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TRAINING FUTURE FARMERS
OF AMERICA FOR PUBLIC
SPEAKING CONTESTS

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THE FUTURE PARTIAL
OF THE FUTURE PARTIAL
THE FUTURE PARTIAL

By

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CHAPTER I

INTRODUCTION

The author has taught vocational agriculture for seventeen (17) years and during this time he has had eight F.F.A. boys entered in public speaking contests. Two of the boys won the state contests, but were eliminated in the regional contests. The other six boys were eliminated in the district or state contests. The author has found it difficult to interest F.F.A. members in public speaking contests. This study was made to secure information from vocational agriculture teachers who have been successful in training boys for public speaking contests so that a procedure might be formulated for training F.F.A. members in public speaking contests.

Through the activity of public speaking contests the F.F.A. member has an opportunity to develop one of the characteristics of a good Future Farmer, that of competent, aggressive, rural and agricultural leadership. Speech contests have a great value in training a boy for agricultural leadership which is of most importance to the farmers of today in representing their position in the total scheme of things in the American way of life. Agriculture must be represented, and represented well, if farmers are to hold the position they should in the leadership of our nation. Through public speaking contests

farm boys are trained to represent their position in a qualified way. There are three groups of contests in which F.F.A. members may compete. The sponsoring groups are National Future Farmers of America, National Agricultural Cooperative Council, and National Farmer's Union. Each group sponsors on the local, county, district, state, regional, and national levels.

PROBLEM:

Training Future Farmers of America for Public Speaking Contests.

PURPOSE OF THE STUDY:

1. To discover practices used by teachers in training F.F.A. boys for public speaking contests.
2. To discover problems teachers have in training boys for speech contests.
3. Suggest a procedure in training F.F.A. boys for speech contests.

A thorough understanding of the general rules and score sheet for a contest should help the contestant in selecting and preparing a speech. A copy of the general rules and score sheet for the State Future Farmer Public Speaking Contest is given on the following pages.

GENERAL RULES

PUBLIC SPEAKING CONTEST

Eligibility--The State Public Speaking contest will be open to boys less than 21 years of age who are regularly enrolled undergraduate high school students and who are active members of chartered F.F.A. chapters in good standing with the State association and the national organization at the time they are selected to represent their chapter in the State contest.

Each contestant's speech is to be the result of his own efforts. Training in both composition and delivery are limited to the facilities of the school but facts and working data may be secured from any source.

Contestants who win the right to compete in the State Contest, by having been declared winner in one of the areas or districts, shall file with the State Supervisor, through their teachers, the following materials on or before April 5, 1950.

- (1) Four double spaced typewritten copies of the speech on 8 $\frac{1}{2}$ " x 11" white bond paper,
- (2) A signed statement of originality,
- (3) A glossy-finished photograph.

Only one boy from each school may compete.

Subject--Contestants may choose their own subjects for their speeches. Any current subject of an agricultural character which is of general interest to the public will be acceptable.

Time Limit--Each speech shall be limited to ten (10) minutes in length and five (5) minutes additional time will be allowed each contestant in which to defend his production on questions which shall be asked by the judges.

Methods of-- Three competent and impartial persons, one of whom may be designated as chairman will be selected to judge the contest.

Prior to the contest, the judges selected will be

furnished with typewritten copies of the productions which they will read and grade, recording their judgment on the score sheet, sample enclosed.

Judges shall be seated in different sections of the room at the time of the contest.

Contestants shall draw for places on the program. The program chairman will then introduce each contestant, in the order of the drawing, and announce his subject.

A timekeeper shall be designated who will record the time used by each contestant in delivering his speech, noting overtime, if any, for which deductions may be made.

When all contestants have finished speaking, the chairman of the judges will collect the score sheets from the judges, and the timekeeper's sheet, and a final decision shall be rendered by all the judges in conference.

JUDGES SCORE SHEETF.F.A. PUBLIC SPEAKING CONTEST

Part I. For Scoring and Composition

Items to be scored	Points Allowed	Points awarded contestants												
		1	2	3	4	5	6	7	8	9	10	11		
1. Content of the manuscript	200													
2. Composition of the manuscript	100													
Score on written production	300													

Part II. For Scoring the Delivery of the Production

Items to be scored	Points Allowed	Points awarded contestants												
		1	2	3	4	5	6	7	8	9	10	11		
1. Voice	100													
2. Stage presence	100													
3. Power of expression	200													
4. Response to questions	200													
5. General effect	100													
Score on delivery	700													

Part III. For computing the Results of the Contest

Items to be included	Points Allowed	Points awarded contestants												
		1	2	3	4	5	6	7	8	9	10	11		
1. Score on written production	300													
2. Score on delivery	700													
Totals	1000													
Less overtime deduction, if any. (Timekeeper's record)	20 points for each minute													
Grand Totals														

(See next page for explanation of score sheet items.)

PUBLIC SPEAKING CONTEST

-----Explanation of Score Sheet Points-----

Content of the Speech includes - -

Importance and appropriateness of the subject
Suitability of the material used
Accuracy of the statements included
Evidence of purpose

Composition of the speech includes - -

Organization of the content
Unity of thought
Logical development
Language used
Sentence structure
Accomplishment of purpose - conclusions

Voice includes - -

Quality
Pitch
Force
Articulation
Pronunciation

Power of expression includes --

Fluency
Emphasis
Directness
Sincerity
Communicative activity
Conveyance of thought
and meaning

Stage presence includes --

Personal appearance
Poise and body posture
Attitude
Confidence
Personality
Ease before audience

Response to questions includes --

Ability to satisfactorily
answer the questions on the
speech which are asked
by judges, indicating
originality, familiarity
with subject and ability
to think quickly.

General effect includes --

Extent to which the speech was interesting,
understandable, convincing, pleasing and
held attention.

