians. Universities and graduate schools are to provide the professional education in the various fields of curriculum.²³

As was stated in a preceding section, there were 79 universities, independent colleges and junior colleges in 1967-68. Among them there are 24 universities and colleges. According to China Handbook, most of these 24 institutions offer graduate work leading to master's degrees; doctoral work is being expanded.²⁴ The specific number of graduate schools was not mentioned, however. It was also reported that college enrollment reached 138,613 in 1967-68, an increase of 24,685 over the previous school year.²⁵

A number of overseas Chinese colleges are accredited by the Ministry of Education. Fifteen are in Hong Kong and one is in Manila.²⁶ In this study, the Chinese colleges overseas are not included.

The Ministry of Education has been encouraging universities and colleges to establish graduate schools. Special budgets are made available. Grants have been solicited from the National Science Council for books and equipment. Foreign scholars were invited to teach at the National Taiwan University and other institutions through arrangement with the Asia Foundation and the United States Educational Foundation in China.²⁷ China Handbook also reveals that in 1967-68,

the number of graduate schools increased. To coordinate academic research with the practical needs of the nation and community, research centers in mathematics, physics, chemistry, biology, engineering and agriculture were established in 1965. Since 1965, the Ministry of Education has presented annual awards for outstanding achievements in academic studies, literature, and the fine arts.²⁸

Since the government moved to Taiwan in 1949, scientific development has played an important part in the nation's policy. The National Council for Scientific Development was set up as the highest organization assuming the full responsibility for the nation's scientific development. Chinese scientists abroad have been invited to help in and to direct the program. International Yearbook of Education, 1967, includes a description of the establishment of some research centers. It was reported:

The National Council for long-term Scientific Development decided, at the beginning of 1966, to set up an Agricultural Research Center to promote applied agricultural sciences and to train specialists in this field. This new establishment brings the number of research centers under this Council up to six. The other five deal with mathematics, chemistry, physics, civil engineering and biology. The government expects that within four years 500 to 1000 specialists with the degree of M.S. or a doctorate will be trained annually under this program in these research centers.²⁹

Also, several institutes have been established in some of the universities and colleges. As International Yearbook of Education, 1967, describes:

At the National Taiwan University three new research institutes have been set up: the Institute of Microbiology, the Institute of Agricultural Engineering and the Institute of Mechanical Engineering. At the National Chiaotung University the Department of "Self-Control Engineering" has been

officially recognized. At the Provincial Chung Hsing University a Department of Chinese literature has been added to the College of Law and Commerce. The Taiwan Junior College of Nursing has extended its activities to include evening courses in nursing and midwifery. The Kaohsiung Junior College of Technology has set up a Mechanical Engineering Division.³⁰

From the foregoing evidence, it appears that the fine arts and humanities do not receive the emphasis given the practical, scientific and professional curricula in higher education in Taiwan.

Higher Educational Statistics

Number of Students in Public or Private Colleges and Universities

The following statistics of the number of students in colleges and universities include the school years from 1950-51 to 1968-69. This section is primarily based upon Educational Statistics of the Republic of China. Since the book was published in 1969, the information presented was the latest available:

1950-51	Male	Female
School year		
University	2,752	362
College	1,979	286
Junior College	1,208	78
Total	5,939	726

1964-65		
School year		
University	21,566	7,966
College	14,600	3,980
Junior College	9,406	6,492
Total	45,572	18,438

1965-66		
School year		
University	21,939	9,548
College	20,067	5,867
Junior College	16,732	11,193
Total	58,738	26,608

1966-67	Male	Female
School year		
University	22,757	11,498
College	25,954	8,556
Junior College	28,569	16,523
Total	77,278	36,577

1967-68		
School year		
University	23,158	13,174
College	30,554	10,988
Junior College	38,183	22,556
Total	91,895	46,718

1968-69		
School year		
University	23,871	15,286
College	32,790	12,694
Junior College	48,476	28,220
Total	105,137	56,200 ³¹

These statistics show that the number of students enrolled in colleges and universities and junior colleges in the 1968-69 school year has increased at a proportionate rate in comparison with that of the 1950-51 school year.

Number of Students in Colleges and Universities By Branch of Study

As previously stated, in the school year of 1950-51, there were 6,665 students in universities, colleges and junior colleges. According to the same source, the number of students in the school year of 1964-65 reached 64,610, including 18 doctor and 866 master candidates. In 1965-66, the total number of students was 85,346, including 19 working for Doctor's and 974 for Master's degrees. In 1966-67, the number was 113,855, among them 28 working for Doctor's and 1,083 for Master's. In 1967-68, among 138,613 students, 50 were

humanities, social science, and natural science are leading in number. However, the number of doctor candidates is still few.

Number of Students in Colleges and Universities By Grade

The number of students in the school year of 1950-51 and in the school years of 1964 to 1967 has been listed in the preceding section. Since the materials concerning speech training in the colleges and universities will be compiled on the basis of the 1969-70 academic year, it would be desirable to have the number of students in colleges and universities by grade as of that date. However, the latest information available regarding the number of students in colleges and universities deals with the 1968-69 school year which should be somewhat similar to 1969-70. The following is a list of the number of students in colleges and universities by grade in the 1968-69 school year:

Students	University	College	Junior College
First year	9290	98122	8203
Second year	9990	11304	7896
Third year	8538	9003	6769
Fourth year	8439	8757	1956
Fifth year	973	3234	119
Sixth year	125	388	
Seventh year	118	284 ³³	
(Fifth, Sixth, and Seventh years refer to medical students)			

It appears that the students in the second year of colleges and universities are the largest in number. But the number of junior college students in the first year is larger than the number in any other year.

Number of Graduates from Colleges and Universities By Field of Study

It was reported in the Educational Statistics of the Republic of China that in the school year of 1950-51 the total number of graduates was 1,527. In 1964-65, the number was 10,699; in 1965-66, 11,932; in 1966-67, 14,319; and in 1967-68, the number reached 20,042. The following is a list of the number of graduates in a specific field in the 1967-68 school year:

	Male	Female	Total
Humanities	1456	1233	2689
Education	1068	972	2040
Fine Arts	820	618	1438
Law	270	82	352
Social Science	3903	2926	6829
Natural Sciences	1063	304	1367
Engineering	3259	66	3325
Medical Science	778	598	1376
Agriculture	951	293	1233 ³⁴

Number of Graduates from Colleges and Universities

College education in Taiwan may not be judged only from the number of graduates in each academic year. But, it is reasonable to partially determine the degree of the development of higher education on the basis of the number of graduates from colleges and universities each year. The following is a tabulation of the number of graduates in the 1950-51 school year and the school years of 1964-68:

	Male	Female	Total
1950-51			
School Year			
University	577	33	610
College	403	20	423
Junior College	462	42	504
1964-65			
University	4348	1610	5958
College	1517	546	2063
Junior College	1676	1002	2678
1965-66			
University	5004	1606	6610
College	1806	353	2159
Junior College	1821	1333	3154
1966-67			
University	4968	2000	6968
College	3922	790	3723
Junior College	1899	1729	3628
1967-68			
University	5174	2295	7469
College	4863	1414	6277
Junior College	3329	2967	6296 ³⁵

These statistics clearly show that the college graduates have increased more than ten times in number from 1950 to 1968.

Number of College Students Studying Abroad

A qualifying test for students seeking advanced study in foreign countries is held in the summer of every year. This author took the test in 1968 and passed it. There were more than 1,000 students who passed the test in 1968. China Handbook describes the number of students who went abroad to study in 1968. It was reported:

The number of students who passed the 1968 examination was 1,064. Additionally, 1,846 students were approved for foreign advanced education in 1968 without examination. Government regulations extend this privilege to college graduates and school teachers in certain categories. The largest number,

1,497, went to the United States, 128 to Japan, 126 to Canada, 18 to France, 17 to West Germany, 15 to Thailand, 10 to Spain, 7 to Austria, 6 to Belgium, 4 to Italy, and others to Israel, Sweden and the Philippines.³⁶

The number of students returning from abroad has increased each year. The book also describes that in 1967-68, 195 students returned after completing their studies abroad: 95 from Japan, 58 from the United States, 10 from France, 7 from West Germany, 5 from Spain, 3 each from Britain, Italy, Austria and Turkey, and 1 each from Holland, New Zealand, Switzerland, Thailand, Korea, and the Philippines.³⁷

Those who have returned to serve their own country have been provided with jobs. According to Special Issue On the Educational Status Exhibition, Republic of China, 1969, there were 688 returned students who have served different organizations in the past five years. Some of them are working for government organizations, some are working for private agencies, others are teaching in schools.³⁸

Basic Curriculum in Institutions of Higher Education

According to the Ministry of Education, periodic revisions of the higher education curriculum have been made in colleges of arts, agriculture, engineering, science, medicine, commerce, law, and teacher training. The common subjects in the college of engineering and the normal college were revised in 1956. The common subjects and the required courses for each department under the colleges of science, agriculture, arts, law, commerce, and medicine were revised in 1958.³⁹ The most recent report concerning higher education curriculum was made in the Compilation of Higher Education Curriculum (translated from

Chinese). The book was published by the Ministry of Education in 1964. The following courses were required for all the students, irrespective of their major field. However, it does not mean that all the required courses are offered by any department. This decision is usually left to the discretion of the head of the department.

Courses Required for
Colleges of Arts

	Required credits	First year	Second year	Third year	Fourth year
Logic or (choose one)					
Philosophy	4-6		*		
Chinese History or (choose one)	3-6	*			
Western History	3-6	*			
Advanced Mathematics or	6-8	*			
General Physics or	6-8	*			
General Biology or	6-8	*			
General Psychology or	6-8	*			
Introduction to Natural Science (choose one)	6-8	*			
Politics or	3-6	*			
Economics or	3-6	*			
Law or	3-6	*			
Sociology or	3-6	*			
Social Science (choose one)	3-6	*40			

Required Courses for Colleges of Law

	Required credits	First year	Second year	Third year	Fourth year
Chinese History	3-6	*			
Philosophy or (choose one)	4-6		*		
Logic	4-6		*		
Civil Law	8	*			
Sociology or	6	*	*		
Politics or	6	*	*		
Economics (choose one)	6	*	*41		

Required Courses for Colleges of Medicine

	Required credits	First year	Second year	Third year	Fourth year
Calculus	4-6	*			
General Chemistry	6-8	*			
General Physics	6-8	*			
General Biology	6-12	*	*42		

Required Courses for Colleges of Commerce

	Required credits	First year	Second year	Third year	Fourth year
Economics	6	*			
Accounting	6-8	*			
Commercial Math	4-6	*			
Civic Law	6-8	*			
Business Law	6		*		
Statistics	6-8		*		
Monetary and Banking	6		*		
Business Administration	4-6			*	
Finance	4-6		*43		

Required Courses for Colleges of Science

	Required credits	First year	Second year	Third year	Fourth year
Second Foreign language	6-12		*	*	
Calculus	6- 8	*			
General Physics or	12-16	*	*		
General Chemistry or	12-16	*	*		
General Biology (choose one)	12-16	*	*		
Geology	12-16	*	*		
Psychology	12-16	*	*		
Geography	12-16	*	*		
Meteorology (choose two)	12-16	*	*		
Politics or	3- 6		*		
Economics or	3- 6		*		
Sociology or	3- 6		*		
Law (choose one)	3- 6		* ⁴⁴		

Required Courses for Colleges of Agriculture

	Required credits	First year	Second year	Third year	Fourth year
Agriculture	2-4	*			
Calculus	6-8	*			
or					
General Chemistry	6-8	*			
or					
General Zoology	4-6	*			
or					
General Botany (choose one)	4-6	*			
Economics	3-6	*			
or					
Agricultural Economics (choose one)	3-6	*			

	Required credits	First year	Second year	Third year	Fourth year
Geology	3-6	*			
or					
Meteorology	3-6	*			
Experiment	4	*			*
Thesis	2	*			*45

Required Courses for Colleges of Engineering

	Required credits	First year	Second year	Third year	Fourth year
Calculus	6-8	*			
Differential Equations	3		*		
General Physics	8-10	*			
General Chemistry	5-8	*			
Geometry	2	*			
Experimental Work	2-4	*			
Engineering Design	2	*			
Allied Dynamics	3-4		*		
Mechanics of Materials	3-4	*			
Industrial Economy	3	*46			

Required Courses for Normal Colleges

	Required credits	First year	Second year	Third year	Fourth year
Three People's Principles	4	*			
Chinese	8	*			
English	8	*			
Modern Chinese History	6		*		
Philosophy	3		*		
Introduction to Education	4	*			
Psychology	6	*			
Methods of Teaching	2		*		
Practice of Teaching	12			*	
International Relations	2				*47

The above list indicates the course required for different colleges. It is apparent that some of the courses are subject to choice. For example, Chinese History and Western History are both required courses for the College of Arts, with the teaching of either of the two courses to be decided by the specific department. Usually Chinese History is taught in the Department of Chinese while Western History is taught in the Department of English. Other departments under the College of Arts may be free to choose either one, depending upon the nature of the department. The above information reveals that no speech course is required for any college.

Joint Entrance Examination of Institutions of Higher Education

As mentioned earlier, the school system in Taiwan is divided into three levels: elementary, secondary (junior and senior high), and higher education. Since free education was extended from the original six years to nine years in 1968, elementary school graduates went to junior high school without taking any entrance examination. However, the junior high graduates must take and pass an entrance examination for admission to senior high school if they intend to continue their education. An entrance examination may be held by one high school or a group of high schools, depending on the administration area in which the school is located. Usually public schools join together to give an entrance examination, while private schools sponsor their own examination collectively or independently. But on the college level, admissions are determined by the Joint Entrance Examination of all the colleges and universities on Taiwan.

Classification

It is generally known that the high school graduates in Taiwan are classified into three groups in the last year of their education. The three groups are arts interested students (including commerce and law), science interested students (including engineering), and agriculture interested students (including medicine). This classification is mandatory, but the students are free to make their choice as to which group they wish to be in. It is permissible, but not necessary, for the students to switch from one group to another during the period of the last school year, because the courses offered for the three groups are different to a certain degree.

From the author's personal experience, there are six subjects required for each group in the Joint Entrance Examination of colleges and universities. These are Chinese, English, and Three People's Principles. The other three are physics, chemistry, and advanced mathematics for the group of science and of agriculture. For the group of arts, geography (Chinese and World), history (Chinese and World), and mathematics are common subjects.

A month before he takes the examination, a prospective college or university student, of any group, is required to fill out a department and college choice form. In this form, he is free to record his choices. There are two ways to fill out the form: selecting schools and selecting departments. For example, a student interested in English may put down either English Department of a college or a university as his first choice with some other departments of that school following, or he may list all the English departments of different schools one by

one with other departments following. By following the former pattern, he may be assigned to a different department than English if his total grade fails to meet the requirement of the English Department of that school after the results of the examination are announced. But if he follows the latter pattern, he may be distributed to any English Department of any school, unless his total grade cannot meet the requirement of any English Department of those schools. It is not surprising that many students do not enter the departments which they are really interested in, for they chose schools rather than departments in the first place. This wrong choice frequently determines a future career that is not to their liking because they will have studied subjects which do not satisfy their interest. Although students are allowed to transfer from one department to another if they pass the transfer test held by the department to which they wish to go, most of them still remain in their original departments because they failed the transfer test.

Admission Standard

Every year the standard for admission to higher education is set up by the Chinese Ministry of Education according to the results of the examination. The admission to any department is determined by the total grade the student has earned of six subjects he has taken. Different departments, and the same department in different schools, require different minimum total. That is to say, a student who fails to reach the total grade required by one department may be admitted to another which has a lower total grade requirement. Therefore, it is safer for

a student to put down all the departments of the 24 colleges and universities in the choice form. If he is too confident of the examination, and has omitted some departments or schools on purpose, he may be kept out of college when his total grade does not meet the requirement of those departments or schools he has listed in the choice form.

The Joint Entrance Examination may not be a sound system; it is, however, a fair system. Success or failure in the examination is simply determined by preparation and knowledge. Despite the fact that admission to college in Taiwan is intensely competitive, nearly one-third of the examination participants pass each year. As J. Tennis Hatefield reported in "Examination Hell in Taiwan" "since 1957, over 30,000 students annually have taken entrance examinations. Of this number, approximately one-third have been admitted."⁴⁸ Mr. Hatefield's report covers only the materials from 1957-63. In the past few years, new schools have been established and the population of high school graduates has been increasing, but the admission rate is still around one-third. Nevertheless, the Ministry of Education does not seem to have plans to change the system. Admission to colleges will continue to be determined by the Joint Entrance Examination.

SUMMARY

As can be seen from the above description, the school system in Taiwan is divided into three levels, elementary, secondary, and higher education. In order to raise academic standards and to develop national reconstruction, the emphasis of education in China seems to

be placed on higher education. Indeed, in the course of developing education, a lot of problems still need to be solved. "Brain drain," which has become a serious problem in higher education in China, is being gradually reduced. Research environment and facilities need to be improved.

From the foregoing evidence, it also appears that the fine arts and humanities do not receive the emphasis given to the practical, scientific and professional curricula. That is perhaps consistent with the major aim of the Chinese government at this stage of national development. There is no indication that any speech course has been required college wide in any institution of higher education in Taiwan.

FOOTNOTES

¹Amos J. Peaslee, "Republic of China," Constitutions of Nations, II (Netherlands: Martinus, Hijhoff, the Hague, 1970), p. 300.

²China Handbook (Taipei: China Publishing Co., 1969), p. 100.

³Ibid.

⁴The World of Learning (London: Europa Publications Ltd., 18 Bedford Square, 1970), pp. 298-300.

⁵China Handbook (Taipei: China Publishing Co., 1969), p. 100.

⁶Ibid.

⁷Ibid., p. 102.

⁸Ibid., p. 101.

⁹The Significance of Nine-Year Free Education (Taipei: National Education Bureau), p. 1 (translated from Chinese).

¹⁰China Handbook (Taipei: China Publishing Co., 1969), p. 101.

¹¹Ibid.

¹²Amos J. Peaslee, "Republic of China," Constitutions of Nations, II (Netherlands: Martinus, Hijhoff, the Hague, 1970), p. 300.

¹³Ibid.

¹⁴China Handbook (Taipei: China Publishing Co., 1969), p. 101.

¹⁵Ibid.

¹⁶Ibid.

¹⁷Ibid.

¹⁸Educational Statistics of the Republic of China (Taiwan: Ministry of Education, 1969), p. 5.

¹⁹China Handbook (Taipei: China Publishing Co., 1969), p. 101.

²⁰Educational Statistics of the Republic of China (Taiwan: Ministry of Education, 1969), p. 6.

²¹Ibid.

²²Ibid.

²³Ibid.

²⁴China Handbook (Taipei: China Publishing Co., 1969), p. 102.

²⁵Ibid.

²⁶Ibid.

²⁷Ibid.

²⁸Ibid.

²⁹"Educational Development in 1966-67, China," International Yearbook of Education, 1967 (Paris: International Bureau of Education, 1967), p. 103.

³⁰Ibid.

³¹Educational Statistics of the Republic of China (Taiwan: Ministry of Education, 1969), p. 86.

³²Ibid., pp. 88-89.

³³Ibid., p. 89.

³⁴Ibid., p. 90.

³⁵Ibid., p. 91.

³⁶China Handbook (Taipei: China Publishing Co., 1969), p. 103.

³⁷Ibid.

³⁸Special Issue on the Educational Status Exhibition (Taiwan: Ministry of Education, 1969), p. 39.

³⁹Compilation of Higher Education Curriculum (Taipei: Chun Chung Book Co., 1964), p. 1 (translated from Chinese).

⁴⁰Ibid., p. 8.

⁴¹Ibid., p. 26.

⁴²Ibid., p. 41.

⁴³Ibid., p. 59.

⁴⁴Ibid., p. 81.

⁴⁵Ibid., p. 97.

⁴⁶Ibid., p. 125.

⁴⁷Ibid., p. 145.

⁴⁸J. Tennis Hatefield, "Examination Hell in Taiwan," School and Society, November 30, 1963, p. 379.

CHAPTER III

CURRICULAR SPEECH TRAINING IN INSTITUTIONS OF HIGHER EDUCATION IN TAIWAN

A philosophy and general nature of education in Taiwan has been described in the preceding chapter with the emphasis on higher education. This chapter will deal with the curricular speech training in institutions of higher education in Taiwan. As indicated in Chapter I, the research was conducted through correspondence with department heads, college deans, deans of studies and students, and the presidents of 24 colleges and universities, asking for information about curricular speech training and speech activities offered by their schools. A questionnaire composed of questions concerning curricular speech training, speech activities, speech textbooks, and speech training of instructors on the basis of the 1969-70 academic year had been formulated and sent to department heads (Chinese and English) and college deans (See Appendix A.). Most of the 24 colleges and universities returned the questionnaires and provided pertinent information. Some even sent bulletins, brochures, and school publications. Despite the fact that the materials and data collected are not complete, it is believed that the procured information has made it possible to assess the status of speech training in institutions of higher education in Taiwan. The data and records collected regarding the speech training in institutions of higher education have been compiled and interpreted as presented in the following sections.

National Taiwan University

Course Work in Speech

A questionnaire filled out by the Department of Foreign Languages, National Taiwan University, indicates that there is a beginning speech course offered. This course is entitled Speech and Debate, worth four credits. It is offered at four different levels, A, B, C, D.¹ (It is assumed that A, B, C, D would be based on the level of ability according to pretest or standard.) A letter written on November 2, 1970, by Mr. Limin Chu, Professor of English and Drama, National Taiwan University, states that students in the Department of Foreign Languages are required to take, during their sophomore year, Speech and Debate, with two credits for the whole year plus a two-hour practice laboratory each week. Students are also required to take Phonetics, worth four credits for the whole year. In this course, two hours additional laboratory work each week is mandatory. According to Mr. Chu, the aims of Phonetics are chiefly to correct pronunciation, enunciation, and intonation, in addition to providing an introduction to phonetics as a science. Occasionally, an elective course in public speaking was offered in the 1969-70 school year. In addition to teaching western literature in the Department, discussion is often held in English.²

A letter from the Chinese Department of the National Taiwan University on December 21, 1970, indicates no information available concerning the speech training in the Department.³ However, it was reported in Compilation of College Curriculum, 1964, that for the

Chinese department in the college of arts, Semantics, Phonetics, Linguistics, and Comparative Linguistics are required courses.⁴ Therefore, though the Chinese Department of National Taiwan University offered no information about speech training, it is believed that the Department may conduct the teaching of speech courses.

Textbooks in Speech

From the questionnaire returned by the Department of Foreign Languages of the National Taiwan University, it is interpreted that the speech textbook being used in the course Speech and Debate is Modern Speech,⁵ in addition to some various handouts.⁶ No other evidence was available concerning textbooks assigned.

Training of Speech Instructors

Neither the Department of Foreign Languages nor the Chinese Department of the university provided information about the training of their speech instructors.