CHAPTER II
REVIEW OF LITERATURE

In making the review of literature we find that effective speech has a definite purpose. Self-exhibition is never a worthy aim. A speaker is ridiculous whose chief purpose is displaying his gestures or his melodious voice. To be an effective speaker a definite purpose must be kept in mind at all times. The main purpose of speech is communication and the main form of communication is conversation. We should always strive to improve our conversation and to help our students be more effective speakers.

"The basic pattern of all speaking is conversation. To sum up: the characteristics of conversation which should be carried over into public speech are: (1) evident eagerness to communicate; (2) direction; (3) spontaneity and ease, and (4) absence of affectation, pomposity, and obvious artfulness. To these should be added, however, (1) enough power of voice to fill the room, (2) more careful articulation, (3) a slower tempo, (4) more dignity, and (5) more bodily movement."¹

"Since Conversation is so much a part of our daily lives, we need to ascertain the qualities that will make it interesting and profitable. Our awareness of these attributes should increase both our satisfaction and our skill in conversation."²

¹Low Sarott, William Foster and James McJurney, Speech (Cambridge, 1947), p. 36.

²Howard Francis Seely and William Arthur Hackett, Experiences in Speaking (Chicago, 1944), p. 19.

An effective speaker must establish close contact with his audience. His aim is to communicate ideas and if he has the right contact with his audience they will know his purpose. Many speakers try to show how skillful they are and the audience immediately realizes that the speaker is thinking of himself and they do not follow this type of a speaker. In this case the speaker has failed to establish close contact with his audience and he has failed as an effective speaker.

It is natural for a speaker to be tense just before he begins to speak. A speaker confronts various hazards and these hazards must not be upsetting to him. In the face of all the hazards nervousness is to be expected. Fears, if they are under control, make a man unconquerably resourceful. They fire him with fervor. Many effective speakers are emotionally keyed to a high pitch. The fight for self-control must begin at once. Most difficulties are imaginary ones, and there are ways of overcoming the real fears.

"The ways to conquer fear have to do with preparation of the speech, control of the body, mental attitudes, and devotion to good causes."¹

Proper preparation is one of the ways to gain self control. If the speech has been properly prepared, the speaker has no fear when he appears before the group.

¹Lew Sarett, William Foster and James McBurney, Speech (Cambridge, 1947), p. 45.

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If the speaker is not prepared, his muscles tend to become rigid, and his voice reveals his fear. After the speech is prepared, the speaker should relax and when he goes before his audience, he will take a relaxed posture.

The right mental attitude is another factor in gaining self-control. Many speakers are hampered by the feeling of inferiority. Any one with this difficulty should endeavor to help others who are even more unfortunate, and by doing so will be helped in overcoming this handicap. Often times the difficulties seem insurmountable, but usually they are not, and the best way to defeat the fear is to face it and seek help from someone who is understanding and capable of giving help.

To be an effective speaker free bodily action is important. Effective bodily action always results from inner impulse.

"Bodily action includes (1) movement of the legs and the torso, (2) movement of the head in what is sometimes called head emphasis, (3) movement of facial expressions, and (4) movement of the hands, arms, and shoulders in making gestures."¹

Bodily action is an inner impulse and must come as a result of the speaker's eagerness to communicate ideas. The speaker's bodily movements are a means of

¹Lew Scratt, William Foster and James McBurney, Speech (Cambridge, 1947), p. 58.

holding attention. It is human nature for the audience to watch the bodily movements and often times words are missed but the gap may be filled with the proper bodily action.

The right posture is very important for the speaker. A speaker makes his first impression as he walks to the platform, and often it is difficult to change the first impression. If the speaker's walk is well-poised, alert, and confident, it will help him receive a sympathetic hearing for the first few minutes.

"There is no posture which is correct for all persons at all times, for public speaking as well as for other occasions. Any posture which shows that a speaker is alert and eager to communicate is likely to be good for the occasion, provided that it does not draw attention to itself."¹

The audience is always influenced by the speaker's voice. A trembling voice and rapid, shallow breathing does not inspire confidence. But if the speaker has a rich, pure, and well-controlled voice the audience immediately thinks of him as a person who is sure of himself and sure of the soundness of his views. If confidence of the audience is gained by the speaker when he walks to the platform and begins his speech he can be assured that his speech will be well received by the group.

¹Lew Sarett, William Foster and James McBurney, Speech (Cambridge, 1947), p. 71.

"If we think of the voice as sound produced by a musical instrument, we can get away from the feeling that it is something incapable of improvement or alteration. Musical instruments can be tuned and adjusted; so also our organs of speech may be trained in flexibility and strength. In both cases, the resulting sounds are more pleasing."¹

The lips, tongue and jaws plays an important part in the kind of tones that are produced. Tones have no meaning until these organs perform their work. To be an effective speaker the consonants must have the correct shaping and the running together of syllables must be avoided.

Diction is the choice of words for the expression of thought and feeling, and good diction is essential for effective speech. Since the wide use of the radio, which depends entirely on sound, more emphasis has been placed on the need of clear articulation and correct pronunciation. Diction must be viewed with respect to both correctness and effectiveness. First of all, our words must be used correctly; this is the minimum requirement. In addition, our words should be used as effectively as possible. An effective speaker must select words that are effective and then use these words in the correct manner.

Diction helps reveal personality. After listening

¹Rhoda Watkins and Eda B. Frost, Your Speech and Mine (Chicago, 1949), p. 7.

to a speaker for five minutes an opinion is formed as to what manner of man he is by the words that he uses.

The selection of words is very important in our present generation. Words must be selected that are used and understood by our people of today. Avoid words that are not used by our present generation. Many words that were used a few years ago have passed out of use and are not understood by the present generation. In our public speaking contests we must choose words that are familiar and understood by our judges and our audience. Speeches must be presented in such a way that the audience will be attentive or the judges will not be impressed by the speech.

"Good use is the English sanctioned by the best writers and speakers. It is not the usage of people in general, but of cultivated people. In other words, the standard of good use is set by the educated classes and not by the mere numerical majority. There is no universal suffrage in matter of taste. Good use demands that your English be present, national, and reputable."¹

The national use of words is very important in our present generation. Many words used locally are not understood in other parts of our country. Our transportation of today makes it possible for us to be in many different parts of our country and must use words that are nationally used. This is especially true

¹Norman Foerster and J. M. Steadman, Jr., Writing and Thinking (Cambridge, 1941), p. 281.

with men and women in our military forces. The military personnel is made up from all sections of our country and words that are familiar to all must be used.

The national use of words must be observed in every field of service today if we are to be successful in our field of work.

Another important test of good English is that of reputable use. To be reputable, a word must have the sanction of the best writers and speakers. Words that violate the principle of reputable use must be avoided by the effective speaker. The most common classes of words that violate this principle are vulgarisms, improprieties, and some slang.

CHAPTER III

METHODS USED IN SECURING DATA

Procedure:

Information was secured by the author through personal interviews with fifteen vocational agriculture teachers in the southwest part of the State of Oklahoma. A questionnaire was formulated by the author and submitted to Professor Orr and Professor White, of the Agricultural Education Department, for approval. Then questionnaires were mailed to sixty vocational agriculture teachers in eight different states who have had F.F.A. boys in public speaking contests. All the questionnaires that were sent out of the state of Oklahoma were sent to instructors who have had state winners in the F.F.A. public speaking contests. It was felt that the information secured through these questionnaires would be of value in working out a procedure for training F.F.A. boys for public speaking contests.

A review of literature was made in order to secure more information on the subject.

Thirty of the sixty questionnaires were returned and the information was summarized and from it a procedure was worked out for training F.F.A. public speakers.

A copy of the questionnaire is given on the following pages.

QUESTIONNAIRE

1. Name _____.
2. School _____.
3. How many years have you taught vocational agriculture?
_____.
4. How many public speaking contests have you had boys entered? _____ County _____ District _____ State _____
5. How do you select boys to enter the contests:
 - a. Boys who are taking speech in school _____.
 - b. Boys who have had experience in public speaking _____.
 - c. By chapter elimination contests _____.
 - d. _____.
 - e. _____.
 - f. _____.
6. Do you find it difficult to get boys interested in public speaking? Yes _____ No _____.
7. Why are boys not interested in public speaking contests?
 - a. Teacher not interested _____.
 - b. Stage fright _____.
 - c. Lack of knowledge of subject matter _____.
 - d. _____.
 - e. _____.
 - f. _____.
8. What do you do to help create interest in public speaking contests?
 - a. _____.
 - b. _____.
 - c. _____.
 - d. _____.
9. How much time per year do you spend on trying to create interest in speech contests?
 - a. None _____.
 - b. One day _____.
 - c. Two days _____.
 - d. Three days _____.
 - e. Four days _____.
 - f. Five or more days _____.

10. Do you require each boy to prepare a speech?
Yes _____ .No _____ .
11. How many of your boys prepare speeches _____ .
12. Do boys who are taking a public speaking course in high school have more interest in speech contests?
Yes _____ .No _____ .
13. In your school does the English teacher require students to give speeches? Yes _____ .No _____ .
14. Do you furnish a list of subjects for the boys to choose from? Yes _____ .No _____ .
15. Do you think the subjects should be assigned from a state or national level? Yes _____ .No _____ .
16. Do you let the boy select his own subject from an approved list? Yes _____ .No _____ .
17. Do you let the boy select his own subject without a suggested list? Yes _____ .No _____ .
18. From what sources are materials gathered for the speech?
a. Books _____ .
b. Magazines _____ .
c. Bulletins _____ .
d. Newspapers _____ .
e. _____ .
f. _____ .
g. _____ .
h. _____ .
19. List the titles of books or other publications you have found helpful in coaching speech contestants.
a. _____ .
b. _____ .
c. _____ .
d. _____ .
20. Do you gather all the material for the speech?
Yes _____ .No _____ .
21. Do you require the boy to gather all the material for the speech? Yes _____ .No _____ .
22. Does each of you gather material for the speech?
Yes _____ .No _____ .

23. Do you write the speech for the boy? Yes ____ .No ____ .
24. Do you require the boys to write their speeches?
Yes ____ .No ____ .
25. Do you ask the boys to write preliminary speeches:
Yes ____ .No ____ .
26. Do you go over the preliminary speech and make changes with the boy? Yes ____ .No ____ .
27. Do you have the English teacher to check the speech?
Yes ____ .No ____ .
28. Do you have the speech teacher in the school to check the speech? Yes ____ .No ____ .
29. Does the English teacher coach the speech contestant in delivery? Yes ____ .No ____ .
30. Does the speech teacher coach the boy in the delivery of his speech? Yes ____ .No ____ .
31. Do you ask any one else to check material in the speech? Yes ____ .No ____ .Who ____ .
32. Do you use class time for gathering material for public speaking? Yes ____ .No ____ .
33. Do you use class time for boys to write their speeches?
Yes ____ .No ____ .
34. Do you use class time for boys to memorize their speeches? Yes ____ .No ____ .
35. Do you use class time for boys to practice their speeches? Yes ____ .No ____ .
36. Do you have a chapter elimination contest? Yes ____ .No ____ .
37. Whom do you use for judges of chapter contests?
a. _____
b. _____
c. _____
d. _____
38. What groups do you get the boy before to practice his speech?
a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____

39. Does the boy get tired of practicing before different groups? Yes _____. No _____.
40. Do you find it difficult to get the boy to use gestures in his speech? Yes _____ No _____.
41. Do you find it difficult to get the boy to use eye-contact with the audience? Yes _____ No _____.
42. Is posture a problem in training public speakers?
Yes _____ No _____.
43. How do you overcome the posture problem?
a. _____.
b. _____.
c. _____.
d. _____.
44. Do you take part in a county elimination contest?
Yes _____ No _____.
45. Would you favor a county elimination contest? Yes _____.
No _____.
46. Do you take part in a district elimination contest?
Yes _____ No _____.
47. Do you feel that those who are selected for county and district judges are competent? Yes _____. No _____.
48. List the occupations of men who have served as judges of district contests.
a. _____.
b. _____.
c. _____.
d. _____.
49. Do the judges of district contests have an opportunity to read the speeches before the contest? Yes _____. No _____.
50. Do you think that the judges always go by the score card? Yes _____. No _____.
51. Do you believe in questions after the speech?
Yes _____. No _____.
52. What are the weaknesses of the questions asked by the judges?
a. _____.
b. _____.
c. _____.
d. _____.