Taiwan Normal University

Course Work in Speech

The materials concerning the speech training in Taiwan Normal University were procured from Stella Ku, assistant in the English Department and Professor Liang-Tung Tsung, Dean of Studies. In her letter of November 21, 1970, Miss Ku indicated that speech training in the English Department was being greatly reinforced.⁷ A copy of the curriculum for the English Department accompanying the letter was received on November 26. Among the courses of study in the English

Department, speech courses are given a considerable emphasis. The following are the speech courses offered, both required and elective, on the basis of credits per semester and hours instruction per week:

	Credits per Semester	Hours of Instruction per Week
Freshman Year (required courses)		
Pronunciation Drill	2	3
Pattern Practice	2	4
Laboratory	2	4
Sophomore Year (required courses)		
Pronunciation Drill	1	2
Oral English (movie)	2	2
Drama	3	3
Phonetics	2	2
Junior Year (electives)		
Introduction to Linguistics	2	2
Phonetics	2	2
Public Speaking	2	2
Practical English	2	2
Senior Year (electives)		
Language Testing	2	2
Syntax	3	3 ⁸

It should be noted that juniors and seniors are required to take at least six credits per term of electives, concentrating on either literature or linguistics.⁹

In the Chinese Department, speech courses are also offered at various levels. A bulletin of National Taiwan Normal University sent by Mr. Liang-tung Tsung, Dean of Studies, indicates that two credits of

Chinese Phonetics is required in the freshman year; in the sophomore year, a two-credit course of Chinese Etymology is required and a four-credit General Linguistics course is an elective. Required courses such as Chinese Rhetoric and Chinese Phonology, two credits for each, are offered in the junior year. However, in the senior year, only Semantics is offered for four credits.¹⁰

In addition, it is revealed in the questionnaire that the Chinese Department offers Drama as a beginning course in speech. The length of the course is six months. The subject matter of the course is described as training the student's "directing abilities and performing experience."¹¹

Textbooks in Speech

According to Miss Ku, textbooks used in Pronunciation Drill are English Sounds for Chinese Students, edited by Language Center, Taipei, Taiwan, and both Vowels and Consonants and Stress and Intonation, published by English Language Service, Washington, D.C.¹² However, various lecture notes prepared by the department are also being used as supplementary materials. In Pattern Practice, English Sentence Patterns¹³ and English Pattern Practice,¹⁴ written by Robert Lado and Fries are used as textbooks.¹⁵ For the Laboratory, the textbook is Intensive Course in English (Full bibliographic entry not available.) while Pronunciation of American English (Full bibliographic entry not available.) is used as the textbook in Phonetics.¹⁶

In the questionnaire filled out by the Chinese Department, it is reported that most of the speech materials being used are edited by the instructors of specific speech courses.¹⁷

Training of Speech Instructors

No information was procured concerning the training of speech instructors in either the Chinese Department or the English Department of the National Taiwan Normal University. However, it is learned that most speech courses in the English Department, as indicated by Miss Ku in her letter, are taught by foreign professors.

National Chengchi University

The information about speech training in the National Chengchi University is very limited. The questionnaires sent to the heads of both the Chinese and English Departments of the University on August 5, 1970, have not yet been returned. Nonetheless, the letters sent to the Deans of Studies and Students of the University asking for information about speech training were answered and a book entitled The Curriculum of National Chengchi University, sent by the Dean of Studies, was received on December 23, 1970. The book, published in July, 1964, was the latest publication available including the courses of study in the National Chengchi University. It is reported in this book that the Department of Western Languages offers English Phonetics in the freshman year for four credits. A four-credit Speech and Debate course and a two-credit Practical English course are electives offered in the senior year. Also, English Drama is offered in the junior year as a six-credit required course.¹⁸ It is indicated in the same source that

in the Chinese Department, Semantics is taught in the sophomore year for six credits and Chinese Phonology in the junior year for six credits. Both are required courses. Among the electives, Chinese Linguistics and Phonetics are offered in the junior year for four credits each.¹⁹ There is no information available about textbooks and training of speech instructors at National Chengchi University.

Taiwan Provincial Chung Hsiung University

A bulletin of Taiwan Provincial Chung Hsiung University was received on February 9, 1971. According to the bulletin, English Phonetics and English Hearing and Speaking Practice are the only required courses offered in the freshman year by the English Department. Each is worth four credits. English Drama is taught as a required course in the junior year for three credits.²⁰ In the Chinese Department, Etymology is required for six credits in the sophomore year. In the junior year, Phonology is required for six credits and Chinese Rhetoric is an elective for four credits.²¹ No information was procured concerning speech textbooks used or training of speech instructors.

Tunghai University

Course Work in Speech

A questionnaire filled out by Mr. Minoa Dorn, lecturer in English literature, English Department of Tunghai University, was returned on September 15, 1970. According to Mr. Dorn, there is no beginning speech course offered in the English Department. However,

speech training is offered as part of Advanced Oral English, taught in the junior year for two credits per semester. Mr. Dorn describes the speech portion of the course as oral interpretation of poetry, play reading, group discussion, and impromptu, extemporaneous, manuscript, and original speeches.²²

Training of Speech Instructors

There are two instructors directing speech training in the Department. One has nine undergraduate credits in speech, the other has not received any formal speech training. The instructor with a background of nine undergraduate speech credits has only one year of teaching experience, while the other has three years of experience.²³ There is no specific textbook used except the material gathered by the instructors.²⁴ No information was provided by the Chinese Department of Tunghai University.

Fu Jen Catholic University

Included in the questionnaire filled out by Mr. Del Valle of the English Department, Fu Jen Catholic University, is the fact that there is a beginning speech course offered.²⁵ The name of the course is English 104-105, Speaking and Debating, offered in the junior year for two credits per semester. According to Mr. Valle, "The students are provided with a firm foundation and sound principles in the practice of public speaking." They are also taught formal debating. The instructor of the course has twenty undergraduate credits in speech. The textbooks used are Basic Training for Toastmasters by R. C. Smedley and The Debator's Guide by J. J. Murphy and J. M. Ericson.²⁶

In fact, more speech training than the information provided by Mr. Valle is found in the English Department of Fu Jen Catholic University. In the Introduction to Studies in Fu Jen Catholic University, it is reported that English Phonetics is offered by the Department as a required course in the sophomore year, with four credits. Both Speaking and Debating and Linguistics are electives with four credits each. These courses can be taken by any student of the English Department except freshmen.²⁷ The brochure states that, in the Chinese Department, Etymology and Phonology are required courses worth six credits each, offered in the sophomore and junior years respectively. Chinese Phonetics is a four credit elective in the sophomore year.²⁸

College of Chinese Culture

Speech training in College of Chinese Culture is highly developed. Courses in speech are offered in four departments: English, Chinese, Journalism, and Drama. In the English Department, English Phonetics and Speech and Debate are required courses, each with four credits, each offered in the sophomore year.²⁹ There is no elective speech course available. In the Chinese Department, only Etymology and Phonology are offered as required courses worth six credits each. Both are taught in the sophomore and junior years.³⁰ Speech related courses offered in the Journalism Department are Public Relations for two credits and Radio-Television for two credits as required studies in the junior year.³¹

In the Department of Drama, the following are required courses:

Required Courses	Number of Credits	Freshman year	Sophomore year	Junior year	Senior year
Introduction to Drama	4	*			
Introduction to Chinese Drama	2	*			
History of Chinese Drama	4		*		
History of Western Drama	4			*	
Theory of Drama	4			*	
Basic Training in Performance	4	*			
Directing	4		*		
Theatrical Technique	2		*		
Scene Design	2		*		
Lighting	2		*		
Criticism of Chinese Drama	4				*
Play Reading	4		*		
Play Writing	4		*		
Make-Up	2		*		
Film Studies	4		*		
Radio-Television	4				* ³²

*(Indicates required course.)

Soochow University

A letter from the Chinese Department of Soochow University indicates that the Department does not have special speech training.³³ Nevertheless, a questionnaire filled out by the Department was returned and received on August 26, 1970, with most of the questions listed in the questionnaire answered. Although the Chinese Department of Soochow University has no special speech training, it does offer several English-Speech courses. Oral English is a beginning speech course offered by the Department with a total of six credits for a length of two years.³⁴ The subject matter of the course is described as the use of audio-visual aids. The course is offered at two levels,

elementary and advanced. The course at both levels is taught by native English speaking people. Some of them had ten to twelve undergraduate credits in speech; some had six to ten graduate credits in speech. The number of years of their teaching experience ranges from one to ten years. The textbooks used in Oral English are English 900³⁵ and Manual of American English Pronunciation by Prater.³⁶

In addition to Oral English as a beginning course in speech, the Chinese Department also provides some other English-speech course, such as Speech and Debate, Conversational English, and Drama.³⁷ Speech and Debate is offered in the senior year for four credits. The course is centered in the development of the student's ability in public speaking and debating skills. The instructors of this course are native English speakers. They have two to six undergraduate credits in speech. None of them has ever taken graduate work in speech. The materials used in the course are mimeographed sheets composed by the instructors. No specific textbook is being used.³⁸

The course entitled Conversational English is offered in the junior year for four to six credits. The instructors of the course are Americans. No textbooks are used for the course except a mimeographed outline composed by the instructors.³⁹

Drama is another English-speech course offered in the senior year for four credits. Both speech and performance are the emphasis of the course. Instructors of the course are native English speakers with a background of four to six undergraduate credits in speech. Understanding Drama⁴⁰ is the textbook used in the course.⁴¹

No response has been received from the English Department of Soochow University. The questionnaire sent to that same Department has not been returned, either.

Feng Chia College of Engineering and Business

The name of the school indicates that Feng Chia College is an institution emphasizing engineering and business. A letter written by Mr. Hsi-Cheh Chang, President of the College, on August 14, 1970, was received on August 26, 1970, with a questionnaire partially filled out. According to Mr. Chang, the College is one of Engineering and Business; therefore, no speech course is provided except extra-curricular activities in terms of public speaking, debate, and drama.⁴²

National Chiao Tung University

National Chiao Tung University is an institute of electronics established in 1958.⁴³ It is known as one of the outstanding schools of engineering in Taiwan. A questionnaire sent to the President of the institute was returned by Lilian Chao, Professor of English, on September 26, 1970, with a letter explaining why she could not fill out the questionnaire. Professor Chao indicated that National Chiao Tung University does not carry the courses pertinent to speech studies. In accordance with the regulations of the Ministry of Education for engineering institutes, Professor Chao added, Chinese and English are required first year undergraduate courses while German and English are elective in the undergraduate second year. No other language courses are offered. However, the extracurricular activities of National

Chiao Tung University, according to Professor Chao, do include oratory, discussion, and debate.⁴⁴

Taiwan Provincial College of
Marine and Oceanic Technology

A questionnaire filled out by Diana Kao, Taiwan Provincial College of Marine and Oceanic Technology, was returned on December 19, 1970. In the College, a beginning speech course entitled Practical English is offered as a one-year course. This course is primarily concerned with the improvement of pronunciation and practice of English conversation. The textbooks used are Everyday American English (Full bibliographic entry not available.) and English 900 by English Language Service.⁴⁵ No further information was provided in regard to the speech training of the instructor of the course.