53. List any suggestions for improving the national score card.

- a. _____.
- b. _____.
- c. _____.
- d. _____.

54. What is your number one problem in training boys for public speaking contests? _____

55. How do you overcome this problem? _____

56. What is your number two problem in training boys for public speaking contests? _____

57. How do you overcome this problem? _____

58. What is your number three problem in training boys for public speaking contests? _____

59. How do you overcome this problem? _____

60. Other problems in training boys for public speaking contests.

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.

61. List step by step the procedure you use in training F.F.A. boys for public speaking contests.

- a. _____.
- b. _____.
- c. _____.
- d. _____.
- e. _____.
- f. _____.
- g. _____.
- h. _____.
- i. _____.
- j. _____.
- k. _____.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Purpose:

This study was made to discover practices used by teachers of Vocational Agriculture in training Future Farmers of America for public speaking contest: (1) To discover problems that teachers have in training boys for speech contests, (2) To work up a suggested procedure for training F.F.A. boys for speech contests.

Procedure:

The names of sixty (60) Vocational Agriculture teachers who have had F.F.A. boys in public speaking contests was secured from Byrle Killian, Assistant State Supervisor of Vocational Agriculture. This list was made up of teachers from Oklahoma and from the reports of the proceedings for the National F.F.A. convention for the years 1940-1952. A study of literature was made in order to get more information on the subject. The writer personally interviewed fifteen (15) additional agriculture teachers, who had only casual interest in public speaking contests. He wanted to find out why more teachers of vocational agriculture were not interested in F. F. A. public speaking contests.

Questionnaires were mailed to the sixty (60) teachers and thirty (30) of them were returned; of the

thirty (30) returned, twenty three (23) were from Oklahoma teachers and seven (7) from other states.

The information secured was tabulated, summarized and is presented on the following pages.

TABLE I

DISTRIBUTION OF SCHOOLS
REPLYING TO QUESTIONNAIRE

States	Number of Schools	Percent
Oklahoma	23	76.66
Virginia	1	3.33
Ohio	1	3.33
Montana	1	3.33
Utah	1	3.33
Vermont	1	3.33
New York	1	3.33
Wyoming	1	3.33

The table above show that 76.66 percent of the replies came from teachers in Oklahoma schools that were located in all sections of the state. Seven of the replies were from seven other states. All of these teachers have had F.F.A. boys who have excelled in F.F.A. public speaking contests.

TABLE II
TEACHING EXPERIENCE

Number of Teachers	Average Years Taught
30	9½

O. H. Watkins of Geneva, New York, led the field in the length of service having taught thirty two (32) years. Floyd Bowen of Chinash, Montana, was second with twenty five (25) years and E. I. Moore of Carter, Oklahoma has taught the least number of years having taught only one year. The information received from these thirty (30) vocational agriculture teachers who have taught a total of 284 years should be significant in working out a procedure for training F.F.A. boys for public speaking contests.

TABLE III
PARTICIPATION IN PUBLIC
SPEAKING CONTESTS

Total Entries	County	District	State	National
165	37	80	39	9

The thirty (30) teachers who reported have had a total of 165 entries in F.F.A. public speaking contests

of which thirty seven (37) were county contests, eighty (80) district contests, thirty nine (39) state contest, and nine (9) national contests.

TABLE IV
METHODS TEACHERS USED IN
SELECTING CONTESTANTS

Method	Number of Schools	Percent
Enrolled in Speech	2	6.66
Experience in Public Speaking	3	10
Chapter Elimination	18	60
Volunteers	6	20
Interested boys	1	3.33

There were five (5) different methods used by these teachers in selecting the P.F.A. boy to represent their schools. Sixty percent of the teachers used the chapter elimination method which is perhaps the best method of selection, because it gives each boy an equal opportunity to participate in the speaking contest.

TABLE V

DIFFICULTY IN GETTING BOYS TO
ENTER SPEECH CONTESTS

Difficult	Number	Percent
Yes	18	60
No	12	40

Out of the thirty teachers reporting sixty percent stated that it was difficult to get boys interested in public speaking contests, and forty percent stated they had no difficulty interesting boys in public speaking contests.

TABLE VI

REASONS TEACHERS GAVE FOR LACK OF
INTEREST IN SPEECH CONTESTS

Reasons	Number	Percent
Teachers not interested	10	33.33
Boys have stage fright	15	50.00
Boys lack of knowledge of subject matter	11	36.00
Difficult activity and too much work	2	6.66
Right approach not made by the teacher	1	3.33
Lack encouragement by teacher	4	19.99
No speech background	4	19.99
Poor judges	4	19.99

Out of the eight reasons given by teachers of agriculture for the lack of interest in public speaking, stage fright leads the list. Lack of knowledge of subject matter is listed in second place.

TABLE VII
SUGGESTIONS FOR STIMULATING MORE INTEREST
IN PUBLIC SPEAKING CONTESTS

Suggestions	Number	Percent
Local Contest Awards	9	30.00
Encourage Participation in Chapter Meetings	14	46.66
Make Early Announcements and Assign Work	23	76.66
Have Current Event Talks	18	60.00
Recognition for Efforts	12	40.00
Emphasize Leadership Training	15	50.00

The most frequent suggestion made by the teachers was early announcement of the contest for stimulating interest in public speaking. Other suggestions in order are: 1. Have current event talks, 2. Emphasize leadership training, 3. Encourage participation in chapter meetings, 4. Recognition for efforts, and 5. Local contest awards. Any teacher of vocational agriculture who is interested in training P.F.A. boys

for public speaking contests would do well by making use of all of these suggestions.