Tamkang College of Arts
and Sciences

A questionnaire returned by Huang Chin-hung, Tamkang College of Arts and Sciences, was not filled out. Nevertheless, Mr. Huang indicated on the back of the questionnaire that Tamkang College places very little emphasis on speech training and speech related activities.⁴⁶ But, according to the curriculum of both the English and Chinese Departments, provided by the Dean of Studies of Tamkang, speech courses are found. In the English Department, English Phonetics is offered in the sophomore year as a required course with four credits. Practical English is taught in both the freshman and sophomore years for two credits per year.⁴⁷ Also, as listed in the curriculum of the Chinese Department, four credits of Chinese Phonetics is required in the

freshman year. Etymology is offered in the sophomore year as a required course with six credits. In the junior year, Chinese Phonology is required for six credits. In addition, Chinese Rhetoric is a four-credit elective in the senior year.⁴⁸

National Taiwan Academy of Arts

Speech training has long been widely developed in the National Taiwan Academy of Arts since it was established on October 31, 1955, as a school conducting five-year instructional programs in cinema and drama, Chinese opera, and graphic arts.⁴⁹ In 1963, evening classes for all existing departments started, including a night class in Broadcasting. A four-year program was offered to regular students with a high school background.⁵⁰ The objective of the Academy, as stated in A General Information About National Taiwan Academy of Arts, is:

to maintain and develop the profound, traditional Chinese culture on the one hand, and to study and adopt the western arts on the other. Our aim is to train young and promising artists in both the fields of pure arts and applied arts in order to extend art education to people of all walks of life; to pursue for beauty, virtue and truth; to serve our country in all the possible ways we can, and to bring about international culture exchange.⁵¹

In the National Taiwan Academy of Arts, speech training is centered in the areas of radio-television and cinema-drama. The materials concerning speech training in these two areas were procured from the Dean of Studies of the Academy. The following chart lists speech courses offered in both the Departments of Radio-Television and Cinema-Drama:

Department of Radio-Television

Required Courses	Number of Credits	Freshman year	Sophomore year	Junior year
Theories of Communication	4	*		
Broadcasting	4		*	
Directing	4		*	
Film Studies	4		*	
Broadcasting English	6	*	*	
Semantics	2		*	
Public Relations	2			*
Education Radio-Television	2			*52

Department of Cinema-Drama

Required Courses	Number of Credits	Freshman year	Sophomore year	Junior year
Introduction to Drama	4	*		
Make-Up	4	*		
History of Chinese Drama	4	*		
History of Western Drama	4		*	
Play Reading	4		*	
Modern Drama	4			*
Play Writing	8		*	
Screen Play Writing	8		*	
Directing Plays	6		*	
Method of Performance	8		*	
Scene Design	6		*	
Theatre Technique	6		*	
Film Studies	16		*	*
Directing Movies	6		*53	

Providence College of Arts and Sciences

Speech training in Providence College is offered in the English and Chinese Departments. As indicated in the Bulletin of Providence College of Arts and Sciences, the English Department offers speech courses such as Phonetics, Speech and Debate, and Play Reading.⁵⁴

Phonetics is offered in the sophomore year as a required course with four credits. It is a study of the formation of English sounds through ear-training exercises and analysis of speech patterns.⁵⁵ Speech and Debate is an elective offered in the junior year for two credits, while Play Reading is offered as an elective with four credits.⁵⁶

In the Chinese Department, Etymology is a six-credit speech course required for the sophomore year. Chinese Phonology is offered in the junior year as a required course worth six credits. In addition, in the senior year, Chinese Phonetics is required for three credits.⁵⁷

Taiwan Provincial Cheng Kung University

A bulletin of Cheng Kung University, sent by the Dean of Studies, was received on March 4, 1971. According to this bulletin, Conversational English is required for the freshman year in the Department of Foreign Languages and Literatures. Advanced English and English Phonetics worth four credits each, are offered in the sophomore year as required courses. Public Speaking and Western Drama are recommended electives for two and three credits respectively.⁵⁸ In the Chinese Department, Etymology, worth four credits, is the only required course offered in the senior year. Chinese Rhetoric is a recommended elective for six credits.⁵⁹

Nine Non Reporting Institutions

Among the 24 colleges and universities in Taiwan, the above-mentioned 14 institutions have provided information about speech training in their schools. The remaining nine schools have not given

any response, despite the letters and the questionnaires that had been sent asking for information. The schools whose information has not been on file are Chung Kuo Medical College, Chung Yuan College of Science and Engineering, College of Chinese Medicine and Pharmacy, Kaohsiung Medical College, Taipei Medical College, Taiwan Provincial Institute of Agriculture, Tatung Institute of Technology, National Tsinghua University, and Taipei Institute of Technology.

National Tsinghua University is an institute of nuclear science.⁶⁰ There is little doubt that the institute does not provide any formal speech training. As to the eight remaining institutions, because of their nature, it is likely that no formal speech training could be offered, although this cannot be assumed as a certainty.

SUMMARY

Based on the data and records procured from the 15 colleges and universities, as compiled and interpreted in the preceding sections, formal speech training is existent in most of the institutions of higher education in Taiwan. It appears that speech training is required for those majoring in English, Chinese, Journalism, Drama, or Radio-Television. The student's own speaking ability skills, voice and diction, and the usage of language are emphasized as the core of speech programs, rather than communicative speech and methods. As can be seen from the above interpretation, speech training is developed in some degree in institutions of higher education in Taiwan.

Textbooks in Speech

It is apparent from the collected information that certain kinds of speech textbooks are used in the English Departments of some colleges and universities in Taiwan. A few English departments provide mimeographed sheets as supplementary materials in addition to the textbooks for the teaching of speech. Also, most of the speech textbooks used in the area of English-speech deal with pattern practice, voice improvement, and speaking and listening methods.

Training of Speech Instructors

As reported in the preceding sections, most of the speech instructors in the colleges and universities which have English departments do provide some undergraduate credits in speech. Some even have a few graduate credits in speech. The instructors' experience in teaching speech ranges from one to six years. There is no information available concerning the training of Chinese speech instructors.

The institutions of higher education that have been mentioned in this chapter may well represent all the colleges and universities that list speech courses in their curriculum. While information procured is not sufficient that the survey may be a complete study of all 24 colleges and universities, nevertheless, it presents an overview of the curricular speech training in institutions of higher education in Taiwan.

FOOTNOTES

¹Questionnaire filled out by the Department of Foreign Languages, National Taiwan University.

²Letter written by Limin Chu, Department of Foreign Languages, National Taiwan University, November 12, 1970.

³Letter from the Chinese Department of National Taiwan University, December 21, 1970.

⁴Compilation of Higher Education Curriculum (Taipei: Chun Chung Book Co., 1964) p. 387 (translated from Chinese).

⁵Irwin, J. V. and Rosenberger, M., Modern Speech (New York: Holt, Rinehart, and Winston, 1966).

⁶Questionnaire filled out by the Department of Foreign Languages, National Taiwan University.

⁷Letter received from Stella Ku, assistant in English, Taiwan Normal University, November 21, 1970.

⁸National Taiwan Normal University 1970-71 (bulletin published by National Taiwan Normal University, Taipei), pp. 49-54 (translated from Chinese).

⁹"Course of Study in English Department" (unpublished brochure from Taiwan Normal University, 1970).

¹⁰National Taiwan Normal University 1970-71 (bulletin published by National Taiwan Normal University, Taipei), pp. 49-51 (translated from Chinese).

¹¹Questionnaire filled out by the Chinese Department of Taiwan Normal University.

¹²Letter from Stella Ku, November 21, 1970.

¹³Robert Lado and Fries, English Sentence Patterns (Ann Arbor, Michigan: University of Michigan Press, 1962).

¹⁴Robert Lado and Fries, English Pattern Practice (Ann Arbor, Michigan: University of Michigan Press, 1962).

¹⁵Letter from Stella Ku, November 21, 1970.

¹⁶Ibid.

¹⁷Questionnaire filled out by the Chinese Department of Taiwan Normal University.

¹⁸The Curriculum of National Chengchi University 1964 (bulletin published by National Chengchi University, Taipei), (translated from Chinese).

¹⁹Ibid.

²⁰Provincial Chung Hsiung University 1969 (bulletin published by Chung Hsiung University, Taichung), pp. 95-97 (translated from Chinese).

²¹Ibid., pp. 92-95.

²²Questionnaire filled out by Minoa Dorn, lecturer of English Literature, Tunghai University.

²³Ibid.

²⁴Ibid.

²⁵Questionnaire filled out by Del Valle, English Department, Fu Jen Catholic University.

²⁶James J. Murphy and Jon M. Ericson, The Debater's Guide (New York: The Bobbs-Merrill Company Inc., 1961).

²⁷Introduction to Studies in Fu Jen Catholic University 1970 (bulletin published by Fu Jen Catholic University, Taipei), pp. 54-55.

²⁸Ibid., pp. 52-53.

²⁹"Courses of Study in the English Department" (unpublished brochure, College of Chinese Culture, 1970).

³⁰"Courses of Study in the Chinese Department" (unpublished brochure from College of Chinese Culture, 1970).

³¹"Courses of Study in the Journalism Department" (unpublished brochure from College of Chinese Culture, 1970).

³²"Courses of Study in the Drama Department" (unpublished brochure from College of Chinese Culture, 1970).

³³Letter from the Chinese Department, Soochow University, August 26, 1970.

³⁴Ibid.

³⁵English Language Services, English 900 (New York: The Macmillan Company, 1964).

³⁶Letter from the Chinese Department, Soochow University.

³⁷Ibid.

³⁸Ibid.

³⁹Ibid.

⁴⁰Robert Penn Warren and Cleanth Brooks, Understanding Drama (New York: Holt, Rinehart, and Winston, 1960).

⁴¹Questionnaire filled out by the Chinese Department of Soochow University.

⁴²Letter from Hsi-Cheh Chang, President of Feng Chia College of Engineering and Business, August 14, 1970.

⁴³Letter from Lilian Chao, Professor of English, National Chiao Tung University, September 26, 1970.

⁴⁴Ibid.

⁴⁵Questionnaire filled out by Diana Kao, Taiwan Provincial College of Marine and Oceanic Technology.

⁴⁶Questionnaire filled out by Huang Chin-Hung, Tamkang College of Arts and Sciences.

⁴⁷"Courses of Study in the English Department" (unpublished brochure from Tamkang College, 1970), (translated from Chinese).

⁴⁸"Courses of Study in the Chinese Department" (unpublished brochure from Tamkang College, 1970), (translated from Chinese).

⁴⁹"A General Information about National Taiwan Academy of Arts"
(unpublished brochure from National Taiwan Academy of Arts, 1970).

⁵⁰Ibid.

⁵¹Ibid.

⁵²"Courses of Study in the Department of Radio-Television"
(unpublished brochure from National Taiwan Academy of Arts, 1970),
(translated from Chinese).

⁵³"Courses of Study in the Department of Cinema-Drama"
(unpublished brochure from National Taiwan Academy of Arts, 1970),
(translated from Chinese).

⁵⁴Providence College of Arts and Sciences 1967 (bulletin
published by Providence College of Arts and Sciences, Taichung),
pp. 81-83 (translated from Chinese).

⁵⁵Ibid.

⁵⁶Ibid.

⁵⁷Ibid., pp. 75-76.

⁵⁸Cheng Kung University, 1969-70 (bulletin published by Cheng
Kung University, Tainan), pp. 40-42.

⁵⁹Ibid., p. 34.

⁶⁰China Handbook (Taipei: 1969), p. 109.

CHAPTER IV

SPEECH ACTIVITIES IN INSTITUTIONS OF HIGHER EDUCATION IN TAIWAN

As indicated in the earlier section, formal academic training in speech in institutions of higher education in Taiwan is offered on a limited basis. Unlike the situation in the United States, formal speech training is limited only to the universities and colleges where Chinese and English are offered as major subject areas. Nevertheless, extracurricular activities are frequently employed in many of the universities and colleges, and numerous students do go through a natural process of speech training in such activities. Also, students have opportunities for participation in voluntary speech activities in terms of oratory, discussion, debate, and theatrical performance. College or university student associations sponsor public speaking, debating, drama societies, and group discussions, which are quite popular. There are annual inter-collegiate debating contests and oratory contests. Off-campus organizations also sponsor oratory, debating, and play contests each year. Most of these contests in various areas of speech are held during national holidays such as China's Youth Day, birthday of Dr. Sun yet-sen, founder of the Republic of China, and President Chiang kai-shek's birthday.

Since the records for various speech activities are scattered and not well preserved, it is difficult to secure complete information

about speech activities in institutions of higher education in the 1969-70 academic year. Fortunately, some information on the speech activities was obtained from the following colleges and universities:

National Taiwan University

In his letter of November 12, 1970, Mr. Limin Chu, Professor of English, National Taiwan University, stated:

Seniors in the Department of Foreign Languages study Western Drama and put on one English or American play before graduation in addition to a number of scenes from certain plays in the classroom every semester as a kind of exercise, both for academic and other reasons.¹

This play is performed before a public audience.

It is also indicated in the questionnaire filled out by the Department of Foreign Languages that there is an extracurricular club in the university entitled FLLD which carries out speech contest.²

However, it is impossible to determine what these alphabetical symbols stand for. Again, it is found in the questionnaire that the Department has participated in two speech contests. The number of students who participate in the contest is from five to ten.³

A questionnaire returned by the Chinese Department of the National Taiwan University was not filled out. No information was provided concerning speech activities in Chinese.

However, a questionnaire accompanied by interviews with the three graduates of National Taiwan University, Elizabeth Wu,⁴ Tsu hu-huang,⁵ and Chen hai-chu,⁶ who are currently attending South Dakota State University, reveals that speech activities were quite prevalent in their school. Oratorical and debate contests in both

Chinese and English were held each year. Several Chinese and English plays were presented annually by the English Department and some other extracurricular activities clubs. In addition, the Peking Opera seemed to have a popular appeal. There was a Peking Opera Club in the school, which performed several ancient Chinese plays per academic year.

Taiwan Normal University

The information concerning the English speech activities was procured from Stella Ku, assistant in the English Department of Taiwan Normal University. In her letter of November 21, 1970,⁷ Miss Ku indicated that an "Intercollegiate English Oratorical Contest" was held each year. "Prose Reading Contest" or "Poetry Reciting Contest" was also held once a year. The members of the "English Speaking Club" meet twice a week. In addition, an inter-scholastic speech contest in terms of "Table Discussion" and "Debate in English" was often sponsored by the English Department. A debate on "Man should (or should not) continue outer space exploration" with Fu Jen Catholic University was to be arranged sometime in November, 1970.

According to Ku, the English Department also produced an English play each year for attending "World Drama Exhibit."⁸ It is apparent that speech activities in terms of discussion, debate, oratory, and drama were quite prevalent in Taiwan Normal University. In addition to the above mentioned speech activities, foreign visiting professors were frequently invited to give lectures.⁹

A questionnaire filled out by the Chinese Department of Taiwan Normal University indicated that Chinese speech activities are mostly carried out by Language Research Club, Drama Club, Peking Opera Club, Broadcasting Club, and Film Club.¹⁰ The Chinese Department participated in an inter-scholastic speech contest, including speech, discussion, debate, and drama once per semester. Also an inter-scholastic speech contest in terms of speech, discussion, debate, and drama was sponsored once a year by the Department. The number of students participating in these contests was not given.

Aside from the materials obtained from the Chinese and English Departments, more information was procured from three graduates of Taiwan Normal University, Paul Chen,¹¹ Mrs. Chen,¹² and Mason Shen,¹³ in an interview accompanied by a questionnaire. Mason was very active in the area of debate. He participated in a Chinese debate contest sponsored by the school in his freshman year. Paul was a member of the Peking Opera Club of the school. He appeared on the stage several times. They all believed that speech activities were rather prevalent in Taiwan Normal University.

National Chengchi University

A questionnaire filled out by the English Department, National Chengchi University, was returned on December 19, 1970. It was indicated in the questionnaire that National Chengchi University had a Speech and Debate Association (Chinese), Speech and Debate Section, and the English Language Association.¹⁴ Both of the two Associations, according to the Department, "provide regular discussion and drill

concerning debate and speech, and sponsor inter-departmental speech and debate contests."¹⁵ They are also responsible for selecting representatives to participate in open contests. There was no further information available dealing with inter-scholastic speech contest and the number of participants.

Some general information about speech activities in National Chengchi University was also included in Catalogue of National Chengchi University, 1970. This book was sent by the Dean of Studies of NCU and was received on December 23, 1970. In the Extracurricular Activities section of this book, it is reported:

Students of National Chengchi University are required to attend the so-called 'Weekly Meeting' each week. In the meeting, outstanding scholars and experts are often invited to give lectures. Also extracurricular activities such as Peking opera, modern plays, and concerts are frequently produced by the student's association.¹⁶

The same source also indicates that National Chengchi University received fifth place in a collegiate oratorical contest for the area of Taipei. This contest was held for celebrating China's Youth Day.¹⁷

Taiwan Provincial Chung Hsiung University

A bulletin of Taiwan Chung Hsiung University was received on February 9, 1971. It was reported in the section, Extracurricular Activities, of the Bulletin of Taiwan Chung Hsiung University, 1970 that oratorical contests (English and Chinese) and debate contests were held each semester.¹⁸ A compilation of news about Chung Hsiung from 1969 to 1970 entitled News on Education in Chung Hsiung University, October 1, 1969-October 1, 1970 was sent by the Dean of Students

of CHU on December 12, 1970. Since information covered in the News about speech activities was so scattered, it will be interpreted according to the following categories:

Oratory

Student Activities Center sponsored Chinese and English oratorical contests in October and November of 1970 to celebrate President Chiang's birthday and the nation's Independence Day.¹⁹ A collegiate English oratorical contest was held by the Rotary Club in Taichung on April 18, 1970, in which Taiwan Chung Hsiung University won the championship.²⁰ On January 9, 1970, a student activity club sponsored an oratorical contest.²¹ There were seventeen students participating in the contest.

Debate

An inter-departmental debate contest began on January 13, 1970. Participants belonged to eight different departments. The topic was: "The Government should (or should not) restrict its current policy with regard to students' advanced studies abroad."²²

In order to celebrate China's Youth Day, which falls on March 29, a debate contest had been scheduled to take place in the middle of March by the Debate Club.²³

An inter-departmental debate contest was announced by the Debate Club to take place on March 8 and 9. All colleges including branch campuses at various locations were encouraged to send contestants. The contest was divided into preliminary and final rounds. The topics were: "In the course of developing science, China should emphasize

natural science or humanities," and "College student should or should not fall in love during the period of their schooling."²⁴

Drama

A four-act Chinese play, Sunshine in Spring, and a Peking opera were presented on the night of December 16, 1969, for expressing the students' gratitude to their respected teachers.²⁵ In celebration of China's Youth Day, Peking Opera Club performed a play on the night of March 26.²⁶ A Peking opera, entitled Sun Lien Teaches Her Son, was presented in Taipei on June 10 by Chung Hsiung University for the Collegiate Peking Opera Contest.²⁷

Tunghai University

A questionnaire filled out by Minoa Dorn, Tunghai University, indicated that International Relations Club was an extracurricular student club that sponsors English debate.²⁸ According to Minoa Dorn, Tunghai University has attended three speech contests and sponsored one contest. The number of students participating in these contests was four.

From Tung Report on Extracurricular Activities sent by the Dean of Students of Tunghai, it was learned that a Peking opera was presented at 7 p.m., December 4, 1970. A modern Chinese play entitled Happy Enough was staged on December 7 and 8.²⁹

Fu Jen Catholic University

It was stated in the questionnaire filled out by Mr. Del Valle of the English Department, Fu Jen Catholic University, that the English

Club provides activities such as speeches and public debate.³⁰ In fact, speech activities in Fu Jen were somewhat prevalent. On the last page of the questionnaire, Reverend Peter Venne, Head of the English Department, gave the following descriptions:

During the last three to four years, the Fu Jen Drama Workshop under the directorship of Sr. Laetifera has taken part in the Taipei Drama Contest of International plays. (Sr. Laetifera and two girl students were winners of prizes.)

The Fu Jen Debating Society took part in the Intercollegiate Speech Contest sponsored annually by the Rotary Club.

The Fu Jen Drama Workshop presents every year a full-size drama in English, and some shorter English plays. The Fu Jen Debating Society presents, usually once or twice a year, an English Debate, either among the students of Fu Jen or, occasionally, with students abroad.³¹

Reverend Peter Venne also stated that "the French Department has twice, during the last years, presented a full-size French play, the Spanish Department once a Spanish play."³²

Additional information about speech activities in Fu Jen was also found in News and Views published by the College of Science and Languages, Fu Jen University. In News and Views, June, 1970, it was reported that the results of last year's World Drama Festival, sponsored by the Chinese Dramatic Art Appreciation Council, have at last been announced. Fu Jen was honored with two awards. Details of this information were described as follows:

Sr. Cora Colet, who launched into her distinguished career at Fu Jen as the director of the English Department Drama Workshop with the production of Antigone in November, 1966, is given the Best Director Award. Sr. Cora's (better known as Sr. Laetifera) artistry has long enjoyed a high reputation among 'our' circle . . . Ruth Geng of the Senior Class of the English Department is awarded the Best Actress Prize. Ruth

played the leading role in James Barrie's *The Old Lady Shows Her Medals*. . . . The other two one-act plays staged last year were *Ile* by Eugene O'Neill and *Riders to the Sea* by John Millington Synge. All three were directed by Sr. Cora.³³

The same source also reports:

After a three-year eclipse, the French Drama Workshop of Fu Jen came out again on May 22 and 23 to take part in the Taipei Drama Festival with a brilliant performance in French of Beaumarchais's *Le Mariage de Figaro*, at Tien Educational Center in Taipei.³⁴

The play was directed by Father Demers S.J. who trained students for this excellent performance.³⁵

Concerning the effectiveness of speech activities directed by the English Department of Fu Jen, it was reported in News and Views published in October, 1970, that " . . . during the past years, English Debating Society has become effective through a lot of successful activities. Debate and panel discussions were held among the students of our school as well as with those of other universities."³⁶

Information about discussion was found in News and Views, December, 1970, which was sent by Reverend Peter Venne on December 17, 1970. According to the News, a panel discussion with Taiwan Normal University on "Should man continue outer space exploration?" was held on December 1.³⁷ The panelists of both sides were Alan Chyou, Betty Fang, Roger Shen, and Peter Wu from Fu Jen, and Wendell Huang, Irene Liou, and Stella Ku from Taiwan Normal University.³⁸

The same source also indicates that a German play, Die Deutschen Kleinstaedter, was presented on November 27 and 28.³⁹ The play was staged in the Science Library Building which was crowded for the annual German play directed by Professor Franz Geit, SVD.⁴⁰

College of Chinese Culture

No information was provided by the College of Chinese Culture regarding speech activities. However, it was indicated in the preceding chapter that speech training in College of Chinese Culture is highly developed. Courses in speech are offered in four different departments, English, Chinese, Journalism, and Drama. Therefore, it is believed that speech activities in College of Chinese Culture are likely to be existent and could be well developed.

Soochow University

A questionnaire filled out by the Chinese Department of Soochow University indicates that English Club is an extracurricular student club in charge of speech contests.⁴¹ The number of speech contests Soochow University has participated in and sponsored was reported as one each. The students participating in the speech contest were five to twenty in number. The university also attended and sponsored one debate contest. The number of students participating in debate contests was two to five. In addition, the university has attended one drama contest and sponsored one drama contest. The number of students participating in drama contests ranged from fifteen to twenty.