TABLE VIII

TIME SPENT PER YEAR TRYING TO CREATE
INTEREST IN PUBLIC SPEAKING CONTESTS

Time Spent	Teachers Reporting	
	Number	Percent
None	7	23.33
One Day	5	16.66
Two Days	7	23.33
Three Days	5	16.66
Four Days	1	3.33
Five or more Days	5	16.66

There was a wide variation among the thirty teachers as to how much time was spent each year interesting F.F.A. boys in public speaking contests. This variation ranged from seven teachers who spent no time to five teachers who spent five or more days per year. It would seem that if a vocational agriculture teacher expects much interest in public speaking contests it would be necessary to spend some time working on it.

TABLE IX

ARE BOYS REQUIRED TO PREPARE A SPEECH?

Speech Required	Teachers Reporting	
	Number	Percent
Yes	9	30
No	21	70

TABLE X

PERCENT OF BOYS PREPARING SPEECHES

Number of Schools	Percent
9	100
1	98
1	20
1	10
18	1 to 9

There were nine teachers who required all of the F.F.A. boys to prepare speeches compared to twenty one teachers who did not require all the boys to prepare speeches. The percentage of boys preparing speeches of the twenty one teachers who did not require a speech, ranged from one percent to 98 percent. It would not seem advisable for all the boys to prepare speeches.

TABLE XI

ARE BOYS ENROLLED IN SPEECH
MORE INTERESTED IN CONTESTS?

Speech Students More Interested	Teachers Reporting	
	Number	Percent
Yes	15	68.16
No	7	31.84

There were only twenty two schools with speech departments, and fifteen vocational agriculture teachers from these schools reported boys enrolled in public speaking classes were more interested than those not enrolled in a speech course. Seven teachers reported that boys enrolled in speech classes were not more interested than the boys not enrolled. The fact that some schools require all boys to enroll in public speaking classes and other schools use it as an elective may make the difference in the answer to this question.

TABLE XII

STUDENTS ENROLLED IN ENGLISH
REQUIRED TO GIVE SPEECHES

Speeches Required	Teachers Reporting	
	Number	Percent
Yes	15	50
No	15	50

From the table we find that one half of the English teachers from these thirty schools require their students to give speeches and the other one half do not. A boy who is good in English would be an asset in public speaking.

TABLE XIII
TEACHERS FURNISHING A LIST OF
SUBJECTS FOR BOYS

Subjects Furnished	Teachers Reporting	
	Number	Percent
Yes	18	60
No	12	40

Eighteen teachers furnished a list of subjects to choose from, while twelve did not. This may be a way to promote interest in public speaking by furnishing a list of current subjects in which the boys are interested.

TABLE XIV
SHOULD SUBJECTS BE ASSIGNED FROM
STATE OR NATIONAL LEVEL?

Subjects Assigned	Teachers Reporting	
	Number	Percent
Yes	11	36.66
No	15	50.00
No preference	4	13.33

Eleven teachers felt that the subject for the speech should be assigned from a state or national level. Fifteen felt that they should not be assigned from a state or national level, and four teachers had no preference. It probably would create more interest if the boys were allowed to select their own subject.

TABLE XV
SOURCE OF MATERIAL USED FOR
PREPARING SPEECHES

Speech Material Sources	Teachers using each source	
	Number	Percent
Books	28	93.33
Magazines	22	73.33
Bulletins	23	76.33
Newspapers	18	60.00
Individual Knowledge	8	26.66
Other Teachers	1	3.33
Soil Conservation Service	1	3.33
Radio	1	3.33
Related Departments	1	3.33
Cooperative Associations	1	3.33

TABLE XVI

TITLES OF BOOKS OR OTHER PUBLICATIONS
FOUND HELPFUL IN PREPARING SPEECHES

Titles	<u>Teachers Reporting</u> Number
Farm Bureau Magazine	2
Farm Journal	2
Successful Farming	3
Farmers Digest	1
Soil Conservation News	4
Public Speaking for Future Farmers	5
Winning Future Farmers Speeches	4
Bramfield Books	1
FFA National Proceedings	2
Safety Bulletins	1
U.S.D.A. Year Books	1
Epic of America	1
Feeds and Feeding	1
Market Bulletins	1

In gathering materials for speeches books ranked top on the list with magazines, bulletins, and newspapers being used almost as much. The teachers listed fourteen references as material for speeches.

TABLE XVII

TEACHERS GATHERING ALL OF THE
MATERIAL FOR SPEECH

Teachers Gathering Material	Teachers Reporting	
	Number	Percent
Yes	1	3.33
No	29	96.66

TABLE XVIII

TEACHER AND STUDENT BOTH GATHERING
MATERIALS FOR SPEECHES

Teacher and Student Gathering Material	Teachers Reporting	
	Number	Percent
Yes	20	66.66
No	10	33.33

In gathering material for speeches only one teacher gathered all the material. Twenty of the teachers worked with the boys in gathering material, while ten of the teachers felt that it was the boys' responsibility to gather material. I would say the teacher certainly has a responsibility for the material in the speech, no matter who gathers the material.

TABLE XIX
WHO WRITES THE SPEECH?

Persons Writing Speech	Teachers using each method	
	Number	Percent
Vocational Agriculture Teacher	2	6.66
F.F.A. Boys	16	53.33
F.F.A. Contestants with help from others	12	40.00

The general practice is for the contestants to write their speeches by themselves or to receive help from some one. There were only two out of thirty teachers who wrote the speeches for the contestants. If the contestants write the speeches they will know more about the subject.

TABLE XX
DO BOYS WRITE PRELIMINARY SPEECHES?

Preliminary Speeches	Teachers Reporting	
	Number	Percent
Yes	19	63.33
No	11	33.66

TABLE XXI
ARE PRELIMINARY SPEECHES CORRECTED?

Speeches Corrected	Teachers Reporting	
	Number	Percent
Yes	19	63.33
No	11	33.66

Preliminary speeches were required by nineteen of the instructors and those speeches were corrected; while eleven of the instructors did not require preliminary speeches before the contest. In selecting a boy to represent the chapter, it may be well not to require preliminary speeches, but after the chapter winner is selected, the speech should be corrected and well prepared before going on to higher competition.

TABLE XXII
WHO CORRECTS THE PREPARED SPEECH?

Persons making correction	Teachers using each method	
	Number	Percent
English Teacher	26	93.33
Speech Teacher	13	43.33

The two people who were used the most in correcting the speeches for English and arrangement were the English and Speech teachers. These two teachers are in a position to give the contestants help in preparing their speeches, and in most schools these teachers are willing to help the students in any activity in which they are interested.

TABLE XXIII

IS THE ENGLISH TEACHER USED TO
COACH THE CONTESTANT?

English Teacher Used	Teachers Reporting	
	Number	Percent
Yes	10	33.33
No	20	66.66

The English teacher should be a good person to get to assist in coaching the contestant, but only ten of the thirty instructors made use of this service. There should be close enough relations between teachers in a school system that each teacher would feel free to call on another for assistance.

TABLE XXIV

IS SPEECH TEACHER USED TO
CHECK THE CONTESTANT?

Speech Teacher Used	Teachers Reporting	
	Number	Percent
Yes	13	43.33
No	9	30.00
No Speech Dept.	8	26.66

Many schools do not have speech instructors, but in those that do, the speech teacher would be a very valuable source of help, and forty three percent of the instructors that reported are making use of them. Most speech teachers would work with the vocational agriculture teacher so that the boy would get credit in his speech class for work done on his speech in Vocational Agriculture.

TABLE XXV

ARE OTHER PERSONS USED IN
CHECKING SPEECHES?

Other Persons Used	Teachers Reporting	
	Number	Percent
Yes	12	40
No	18	60

In some schools the vocational agriculture teacher may not be able to get help from the Speech or English teacher, but there should be some one in the community, the preacher or a lawyer, that could check material in the speech and forty percent of the teachers reporting were making use of this source of help.

TABLE XXVI
USE OF CLASS TIME IN
PREPARATION OF SPEECHES

Method Used	Teachers using each method	
	Number	Percent
Class time used to gather material	20	66.66
Class time used to write Speech	11	36.66
Class time used to memorize speech	22	73.33

A majority of the vocational agriculture teachers use some class time for gathering material, and for writing, memorizing, and practicing speeches. The use of some class time, probably could be justified for working on speeches from the stand point of developing competent, aggressive, rural and agricultural leadership. It may be the means of imparting valuable technical information to the class.

TABLE XXVII

DO CHAPTERS HAVE ELIMINATION CONTESTS?

Chapter Contest	Teachers Reporting	
	Number	Percent
Yes	20	66.66
No	10	33.33

In the reports of sixty six percent of the thirty vocational agriculture instructors the means of selecting the boys to represent the schools were solved by using the chapter elimination contest. This method takes the whole responsibility for selecting the one to represent the school off the instructor. It also serves as a fair way of selection, since each of the boys have an equal chance.

TABLE XXVIII

JUDGES FOR CHAPTER CONTESTS

Judges	Number Teachers Reporting
Speech Teachers	15
English Teachers	13
Boys in Class	1
Professional People	14
Veterans Agriculture Instructors	3

The judges most commonly used for the chapter elimination contests were speech teachers, English teachers, and professional people. It is important to have competent judges who have the time to give, and who are capable of judging subject matter, delivery, and other points of scoring.

TABLE XXIX
GROUPS THE BOYS PRACTICE BEFORE

Groups Hearing Speeches	<u>Teachers Reporting Number</u>
Agricultural Classes	19
Civic Organizations	14
High School Body	15
Radio Audience	1
Veterans Agriculture Classes	1
Community Meetings	2
Local Grange	3
Farm Bureau Meeting	1
Rural School Groups	1
Farm Families	1

After the boy has been selected to represent the chapter, the instructor should have no trouble in getting the boy before all the different groups in the

community to practice his speech. Program chairmen of Civic Clubs and Farm Organizations are eager to find speakers. The more he practices giving the speech, the better he will do in the contest.

TABLE XXX

DO BOYS GET TIRED OF PRACTICING BEFORE GROUPS?

Tired of Practicing	Teachers Reporting	
	Number	Percent
Yes	7	23.33
No	23	76.66

A speech that is well prepared in arrangement and subject matter, and is of a current nature should be interesting and the contestants should not become tired of giving it before the different groups in the community. The contestant may get tired of giving it before the same group over and over.

TABLE XXXI

IS IT DIFFICULT TO GET BOYS TO USE GESTURES?

Gestures a Problem	Teachers Reporting	
	Number	Percent
Yes	15	50
No	15	50

TABLE XXXII

IS IT DIFFICULT TO GET BOYS
TO USE EYE CONTACT?

Problem of Eye Contact	Teachers Reporting	
	Number	Percent
Yes	15	50
No	15	50

TABLE XXXIII

IS POSTURE A PROBLEM?

Posture Problem	Teachers Reporting	
	Number	Percent
Yes	20	66.66
No	10	33.33

Posture problems seemed to be more prevalent than eye contact and gestures. The boys who have had speech or who have been in an expression class have the advantage over the other boys because they have been instructed along the lines of gestures, eye contact, and posture. Practice, with instruction from the vocational agriculture instructor, should overcome these handicaps.

TABLE XXIV
 WAYS TO OVERCOME THE POSTURE PROBLEM

-
1. Impress the boys to use good posture.
 2. Encourage standing erect in FFA meetings when addressing the chair.
 3. Coaching or suggesting the right posture.
 4. Practice standing before a mirror.
 5. Demonstrations
-

By using the above suggestions and by continual practice, the boys should be able to use correct posture while giving his speech.

TABLE XXV
 NUMBER TAKING PART IN COUNTY
 ELIMINATION CONTEST

County Contest	Teachers Reporting	
	Number	Percent
Yes	9	30
No	17	56.66

TABLE XLVI

DO YOU FAVOR COUNTY ELIMINATION CONTESTS?