Feng Chia College of Engineering and Business

A letter written by Mr. hsi-cheh Chang, President of the college was received on August 26, 1970, with a questionnaire partly filled out. According to Mr. Chang, Chien Yen Society sponsors Chinese and

English public speaking and debate.⁴² Inter-scholastic speech contests that Feng Chia has participated in or sponsored was listed as follows:

1969-70	Number of con- tests attended	Number of con- tests sponsored	Number of students participating
Speech	3		5
Debate	1		2
Drama		1	15 ⁴³

National Chiao Tung University

A questionnaire returned by Lilian Chao, Professor of English, Chiao Tung University, remained unfilled. However, a letter written by Lilian Chao on September 26, 1970, indicated that although the university does not carry speech courses, the extracurricular activities do include oratory, discussion, and debate.⁴⁴

Taiwan Provincial College of Marine and Oceanic Technology

According to the questionnaire filled out by Taiwan Provincial College of Marine and Oceanic Technology, Debate Club carries out speech activities. With regard to inter-scholastic speech contests, the school has participated in one speech contest and sponsored three such contests with a number of eight participants in the activity for that year. For discussion, the school has participated once and sponsored four contests. The number of students participating was seven. Also the College has participated in debate contests four times and sponsored six events. The students who took part in those debate contests reached twenty-four in number.⁴⁵

Tamkang College of Arts and Sciences

A questionnaire returned by Huang chin-hung, Tamkang College of Arts and Sciences, was not completed. However, Mr. Huang stated on the last page of the questionnaire that "Tamkang College places very little emphasis on speech training and speech related activities."⁴⁶

National Taiwan Academy of Arts

As indicated in Chapter III, formal speech training has long been widely developed in the National Taiwan Academy of Arts since it was established on October 31, 1955, as a school conducting five-year instructional programs in cinema and drama, Chinese opera, and graphic arts. However, there was little information available concerning the development of speech activities in the Academy. The only information pertinent to speech activities was found in A General Information About National Taiwan Academy of Arts. Student activities were given a brief description:

Study is the main business of a college student. However, the Academy also provides an array of extracurricular activities. All students are encouraged to join these activities in order to promote creative thinking, leadership and social service. Different societies are organized by students with the assistance of faculty members according to their interests and periodicals are published in various fields for advanced study and research. Regular exhibitions, contests, seminars, symposium are often held to train their proficiency in writing, performance, and leadership.⁴⁷

Providence College of Arts and Sciences

A Bulletin of Providence College of Arts and Sciences sent by the Dean of Studies of the College was received on February 9, 1971.

There was very limited information about speech activities included in the book. However, it was found in the section dealing with the Counseling System that the student's activities were described as "The counselor is engaged in directing the students' activities such as discussion, speech, and various kinds of contests."⁴⁸

Ten Non-reporting Institutions

As indicated in Chapter III, letters and questionnaires were sent to the remaining ten institutions in Taiwan, asking for information about speech training and speech activities, and no response has been received. The ten non-reporting institutions are Taiwan Provincial Cheng Kung University, Chung Kuo Medical College, Chung Yuan College of Science and Engineering, College of Chinese Medicine and Pharmacy, Kaohsiung Medical College, Taiwan Medical College, Taiwan Provincial Institute of Agriculture, Tatung Institute of Technology, National Tsinghua University, and Taipei Institute of Technology.

It was also stated in the preceding chapter that Taiwan Provincial Cheng Kung University is composed of three colleges, Commerce, Arts, and Engineering. Both the Chinese and English Departments belong to the College of Arts. Thus it is believed that Cheng Kung University may have some speech related activities in addition to formal speech training.

An interview on October 15, 1970, with Mr. Chun-yen Wu, a graduate of Taipei Institute of Technology who is currently attending South Dakota State University, revealed that Taipei Institute of

Technology did not offer formal speech training. However, the Institute did, according to Wu, send representatives to participate in the Inter-collegiate oratorical and debate contests held each year.⁴⁹

On the other hand, Paul Sun, a graduate of Chung Hsun College of Technology who is working for his doctor's degree in engineering at South Dakota State University, was interviewed on October 19, 1970, and, according to Sun, Chung Hsun College could not possibly offer formal speech training because of the nature of the school. But he recalled that his school did once send a representative to attend the Collegiate Oratorical Contest sponsored by the Taipei Rotary Club.⁵⁰

Speech Activities in Institutions of Higher Education Sponsored by Off-campus Organizations

As mentioned in the preceding chapter, many of the institutions of higher education in Taiwan do offer speech activities. Compared with the speech education in the United States, speech activities in the colleges and universities of Taiwan are somewhat limited. However, judging from the collected materials, it can be seen that speech activities in most of the institutions of higher education in Taiwan are quite prevalent. In addition to the speech activities sponsored by colleges and universities, various speech contests in terms of oratory, debate, and drama are often sponsored by off-campus organizations such as the Rotary Club, China Youth Corps, and You-shih Broadcasting Company. Indeed, these organizations have made some contribution to the speech activities in the colleges and universities

in Taiwan. The following sections deal with some of the speech activities sponsored by the above mentioned organizations during the 1969-70 academic year.

China Youth Corps

China Youth Corps is a youth organization carrying out various kinds of activities. It was founded on October 31, 1952.⁵¹ In China Handbook, 1968-69, it is stated that "China Youth Corps is dedicated to helping young people in their intellectual and physical development and to mobilizing and training them for national reconstruction."⁵² Some of the speech activities carried out by China Youth Corps are described as follows:

On November 11, 1969, a collegiate oratorical contest for the area of Taipei was held by China Youth Corps in celebration of Dr. Sun yet-sen's birthday at College Students' Activities Center in Taipei. The topics were drawn before the contest began. The speech was seven minutes in length. The judging of the speeches was based on content, voice, tone, gestures, and time requirement.⁵³

In the celebration of China's Youth Day on March 29, 1970, China Youth Corps sponsored a public performance of the Peking Opera presented by students from eleven colleges and universities. From March 27 to March 31, twelve Chinese historical plays were staged at the Military Arts Activities Center in Taipei.⁵⁴

On April 1, 1970, a Chinese opera, The King of Yua Recovers His Lost Country, was presented by students from eight colleges and universities. The play was performed at National Taiwan Arts Auditorium in Taipei.⁵⁵

You-shih Broadcasting Company

In order to have the youths become familiar with family planning, debating process, and speaking manner, a debate contest for the colleges and universities in Taipei was set up by the You-shih Broadcasting Company at College Students' Activities & Service Center in Taipei. The preliminary round of the contest began on November 4, 1970. The topic of the debate was "Abortion should be legalized from the view of family planning." The winners of the debate later announced were Provincial Chung Hsiung University, Taiwan Normal University, National Chengchi University, and College of Chinese Culture.⁵⁶

The Rotary Club

Letters were written to the Rotary Club on August 5 and November 20, 1970, asking for information about speech activities sponsored, but no response has been received. However, it was indicated in Chapter IV that several institutions have participated in the collegiate oratorical contest sponsored by the Rotary Club.

SUMMARY

Among the twenty-four colleges and universities in Taiwan, the previously mentioned fourteen institutions have provided information about speech activities in their schools. The remaining ten institutions have not made any response, although a limited amount of information has been procured from Mr. Wu and Paul Sun through interviews. Despite the fact that the ten non-reporting institutions

seem unlikely to have formal speech training available, except Cheng Kung University, it can be reasoned from information procured in interviews with Mr. Wu and Paul Sun that the ten schools might have some limited speech activities regardless of the nature of these schools.

As interpreted from the collected data, records, and the results of interviews, it is apparent that speech activities in terms of oratory, discussion, debate, drama, oral reading, and radio-television are given more emphasis than formal speech training. Speech activities seem to be considered a vital part of extracurricular activities in institutions of higher education in Taiwan. Also it is evident that on the basis of collected materials, oratory, debate, and drama are given particular attention. The number of students participating in these activities is larger than that of those in discussion, oral reading, and radio-television activities. At present, radio-television appears to be somewhat slighted and very few schools have listed it as a part of speech activities. The reason might be that it involves problems such as finance and equipment.

Due to the difficulties in securing materials and developing a list of off-campus organizations associated with college speech activities, this chapter included only some of the off-campus organizations carrying out speech activities. However, the three off-campus organizations that have been reported are some of the most well-known ones related to the speech activities in institutions of higher education in Taiwan.

FOOTNOTES

¹Letter written by Limin Chu, Professor of English, National Taiwan University, November 12, 1970.

²Questionnaire filled out by the Department of Foreign Languages, National Taiwan University.

³Ibid.

⁴Elizabeth Wu, private interview, Brookings, S.D., October 19, 1970.

⁵Tsu hu-huang, private interview, Brookings, S.D., October 20, 1970.

⁶Chen hai-chu, private interview, Brookings, S.D., October 14, 1970.

⁷Letter written by Stella Ku, assistant in the English Department, Taiwan Normal University, November 21, 1970.

⁸Ibid.

⁹Ibid.

¹⁰Questionnaire filled out by the Chinese Department, Taiwan Normal University.

¹¹Paul Chen, private interview, Brookings, S.D., October 18, 1970.

¹²Mrs. Chen, private interview, Brookings, S.D., October 18, 1970.

¹³Mason Shen, private interview, Brookings, S.D., October 9, 1970.

¹⁴Questionnaire filled out by the English Department, National Chengchi University.

¹⁵Ibid.

¹⁶Catalogue of National Chengchi University, 1970 (Taipei, 1970), p. 104 (translated from Chinese).

¹⁷Ibid., p. 115.

¹⁸Bulletin of Taiwan Chung Hsiung University, 1970 (Taichung, 1970), p. 141 (translated from Chinese).

¹⁹News on Education in Taiwan Chung Hsiung University, October 1, 1969-October 1, 1970 (Taichung, 1970), p. 4 (translated from Chinese).

²⁰Ibid., May 1, 1970, p. 3.

²¹Ibid., March 1, 1970, p. 4.

²²Ibid., March 1, 1970, p. 4.

²³Ibid., March 16, 1970, p. 1.

²⁴Ibid., May 1, 1970, p. 4.

²⁵Ibid., December 16, 1969, p. 1.

²⁶Ibid., March 26, 1970, p. 1.

²⁷Ibid., June 16, 1970, p. 1.

²⁸Questionnaire filled out by Minoa Dorn, Tunghai University.

²⁹Tunghai Report on Extracurricular Activities (Taichung), December 12, 1970, p. 1.

³⁰Questionnaire filled out by Del Valle, English Department, Fu Jen Catholic University.

³¹Ibid.

³²Ibid.

³³News and Views, June, 1970 (Taipei), June 1970, p. 1.

³⁴Ibid.

³⁵Ibid.

³⁶News and Views, October, 1970 (Taipei), October, 1970, p. 1.

³⁷News and Views, December, 1970 (Taipei), December, 1970,
p. 1.

³⁸Ibid.

³⁹Ibid.

⁴⁰Ibid.

⁴¹Questionnaire filled out by the Chinese Department, Soochow University.

⁴²Questionnaire filled out by Feng Chia College of Engineering and Business.

⁴³Ibid.

⁴⁴Letter written by Professor Lilian Chao, National Chiao Tung University, September 26, 1970.

⁴⁵Questionnaire filled out by Taiwan Provincial College of Marine and Oceanic Technology.

⁴⁶Questionnaire returned by Huang chin-hung, Tamkang College of Arts and Sciences.

⁴⁷General Information about National Taiwan Academy of Arts, 1970 (unpublished brochure, Taipei, 1970).

⁴⁸Bulletin of Providence College of Arts and Sciences, 1970 (Taichung, 1970), p. 33.

⁴⁹Chun-yen Wu, private interview, Brookings, S.D., October 15, 1970.

⁵⁰Paul Sun, private interview, Brookings, S.D., October 19, 1970.

⁵¹China Handbook, 1968-69 (Taipei, 1969), p. 104.

⁵²Ibid.

⁵³Announcement of Collegiate Oratorical Contest by China Youth Corps in Celebrating Dr. Sun yet-sen's Birthday in 1969 (unpublished brochure, China Youth Corps) (translated from Chinese).

54Public Performance of Chinese Peking Opera by College Students, 1970 (Taipei, China Youth Corps) (translated from Chinese).

55Public Performance of Chinese Peking Opera by College Students, 1970 (Taipei, China Youth Corps) (translated from Chinese).

56Debate Contest for the Colleges and Universities in the Area of Taipei by You-shih Broadcasting Company, 1970 (unpublished brochure, Taipei) (translated from Chinese).

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study has been to assess the status of speech training and speech activities in institutions of higher education in Taiwan. This study was primarily concerned with the speech training and speech activities in the colleges and universities during the 1969-70 academic year. Speech training of higher school and junior college levels was not included.

This study was completed in several steps. First, a questionnaire was formulated based on the curricular speech training and extracurricular speech activities in terms of oratory, discussion, debate, drama, and radio-television offered by the institutions of higher education in Taiwan.

Second, letters accompanied by the questionnaires were sent to the Heads of the Chinese and English Departments, Deans of College of Arts, Deans of Studies, Deans of Students, and even Presidents of 24 colleges and universities in Taiwan. Some schools have made response and returned questionnaires; some have even sent brochures, bulletins, and publications. Among the 24 universities and colleges that have been contacted for information about speech training and speech activities, 9 institutions have not made any reply.

Third, letters written to such off-campus organizations as the Rotary Club and YMCA have not been answered. The materials concerning speech activities sponsored by off-campus organizations were sent by Mrs. Chang, the author's mother, who helped to procure it directly from those off-campus organizations. In addition, Mrs. Chang helped the author collect data concerning Chinese higher education from the Chinese Ministry of Education. The books and publications sent by Mrs. Chang with regard to higher education in Taiwan were The Significance of Nine-Year Free Education, Educational Statistics of the Republic of China, Special Issue on the Educational Status Exhibition, and Compilation of Higher Education Curriculum, along with several other books.

Fourth, a questionnaire was used as a guide in interviewing the eleven Chinese students from Taiwan currently attending South Dakota State University. This is the same questionnaire that was sent to the Heads of Chinese and English Departments, Deans of Colleges of Arts, and Presidents of the colleges and universities in Taiwan.

Fifth, the data provided from records and the interviews concerning speech training and speech activities in the colleges and universities of Taiwan were arranged according to college or university.

Higher Education in Taiwan

The philosophy and general nature of higher education has been described in Chapter II. In general, the educational system in Taiwan is not much different from that of the United States. However, as far

as higher education curriculum is concerned, no speech course seems to be required for any college of institution of higher education in Taiwan.

The findings of speech training and speech activities in the 24 colleges and universities have been interpreted in the sections that follow.

National Taiwan University

Speech and Debate and Phonetics are required courses in the Department of Foreign Languages. The speech textbook being used in the course Speech and Debate is Modern Speech, in addition to some various handouts. Discussion is often held in English. In the Chinese Department, Semantics, Phonetics, Linguistics, and Comparative Linguistics are required courses.

As far as speech activities are concerned, both English and Chinese speech contests in terms of oratory, debate, and drama are held each year. Several Chinese and English plays are presented annually by the Department of Foreign Languages and some other extracurricular activity clubs. In addition, the Peking Opera Club performs several ancient Chinese plays per academic year.

Taiwan Normal University

Speech courses are given considerable emphasis in the English Department. Pronunciation Drill, Pattern Practice, Oral English, Drama, and Phonetics are required courses. Public Speaking, Introduction to Linguistics, Practical English, and Language Testing are electives. In the Chinese Department, Chinese Phonetics, Chinese Etymology,

Chinese Rhetoric, and Chinese Phonology are required courses. General Linguistics is an elective. In addition, Drama is offered as a beginning course in the Chinese Department. Various English speech training textbooks are used.

Intercollegiate English oratorical contests were held once a year. An inter-scholastic speech contest in table discussion and debate in English was often sponsored by the English Department. In order to attend "World Drama Exhibit," the English Department produced an English play each year.

Most of the Chinese speech activities are carried out by Language Research Club, Drama Club, Peking Opera Club, Broadcasting Club, and Film Club. The Chinese Department participated in inter-scholastic speech contest including speech, discussion, debate, and drama once a year. Also, an inter-scholastic speech contest in terms of speech, discussion, debate, and drama was sponsored once a year by the Chinese Department.

National Chengchi University

English Drama and English Phonetics are offered as required courses for the Department of Western Languages. Courses such as Speech and Debate and Practical English are offered as electives. In the Chinese Department, Semantics and Chinese Phonology are required courses. Chinese Linguistics and Phonetics are offered as electives.

National Chengchi University had a Speech and Debate Association (Chinese), Speech and Debate Section, and the English Language Association. Both of the Associations conducted regular discussion

and drill concerning debate and speech, and sponsored inter-departmental speech and debate contests. In addition, the student's association frequently produced extracurricular activities such as Peking opera and modern plays.

Taiwan Provincial Chung Hsiung University

In the English Department of the University, English Phonetics, English Hearing and Speaking Practice, and English Drama are taught as required courses. Etymology and Phonology are required for the Chinese Department while Chinese Rhetoric is an elective.

Oratorical contests (English and Chinese) and debate contests were held each semester. In the 1969-70 academic year, Chinese and English oratorical contests were sponsored by Student Activity Center for celebrating President Chiang's birthday and China's Independence Day. A Collegiate English oratorical contest was held by the Rotary Club, in which Chung Hsiung won the championship.

Two inter-departmental debate contests were held during the 1969-70 academic year. The Debate Club also sponsored a debate contest for celebrating China's Youth Day. In addition, three Peking operas and a modern Chinese play were presented in the 1969-70 academic year.

Tunghai University

There is no beginning speech course offered in the English Department. However, speech training is offered as part of Advanced Oral English. There are two instructors directing speech training in the Department. Both have some years of experience teaching speech. There is no specific textbook used, except the material gathered by the instructors.

International Relations Club was an extracurricular student club that sponsored English debate. Tunghai University has attended three speech contests and sponsored one contest in the 1969-70 academic year. A Peking opera and a Chinese play were produced by Tunghai in 1970.

Fu Jen Catholic University

In the English Department, English Phonetics is offered as a required course. Both Speaking and Debating and Linguistics are electives. Two English textbooks are used for the course of Speaking and Debating. Etymology and Phonology are required for the Chinese Department. Chinese Phonetics is offered as an elective.

The English Club provides activities such as speech and public debate. The Fu Jen Debating Society took part in the Inter-collegiate speech contest sponsored annually by the Rotary Club. Debates and panel discussions were often held.

Drama was the most active part of speech activities in Fu Jen. Every year Fu Jen Drama Workshop produced a full-size drama in English, and some shorter English plays. In addition, the French Department and the German Department presented at least a French play and a German play each year.

College of Chinese Culture

Courses in speech are offered in four departments of the College: English, Chinese, Journalism, and Drama. In the English Department, English Phonetics and Speech and Debate are required courses. There is no elective speech course available. In the Chinese

Department, only Etymology and Phonology are offered as required courses. Both are taught in the sophomore and junior years. Speech related courses offered in the Journalism Department are Public Relations and Radio-Television. In the Department of Drama, required courses include Introduction to Drama, Introduction to Chinese Drama, History of Chinese Drama, History of Western Drama, Theory of Drama, Basic Training in Performance, Directing, Theatrical Technique, Scene Design, Lighting, Criticism of Chinese Drama, Play Reading, Play Writing, Make-up, Film Studies, and Radio-Television.

Soochow University

Although the Chinese Department of Soochow University has no specific speech training, it does offer several English speech courses. Oral English is offered as a beginning speech course. Two English textbooks are used. In addition, Speech and Debate, Conversational English, and Drama are taught as electives.

The English Club was in charge of an extracurricular speech contest. Soochow University has participated in and sponsored two speech contests. The University also sponsored one debate contest and one drama contest.

Feng Chia College of Engineering and Business

The College is one of Engineering and Business. Therefore, no speech is provided except for extracurricular activities in public speaking, debate, and drama. Chien Yen Society was in charge of Chinese and English public speaking and debate. During the 1969-70

academic year, Feng Chia attended three inter-scholastic speech contests and one debate contest, and sponsored one drama contest.

National Chiao Tung University

National Chiao Tung University is an institute of electronics. The University does not carry courses pertinent to speech studies. However, the extracurricular activities of the University do include oratory, discussion, and debate.

Taiwan Provincial College of Marine and Oceanic Technology

A beginning speech course entitled Practical English is offered as a one-year course. This course is primarily concerned with the improvement of pronunciation and practice of English conversation. Two English textbooks are used.

The Debate Club carried out speech activities. With regard to inter-scholastic speech contests, the school has participated in one speech contest and sponsored three such contests. The school has taken part in one and sponsored four discussion contests. Also the College has participated in debate contests four times and sponsored six events.

Tamkang College of Arts and Sciences

In the English Department, English Phonetics and Practical English are taught as required courses. Chinese Phonetics, Etymology, and Chinese Phonology are required courses in the Chinese Department while Chinese Rhetoric is an elective.

As far as speech activities are concerned, Tamkang College places little emphasis on speech related activities.

National Taiwan Academy of Arts

Speech training has long been widely developed in the Academy. Especially, speech training is centered in the areas of radio-television and cinema-drama. Nearly any speech courses pertaining to radio-television and cinema-drama are offered in the Academy.

Providence College of Arts and Sciences

The English Department of the College offers speech courses such as Phonetics, Speech and Debate, and Play Reading. The course of Phonetics is a required course while Speech and Debate and Play Reading are electives. In the Chinese Department, Chinese Phonology, Etymology, and Chinese Rhetoric are required courses.

Taiwan Provincial Cheng Kung University

In the Department of Foreign Languages, Conversational English and English Phonetics are required courses. Public Speaking and Western Drama are recommended electives. In the Chinese Department, Etymology is a required course while Chinese Rhetoric is a recommended elective.

Conclusions

Based on the data procured and interpreted, the following conclusions can be drawn concerning the status of speech training and speech activities in institutions of higher education in Taiwan:

1. Speech training in institutions of higher education in Taiwan is existent and has developed to a minor degree. It has not yet achieved a major position in institutions of higher education.

2. Formal speech training is limited to students whose major subject areas are Chinese or English.

3. Most of the speech courses in English deal with phonetics, conversational English, practical English and English Drama. English phonetics is the only required course for the English Department of any college or university. In the Chinese Department, speech courses offered are mostly concerned with etymology, rhetoric, phonology, and linguistics. Few drama related courses are taught in the Chinese Department.

4. The collected data and records reveal that the training of speech instructors is generally inadequate. Although some of the instructors in English speech have carried out some undergraduate or graduate credits in speech, most of them have no background of formal speech training. No information was available dealing with the training of instructors in Chinese speech.

5. Since no speech departments have been established in institutions of higher education in Taiwan, speech courses are only offered as part of Chinese and English.

6. Most of the assigned English speech textbooks deal with voice improvement, speaking and listening abilities, and debating methods. Few textbooks and materials prepared by speech instructors incorporate any consideration of problems of oral communication.

7. Speech activities in institutions of higher education in Taiwan are, on the whole, quite prevalent. Most of the colleges and universities have extracurricular activity clubs and associations carrying out or sponsoring speech activities. Inter-departmental and collegiate speech contests are often held.