County Contest	Teachers Reporting	
	Number	Percent
Yes	18	60
No	12	30

Sixty percent of the teachers reporting were in favor of having county elimination contests, while thirty percent did not favor the county contests. Where there is enough interest in a county for an elimination contest, it would serve as a means of creating interest and would give the boy something to work for.

TABLE XLVII

DO YOU FAVOR DISTRICT CONTESTS?

District Contest	Teachers Reporting	
	Number	Percent
Yes	30	100

All of the teachers favor the district contests because it takes in more schools and there is more interest and the boys feel like they have something worthwhile to work for. The farther a boy goes in a contest, the more interest he may have and he may work harder.

TABLE XXVIII
 ARE COUNTY AND DISTRICT
 JUDGES COMPETENT?

Competent Judges	Teachers Reporting	
	Number	Percent
Yes	17	50.66
No	13	43.33

Forty three percent of the vocational agriculture teachers did not feel that the judges for county and district contests were competent. Any contest that is worthwhile should have competent judges.

TABLE XXIX
 OCCUPATION OF TEACHERS WHO
 SERVED AS DISTRICT JUDGES

Occupation	Teachers Reporting	
	Number	Percent
Vocational Agriculture Instructors	6	20
Speech Instructors	18	60
District Supervisor of Vocational Agriculture	4	13.33
T V Announcers	3	10
Retail Merchants	9	30
Farm Bureau Managers	5	16.6
Professional Men	25	83.33

TABLE XL

DO JUDGES OF DISTRICT CONTEST HAVE AN
OPPORTUNITY TO READ SPEECHES?

Speeches Read	Teachers Reporting	
	Number	Percent
Yes	13	43.33
No	6	20.00
Did not know	11	36.66

TABLE XLI

DO JUDGES GO BY SCORE CARD?

Score Card Used	Teachers Reporting	
	Number	Percent
Yes	10	33.33
No	10	33.33
Did not know	10	33.33

In studying the three tables above we can see why some of the teachers feel that some of the men are not competent judges. The judges must know something about the subject, understand the score card, and know something about delivering a speech. Many times the judges are selected because they are around close and can give that much time. The judges should have an opportunity to read and score speeches before the contest.

TABLE XLII

DO YOU FAVOR QUESTIONS AFTER THE SPEECH?

Questions After Speech	Teachers Reporting	
	Number	Percent
Yes	30	100
No	0	0

TABLE XLIII

WEAKNESS OF QUESTIONS ASKED

Weakness	Teachers Reporting	
	Number	Percent
Too Technical	9	30
Not clearly stated and confusing to speaker	15	50
Poorly expressed	12	40
Not to the point	18	60
Too lengthy and complicated	18	60
Not pertaining to subject	5	16.66
Ill. or questions	10	33.33
Too deep	4	13.33
Not acquainted with subject	12	40

All of the teachers favor questions after the speech, but many of them did not favor the type of questions being asked. If the right kind of questions are asked by the judges they can determine whether or not the boy really knows the subject matter pertaining to his speech.

TABLE XLIV

SUGGESTIONS FOR IMPROVING THE
NATIONAL SCORE CARD

Suggestions	Teachers Reporting	
	Number	Percent
Speeches should be based on current topics	18	60
Controversial Issue	12	40

There were only two suggestions made for improving the National Score Card, and they were to include controversial issue and to based speeches on current topics.

TABLE XLV

NUMBER ONE PROBLEM IN TRAINING BOYS
FOR PUBLIC SPEAKING CONTESTS

Problem	Teachers Reporting	
	Number	Percent
Time	15	50
Interest	15	50

The teacher should start early enough so that the boys will have plenty of time. The interest of the teacher is usually reflected in the students he is teaching. It is true that many times the boys who are best in public speaking also excels in football, basketball, and many other activities in the school and time is a problem to be worked out.

TABLE XLVI

OTHER PROBLEMS IN TRAINING BOYS
FOR PUBLIC SPEECH CONTESTS

Problems	Teachers Reporting	
	Number	Percent
Preparation of Speech	18	60
Subject Material	15	50
Lack of Local Competition	12	40
Use of Expression in Speech	9	30
Tendency to draw broad unsupported conclusions	6	20

Sixty percent of the teachers listed the preparation of the speech as the first problem in the above table. The teacher working with the boys in gathering material and offering suggestions as to the arrangement of the speeches would be of help to the boys in preparing the speeches. Some class time may be used in importing subject matter if it is a topic of current interest.

The next problem listed by the teachers was subject material. Agriculture Departments should have enough books, magazines, Farm Papers and with the aid of the county library, should furnish enough material for the preparation of speeches on any subject of current nature.

The other problems listed in order by the teachers are: 1. Lack of local competition, 2. Use of expression in speech, and 3. Tendency to draw broad unsupported conclusions.

If the teachers are interested in public speaking contests and are willing to put in enough time on these problems, they can be worked out with the boys. It is the teacher's responsibility to see that these problems are worked out satisfactorily.

TABLE XLVII

SUGGESTED PROCEDURE TO USE IN TRAINING BFA
BOYS FOR PUBLIC SPEAKING CONTESTS

Suggestions	Teachers Reporting Number
Early Announcement of Contest	22
Create Interest	19
Posting of Suggested Subjects and References	17
Material Available	15
Help Select Subject	13
Work with Boys in Preparing Speech	12

The contest should be announced as soon as possible. Present the advantages of entering the contest to classes with full explanation of suggested subjects and point out sources of materials for each subject. Help the boys in selecting subjects with which they are most familiar. Offer suggestions in preparing and organizing the speech.

SUMMARY:

Inform all F.F.A. members of the possibilities existing concerning the public speaking contests and encourage prospective candidates to prepare for entry in the contests.

Suggest to members suitable topics for speech subjects, and assist in securing reference materials to be used in preparing speeches.

Speeches should be checked for general content and organization by instructor, English or speech teacher, or others who are assisting contestants.