8. Some off-campus organizations do contribute to the speech activities in institutions of higher education in Taiwan. On the basis of procured data, it is apparent that China Youth Corps seems to be the most active off-campus organization associated with college speech activities.

9. Among the various disciplines of speech, drama appears to be the most developed in the speech curriculum and in the areas of speech activities.

Recommendations for Further Study

This study was undertaken in an attempt to assess the status of speech training in institutions of higher education in Taiwan. Since research on the nature of speech training in countries other than the United States is relatively rare, it is hoped that this study will be an encouragement to the initiation of additional studies concerning speech training in institutions of higher education in other lands.

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APPENDIX 4

Sample of Questionnaire

Name _____ University _____
 Please print all answers on the back of the above document.

1. Is any form of speech training included as part of curriculum in terms of speech, writing, discussion, drama, oral reading, thinking performance, self-education, etc. offered? Please answer in the available space below.

- If a beginning speech course offered _____
 a. Name of course: _____
 b. Length of course and credits: _____
 c. Briefly describe the subject matter of the course: _____

- d. Date level offered: _____
 e. What has been the speech training of the instructor of the course?
 (1) Undergraduate training _____
 (2) Graduate training _____
 (3) Number of years experience teaching speech _____
 f. What speech methods are being used in this course? Please list materials and authors. _____

2. Is any speech training offered beginning 11th, 12th, and beginning 13th?

- Course No. (1) a. Name of course: _____
 b. Length of course and credits: _____
 c. Briefly describe the subject matter of the course: _____
 d. Date level offered: _____
 e. What has been the speech training of the instructor of the course?
 (1) Undergraduate training _____
 (2) Graduate training _____
 (3) Number of years experience teaching speech _____
 f. What speech methods are being used in this course? Please list materials and authors. _____

- Course No. (2) a. Name of course: _____
 b. Length of course and credits: _____
 c. Briefly describe the subject matter of the course: _____
 d. Date level offered: _____

APPENDICES

APPENDIX A

Sample of Questionnaire

Name _____ University _____

*Please answer all questions on the basis of the 1969-70 Academic Year.

1. Is any form of speech training (defined as oral communication in terms of speech, debate, discussion, drama, oral reading, theatrical performance, radio-television, etc.) offered? Please answer in the available space below.

1. Is a beginning speech course offered? _____

a. Name of course? _____

b. Length of course and credits? _____

c. Briefly describe the subject matter of the course. _____

d. Grade level offered? _____

e. What has been the speech training of the instructor of the course?

(1) Undergraduate credits in speech _____

(2) Graduate credits in speech _____

(3) Number of years experience teaching speech _____

f. What speech textbooks are being used in this course? Please list textbooks and authors. _____

2. How many other speech courses available? (i.e. other than beginning course.) _____

Course No. (1) a. Name of course? _____

b. Length of course and credits? _____

c. Briefly describe the subject matter of the course _____

d. Grade level offered? _____

e. What has been the speech training of the instructor of the course?

(1) Undergraduate credits in speech _____

(2) Graduate credits in speech _____

(3) Number of years experience teaching speech _____

f. What speech textbooks are being used in this course? Please list textbooks and authors. _____

Course No. (2) a. Name of course? _____

b. Length of course and credits? _____

c. Briefly describe the subject matter of the course _____

d. Grade level offered? _____

- e. What has been the speech training of the instructor of the course? _____
 (1) Undergraduate credits in speech _____
 (2) Graduate credits in speech _____
 (3) Number of years experience teaching speech _____
 f. What textbooks are being used in this course?
 Please list textbooks and authors. _____

- Course No. (3) a. Name of course? _____
 b. Length of course and credits? _____
 c. Briefly describe the subject matter of the course _____
 d. Grade level offered? _____
 e. What has been the training of the instructor of the course?
 (1) Undergraduate credits in speech _____
 (2) Graduate credits in speech _____
 (3) Number of years are being used in this course _____
 Please list textbooks and authors. _____

3. Is speech training offered as part of another course, English? _____
 Chinese? _____ Journalism? _____

- English a. Name of course? _____
 b. Length of course and credits? _____
 c. Briefly describe the speech portion of the course. _____
 d. Grade level offered? _____
 e. What has been the speech training of the instructor of this course?
 (1) Undergraduate credits in speech _____
 (2) Graduate credits in speech _____
 (3) Number of years experience teaching speech _____
 f. What speech textbooks are being used in this course?
 Please list textbooks and authors. _____

- Chinese a. Name of course? _____
 b. Length of course and credits? _____
 c. Briefly describe the speech portion of the course. _____
 d. Grade level offered? _____
 e. What has been the speech training of the instructor of this course?
 (1) Undergraduate credits in speech _____
 (2) Graduate credits in speech _____
 (3) Number of years experience teaching speech _____
 f. What speech textbooks are being used in this course? _____

- Journalism a. Name of course? _____
 b. Length of course and credits? _____

c. Briefly describe the speech portion of the course. _____

d. Grade level offered? _____

e. What has been the speech training of the instructor of this course?

(1) Undergraduate credits in speech _____

(2) Graduate credits in speech _____

(3) Number of years experience teaching speech _____

f. What speech textbooks are being used in this course?

Please list textbooks and authors. _____

4. Is any speech training required for graduation? Yes _____ No _____
If yes, what is required? _____

II. Please list the available extra curricular student clubs or societies that sponsor or carry out speech activities. Also indicate the speech activities each club provides.

III. Please list any inter-scholastic speech contest that your university has participated in or sponsored.

	Number of con- test attended	Number of contest sponsored	Number of stu- dents par- ticipated
Speech	_____	_____	_____
Discussion	_____	_____	_____
Debate	_____	_____	_____
Drama	_____	_____	_____
Radio-Television	_____	_____	_____

IV. Is there any other helpful information you can provide concerning speech training in your university?

APPENDIX B

November 25, 1970

Head of English Department
Soochow University
Taipei, Taiwan
Republic of China

Dear Sir:

I had written you on August 6, and received no reply to the following letter. If the material is not available, I would appreciate you informing me of the fact. If it is available, I would appreciate receiving it at your earliest convenience, as my study is due on Dec. 31. A duplicate of the letter you received on August 6, is as follows:

I am writing to request your help in securing information concerning speech training (defined as oral communication in terms of speech, debate, discussion, oral reading, drama, theatrical performance, radio-television, etc.) and speech activities offered by your university. This information and data is vital to my study of the speech areas in the universities and colleges of Taiwan. This study will include both Chinese and English speech training and speech activities. Besides filling out the enclosed questionnaire, I would appreciate any bulletins, brochures and publications that supply information concerning speech training. Available records of extracurricular activities (oratory, discussion, debate, theatrical performance, etc.) are also requested.

I would appreciate the courtesy of your reply.

Sincerely yours,

Y. S. Chang
Graduate Assistant in Speech
South Dakota State University
Brookings, South Dakota 57006

敬務長鈞鑒：

學生於一九九四年畢業後，現就讀於南達科他州之大學。

當此國內推行文化復興運動之際，彼幫人士對我們之文化，
研究甚深，仍知之甚少。大抵我國文化之散失，一在介紹各國 Special Education
(中文稱特殊教育) 發展之狀況，惟我國目前尚未有之。令人感嘆
遺憾。原因可能由於各大學均無此等語彙，且其資料索取困難。
這門學科包括演講、辯論、討論、戲劇、廣播及視像語
言等。又言之，目前各大學外文系都有教授演講、辯論、戲劇、
中文系亦有語言學教授等。即此片於 Special Education 的範圍。

俾使美國學界了解我們大學在上述各項目標所訂狀
況。學生自當奮勇，準備每星期於這方面之報告。報告內容
大概述及大學教授演講、辯論、戲劇、視像廣播一般狀
況。此類課程之主要內容由中英文系教授。因此學生懇求
您寄份貴校中英文系各科目表，包括女性所及男性科目
內。例如各科目之字數、教授之地位、教授之生不及以
教授之經驗等。如果貴校有中英文系，學生亦懇請提供其
相關性之資料（例如其他學段教授上述所列各科目者）
敬請賜教。學生特感激不盡。尚此

敬頌

敬啟

學生 徐錦如 謹啟

1990. 12. 4.

(The content of this letter is similar to that found in Appendix B.)

APPENDIX C

October 8, 1970

Dr. Robert T. Oliver
601 Ridge Ave.
State College, Pa. 16801

Dear Dr. Oliver:

I am working for my Master's in speech at South Dakota State University. I came from Taiwan, the Republic of China, in the fall of 1969. Dr. Wayne E. Hoogestraat is directing my thesis.

In the Speech Teacher, Vol. V. March and September, 1956, I read your two articles on "Speech Teaching Around the World." My thesis proposal is to assess the status of speech training on college levels in Taiwan. From your articles, I assume that you may have knowledge of some information related to this area. I am having difficulties in getting information from Taiwan, and would appreciate the use of any materials you may have.

Thank you very much for any help you may possible give me.

Sincerely yours,

Gerald Chang
Graduate Assistant in Speech
South Dakota State University
Brookings, South Dakota 57006

APPENDIX D

October 16, 1970

Dr. Fred Casmir
3516 W 113 St.
Inglewood, Cal. 90303

Dear Dr. Casmir:

I came from Taiwan in the fall of 1969. I am working for my Master's in Speech at South Dakota State University.

My thesis is concerned with the speech training and speech activities on college levels in Taiwan. I am aware of your work, International Studies of National Speech Education System. Dr. Robert T. Oliver advised me that you also have intentions to bring out a second volume. Since your research may have touched on Speech Education in Taiwan, I am asking for any information that you can make available concerning sources of data for my project.

A prompt reply would be appreciated. Thank you very much for your cooperation.

Sincerely yours,

Gerald Chang
Graduate Assistant in Speech
South Dakota State University

October 16, 1970

Dr. L. S. Harms
165 Nawiliwili St.
Honolulu, Hawaii 96821

Dear Dr. Harms:

I came from Taiwan in the fall of 1969. I am working for my Master's in speech at South Dakota State University.

My thesis proposal is concerned with the speech training and speech activities on college levels in Taiwan. I am aware of your work International Studies of National Speech Education Systems. Dr. Robert T. Oliver advised me that you also have intentions to bring out a second volume. Since your research may have touched on Speech Education in Taiwan, I am asking for any information that you can make available concerning sources of data for my project.

A prompt reply would be appreciated. Thank you very much for your cooperation.

Sincerely yours,

Gerald Chang
Graduate Assistant
Department of Speech
South Dakota State University

APPENDIX E

NAMES AND ADDRESSES OF CHINESE STUDENTS INTERVIEWED
AT SOUTH DAKOTA STATE UNIVERSITY

1. Ming-liang Li, 917, 7th St. Brookings, S.D. 57006.
2. Chun-yen Wu, 917, 7th St. Brookings, S.D. 57006.
3. Elizabeth Wu, 876, 9th St. Brookings, S.D. 57006.
4. Tsz Hu Huang, 658, 11th Ave. Brookings, S.D. 57006.
5. Hai-chu Chen, 700, 11th Ave., Brookings, S.D. 57006.
6. Philip Hsin, 522, 8th Ave. Brookings, S.D. 57006.
7. Harvey Wen, 522, 8th Ave. Brookings, S.D. 57006.
8. Paul Shen, 428, 12th Ave. Brookings, S.D. 57006.
9. Paul Chen, 1009C, 14th Ave. Brookings, S.D. 57006.
10. Mrs. Chen, 1009C, 14th Ave. Brookings, S.D. 57006.
11. Mason Shen, 815 9th St. Brookings, S.D. 57006.