The contestant should practice giving speech before a mirror, in his agriculture classes, before civic clubs, and other group meetings. The more practice he has before groups, the more confidence he will have in the contest. He also must know about his topic so he can intelligently answer questions asked by the judges.

There are a number of helps that a vocational agriculture teacher may use in training a boy for a speech contest such as the Successful Farming, Farmers Digest, Soil Conservation News, Public Speaking for Future Farmers, Branfield Books, FFA National Proceedings, U.S.F.A. Year Books, Epic of America, Feeds and Feeding, American Speech, Experiences in Speaking, Your Speech and Mine, and any of the numerous bulletins received by vocational agriculture teachers. With the aid of the above materials

and helps from the English and speech teachers in the school system, a vocational agriculture teacher should be in a position to give the contestants all the help needed for the preparation and delivery of a speech.

CHAPTER V

SUGGESTIVE PROCEDURE AND COMMISSION

Suggestive procedure for training P.F.A. boys for public speaking contests:

1. Inform all P.F.A. members as early as possible about the dates for the public speaking contests.
 - a. Chapter elimination contest.
 - b. County elimination contest.
 - c. District elimination contest.
 - d. State elimination contest.
 - e. National elimination contest.
2. Furnish suggestive list of subjects.
3. Assist boys in selecting subjects by summarizing technical information of each subject.
4. Present methods of gathering materials to the boys.
 - a. Card index for books.
 - b. Clippings from magazines and newspapers.
 - c. U.S.D.A. and extension bulletins.
 - d. Personal interview with people who are authorities on subjects.
 - e. Soil Conservation Service.
 - f. P.F.A. Service
 - g. Radio programs.
 - h. Speeches given by individual.
5. Help boys gather material for speeches.
6. Have boys write preliminary speeches.
7. Correct preliminary speeches as to arrangement and subject matter.
8. Have boys rewrite speeches.
9. Correct speeches to their final form making use of Speech and English teachers.

10. Have boys rewrite speeches in final form.
11. Have the boy's speech neatly typed. If the boy does not type ask the typing instructor to recommend someone to type the speech.
12. Have the boys to memorize speeches.
13. Give boys an opportunity to practice speeches before such groups as:
 - a. Agriculture classes
 - b. F.F.A. meetings
 - c. Civic organizations
 - d. High School body
 - e. Radio audience
 - f. Veterans agriculture classes
 - g. Community meetings
 - h. Local Grange meetings
 - i. Farm Bureau meetings
 - j. Farmers Union meetings
 - k. Farm families
14. Coach boys on such points as:
 - a. Standing erect
 - b. Establishing good eye contact with audience.
 - c. Speak so as to be heard easily
 - d. Pronounce words distinctly
 - e. Giving correct vowel and consonant sounds
15. Send in a typed copy of the speech a day or two before the speech is to be delivered in order that the judges may have time to read and score before the contest.
16. Judges should be selected in advance of the contests. They should be competent judges and have some knowledge of the subject. Questions asked by the judges should not be too technical but should be pertinent to the subject.

17. Lead the boy to realize that you believe in him and what he has to say and his ability to say it well.

CONCLUSION:

Training contestant for a speech contest is an interesting process if it is done systematically. Discuss the project with the class and find out what boys, or boy, as is usually the case, would be interested in attempting to prepare a speech. The contestants should have some knowledge of public speaking, be clever with the use of words, and have enough enthusiasm and energy to make work on a speech a privilege rather than a task.

Every speech has four steps: 1. gathering material for the speech, 2. planning the speech, 3. writing the speech, and 4. delivering the speech. A student should choose a subject in which he is especially interested, and one with which he is familiar. Naturally a boy can discuss a subject more intelligibly if he has had practical experience in this field.

After the subject has been selected, he should collect all available material. He should read this material carefully and underline what he wishes to remember. Especially mark quotations of authorities which he wishes to quote. In citing an authority be sure to list the book and author from which the quotation is taken.

The next step is writing the speech.

After a brief outline or sketch of the speech is completed the student and teacher should discuss the plan. The teacher can suggest the cutting out of irrelevant material and the adding of new material which he considers of value. Most audiences appreciate humor and a joke at the beginning of the speech, if well told and appropriate, can attract the interest of the audience. Human interest stories concerning the subject may be used sparingly. Make comparisons using facts and figures.

After the speech is written the student may ask the high school English teacher to correct the manuscript for incorrect grammar and poor sentence structure. This is advisable since most of us vocational agriculture instructors while getting an education were more interested in how to make a hen lay a bigger and better egg than we were in the proper tense of the verbs lay and lie.

After the speech has been checked and a "go ahead" signal has been given by the instructor, then the student is ready to memorize the speech.

The final step is delivery. In this step the vocational teacher can be of great assistance. The writing of the speech has been entirely the work of the student. At this point the instructor can offer suggestions and drill the boy until the speech is a finished

product. It could be a mistake not to employ the services of the high school speech instructor in this phase of the training. It is wise to utilize every opportunity for the boy to give his speech to the public. Civic organizations are always ready to hear these speeches, and often give useful criticisms. They follow the progress of contestants and offer encouragement, since they feel this contest beneficial educationally and a means of developing of good citizenship.

The following suggestions on how to prepare a speech may be helpful.

1. Read all available material.
2. Write down every thing you think important pertaining to the subject.
3. Group these facts in outline form, using main topics and subtopics.
4. Eliminate anything not pertinent to the subject.
5. Fill in the outline.

The following rules of public speaking may be emphasized:

1. Stand erect.
2. Establish good eye contact with your audience.
3. Speak so as to be heard easily.
4. Pronounce words distinctly.
5. Give correct vowel and consonant sounds.

Finally, make the boy realize that you believe in what he has to say and his ability to say it well. From now on the instructor takes a back seat and bites

his finger while his prodigy stands, or he paces
the floor like an expectant father until the judges
enter with a fifty dollar bond neatly done up in a
pink and blue bundle and announces the winner to be
.....well your guess is as good as mine.

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